







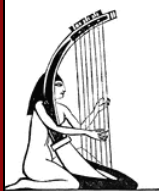


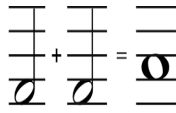

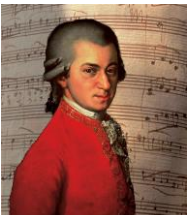




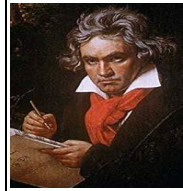





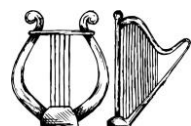

Success for All




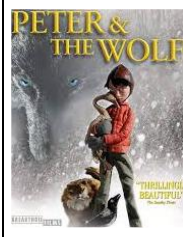


SOUTH KIRKBY ACADEMY

Dedication Aspiration Co-operation Inspiration




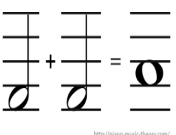

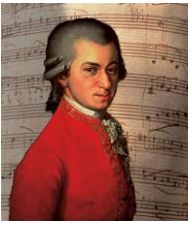
A close-up, high-angle photograph of a fountain pen writing musical notes on a staff. The pen is dark and the ink is black. The staff lines are light and the background is a soft, out-of-focus light color. The pen is positioned diagonally across the frame, with the nib pointing towards the bottom left. The musical notes are simple black shapes on the staff lines.

Music Curriculum





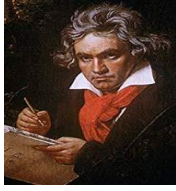

	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Prehistory in Music 	Christmas – The Winter 	Instrument families 	Narrative music 	Folk music 	Renaissance 
Year 4	Music in Egypt 	Christmas - Rounds 	Popular music of America 	Writing the music: Figures. 	Baroque music 	Classical period. 
Year 5	Writing the music: G Clef and Staff. 	Christmas – Instrumental 	Music in the Roman Empire 	Materials and acoustic. 	Romanticism and the Victorian era. 	Impressionism 
Year 6	Music in the Cinema – WWII 	Christmas: Two-part Songs. 	Music of the world. 	Technology for Music. 	Music in Ancient Greece. 	Modern Music. 

Year 3	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview	Prehistory in Music. 	Christmas: The Winter. 	Instrument families 	Narrative music 	Folk music 	Renaissance 
Suggested Content	<p>Explain the first forms of musical expression.</p> <p>How was the music in the stone age?</p> <p>Explore the first musical “instruments”: The voice and percussions.</p> <p>Understand the power of evocation of the music. From hunting to magic.</p> <p>–</p> <p>Use glockenspiels and learn the notes.</p>	<p>Listen to Vivaldi’s and Cage’s four seasons. Compare the styles, and reflect about the impressions.</p> <p>Start to build a repertoire of Christmas songs.</p> <p>Rehearse for a Christmas show understanding the importance of being confident in front of an audience.</p> <p>Analyse the content of the lyrics to sing expressively.</p> <p>Learn the meaning of the gestures of the conductor.</p>	<p>Listen to Tchaikovsky’s Nutcracker ballet and discuss about the characteristics of the music.</p> <p>List the instruments that we already know and learn new instruments.</p> <p>Classify the instruments into families: Winds, Percussions, Strings.</p> <p>–</p> <p>Learn the posture and the notes on the open strings of the ukulele.</p> <p>Repeat rhythmic and melodic patterns with the ukulele.</p>	<p>Listen to Prokofiev’s “Peter and the wolf”</p> <p>Make predictions about the story.</p> <p>List the instruments and the characters that they represent.</p> <p>Choose a favourite character/instrument and support your choice.</p> <p>Learn the characteristics of the narrative music.</p> <p>Tell a story through sounds. Use body percussions to evocate the rain.</p>	<p>Explain the characteristics of folk music.</p> <p>Show different types of music that can be included in “folk music”. Rounds, Nursery rhymes, lullaby’s, Dances…</p> <p>–</p> <p>Learn a lullaby on the recorders and ukuleles.</p> <p>Play percussions. Learn how to play properly the maracas and shakers.</p> <p>Propose rhythmic games of repetition.</p>	<p>Learn the characteristics of the music in the XV and XVI centuries.</p> <p>Investigate how was the life without technology and how important was the music as an entertainment.</p> <p>Reflect on the first forms of writing the music and the pass from oral to written tradition.</p> <p>–</p> <p>Prepare a set of short songs for a performance, playing recorders, ukuleles and singing.</p> <p>–</p> <p>Learn the first notes on the recorder and explore the sound possibilities of the instrument.</p> <p>Songs with 3 notes for the recorder.</p>
Key Vocab	<p>Together, unison, prehistory, percussions, melody, voice, religious music, pattern.</p>	<p>High, low, fast, slow, loud, piano, forte, soft, quiet, song, duration.</p>	<p>Names of the instruments wind, string, percussion, material, timbre, perform, play.</p>	<p>Narrative, compose, play, start, stop, conductor. Strings, fingers, frets. Parts of the ukulele.</p>	<p>Folk, tradition, oral, symbol, canon, round, lullaby, culture.</p>	<p>Renaissance, song, parts of the song, storytelling, bard, poet, fiddler, pentatonic, pattern</p>
Music Strands						





