



Music – GetSet4Music

Breadth of Study

At Beechwood Primary School we pride ourselves in building a love for music through our music curriculum, Listening and Extracurricular opportunities. Our Music curriculum has a clear progression and children are exposed to a variety of genres. Children have the opportunity to play a variety of tuned and untuned instruments, sing, listen and appraise music. Children have the opportunity to participate in whole class instrumental teaching in Year 3 and can learn to play the recorder. In addition, children had the opportunity to learn woodwind instruments as a small grouped lesson if they wish. Within school, we have Rock steady and Choir. Rock steady allows the children to learn and perform a chosen instrument within a pop genre. Choir have the opportunities to perform at The Hexagon, Woodley Carnival, Church and within the local community. Throughout the school, the children have a music calendar where they can listen and appraise different musical genres each week. Beechwood have recently been appraised a Music Mark Award for Dedication and improvement in music.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
EYFS	<p>All About me</p> <p>To listen to music and respond with how the music makes me feel.</p> <p>To move my body to the music and play an instrument using a rhythm.</p> <p>To use my voice to speak and to sing and know how they are different.</p> <p>To use my singing voice to sing with others and begin to match pitch with movement.</p> <p>To keep a steady pulse and copy simple rhythms on an instrument.</p> <p>To explore instruments, match sounds and create music to show an emotion.</p>	<p>Circus</p> <p>To explore movement and sounds of the circus.</p> <p>To sing, move and play to the pulse</p> <p>To perform simple rhythms</p> <p>To describe music and respond through movement.</p> <p>To improvise on instruments in a small group.</p> <p>To perform using the skills I have learnt.</p>	<p>All around the world</p> <p>To listen to music, describing instruments, dynamics and tempo</p> <p>To keep a steady beat, exploring contrasts in dynamics and tempo.</p> <p>To identify and match instrumental sounds and talk about the music I hear.</p> <p>To copy and perform simple dance steps.</p> <p>To listen to the beat of the pulse and move in time to it.</p> <p>To copy simple rhythm patterns on an instrument.</p>	<p>Traditional Tales</p> <p>To move in time with the music and copy simple rhythms.</p> <p>To create short rhythms and play music with others</p> <p>To co-ordinate simple actions to accompany singing.</p> <p>To sing and play loudly, quietly, quickly and slowly.</p> <p>To create a sequence of sounds.</p> <p>To combine movement, singing and playing</p>	<p>Mini-Beasts</p> <p>To listen to music and respond by talking, moving and mark making.</p> <p>To develop the singing voice and create simple actions to accompany song.</p> <p>To play percussion instruments to accompany a song.</p> <p>To respond appropriately to written symbols and create simple rhythms.</p> <p>To make comparisons about music.</p> <p>To create music based on a theme</p>	<p>Deep Blue Sea</p> <p>To sing alone and with others with an awareness of pitch.</p> <p>To move to music and respond appropriately to different sounds.</p> <p>To explore different sounds made by instruments and describe sounds referring to timbre.</p> <p>To develop an awareness of a steady beat.</p> <p>To copy and create simple rhythms.</p> <p>To respond appropriately to written symbols.</p>
Year 1	<p>Four Seasons</p> <p>To identify contrasts in dynamics, tempo and beat groupings.</p> <p>To listen, sing and perform with an awareness of dynamics.</p> <p>To create music with contrasts for effect.</p> <p>To perform as a class ensemble with an awareness of pulse and pitch.</p> <p>To create a melody using a given rhythm.</p> <p>To create, perform and notate a melody independently within a group performance.</p>	<p>Senses</p> <p>To find the pulse and follow simple instructions when performing.</p> <p>To sing and play exploring pulse and tempo.</p> <p>To explore dynamics, duration and graphic notation.</p> <p>To explore timbre and pitch.</p> <p>To explore pulse and rhythm.</p> <p>To perform as a class ensemble.</p>	<p>Superheroes</p> <p>To compose, perform and notate a sequence of sounds to create descriptive music.</p> <p>To compose a piece of music inspired by words.</p> <p>To create a soundscape.</p> <p>To perform music as a class.</p> <p>To compose music based on a theme.</p> <p>To compose and perform music based on a theme.</p>	<p>Toys</p> <p>To explore pulse through listening and performing.</p> <p>To recognise the relationship between dot notation and movement of pitch.