

Curriculum rotation A and B
Reception Class

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
YR	<p><u>I've got a grumpy face</u> In this topic children will explore making sound with voices and percussion instruments to create different feelings and moods. They will make up new words and actions about different emotions and feelings, sing with a sense of pitch, following the shape of the melody with voices and mark the beat of the song with actions <u>The Sorcerer's apprentice</u> In this topic the children will explore storytelling elements in the music and create a class story inspired by the piece. They will identify and describe contrasts in tempo and dynamics, begin to use musical terms (louder/quieter, faster/ slower, higher/lower), and respond to music in a range of ways e.g. movement, mark making, writing</p>	<p><u>Witch Witch</u> In this topic children will make up a simple accompaniment using percussion instruments. They will use their voices to adopt different roles and characters and match the pitch of a four-note call and response song. <u>Row row row your boat</u> In this topic children will make up new lyrics and vocal sounds for different kinds of transport. They will sing a tune with 'stepping' and 'leaping' notes, and play a steady beat on percussion instruments. <u>Nativity</u> Alongside the music topics this term, children will learn the song(s) needed for their Christmas Nativity performance</p>	<p><u>Bird spotting</u> In this topic children will explore the range and capabilities of voices through vocal play. They will perform actions to music, develop 'active' listening skills by recognising the 'cuckoo call' in a piece of music. (so-mi) and enjoy moving freely and expressively to music. <u>Shake your sillies out</u> In this topic children will improvise music to accompany a story, considering how to match sound with story element i.e. timbre, high/low. They will adapt to the changing speed of a song, marking the beat with actions and play a rhythmic accompaniment on percussion instruments</p>	<p><u>Up and down</u> In this topic children will make up new lyrics and accompanying actions. They will sing and play a rising and falling melody, following the shape with voices and on tuned percussion and use appropriate hand actions to mark a changing pitch <u>Five fine bumble bees</u> In this topic children will improvise a vocal/physical soundscape about minibeasts. They will sing in call-and-response and change voices to make a buzzing sound, play an accompaniment using tuned and untuned percussion and recognise a change in tempo. They will also listen to a piece of classical music and respond through dance</p>	<p><u>Down there under the sea</u> In this topic children will develop a song by composing new words and adding movements and props. They will sing a song using a call-and-response structure and play a call-and-response phrase comprising a short stepping tune (C-D-E) and sea effects on percussion instruments. They will also listen to a range of sea-related pieces of music and respond with movement <u>Its oh so quiet</u> In this topic children will improvise music with different instruments following a conductor and compose music based on characters and stories developed through listening to Beethoven's 5th symphony. They will play different instruments with control and develop listening skills, identifying dynamics (forte, piano, crescendo, and diminuendo) across a range of different musical styles</p>	<p><u>Slap clap clap</u> In this topic children will compose a three-beat body percussion pattern and perform it to a steady beat. They will sing a melody in waltz time and perform the actions, play a range of percussion instruments (replacing the action words with playing words) and find the beat in a partner clapping game. <u>Bow bow bow Belinda</u> In this topic children will invent and perform actions for new verses, sing a song while performing a sequence of dance steps, play a two-note accompaniment, marking the pulse on tuned or untuned percussion and listen to examples of other folk songs from North America</p>

