



Creativity, Curiosity, Caring

Music Curriculum Sequence

Intent – Our Rationale

At Aboyne Lodge, we believe that our music curriculum should develop a sense of creativity, self-expression and high attainment. We believe that a high-quality music education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to listen, improvise, compose and perform. As pupils progress, they should be able to listen critically and understand how music has shaped our history and contributed to our culture.

At Aboyne Lodge we use the Music Express curriculum. Music Express provides a carefully structured progressive scheme of work for music, integrating singing, playing, listening and composing. Year groups work through a number of units per year, each with a musical focus, e.g. exploring sounds, beat, pitch, performance.

Children have the chance to compose and perform on both tuned and untuned percussion instruments as well as listen to a wide range of music from across different eras, cultures and religions and to learn different types of musical notation as they progress through the school. Some performance units throughout the year may be substituted for production rehearsals and performances. We believe it is important for all children to take part in our productions and they have an opportunity to sing and perform in a production every year.

Curriculum Drivers

Sustainability

Cultural Diversity

Growth Mindset

Oracy



EYFS						
Topic area	Marvellous me	What a Wonderful World	Winter Wonderland	Once upon a time	The great outdoors	Off we go...
Music	<i>Music: Being Imaginative</i> Children will sing and perform nursery rhymes and add music.	<i>Music: Being Imaginative</i> Children will experiment with different instruments and their sounds knowing different ways to play them.	<i>Music: Being Imaginative</i> Children will create music and narratives based around stories and create music for a purpose	<i>Music: Being Imaginative</i> Children will move in time to the music and stay in time with a beat.	<i>Music: Being Imaginative</i> Children will play an instrument and know how to make it louder/quieter/faster/slower	<i>Music: Being Imaginative</i> Children will invent their own music, narratives, stories and poems.
Vocabulary	<p style="text-align: center;">Music</p> <p style="text-align: center;">song, chorus, verse, tune, percussion instrument names, rhythm, beat, pitch, speed, loud, quiet, compose, perform, style</p>					

Key Stage 1						
Topic area	Year 1 - autumn	Year 1 - spring	Year 1 - summer	Year 2 - autumn	Year 2 - spring	Year 2 - summer
	Unit 1: Ourselves – Exploring sounds Unit 2: Number - Beat Unit 3: Animals - Pitch Unit 4: Weather – Exploring sounds <i>(Christmas Production)</i>	Unit 5: Machines – Beat Unit 6: Seasons – Pitch Unit 7: Our School – Exploring sounds Unit 8: Pattern - Beat	Unit 9: Storytime – Exploring sounds Unit 10: Our Bodies – Beat Unit 11: Travel – Performance Unit 12: Water - Pitch	Unit 1: Ourselves – Exploring sounds Unit 2: Toys - Beat Unit 3: Our Land – Exploring sounds Unit 4: Our Bodies – Beat <i>(Christmas Production)</i>	Unit 5: Animals - Pitch Unit 6: Number - Beat Unit 7: Storytime – Exploring sounds Unit 8: Seasons - Pitch	Unit 9: Weather – Exploring sounds Unit 10: Pattern – Beat Unit 11: Water - Pitch Unit 12: Travel - Performance
At the end of KS1 pupils will:						
Year 1			Year 2			
SINGING - Use their voices expressively and creatively by singing songs and speaking chants and rhymes						
Be able to	<ul style="list-style-type: none"> • Create, respond to, place and change vocal sounds • Understand (recognise) pitch: make high and low vocal sounds • Sing a song with contrasting high and low melodies • Control vocal dynamics, duration and timbre 			<ul style="list-style-type: none"> • Develop the use of vocal sounds to express feelings • Chant and sing in two parts while playing a steady beat • Explore voices to create descriptive musical effects • Sing with expression, paying attention to the pitch shape of the melody 		



	<ul style="list-style-type: none"> • Sing a song together as a group • Rehearse and perform a rap with sound effects using voices • Combine voices and movement to perform a chant and a song • Use voices to create descriptive sounds 	<ul style="list-style-type: none"> • Perform a rhythmic chant and play an independent rhythm pattern accompaniment • Perform an updated version of a traditional nursery rhyme with a rap section • Understand pitch through singing, movement and note names • Prepare and improve a performance using movement, voice and percussion
Understand this vocabulary	Voice, pitch, high, low, melody, dynamics, duration, timbre, rehearse, perform, rap, sound effect, chant, song	Voice, express, chant, sing, steady, beat, expression, pitch, shape, melody, rhythmic, rhythm, pattern, accompaniment, perform, movement, notation, percussion

	Year 1	Year 2
PLAYING - Play tuned and untuned instruments musically		
Be able to	Learn to play percussion with control (e.g. changing dynamics) Identify and keep a steady beat using instruments Explore and control dynamics, duration, and timbre with instruments Play percussion instruments at different speeds (tempi) Create a soundscape using instruments Explore sounds on instruments and find different ways to vary their sound Rehearse and perform a chant/rap with sound effects using instruments Use instruments to create descriptive sounds	Listen to and repeat rhythmic patterns on body percussion and instruments Play pitch lines on a tuned percussion Perform a steady beat and simple rhythms using movement, percussion and body percussion Accompany a song with vocal, body percussion and instrumental ostinato Explore and develop an understanding of pitch using percussion instruments Use instruments expressively in response to a visual stimuli
Understand this vocabulary	Percussion, control, dynamics, steady beat, instrument, duration, timbre, tempo/tempi, soundscape, variety, sound effect	Repeat, rhythmic, rhythm, body percussion, instruments, pitch, tuned, untuned, steady beat, accompany, vocal, ostinato, expressive