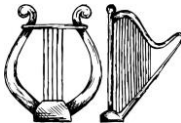

Play and perform	Tuned percussions: Imitate increasingly longer melodies in pentatonic scale	Sing with confidence and an increase in accuracy of pitch and awareness on performance	Guitar and ukulele: play with confidence the open strings. Keep a steady beat.	Understand the correct posture in playing and singing.	Untuned percussions: Shakers and maracas. Perform simple rhythmic patterns	Recorder: Learn the notes with the left hand (D,C,B,A,G)
Explore and compose	Sound of different instruments. Explore timbre and texture.	Explore the differences between long-short, fast-slow in singing and playing the instruments.	Explore the different timbres that an instrument can make	Tell a story through sounds. How the elements of music can be combined to compose descriptive music.	Pitch notes moving by steps. Compose a nursery rhyme as a group.	Compose music with repetition patterns in pentatonic scale (echo)
Listen, reflect and appraise	Recognise a specified family of instrument by the timbre. Recognise familiar instruments in recorded music.	Identify common characteristics and differences in comparing music from two different periods.	Listen with concentration to longer pieces. Identify the tempo and dynamics.	Identify the parts of a song. Be able to predict an ending to a given phrase.	Recognise aurally different types of untuned percussions (wooden, metal, skin...)	Listen to their own composition and use appropriate musical language to describe and appraise.

