



At Holmleigh School, we believe in the importance of music reaching every pupil. We cover a wide and varied music curriculum. Our children learn about key music skills including listening, composition, performance and appraisal. Below are some of the topics that will be covered by each year group through the year.

Holmleigh Primary School Music Curriculum Framework				
	AUTUMN	SPRING	SUMMER	Outcomes
EYFS	<u>Singing</u> simple songs using repetition, small pitch range, 'i.e. 'Clap Your Hands' Speckled Frog song, 'When Mr Clickety Came'	<u>Expanding instrumental experience</u> Using small hand percussion and learning to play with dynamics, starting and stopping on signals. Exploring sounds, learning songs with extended pitch range, i.e. The Rainbow song, Arms up high	<u>Singing</u> songs with longer melody lines, actions and more complex use of vocabulary i.e. 'Sing a little song of sunny skies' and 'I've been to Harlem' Playing instruments with pulse awareness	Develop confidence with singing, language and playing instruments Sing songs in variety of styles Retain memory of repertoire of songs Develop hand eye coordination
Vocabulary	Faster – Slower - Louder	Pitch – Smooth– Softer	Melody- Pulse – High - Low	
YEAR 1 YEAR 2	<u>Focusing on hand/eye co-ordination-</u> <u>Instrumental work</u> – Response to signals- Exploring sound-Control of dynamics – Louds, softs, becoming louder and softer- stopping and starting on given signals- vocal work exploring <u>pitch</u> .	<u>Pulse maintenance.</u> Marching songs: i.e. Hey Mr Miller/When Mr Clickety Came. Songs using numbers: Dr Knickerbocker, Have you got my number number One?	<u>Continuing vocal work</u> as staple diet plus creating music to narrative using <u>hand percussion</u> . Exploring <u>texture and timbre</u> - response to signals and <u>conducting</u> . End of year performance. Yr 2 prepare for Hackney Singing festival	To compose to a story To develop confidence in performing To respond musically to signals To play instruments in time to a pulse



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Vocabulary	Pitch – Forte- piano- Crescendo - Diminuendo	Repetition – Pulse – Accelerate	Compose – Conduct- Narrate	
YEAR 3	<u>Rhythm and Pattern</u> Drumming/percussion. Learning different rhythms and performing as a class. Maintaining rhythms at the same time as different ones are being played. Looking at notation	<u>Melody</u> Understanding scales and developing skills learned in previous term. Learning to play and read melodies on tuned percussion.	<u>Composition.</u> Composing pieces using xylophones/percussion or body percussion in groups. Performance in assembly/school concert, or recorded. Learning differing ways of how to write down. compositions	To compose in groups To perform compositions To develop skills in drumming and rhythm awareness Communicate musical ideas
Vocabulary	Polyrhythm -Crotchets- Minims	Pitch – Scales -Phrasing	Compose -Structure - Graphic score	
YEAR 4	<u>Composition</u> Pupils composing in groups to a given narrated story, taking different sections to focus on. The music will bear relevance to main themes and will encourage ideas leading to various mood and emotion	<u>Notation</u> Learning how to identify note values. Learning to write rhythm down and composing 4 bars of rhythms in 3/4 or 4/4 time. Learning how to apply this in other areas of music (reading given pieces or noting own musical ideas)	Learning a piece of melodic music using xylophone and notation. Learning how to improvise using particular notes. Performing solos and as a class in unison.	To read a piece of music via notation To compose a rhythm using notation skills Interpreting a story or poem via composition ideas
Vocabulary	Compose – Mood- Texture	Note value- Time signature	Improvisation- Unison – Interpreting	



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YEAR 5	<u>Rhythm/improvisation</u> Learning about minimalism and listening to the composer Steve Reich. Performing his piece 'Clapping Music' in sections Composing in minimalist style in groups	Pupils learn to sing a song in separate parts (Hey Dumbah) Learn to compose using visual stimuli such as photo/picture	<u>Melody/Xylophones.</u> Class learn about a particular Jazz composer (ie Thelonious Monk) and given an arrangement of a piece within the Jazz genre on tuned percussion. Work towards a performance or recording	To learn a rhythmically complex piece and perform within a group To sing separate parts in groups simultaneously To develop knowledge of musical styles
Vocabulary	Minimalist – repetition – Harmony	Amalgamate – Structure – Harmony	<u>Genre – Syncopation – Blue note</u>	
YEAR 6	<u>Bossa Nova</u> Learn Latin American rhythms Listening to Jobim. Learn to play rhythms on percussion and drums, melodies on xylophones. Record the piece	<u>Song writing.</u> Composing songs/raps based on their time in school. May use percussion but not essential	<u>Vocal work.</u> Working on songs towards the end of year school musical	Develop performance skills and stage craft Develop skills in playing complex rhythms Develop composing ideas and structuring them to make the most impact
Vocabulary	Clavé rhythm - Offbeat	Structure – Hook line – Accompaniment	Diction – Interpretation – Expression	