



## Curriculum Overview for Music

**Music is a cornerstone of the broad and balanced education that every child should receive. It touches hearts and minds, it celebrates and challenges, and it connects us and moves us.**

Cavalry's music curriculum has been developed to give children wide-ranging and meaningful musical experience. The majority of the curriculum has been designed to allow children as much time as possible to explore a range of instruments and styles, through which they learn the skills needed to be able to pursue music to a high level. Supported by specialists, both from within the school and from external agencies, we are committed to all staff being able to inspire and engage children in music.

### Aims

Our key music curriculum aims are:

- To deliver a music curriculum that is broad and balanced so the children experience a wide range of concepts, knowledge and skills.
- For children to be confident and able to perform in a wide variety of styles and contexts.
- For children to be able to use and explain specific musical language.
- For children to learn to read and understand music notation.
- For children to enjoy and appreciate music as both a subject and as part of their everyday lives.

### Implementation

Cavalry's music curriculum is built in a way that allows children to develop their skills over time.

Areas of music - singing, listening, performance and composition - are covered regularly across each year and key stage, meaning that children have opportunities to develop their skills throughout their time at Cavalry.

The children are given numerous opportunities to perform, including Christmas and leavers' performances and smaller performances to their classmates whilst completing projects in class.

Each year, the children will be given the chance to learn an instrument, as well as regularly using percussion instruments in their lessons. This process will begin in KS1 with recorders then the children will be taught ukulele in Year 3 and 4 before learning steel pans and more contemporary instruments in Year 5 and 6.



Alongside the whole-school curriculum, all children are offered the opportunity to learn an instrument from Year 3. Lessons are offered in small groups or 1:1 by visiting peripatetic teachers in woodwind and brass. Costs are subsidised by the school and there is no cost for pupil premium students to learn an instrument.

Cavalry is proud to offer a range of [music clubs](#), giving the children exciting opportunities to take part in music making with others.

### Impact

The impact of our music curriculum can be seen through the following points:

- The children should show a clear development of skills as they progress through the curriculum.
- Evidence of the children’s learning is shown through a range of videos, pictures, worksheets and reflections of their work.
- Attendance in our extra-curricular musical activities regularly exceed 100 individuals each week.
- The children are enthusiastic about their music and can talk in detail about their experiences and the knowledge they have gained.

### Curriculum Organisation

<b>Curriculum summary for the “music” aspects of the EYFS curriculum in Expressive Arts and Design.</b>			
<i>‘The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.’ Statutory framework for EYFS Early Adopter</i>			
<b>What do our EYFS musicians need to understand?</b>	<b>What do they need to know?</b>	<b>How can they show they are musicians?</b>	<b>What opportunities do we provide at Cavalry?</b>
<b>That they can respond to music, sharing their thoughts and feelings.</b>	<p>Music can be used to express feelings.</p> <p>Music can help to create a picture in our minds.</p>	<p>They will play, share and perform a wide variety of music from different cultures and historical periods.</p> <p>Children will be able to talk about</p>	<p>The children listen to a wide range of music. In Theatre Makers, the children respond to music around feelings, developing the vocabulary to describe feelings and explaining why the music made them feel this way.</p> <p>Link music to feelings by exploring the music in</p>