</p> <p>To use dot notation to compose a simple melody.</p> <p>To perform from dot notation as a pair.</p> <p>To perform as a class following dot notation.</p> <p>To improvise a rhythm within a performance.</p>	<p>Dinosaurs</p> <p>To move to the pulse thinking about dynamics.</p> <p>To compose a piece of music with different timbres.</p> <p>To explore and understand how pitch can change.</p> <p>To gain an understanding of tempo.</p> <p>To follow a graphic score.</p> <p>To compose and perform music using a graphic score.</p>	<p>At the Seaside</p> <p>To compose a sequence of sounds to create music.</p> <p>To be able to follow a visual score.</p> <p>To choose symbols to compose and perform a score.</p> <p>To play keeping a steady pulse.</p> <p>To use symbols to compose, record and perform sounds on a score.</p> <p>To use symbols to structure and perform a score keeping a steady pulse.</p>
Year 2	<p>Great Fire of London</p> <p>To explore dynamics through listening and performing.</p> <p>To explore dynamics through composition and performance.</p>	<p>Jupiter</p> <p>To perform a fanfare inspired by the music of Richard Strauss.</p>	<p>Carnival of The Animals</p> <p>To identify how different music can represent different moods or characters.</p>	<p>Oceans</p> <p>To understand the difference between a verse and a chorus and sing as part of an ensemble.</p>	<p>Fantasy and Adventure</p> <p>To listen to music and make comparisons.</p>	<p>Folksongs</p> <p>To identify the pulse, playing on beat 1 to accompany singing.</p> <p>To embed pulse and explore key features of folk songs.</p>

	<p>To perform with a steady pulse with a partner.</p> <p>To identify beat groupings.</p> <p>To create and perform rhythms using stick notation.</p> <p>To perform a rhythm using stick notation as part of a whole class ensemble.</p>	<p>To create a class performance inspired by the music of Gustav Holst.</p> <p>To create a group performance inspired by the music of Gustav Holst.</p> <p>To refine, rehearse and perform our Jupiter piece as a group.</p> <p>To recognise changes in tempo and perform in time with the pulse.</p> <p>To create a school anthem inspired by the music of Gustav Holst.</p>	<p>To improvise representing the mood or character of a piece.</p> <p>To play a repeated rhythmic ostinato to accompany a song.</p> <p>To create a soundscape showing an awareness of tempo.</p> <p>To understand pitch and play different notes on an instrument.</p> <p>To use and identify musical elements to convey different animals.</p>	<p>To be able to sing and perform rhythmic patterns on instruments to show a mood or character.</p> <p>To recognise and perform rhythmic patterns using notation.</p> <p>To be able to sing and perform rhythmic patterns on instruments using notation.</p> <p>To be able to read, perform and create rhythmic patterns.</p> <p>To be able to compose and perform rhythmic patterns on instruments using notation</p>	<p>To create and perform from written symbols with an awareness of pitch.</p> <p>To add accompanying sounds to a melody.</p> <p>To respond to music showing an awareness of pitch, dynamics and tempo.</p> <p>To explore stick notation with a good awareness of a steady pulse.</p> <p>To compose and perform a piece of music that tells a story.</p>	<p>To understand how texture can be created when singing in a round.</p> <p>To use texture and dynamics in a class performance.</p> <p>To understand the difference between pulse and rhythm.</p> <p>To read and respond to notated rhythm patterns.</p>
Year 3	In2music recorder project.	<p>Stone Age</p> <p>To read, perform and write 1 beat and ½ beat notes.</p> <p>To read, write and perform rhythms in time with the pulse.</p> <p>To read, perform and write rhythm notation using ½ beat, 1 beat, 2 beat and 4 beat notes.</p> <p>To notate and perform rhythms including a rest.</p> <p>To compose and perform rhythm notation as an ensemble.</p> <p>To perform as an ensemble and provide feedback to others.</p>	<p>In the Garden</p> <p>To read and perform notation and understand the difference between pulse and rhythm.</p> <p>To read, write and perform rhythmic notation.</p> <p>To compose and notate a rhythm using one, two and half beat notes.</p> <p>To explore pitch using graphic and western notation.</p> <p>To compose, notate and perform a melody.</p> <p>To perform a solo as part of a class ensemble.</p>	<p>Castles</p> <p>To perform as an ensemble, maintaining a rhythmic pattern.</p> <p>To compose a rhythmic performance as a group ensemble.</p> <p>To compose and perform a rhythm for a musical theatre performance.</p> <p>To learn the feudal song and perform as a class ensemble.</p> <p>To build performance skills through vocal and instrumental improvisation.