Year 4	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview	Music in Egypt 	Christmas – Rounds 	Popular music of America 	Writing the music: Figures. 	Baroque music 	Classical period. 
Suggested Content	<p>Learn the characteristics of the music in Ancient Egypt.</p> <p>Discuss the array of Gods and Goddesses worshipped by the Egyptians and why each was worshipped.</p> <p>Create a piece of music to honour one of the Gods/Goddesses.</p> <p>Add a rhythmic ostinato to the composition.</p> <p>–</p> <p>Increase repertoire of instrumental songs.</p>	<p>Increase the repertoire of Christmas songs.</p> <p>Rehearse for a Christmas show applying the interrelated dimensions of Music.</p> <p>Arrange the songs into 2 or 3 groups singing in rounds.</p> <p>Analyze the structure of the Christmas songs and its different parts.</p>	<p>Listen and discuss some of the main musical genres of America: Blues, Rock, Spiritual, Country.</p> <p>List the characteristics and instruments.</p> <p>Investigate the background in which these styles were originated</p> <p>–</p> <p>Learn the notes of an American song.</p> <p>Rehearse with recorder and Ukuleles.</p> <p>Learn the notes in 1st position in the ukulele.</p>	<p>Discuss the importance of writing music and being able to read it.</p> <p>Learn the differences between Melody and Rhythm.</p> <p>Learn the musical figures and its length. Introduce the rests.</p> <p>Make dictations and compositions.</p> <p>–</p> <p>Play own compositions with the recorder or ukulele.</p>	<p>Learn the characteristics of the baroque period</p> <p>Listen to music of Bach, Vivaldi, Handel and Purcell.</p> <p>Investigate the biography of the composers.</p> <p>Make prediction about how a musical phrase can continue.</p> <p>–</p> <p>Increase repertoire of songs with ukulele and recorder.</p> <p>Play Claves. Repetition games and improvisation on a steady pattern (ostinato).</p>	<p>Listen to music of Mozart and Haydn,</p> <p>Investigate about the life of the composers. What is a prodigy child?</p> <p>Compare the characteristics of the Classic period with the other styles already known.</p> <p>Discuss and describe the instruments and the musical forms of the period.</p> <p>–</p> <p>Play short melodies with the glockenspiels and explore the pentatonic scale.</p> <p>Improvise a response to a given musical phrase.</p>
Key Vocab	<p>Sound, effect, Increase the musical instruments known. Bowed, plucked, brass, woodwind.</p>	<p>Ostinato, drone, chord, melody, harmony, bass line, pattern, vocal, aural,</p>	<p>Arrangement, tune, compose, beat, tempo, structure, dynamics, tempo, pitch, genre, style, rock, gospel, blues, spiritual, country.</p>	<p>Rest, silence, whole, half, quarter, semibreve, minim, crochet, musical figure, rhythm, stave</p>	<p>Antecedent, consequent, form, song, introduction, verse, chorus, bridge, sonata, concerto.</p>	<p>Pentatonic, diatonic, symphony, overture, call and response. Fork position. (on recorder)</p>
Music Strands						
Play and perform	<p>Tuned percussions: Find the notes. Melodies by steps (diatonic)</p>	<p>Play music that include rests. Sing two- and three-part rounds, play music in 2 and 3</p>	<p>Guitar and ukulele: learn the notes of the first position.</p>	<p>Play by ear, repeat short patterns. Read and play from conventional</p>	<p>Untuned percussions: Claves – be able to keep a steady pattern for</p>	<p>Recorder: learn some notes of the right hand (Bb, C#, F, E)</p>

		time.		notation (rhythm).	improvisation.	
Explore and compose	Combine and control sound to achieve a desired effect.	Compose a simple accompaniment to a song using ostinato patterns and drones.	Arrange a song using the instruments taught at school.	Write a rhythmic composition and incorporate "rests".	Explore the "question-answer" structure characteristic of the baroque period.	Compose melodies and understand the difference between diatonic and pentatonic scales.
Listen, reflect and appraise	Identify the rhythmic pattern of a piece and be able to understand the difference between simple and compound time.	Understand the parts of a song, and reflect on the effect of singing in canon.	Identify aurally a certain genre of music by its characteristic instruments.	Identify the length of the notes in a dictation.	Listen to long pieces of music with attention and use appropriate vocabulary to describe the composition.	Recognise the combined effect of layers of music in a recorded composition.