<b>Respond to music, dance and performance art.</b>	<p>Music can be a stimulus for art.</p> <p>Music can inspire reactions through movement.</p>	<p>how a piece of music makes them feel.</p> <p>Music can be used to inspire art - helping to set a scene within a child and inspiring them with choices about colour, movement and visual storytelling.</p>	<p>Inside Out and links to the Colour Monster (PSE) <a href="https://www.youtube.com/watch?v=dOkyKyVFnSs">https://www.youtube.com/watch?v=dOkyKyVFnSs</a>, River Flows in You, Yiruma, Four Seasons by Vivaldi</p> <p>The children explore live music and instruments and dance when visitors come into school as part of concerts and the panto. They share their thoughts on these experiences.</p>
<b>That they can sing on their own or as part of a group.</b>	<p>Singing can help to tell a story.</p> <p>Singing can help us to share information.</p>	<p>Children will be able to join in with the whole song.</p> <p>Children will use action rhymes and songs to help to tell short stories.</p>	<p>New songs are taught and sung regularly including nursery rhymes, ones to match our themes such as Autumn Leaves are Falling Down, Brown Bears Snoring, the pirate song, transport songs and This is the Way (cold and frosty morning).</p> <p>The children will perform songs on a regular basis, shared with the parents via the Reception website and in person for example the Christmas concert, giving a purpose for their songs.</p>
<b>That instruments can be used to express feelings and ideas.</b>	<p>That different instruments make different sounds.</p> <p>Some instruments are better suited to different feelings and movements.</p>	<p>Children will use a wide range of instruments and sound makers from a variety of cultures.</p> <p>Children will keep a steady beat.</p> <p>The children will know how to alter the beat and pitch of sounds.</p>	<p>The children use instruments to explore making sounds to match the heavy dinosaur footsteps or the light, fast movements of the Rainbow Fish.</p> <p>The children use instruments to represent the movement of the train and the feelings of the passengers in Train Ride by June Crebbin.</p> <p>The children use drums and shakers including tambourines to create music for the Chinese New Year, altering the pace with different beats.</p>
<b>That music and dance are performed for celebrations around</b>	<p>Know that music plays an important role in festivals and celebrations around the</p>	<p>The children will be able to talk about the music played during different celebrations.</p>	<p>The children will listen to music and watch dances from popular festivals such as Diwali and Chinese New Year.</p>



the world.	world.	Children will be able to join in with and create their own music and dance in response to learning about a celebration.	They will use instruments to join in with the performances such as drums for Chinese New Year and they will join in dances they have seen.  They will learn traditional and modern Christmas songs and perform them to an audience.
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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Autumn</b>	<a href="#">Using percussion/writing lyrics</a>	<a href="#">Experiment with sounds and storytelling</a>	<a href="#">Singing with expression/exploring rhythmic patterns</a>	<a href="#">Singing with accuracy/expressing emotion</a>	<a href="#">Machine compositions/melody and accompaniment</a>	<a href="#">Singing with control/using complex rhythms</a>
<b>Spring</b>	<a href="#">Theatre-makers - feather song</a>	<a href="#">Controlling sounds</a>	<a href="#">Using percussion to express emotion</a>	<a href="#">Viking compositions</a>	<a href="#">Using chords/sequencing sounds</a>	<a href="#">Space compositions</a>
<b>Summer</b>	<a href="#">Telling stories through music</a>	<a href="#">Sing with accompaniment</a>	<a href="#">Ostinati/imitating composers</a>	<a href="#">Singing games</a>	<a href="#">Using musical structures</a>	<a href="#">Using staff notation</a>



## Music Skills Progression

### Composition

- Year 1 children will:
  - **sequence lyrics** to match a well-known tune.
  - Select, experiment with, combine and record sounds using percussion instruments and record using **graphic notation**.
  - Experiment with word combinations, **creating lyrics** to fit the rhythm of the main melody.
- Year 2 children will:
  - Control and sequence sounds to create a desired effect.
  - Record sounds within simple structures to create a class composition.
  - Record musical ideas using graphic notation.
- Year 3 children will:
  - Independently write their own **lyrics** to a well-known tune.
  - Create rhythmic patterns to match an accompaniment and **notate** them using words and syllables in grids.
  - Use musical features, including dynamics and tempo, to create rhythmic compositions.
  - Use instruments to compose music that shows feeling and emotion.
  - Create rhythmic compositions, using graphic notation and symbols to show different sounds.
  - Create compositions to tell a story.
- Year 4 children will:
  - Use musical features, including dynamics and tempo and control sounds to represent pictures.
  - Create rhythmic compositions based on topic ideas, being able to match the syllables to a pulse.
  - Improvise and create short phrases using the pentatonic scale.



- Develop rhythmic compositions to include control of pitch.
- Compose singing games, including writing their own lyrics.
  
- Year 5 children will:
  - Create rhythmic accompaniments which show an understanding of texture.
  - Compose accompaniments to perform with rounds.
  - Create percussion compositions that combine sound and movement, using **graphic notation** of their choice to record their ideas.
  - Use chords to compose melodies and accompaniments.
  - Use voices to create compositions based on pictures.
  - Compose using contrasting rhythms.
  - Write rhythmic phrases using **crotchet and quavers**.
  - Use their own lyrics to write compositions using different structures (e.g. ABA).
  