</p> <p>To play and sing an improvisation within a class performance.</p>	<p>Greek Myths</p> <p>To be able to sing, dance and play with an awareness of the pulse.</p> <p>To improvise simple melodies, maintaining a strong sense of pulse.</p> <p>To explore, select and combine sounds as a whole class.</p> <p>To explore, select and combine sounds as a group.</p> <p>To rehearse and refine compositions for a final performance.</p> <p>To evaluate my own music and music from another era.</p>	<p>Mayans</p> <p>To explore how the inter-related dimensions of music can be combined to create an effect.</p> <p>To create a performance inspired by Mayan wind instruments.</p> <p>To compose and perform using the inter-related dimensions of music to reflect the rainforest.</p> <p>To compose a piece of music to reflect a Mayan god.</p> <p>To add rhythm to our Mayan god music.</p> <p>To perform and evaluate using the inter-related dimensions of music.</p>
Year 4	<p>Ancient China</p> <p>To explore harmonious sounds and pitch notation.</p> <p>To explore pitch, harmonious notes and scales.</p> <p>To sing and play a melody using the pentatonic scale.</p> <p>To improvise, read and write melodies using the pentatonic scale.</p>	<p>Jazz</p> <p>To explore vocal improvisation within the context of scatting and jazz music.</p> <p>To perform a rhythmic pattern with a secure sense of pulse using body percussion.</p> <p>To create a simple improvisation to a known rhythm using the pentatonic scale.</p>	<p>Samba</p> <p>To introduce samba music through listening, appraising and singing.</p> <p>To create and perform rhythms using call and response.</p> <p>To refine, perform and appraise the samba introductions.</p> <p>To learn and perform the rhythms of a Brazilian samba</p>	<p>Words, Words, Words</p> <p>To explore the language of music through the inter-related dimensions.</p> <p>To use the inter-related dimensions to translate the language of words into the language of music.</p> <p>To begin to interpret music notation with consideration of dynamics.</p>	<p>Minimalism</p> <p>To perform and compose rhythmic phrases in a minimalist style.</p> <p>To perform, compose and adapt musical phrases in a minimalist style.</p> <p>To understand and use features of minimalist music to perform a short melodic piece.</p>	<p>Rivers</p> <p>To explore pitch using graphic notation.</p> <p>To compose and perform melodies using graphic notation.</p> <p>To perform pentatonic melodies using grid notation.</p> <p>To compose and notate pentatonic melodies.</p>

	<p>To choose and combine notes from the pentatonic scale to create a piece of music.</p> <p>To refine and perform compositions.</p>	<p>To compose and notate a melody using the pentatonic scale.</p> <p>To begin to compose a piece of music using key features of jazz.</p> <p>To compose and perform using key features of jazz music and express evaluative opinions.</p>	<p>groove as a whole class ensemble.</p> <p>To perform a solo in an ensemble.</p> <p>To create a suitable ending for a samba piece and perform in carnival style.</p>	<p>To create a symphonic poem and broaden knowledge of the inter-related dimension of tempo.</p> <p>To create a symphonic poem using knowledge of the inter-related dimensions of music.</p> <p>To perform and evaluate a final piece using knowledge of the inter-related dimensions of music.</p>	<p>To use texture in a group ensemble when interpreting a piece of music.</p> <p>To apply knowledge of minimalist music to compose a piece as a group.</p> <p>To perform a minimalist piece as a group ensemble.</p>	<p>To compose a song in the style of a barcarolle.</p> <p>To develop, refine, rehearse, and perform a barcarolle.</p>
Year 5	<p>Planets</p> <p>To listen and appraise music exploring the sounds used to capture characteristics of different planets.</p> <p>To create a motif considering the inter-related dimensions of music.</p> <p>To organise sounds to accompany our motifs and record these using Western notation and graphic score.</p> <p>To use ABA structure to organise music and create a satisfying listening experience.</p> <p>To work collaboratively to record a score and refine performances.</p> <p>To share, listen to and appraise the performances of my peers and the music of Mike Oldfield.</p>	<p>Africa</p> <p>To copy and improvise rhythms through musical games and song.</p> <p>To perform an independent part within a whole class ensemble.</p> <p>To apply and use key features of African music to create rhythmic compositions.</p> <p>To develop a piece of music considering the structure.</p> <p>To refine and perform our composition and critically appraise it.</p> <p>To perform a group composition with confidence, using the key features of African music.