Curriculum rotation A

Key Stage 1

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Y1 &2	<p><u>Tony Chestnut</u> In this topic children will improvise rhythms along to a backing track using the note C or G. They will play the song's melody on a tuned percussion instrument, sing with good diction to emphasise word play and listen to, recognise, and play echoing phrases by ear</p> <p><u>Nativity</u> Alongside the music topic this term, children will learn the songs needed for their Christmas Nativity performance</p>	<p><u>Carnival of the Animals</u> In this topic children will select instruments and compose music to reflect an animal's character, listen with increased concentration and respond using music vocabulary or through movement. They will identify different qualities of sound (timbre) i.e. smooth, scratchy, clicking, ringing, and how they are made and recognise and respond to changes of speed (tempo), volume (dynamics), and pitch (high/low) using music vocabulary, or movement</p> <p><u>Musical conversations</u> In this topic children will compose musical sound effects and short sequences of sounds in response to a stimulus. They will improvise Q&A conversations using percussion instruments, create, interpret and perform simple graphic scores and recognise how graphic symbols can represent sound.</p> <p><u>Nativity</u> Alongside the music topic this term, children will continue to learn the songs needed for their Christmas Nativity performance.</p>	<p><u>Grandma Rap</u> In this topic children will compose 4-beat patterns, chant rhythmically and perform in unison and in a round. They will chant and play rhythms (using the durations of 'walk' (crotchet), 'jogging' (quavers) and 'shh' (crotchet rests) from stick notation and listen to a variety of music.</p>	<p><u>Swing along with Shostakovitch</u> In this topic children will create action patterns in 2- and 3- time and will mark the beat by tapping, clapping and swinging to the music. They will listen and move, stepping a variety of rhythm patterns and identify them in familiar songs. Children will move freely and creatively to music using a prop.</p> <p><u>Charlie Chaplin</u> In this unit, children will use a film by Charlie Chaplin to help them understand different musical elements including duration, pitch and dynamics.</p>	<p><u>The Rockpool Rock</u> In this topic the children will learn an interlocking spoken part and perform a song in two parts. They will sing a rock 'n' roll-style song confidently and play an introduction on tuned percussion. They will listen actively and learn about rock 'n' roll music.</p> <p><u>Music Technology</u> Pupils will be introduced to simple music technology software which will allow them to experiment with creating and manipulating sounds.</p>	<p><u>Tanczmy labada</u> In this topic children will compose rhythm patterns to accompany the song. They will sing confidently in another language and play a cumulative game with spoken call-and-response sections. They will play an accompaniment on tuned percussion and listen and copy vocal/rhythm patterns accurately, in tune, and in time with a steady beat.</p>

Curriculum rotation B

Key Stage 1

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Y1 &2	<p><u>Menu Song</u> In this topic children will create a dramatic group performance using kitchen themed props. They will sing a cumulative song from memory, remembering the order of the verses and play classroom instruments on the beat. They will copy a leader in a call-and-response song, show the shape of the pitch moving with actions and sing using mi-re-do. They will listen and move in time to the song</p> <p><u>Nativity</u> Alongside the music topic this term, children will learn the songs needed for their Christmas Nativity performance</p>	<p><u>Colonel Hathi’s March</u> In this topic children will compose music to march to using percussion, respond to musical characteristics through movement and describe the features of a march using music vocabulary</p> <p><u>Magical Musical Aquarium</u> In this topic children will experiment with sounds (timbre) to create aquarium-inspired music and draw the sounds using graphic symbols. They will sing a unison song rhythmically and in tune, play percussion instruments expressively representing the character of their composition and listen to ‘Aquarium’, reflecting the character of the music through movement.</p> <p><u>Nativity</u> Alongside the music topic this term, children will continue to learn the songs needed for their Christmas Nativity performance.</p>	<p><u>Football</u> In this topic children will compose word patterns in groups, improvise four-note call-and-response vocal phrases and chant together rhythmically, marking rests accurately. They will play a simple ostinato on untuned percussion and recognise the difference between a pattern with notes (pitched) and without (unpitched).</p>	<p><u>Who stole my chickens and my hens?</u> In this topic children will make up new lyrics and create short body percussion patterns to accompany the song. They will sing familiar songs in low and high voices, recognising higher and lower, play a partner clapping game while singing a song and copy short rhythm patterns by ear</p> <p><u>Music Technology</u> Pupils will be introduced to simple music technology software which will allow them to experiment with creating and manipulating sounds.</p>	<p><u>Dancing and drawing to Naulitus</u> In this topic children will perform actions to music, reinforcing a sense of beat. They will respond to musical signals and musical themes using movement, matching movements to musical gestures in the piece. They will also develop awareness of duration and the ability to move slowly to music. Finally, the children will create art work, drawing freely and imaginatively in response to a piece of music.</p> <p><u>Cat and Mouse</u> In this topic children will create rhythm patterns, sequencing them and ‘fixing’ them as compositions using simple notation. They will attempt to record compositions with stick and other notations, sing and chant songs and rhymes expressively and listen and copy rhythm patterns. They will also notice how a change of pitch is used to create an effect.</p>	<p><u>Come dance with me</u> In this topic children will create musical phrases from new word rhythms that they have invented. They will sing either part of a call-and-response song and play the response sections on tuned percussion using the correct mallet hold. They will also listen and copy call-and-response patterns on voices and instruments.</p>