- Year 6 children will:
  - Use staff notation to sequence rhythms and create their own pieces of music.
  - Create polyrhythmic compositions.
  - Combine and blend a range of sounds to create a desired effect.
  - Use symbols to organise sounds.
  - Show an understanding of the elements of music, including texture, pitch and tempo to help
  - Create rhythmic and melodic compositions using staff notation.

## Listening

- Year 1 children will:
  - Listen for a sustained period of time and clearly articulate instrumentation and mood/pitch/dynamic changes within a given extract.



- Listen to contrasting pieces of music, commenting on musical changes and expressing opinions.
  - Listen, and physically respond to, a range of musical extracts.
  - Listen to and describe changes of tone between instruments.
- Year 2 children will:
    - Listen to, and match, the pulse and tempo of songs.
    - Show an awareness of changes in tempo and describe its effect on the music.
    - Understand how sounds can change and develop.
    - Recognise how music can convey a message or meaning.
    - Respond accurately to changes in pitch.
- Year 3 children will:
    - Recognise the beat and tempo of a song and create rhythmic patterns to match.
    - Identify the meaning of songs through their lyrics.
    - Identify features of a piece of music and suggest what moods or images it might represent.
    - Identify multiple rhythmic patterns within a piece of music.
    - Identify features of a piece of music and explain the effect they have, suggesting why the composer chose to use them.
- Year 4 children will:
    - Recognise the pulse of songs.
    - Identify patterns and repetition within pieces of music.
    - Identify songs that are in a similar style.
    - Recognise and explain the relationship between the music, lyrics and actions of a song.
- Year 5 children will:
    - Identify structures within a piece of music, including, for example, melody and accompaniment.
    - Recognise the 12 bar blues sequence in songs.
    - Listen to a wide range of songs and explain their meaning and importance within a specific setting.
    - Identify and explain the effect of repetition in music.



- Year 6 children will:
  - Identify the features and elements of extended pieces of music.
  - Listen to how their part fits with others when making music.
  - Identify changing and repeated rhythms within a piece of music.
  - Listen to a range of music and explain its effect.
  - Listen to music inspired by a range of stimuli.

## Singing

- Year 1 children will:
  - Alter the pitch of their voice to sing a known song.
  - Sing well-known songs accurately.
  - Maintain the correct pitch when singing melodies.
- Year 2 children will:
  - Sing with confidence, whilst showing awareness of others' voices.
  - Learn warm ups and vocal exercises in order to look after their voices.
  - Sing songs expressly.
  - Learn to sing rounds in preparation for part singing.
- Year 3 children will:
  - Sing well known songs accurately.
  - Sing their own lyrics to a well-known melody.
  - Sing confidently as part of a group.
  - Control dynamics to make their singing effective.





- Sing in rounds.
- Year 4 children will:
  - Sing songs accurately with actions.
  - Use their thinking voices to stay in time.
  - Control the pitch of their voices.
  - Sing with appropriate emotion and explain why this is important.
- Year 5 children will:
  - Sing confidently with accurate pitch and clear pronunciation.
  - Sing in unison and in rounds.
  - Control the pitch of their voices to sing parts of a chord.
  - Sing whilst playing chordal accompaniments.
- Year 6 children will:
  - Sing songs with increasing control of breathing, posture and sound projection.
  - Sing confidently both in groups and on their own.
  - Sing with clarity and accuracy (of pitch and pronunciation), using staff notation as support.
  - Sing with an awareness of other people.

## Performing

- Year 1 children will:
    - Perform in front of peers and adults and comment on how they can improve for next time.
    - Work with visiting professionals to explore the key skills required for performance.
- (+nativity performance)



- Year 2 children will:
  - Contribute to class performances.
  - Tell stories to others through music.
  - Perform in groups using actions.
  
- Year 3 children will:
  - Perform as part of a group and suggest how it could be improved and made to be more effective.
  - Identify positives and negatives within their own and others' performances.
  - Play different parts in a group as part of one performance e.g. contrasting rhythms.
  