</p>	<p>Vikings</p> <p>To explore and organise rhythms using voice and instruments.</p> <p>To organise rhythms into beats and notate them using 1, ½ and 2 beat notes.</p> <p>To perform simple rhythms from music notation.</p> <p>To compose and combine rhythms creatively to convey an intended effect.</p> <p>To select and combine musical ideas to create an interesting and satisfying structure.</p> <p>To perform Viking compositions and offer feedback on both recorded music and the music of my peers.</p>	<p>Rock and Roll</p> <p>To sing as part of an ensemble.</p> <p>To sing as part of an ensemble in a two-part harmony.</p> <p>To know what a chord is and be able to play a chord pattern on tuned percussion.</p> <p>To be able to improvise a melody line in the style of a lead guitar and play this on tuned percussion.</p> <p>To read and perform pitch and rhythm notation to a steady beat.</p> <p>To perform from a score as a class ensemble.</p>	<p>Melodies of Divinity</p> <p>To be able to improvise over a drone with a sense of shape and character.</p> <p>To improvise freely over a drone developing a sense of melody and rhythm.</p> <p>To compose and notate a melody with consideration of the style and features of Indian classical music.</p> <p>To compose and perform a rhythm with consideration of the features of a tal.</p> <p>To understand the structure of a raga and compose and notate a short melody.</p> <p>To structure and perform a final piece.</p>	<p>Animal Kingdom</p> <p>To explore the relationship between pitches to create harmonies.</p> <p>To understand how chords are formed and to play as an ensemble.</p> <p>To explore using chords to create effects.</p> <p>To explore how chords can be adapted to achieve intended effects.</p> <p>To compose music using chords to create an intended effect.</p> <p>To rehearse, refine and perform our composition.</p>
Year 6	<p>WW2</p> <p>To learn the key features of national anthems and sing with control of dynamics.</p> <p>To accurately read and perform a melody and gain an understanding of accompaniment.</p>	<p>Reggae</p> <p>To learn about the origins and features of reggae and sing a song in this style.</p> <p>To develop an understanding of accompaniment and be able to perform a bass line.</p> <p>To develop an understanding of common features used when structuring songs.</p>	<p>Arctic</p> <p>To create a programmatic Arctic soundscape.</p> <p>To explore a programmatic toolbox and learn how to record ideas using graphic notation.</p> <p>To explore the contrasts between dissonance and consonance and apply it to composition work.</p>	<p>Garage band</p> <p>To play and record a chord sequence using GarageBand.</p> <p>To have an understanding of how chords are constructed.</p> <p>To compose and record a melody fitting with a chord sequence.</p> <p>To add rhythmic and harmonic accompaniment to a piece.</p>	<p>Electricity</p> <p>To explore rhythmic notation and find the beats of the pulse in different time signatures.</p> <p>To read and perform rhythmic notation, using ½ beat, 1 beat, 2 beat and 4 beat notes.</p> <p>To extend knowledge of time signatures and rhythmic notation.</p>	<p>Celebrations</p> <p>To perform a part within a class ensemble using the pentatonic scale.</p> <p>To explore how music can be structured using a reel.</p> <p>To perform the chaal rhythm and break within a class ensemble.</p>

	<p>To compose and notate a melody and write lyrics for a verse.</p> <p>To explore and compose the accompaniment for a melody.</p> <p>To compose a melody and accompaniment for a chorus.</p> <p>To refine and perform a piece showing expression and phrasing.</p>	<p>To read and perform an off-beat rhythm to accompany a song.</p> <p>To create a group performance, maintaining my part within the ensemble.</p> <p>To refine, perform and evaluate a final piece using knowledge of the features of reggae.</p>	<p>To explore contrasting sounds and build ideas inspired by a Baroque piece of music.</p> <p>To organise music using a ternary form structure.</p> <p>To share, listen to and appraise the performances of others</p>	<p>To compose section A for a final piece in a chosen style.</p> <p>To use ternary form to structure a piece of music.</p>	<p>To create and notate using a variety of different length notes and rests.</p> <p>To refine and rehearse rhythm grid compositions.</p> <p>To perform and appraise notated rhythm pieces.</p>	<p>To perform a syncopated rhythm within a class polyrhythmic ensemble.</p> <p>To choose features from a style of music to compose a piece for a celebration.</p> <p>To refine and perform a piece of music for a celebration using features from the style of music.</p>
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