Year 5	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview	Writing the music: G Clef and Stave. 	Christmas – Instrumental 	Music in the Roman Empire 	Materials and acoustic sounds 	Romanticism and the Victorian era 	Impressionism 
Suggested Content	<p>Learn the importance of writing and reading the music.</p> <p>Learn the stave, the notes.</p> <p>Name the notes in the stave. Draw the given notes in the stave.</p> <p>Rhythmic dictations and compositions.</p> <p>–</p> <p>Play Hexatonic melodies in the glockenspiels.</p> <p>–</p> <p>Play with instruments or voice the compositions and the dictations.</p>	<p>Listen to Grieg’s “In the hall of the mountain king” And discuss about the interrelated dimensions of music.</p> <p>Learn small melodies from “In the hall...” and adapt them to recorders and ukuleles.</p> <p>Rehearse and perform an adaptation of “In the Hall of The Mountain King”</p> <p>–</p> <p>Increase the repertoire of Christmas Carols by learning them in the recorders and ukuleles.</p>	<p>Investigate about the Roman Empire. How was the life? What were the forms of art? How was the music?</p> <p>List the characteristics of the music in the Roman Empire: Instruments, Structure, Content</p> <p>–</p> <p>Explore the facts of the Roman History through songs.</p> <p>Learn new songs in the Ukulele and Guitars that talk about the Roman History.</p>	<p>Learn about Pompei and the Volcano Eruption. Investigate about the sounds of a Volcano.</p> <p>Explore the noises and textures, and investigate about the materials that we can use to produce specific effects.</p> <p>Construct percussions and wind instruments with recycled material.</p> <p>–</p> <p>Arrange some songs to be accompanied by the recycled instruments.</p>	<p>Learn about the characteristics and background Victorian Era.</p> <p>Listen to samples of music to understand the passage from classicism to romanticism.</p> <p>Investigate about the biography of Elgar and Beethoven.</p> <p>Try to make music without being able to hear the sounds.</p> <p>–</p> <p>Learn to play properly the tambourine and accompany a piece of Beethoven using percussions.</p>	<p>Investigate about the end of the XIX century in UK and in Europe.</p> <p>Explore the characteristics of the Impressionism in painting and music.</p> <p>Learn about the life of Debussy and Ravel.</p> <p>–</p> <p>Learn the high notes in the recorder (2nd octave) and exercise a good posture to improve the projection.</p> <p>–</p> <p>Explore and improvise on the 6-notes scale.</p> <p>Compose an impressionistic piece with the glockenspiels and refine the composition after discussing.</p> <p>Use a set of instruments to create an arrangement and conduct the whole “orchestra”</p>
Key Vocab	Duration, length, G clef, stave, line, spaces, scale, pitch. Mouthpiece, embouchure.	Articulation, legato, staccato, repetition, bar line, performer, solo.	Major key, chord, arpeggio. Pentatonic, swing, fret, neck, keys.	Performance, audience, quavers, percussions, metal, plastic, wood, skin, membrane, Conductor, gesture.	Expression, romanticism, ensemble, orchestra, Victorians, prelude, symphony.	Pentatonic, hexatonic, impressionism, improvisation, style,
Music Strands						

Play and perform	Tuned percussions: Play with confidence and memorise complex melodies. Maintain own part in a pitched instrument	Sing confidently with expression. Maintain own part in a round.	Guitar and ukulele: major chords (C, F, G, D, A). Perform own compositions.	Perform to an audience with confidence. Lead and conduct a group of instrumental performers.	Untuned percussions: Drums, bongo, djembe. Learn a correct technique and improvise on a given base.	Recorders F# and E, F, G in the 2 nd octave. Know what makes a good performance.
Explore and compose	Consider the interrelated dimensions in music (pitch-dynamics-tempo-texture)	Arrange a song for class performance.	Explore chords/harmony. Explore scales such as pentatonic, blues,	Characteristics of various styles, such as blues, rock, gospel.	Compose music that reflects given intentions.	Improvise in a variety of styles. Create own songs reflecting the meaning of words.
Listen, reflect and appraise	Distinguish differences in timbre and texture.	Identify “what happens when...” within simple structures.	Use musical vocabulary to talk about and discuss from a variety of sources.	Compare pieces of different genres and styles.	Use musical vocabulary to identify areas when composing.	Recognise features of expression.