- Year 4 children will:
  - Perform with others whilst maintaining correct rhythm and pulse.
  - Perform using a range of emotions.
  - Work in groups to perform their own work.
  
- Year 5 children will:
  - Perform in front of others and act on the feedback they are given.
  - Combine movement with music when performing.
  - Give constructive feedback about others' performances.
  - Perform whilst playing different rhythms and instruments to the people around them.
  
- Year 6 children will:
  - Perform an independent part alongside others.
  - Identify differences and similarities between performances.
  - Perform regularly in front of peers and use feedback, as well as self-assessment, to improve future work.
  - Present performances effectively with awareness of audience, venue and occasion.



## Technology

- Year 2 children will:
  - Future: sequencing program (charanga)
  - Learn to capture performances using video recording apps, to play back for evaluation purposes.
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- Year 3 children will:
  - Future: sequencing program (charanga)
  - Learn to use a microphone to amplify their voice
  
- Year 4 children will:
  - Use chromemusiclab to order their rhythmic ideas and extend their composition using pitch and percussive elements.
  - Use video recording apps to capture individual performances.
  
- Year 5 children will:
  - Future: chromemusiclab
  - Use video recording apps to capture individual performances and learn to edit tracks/ clips.
  
- Year 6 children will:
  - Garage band (space compositions)
  - Future - ystudio (charanga)
  - Use technical equipment as part of Rock Band Programme e.g. Sound desk, amps and microphones
  - Help to plan technical riders prior to performance.



## Instruments

- Year 1
  - Experiment with tuned and untuned percussion to depict action
  - Using tuned percussion to understand pitch
  - Learn the correct names and playing techniques for tuned and untuned percussion.
  
- Year 2
  - Using untuned percussion to accompany known songs
  - Using untuned and tuned percussion instruments to create soundscapes
  - Using untuned and tuned percussion instruments to add sound effects
  
- Year 3
  - Using untuned percussion to create ostinati
  - Using untuned percussion to accompany known songs
  - Experiment with tuned and untuned percussion
  - Using untuned percussion to imitate other composers
  - Using untuned and tuned percussion instruments to create sound effects
  
- Year 4
  - Using untuned percussion to depict objects, animals and emotions
  - Using tuned percussion to explore the pentatonic scale
  - Use percussive sounds to improve musical ideas
  
- Year 5
  - Using untuned percussion to accompany known songs
  - Using tuned and untuned percussion to depict action and create sound effects



- Using tuned percussion instruments to create chords
- Using tuned percussion instruments to create melodies
- Using tuned and untuned percussion to compose songs
  
- Year 6
  - Using tuned percussion instruments to experiment with scales
  - Using untuned percussion instruments to experiment with complex rhythms
  - Using tuned and untuned percussion to experiment with pitch
  - Using tuned percussion instruments to perform taught melodies

## Genres of music

*N.B. an even coverage of genres has been ensured throughout each group, based on the suggested extracts in the Model Music Curriculum -2021*

- Year 1
  - [Theatre Maker Songs](#)
  - Feather theme - from *Forrest Gump* - **film**
  - Superman Theme - *John Williams* - **film**
  - Thunder and lightning Polka - *Strauss* - **classical/romantic**
  - 1812 overture (finale) - Tchaikovsky - **classical**
  - Runaway Blues- Ma Rainey- **Blues**
  - Fanfarra (Cabua-Le-Le) - Sergio Mendes- **Samba**
  - The Wellerman- The Wiggles- **Folk (Traditional Sea Shanties)**
  - Troika- Prokofiev- **Contemporary Classic**
  
- Year 2
  - Night Ferry- Anna Clyne- **21st century**
  - Bolero- Ravel- **20th century**
  - Blue Suede Shoes- Elvis Presley- **rock and roll**



- Hound Dog- Elvis Presley- **rock and roll**
- Yellow Submarine- The Beatles- **pop**
- Baris- Gong Kebyar of Peliatan- **gamelan (Indonesian)**
- Hickory Dickory Dock - **nursery rhymes**
- The Blue Danube Waltz- Strauss- **classical**
- Storm (from Summer) - *Vivaldi four seasons* - **classical**
- Helios overture - *Nielsen* - **Romantic**
- Pink Panther Theme - **film**
- I do like to be beside the seaside - **pop/music hall**
  
