Music curriculum 2019/20

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| Rec | * To learn a range of songs
* Clapping games
* Access to a range of percussion instruments.
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| Y1 | * Explore sounds on percussion instruments. Long sounds and short sounds, high and low
* Learn Little Fly, No More milk, Traffic Jam, Caterpillar Bye Bye on the recorder.
* learn how to read music and recognise the different notes; B and A.
* Learn how music is notated to show timing and rhythm; such as crochets, quavers
* Learn a variety of songs and clapping rhythms
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| Y2 | * Explore long and short sounds, comparing beat and rhythm, explore pitch, tempo and symbols through songs and playing percussion instruments.
* learn Caterpillar Bye Bye, Joe Joe, Bus Driver Traffic Lights, Hot Cross Buns, Who’s that Yonder?, Kites and Gliding on the recorder.
* To continue to learn how to read music and recognise the different notes; B, A and G
* Learn how music is notated to show timing and rhythm; such as crochets, quavers, minims and dotted minims, crochet rests and repeat signs.
* Learn a variety of songs and clapping rhythms
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| Y3 | * Learn rhythmic patterns through body percussion, call and response songs and how music can create different moods.
* Learn Indian Warrior, Skateboard Ride, Chicka Hanka, Fandango, Chatter with the Angels, Mocking Bird, Karen’s and Adele’s Waltz, Old MacDonald and Dear Liza and on the recorder.
* Continue to learn to read music and recognise different notes; B, A, G, E, D, C’
* Learn notes value and some of the ways music is notated to show timing and rhythm; crochets, quavers, minims, dotted minims, semibreves, rests, tied notes, slurred notes and staccato notes.
* Learn a variety of songs to sing.
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| Y4 | * Explore rhythmic patterns through songs and raps, also scales, symbols and atmosphere.
* We have also learnt how to play; Tadpoles ,Little Bell, Lament, Loch Morlich and descant to Loch Morlich, Who built the Ark,
* learn to read and recognise different notes; B, A, G, E, D, C’, D’
* Continue to Learn notes value and some of the ways music is notated to show timing and rhythm; crochets, quavers, minims, dotted minims, semibreves, dotted crochets, rests, tied notes, slurred notes, staccato notes, ostinato and Da Capo.
* Learn a variety of songs to sing.
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| Y5 | * Explore rhythm and pulse through body percussion and drumming,
* learn songs that are sung in two parts. To learn and perform a number of songs for the Colston Hall summer concert
* learn how to play; London’s Burning, Amazing Grace, Over the Sea to Skye, La Mourisque, Cherry Tree Rag.
* Continue to learn notes value and some of the ways music is notated and recognise different notes; B, A, G, E, D, C’, D’, E’
* Learn some of the ways music is notated to show timing and rhythm; crochets, quavers, minims, dotted minims, semibreves, dotted crochets, rests, tied notes, slurred notes, staccato notes, ostinato, Da Capo, key signatures.
* Learn a variety of songs to sing
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| Y6 | * Orchestra – each pupil to choose an instrument in the wind band, delivered by BPM
* Learn a range of notes on that instrument and to read music
* To learn a range of pieces to play together.
* To play together as an orchestra
* To play in a concert for parents at the end of the year
* To learn a range of songs
* To sing in 2/4 parts and to sing in harmony
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