Curriculum rotation A

Lower Key Stage 2

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Y4 &5	<p><u>Playing an instrument</u> In this unit pupils will begin learning a musical instrument. They will learn to produce a good sound and play the first 3 notes. They will play tunes from memory, following Kodaly hand signs and start reading standard notation. At the end of term they will perform a selection of tunes to the school in a music assembly.</p> <p><u>Singing - Christmas Concert</u> Pupils will prepare and perform a 30-minute Christmas concert to parents in the local Church. If possible, they will also perform in a local care home and to Keevil Villagers. The songs will include a mixture of traditional carols and modern pop. They will be mainly sung in unison with some part singing where appropriate.</p>		<p><u>Playing an instrument (Composition)</u> In this unit pupils will continue to develop their skills on their instruments. They will learn more tunes by ear and with staff notation. Pupils will start to compose their own tunes firstly with grid method, then with staff notation. Finally, pupils will explore space music. This will include a focus on cluster chords and an exploration into musical features.</p> <p><u>Chinese Music</u> In this module, pupils will learn about traditional Chinese instruments and music. They will explore drones and ostinatos and learn several songs using 5 notes from a pentatonic scale. Pupils will play tuned percussion and develop their knowledge of staff notation. Finally they will explore descriptive music and create their own descriptive piece.</p>		<p><u>Playing an instrument</u> In this unit pupils will continue to develop their skills on their instruments. They will learn more tunes by ear and using staff notation. At the end of term, students will perform to the school in a music assembly.</p> <p><u>Victorians</u> Pupils will explore melodic shape and pitch in Victorian street cries, inventions and gadgets and traditional Music Hall songs.</p> <p>The year 4's will prepare and perform at the Trowbridge Music Festival in the Civic Hall.</p>	

Curriculum rotation B

Lower Key Stage 2

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Y4 &5	<p><u>Playing an instrument</u> In this unit pupils will begin learning a musical instrument. They will learn to produce a good sound and play the first 3 notes. They will play tunes from memory, following Kodaly hand signs and start reading standard notation. At the end of term they will perform a selection of tunes to the school in a music assembly.</p> <p><u>Singing - Christmas Concert</u> Pupils will prepare and perform a 30-minute Christmas concert to parents in the local Church. If possible, they will also perform in a local care home and to Keevil Villagers. The songs will include a mixture of traditional carols and modern pop. They will be mainly sung in unison with some part singing where appropriate.</p>		<p><u>Playing an instrument (Composition)</u> In this unit pupils will continue to develop their skills on their instruments. They will learn more tunes by ear and with staff notation. Pupils will start to compose their own tunes firstly with grid method, then with staff notation. Finally, pupils will explore space music. This will include a focus on cluster chords and an exploration into musical features.</p> <p><u>Weather and Seasons</u> Alongside the practical recorder project, children will explore weather sounds, texture and harmony. They will look at Baroque music, including Vivaldi's four seasons, and also storm music.</p>		<p><u>Playing an instrument</u> In this unit pupils will continue to develop their skills on their instruments. They will learn more tunes by ear and using staff notation. At the end of term, students will perform to the school in a music assembly.</p> <p><u>Tudors</u> In this unit pupils will explore Tudor dance music, musical instruments, madrigals and a Tudor banquet-concert.</p> <p>The year 4's will prepare and perform at the Trowbridge Music Festival in the Civic Hall.</p>	