- Year 3
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  - Night on Bare Mountain- Mussorgsky- **romantic**
  
  - Frere Jaques - **nursery rhymes**
  - Fanfarra Cabua Le Le - *Sergio Mendes* - **world music (Brazil)**
  - Swing Lo, Sweet Chariot - *Willis* - **spiritual**
  - Symphony No.24 (Surprise) - *Haydn* - **classical**
  - 'Raindrop' prelude - *Chopin* - **romantic**
  - Death of Ase (Peer Gynt) - *Greig* - **romantic**
  - Tubular Bells - *Mike Oldfield* - **pop**
  - I Got You (I Feel Good) - *James Brown* - **pop**
  - Le Freak - *Chic* - **pop**
  - Hall of the mountain king - *Greig* - **romantic**
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  - Moonlight Sonata - *Beethoven* - **classical/romantic**
  - Skyfall - *Adele* - **film/pop**



- Sahela Re- Kishori Amonkar- **Indian Classical**
  
- Year 4
  - English Folk Song Suite- *Vaughan Williams*- **20th century**
  - I Just Can't Wait to be King - *from The Lion King* - **film/musical**
  - My Bonnie Lies over the Ocean - **folk**
  - Hallelujah (Messiah) - *Handel* - **baroque**
  - Bhabiye Akh Larr Gayee- Bhujhangy Group- **bhangra (Punjab)**
  - Tropical Bird- Trinidad Steel Band- **calypso**
  - Le Freak- Chic- **disco**
  - Ronda alla Turca- Mozart- **classical**
  - Carnival of the Animals - *Saint-Saens* - **romantic/20th century**
  - Singing games - 10 green bottles, Old MacDonald
  - Head, shoulders, knees and toes - **singing games**
  - Night Ferry- Anna Clyne- **21st century**
  
- Year 5
  - Symphonic Variations on an African Air- *Coleridge-Taylor*- **20th century**
  - Keep that wheel a turning - *Adamson* - **folk**
  - Wonderwall - *Oasis* - **pop**
  - Play Dead- *Bjork*- **90s Singer/Songwriter**
  - **Smalltown Boy- Bronski Beat- 80s Synth/ Pop**
  - Jin-Go-La-Ba (Drums of Passion)- *Babatunde Olatunji*- **Drumming (Nigeria)**
  - Johnny B. Goode - *Berry* - **pop**
  - Mars (from the planets) - *Holst* - **20th century orchestral**



- Inkanyezi Nezazi- *Ladysmith Black Mambazo*- **Choral**
  - Take the A Train - *Ellington* - **Jazz**
  - For the beauty of the earth - *Rutter* - **choral**
  - With a little help from my friends - *The Beatles* - **pop**
  - Jai Ho - *from Slumdog Millionaire* - **film/pop**
  - Memory (Cats) - *Webber* - **film/musical**
  - This Little Babe from *Ceremony of Carols*- *Britten*- **20th Century**
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- Year 6
    - *Russian Dance* Trepak- *Tchaikovsky*- **Romantic**
    - **The Waltz of the Flowers**- *Tchaikovsky*- **Romantic**
    - **Connect It**- *Anna Meredith*- **21st century**
    - **Say My Name**- *Destiny's Child*- **90s RnB**
    - Touch the Sky - *from Brave* - **film/pop**
    - One Love - *charanga* - **pop**
    - Senwa Dedende - **world music/folk**
    - Sprinting Gazelle- *Reem Kelani*- **folk (Middle East)**
    - Mazurkas Op.24- *Chopin*- **folk (Poland)**
    - The quartermaster's store - **folk (England)**
    - Night on a Bald Mountain - *Mussorgsky* - **classical**
    - Rondo Alla Turca - *Mozart* - **classical**
    - Romeo and Juliet - *Prokofiev* - **20th century orchestral**
    - The Planets - *Holst* - **20th century orchestral**
    - The Lark Ascending - *Vaughan Williams* - **20th century orchestral**
    - Something inside so strong - *Labi Siffre* - **pop**
    - Libertango- *Piazzolla*- **Tango**