Year 6	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview	Music in the Cinema – WWII 	Christmas: Two part Songs. 	Music of the world. 	Technology for Music. 	Music in Ancient Greece. 	Modern Music. 
Suggested Content	<p>Listen to some tracks of the OST of “The boy in the striped pyjamas”.</p> <p>Learn about the life of James Horner and other composers of Cinema Music.</p> <p>Explore about the music for the cinema.</p> <p>Make a timeline with the main periods of the history of the music for cinema.</p> <p>–</p> <p>Make an arrangement of some melodies from “The boy” and play them with the recorders.</p> <p>–</p> <p>Explore the dynamic possibilities by applying the interrelated dimensions of music.</p>	<p>Investigate and reflect about the music during the WWII.</p> <p>Listen to Messiaen’s “Quatour pour la fin du temps”</p> <p>List the characteristics of their music in terms of emotions and feelings.</p> <p>Collect information about the already known melodies from famous movies and investigate about the composers.</p> <p>–</p> <p>Increase the repertoire of Christmas Carols by arranging some carols for a two-parts Choir.</p> <p>Rehearse and perform the Choir arrangements.</p> <p>Rehearse and perform the instrumental music from the movies.</p>	<p>Investigate about the music in the world.</p> <p>Characteristic of Asian, Eastern European, African, and Latin American Music..</p> <p>List instruments and characteristic of the different regions.</p> <p>Reflect and investigate about the music of the Amazonian Indians.</p> <p>–</p> <p>Compose a piece in “Amazonian style”.</p> <p>Make an arrangement using Recorders, Ukuleles and percussions.</p>	<p>Learn to use Musescore and Audacity to write music and edit audio .</p> <p>Write some easy melodies using Musescore and perform them with the recorders and Ukuleles.</p> <p>Accompany the melodies with major and minor chords.</p> <p>Record songs and melodies and edit them using audacity.</p> <p>–</p> <p>Play games of imitation and “call and response” using the ukuleles and recorders.</p> <p>Explore the texture and timbre of the instruments to create a desired effect when composing.</p>	<p>Explore the characteristics of the Ancient Greece through songs.</p> <p>Learn the songs from “Heroes of Troy” BBC School Radio.</p> <p>Use the BBC “Heroes of Troy” vocal warm up get a correct posture and voice projection.</p> <p>Discuss about the lyrics of the songs, investigating about the Greek Miths.</p> <p>Sing and play with the instruments underlining the sense of the words in the songs.</p>	<p>Compare the melodies from the Ancient Greece with the composers of the modern period (XX century)</p> <p>Learn about the new instruments and expressive possibilities.</p> <p>Discuss about the impact of recordings and the commercial outcome of music.</p> <p>–</p> <p>Play Greek and Modern melodies with the glockenspiels by memory and reading the scores.</p> <p>–</p> <p>Create a composition in modern style, and explain to the class the motivations of the choices.</p> <p>–</p> <p>Learn the lowest notes of the recorders and practice through all the register by imitating and exploring the timbre possibilities of the instruments.</p>

Key Vocab	Sensitivity, score, cinema, soundtrack, Phrasing, metre, sharp, flat, slur, tie, compound time.	Rehearse, parts, canon, round, mood, posture, projection,	Concord, discord, chord, harmony, major and minor chords, emerge, background, drone,	Loop, record, edit, stream, Sample, channel, input, output, jack, mic, export, compress.	Ostinato, layer, texture, timbre, recall, improvise, audience,	Allegro, largo, lento, presto, adagio, moderato, thickness, counter melody, syncopation.
Music Strands						
Play and perform	Tuned percussions: Play with confidence some intervals with both hands. Perform on a range of instruments to an audience.	Sing confidently, communicating meaning and mood of the song. Perform from memory with attention to phrasing, and accuracy of pitch.	Guitar and ukulele: minor chords. Accompany a melody. Maintain own part on a pitched instrument in a small ensemble.	Play by ear on pitched instruments, extending the length of phrases. Use digital recorder to keep record of progress and performance.	Untuned percussions: Tambourine. Learn the correct technique and perform rhythmic patterns to accompany a song.	Recorder Low notes. D, C, Eb and C#. Maintain own part in a song. Perform with sensitivity to different dynamics and tempi.
Explore and compose	Use a range of conventional symbols to record compositions. Compose music that reflects given intentions.	Improvise in a variety of styles. Consider interrelated dimensions of music. Refine own compositions after discussion.	Chords harmony – concord and discord, characteristic of various styles.	Use ICT to record, sample, sequence, loop and manipulate sound to create pieces.	Texture created by layering rhythmic or melodic ostinatos.	Scales: diatonic, pentatonic, main modes. Create own song reflecting the meaning of words.
Listen, reflect and appraise	Identify and recognise features of expression in recorded music.	Identify and predict within a musical structure.	Compare pieces of music and discuss similarities and differences.	Use musical vocabulary and knowledge to identify areas for development or refinement when composing.	Distinguish differences in timbre and texture.	Use musical vocabulary and knowledge to talk and discuss music from a variety of sources, traditions, cultures, including own and others compositions.