Curriculum rotation A

Upper Key Stage 2

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Y5 &6	<p><u>African Drumming</u> <u>(World Beats)</u></p> <p>Children will learn a variety of traditional Ghanaian rhythms. They will also learn to follow signals and combine these rhythms into a class Miam performance. This unit develops pupil's ability to perform rhythmic patterns confidently and with a strong sense of pulse.</p> <p>Pupils will sing songs relating to Africa with an emphasis on vocal quality and will continue to develop awareness of musical features.</p>	<p><u>Space</u> <u>(Musical Contexts)</u></p> <p>Pupils will explore Holst's 'The Planets' focusing on ostinatos, dynamics, mood, tempo and instrumentation. Pupils will also explore Strauss's 'Also Sprach'. Finally pupils will create a musical soundscape to describe a journey into space.</p>	<p><u>Britain Since 1930</u> <u>(Musical Contexts)</u></p> <p>Pupils will explore musical styles in Britain during the 1930's and 40's including popular songs from WW2 by investigating their melodic shape. Then pupils will explore how chromatic movement can reproduce with sliding sounds of WW2 sirens and will create their own descriptive WW2 soundscape. Finally pupils will explore swing/big bands and will look at how theme and variations can be used.</p>	<p><u>Song writer</u> <u>(Music express 5&6)</u></p> <p>This unit develops children's ability to compose a song with awareness of the relationship between lyrics and melody. Pupils will sing a selection of songs with an emphasis on vocal quality and will continue to develop awareness of musical features.</p>	<p><u>Glockenspiels and Notation</u></p> <p>In this unit, pupils will learn to play a glockenspiel with increasing accuracy. They will learn several tunes that use notes within an octave and will perform to each other as a class and in small groups. Pupils will explore simple harmonies including drones and chords. They will also look more closely at staff notation and will play their tunes following a traditional notated score.</p>	<p><u>Production</u></p> <p>In this unit pupils will learn several songs for their summer production. They will also explore music from popular musicals, making connections between their own songs and famous ones.</p>

Curriculum rotation B

Upper Key Stage 2

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Y5 &6	<p>Samba (World Beats)</p> <p>Pupils will learn about pulse, call and response, signals and processional music. They will create a class performance which combines several samba rhythms.</p> <p>Pupils will listen to recordings and sing songs from the Samba tradition with an emphasis on rhythm and syncopation.</p>	<p>Machine Music (Musical Contexts)</p> <p>This unit uses machines as the basis for an exploration into graphic scores and repeating cyclic patterns. Pupils will explore sounds created by trains and listen to train inspired music. They will then move on to cyclic sounds created by machines using vocal and body sounds. The unit ends with an exploration into video game sound effects, recording their ideas using graphic notation.</p>	<p>Critical Listening (Classical 100)</p> <p>This unit develops pupil's abilities to recognise and describe the interrelated dimensions of music. Pupils will listen to a wide variety of western classical music and build their musical vocabularies. By the end of the topic, pupils will be confident describing tempo, dynamics, instrumentation, pitch, texture and timbre. They will also be confident in recognising and describing instruments of the orchestra.</p>	<p>Roundabout (Music Express 5&6)</p> <p>This unit develops children's ability to sing and play music in 2 or more parts. They explore the effect of harmony including concords and discords. They will sing rounds and experiment with ostinati, drones and single note accompaniments.</p>	<p>Music Technology – Dr Who (BBC Ten pieces)</p> <p>In this unit, pupils will learn about Delia Derbyshire and her contribution to the original Doctor Who theme. They will learn how sound effects were made and recorded and will have a go at recording and manipulating sounds using a programme called Audacity. Alongside this they will also be exploring other websites to allow them to create, record and manipulate sounds including 'Bongo cat' and 'Chrome Music Lab'.</p>	<p>Production</p> <p>In this unit pupils will learn several songs for their summer production. They will also explore music from popular musicals, making connections between their own songs and famous ones.</p>