

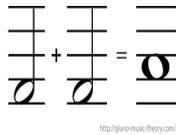
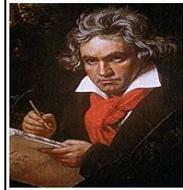
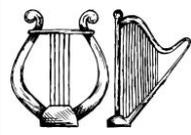
**Success for All**

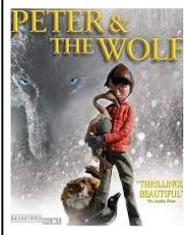
**SOUTH KIRKBY ACADEMY**

*Dedication Aspiration Co-operation Inspiration*

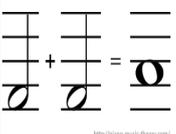
A close-up photograph of a fountain pen's nib writing musical notes on a staff. The pen is dark, and the notes are black ink on a light-colored paper. The background is a blurred view of several musical staves.

# Music Curriculum

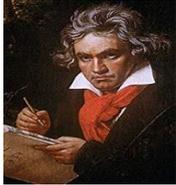
|        | Autumn   |  | Spring  |  | Summer   |   |
|--------|--|--|---|--|--|---|
|        | Autumn 1   | Autumn 2   | Spring 1  | Spring 2   | Summer 1   | Summer 2  |
| Year 3 | <b>Prehistory in Music</b><br>                    | <b>Christmas – The Winter</b><br>       | <b>Instrument families</b>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

| Year 3                   | Autumn   |   | Spring   |   | Summer   |  |
|--------------------------|--|---|--|---|--|--|
|                          | Autumn 1   | Autumn 2  | Spring 1   | Spring 2  | Summer 1   | Summer 2   |
| <b>Overview</b>          | <b>Prehistory in Music.</b><br>   | <b>Christmas: The Winter.</b><br>  | <b>Instrument families</b><br>  | <b>Narrative music</b><br>  | <b>Folk music</b><br>   | <b>Renaissance</b><br>  |
| <b>Suggested Content</b> | <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> |
| <b>Key Vocab</b>         | <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>  |
| <b>Music Strands</b>     |  |   |  |   |  |  |

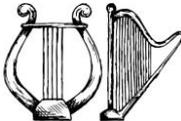
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| <b>Play and perform</b>             | Tuned percussions: Imitate increasingly longer melodies in pentatonic scale                                 | Sing with confidence and an increase in accuracy of pitch and awareness on performance         | Guitar 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)                                       |
| <b>Explore and compose</b>          | 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)                              |
| <b>Listen, reflect and appraise</b> | 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  |
| <b>Overview</b>          | <b>Music in Egypt</b><br>  | <b>Christmas – Rounds</b><br>   | <b>Popular music of America</b><br>   | <b>Writing the music: Figures.</b><br><br><small>http://www.midi-theory.com</small>  | <b>Baroque music</b><br>   | <b>Classical period.</b><br>   |
| <b>Suggested Content</b> | <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 1<sup>st</sup> 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> |
| <b>Key Vocab</b>         | <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>  |
| <b>Music Strands</b>     |   |  |  |  |   |   |
| <b>Play and perform</b>  | <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>  |

|                                     |   |  |  |   |   |  |
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|                                     |   | time.  |  | notation (rhythm).                                    | improvisation.  |  |
| <b>Explore and compose</b>          | 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. |
| <b>Listen, reflect and appraise</b> | 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   |
| <b>Overview</b>          | <b>Writing the music: G Clef and Stave.</b><br>   | <b>Christmas – Instrumental</b><br>  | <b>Music in the Roman Empire</b><br>  | <b>Materials and acoustic sounds</b><br>  | <b>Romanticism and the Victorian era</b><br>   | <b>Impressionism</b><br>  |
| <b>Suggested Content</b> | <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 (2<sup>nd</sup> 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> |
| <b>Key Vocab</b>         | 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,  |
| <b>Music Strands</b>     |  |   |  |   |   |  |

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| <b>Play and perform</b>             | 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 <sup>nd</sup> octave. Know what makes a good performance. |
| <b>Explore and compose</b>          | 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.         |
| <b>Listen, reflect and appraise</b> | 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  |
| <b>Overview</b>          | <b>Music in the Cinema – WWII</b><br>   | <b>Christmas: Two part Songs.</b><br>   | <b>Music of the world.</b><br>  | <b>Technology for Music.</b><br>   | <b>Music in Ancient Greece.</b><br>   | <b>Modern Music.</b><br>   |
| <b>Suggested Content</b> | <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> |

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| <b>Key Vocab</b>                    | 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.   |
| <b>Music Strands</b>                |   |  |  |   |   |  |
| <b>Play and perform</b>             | 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<br>Low notes. D, C, Eb and C#. Maintain own part in a song. Perform with sensitivity to different dynamics and tempi.                         |
| <b>Explore and compose</b>          | 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.<br>Create own song reflecting the meaning of words.  |
| <b>Listen, reflect and appraise</b> | 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. |