	Year 1	Year 2
LISTENING - Listen with concentration and understanding to a range of high-quality live and recorded music		
Be able to	<ul style="list-style-type: none"> • Recognise and respond to changes in tempo in music • Identify a sequence of sounds (structure) in a piece of music • Respond to music through movement • Identify changes in pitch and respond to them with movement • Listen in detail to a piece of orchestral music (e.g. identify instruments) • Identify metre by recognising its pattern • Understand how music can tell a story • Respond to change of mood in a piece of music with a slow and fast steady beat • Identify a repeated rhythm pattern • Understand musical structure by listening and responding through movement 	<ul style="list-style-type: none"> • Identify ways of producing sounds (e.g. shake, strike, pluck) • Match descriptive sounds to images • Listen in detail to a piece of orchestral music (e.g. identify how it depicts a season) • Use simple musical vocabulary to describe music • Listen, describe and respond to contemporary orchestral music



Understand this vocabulary	Tempo, sequence, structure, pitch, orchestra, instrument, string, wind, percussion, brass, metre, pattern, mood, beat, slow, fast, repeat, rhythm	Orchestra, orchestral, string, wind, brass, percussion, pitch, dynamics, tempo, timbre
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	Year 1	Year 2
COMPOSING - Experiment with, create, select and combine sounds using the inter-related dimensions of music (pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notation)		
Be able to	<ul style="list-style-type: none"> • Explore, create and place vocal and body percussion sounds • Explore and develop an understanding of pitch using the voice and body movements • Explore and control dynamics (volume), duration and timbre with voices, body percussion and instruments • Improvise descriptive music • Play and control changes in tempo • Relate pitch changes to graphic symbols and perform pitch changes vocally • Explore different sound sources and materials • Create a soundscape using instruments as part of a song performance • Explore sounds on instruments and find different ways to vary their sound • Play fast, slow, loud, quiet sounds on percussion instruments • Invent and perform new rhythms to a steady beat • Create, play and combine simple word rhythms • Create a picture in sound 	<ul style="list-style-type: none"> • Notate pitch shape and duration using simple line graphics • Understand the structure of call and response songs • Mark beats within a four-beat metre • Explore timbre and texture to understand how sounds can be descriptive • Understand and perform rising and falling pitch direction • Read and write simple pitch line notation • Combine pitch changes with changes in other elements/dimensions • Understand and differentiate between beat and rhythm • Combine sounds to create a musical effect in response to visual stimuli • Identify rising and falling pitch • Compose music to illustrate a story • Perform and create simple three- and four-beat rhythms using a simple score • Explore different ways to organise music • Understand and play from simple notation
Understand this vocabulary	Vocal, body percussion, pitch, dynamics, duration, timbre, improvise, tempo, graphic symbol, soundscape, performance, instruments, variety, fast, slow, loud, quiet, rhythm, beat	Notate/notation, pitch, duration, line graphics, structure, call and response, beat, metre, timbre, texture, rising, falling, line notation, rhythm, compose, score, organise



Lower Key Stage 2

Topic area	Year 3 – autumn	Year 3 - spring	Year 3 - summer	Year 4 - autumn	Year 4 - spring	Year 4 - summer	
	Unit 1: Environment – Composition Unit 2: Building – Beat Unit 3: Sounds – Exploring sounds Unit 4: Poetry – Performance	Unit 5: China – Pitch Unit 6: Time - Beat Unit 7: In the Past – Pitch Unit 8: Communication – Composition (Year 3/4 Production)	Unit 9: Human body – Structure Unit 10: Singing French – Pitch Unit 11: Ancient – Structure Unit 12: Food and drink - Performance	Unit 1: Poetry – Performance Unit 2: Environment – Composition Unit 3: Sounds – Exploring sounds Unit 4: Recycling - Structure	Unit 5: Building – Beat Unit 6: Around the World – Pitch Unit 7: Ancient Worlds – Structure Unit 8: Singing Spanish – Pitch (Year 3/4 Production)	Unit 9: Communication – Composition Unit 10: Time - Beat Unit 11: In the Past – Notation Unit 12: Food and drink - Performance	
At the end of Lower KS2 pupils will:							
Year 3			Year 4				
PERFORMING: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression							
Be able to	<ul style="list-style-type: none"> • Sing in two-part harmony • Accompany a song with a melodic ostinato on tuned percussion • Layer rhythms using untuned percussion instruments • Perform a pentatonic song with tuned and untuned accompaniment • Play independent parts in more than one metre simultaneously on body percussion, untuned and tuned percussion • Perform rhythmic ostinati individually and in combination • Copy and create a wide range of vocal sounds to incorporate into a song • Sing in two parts (two different melodies) with movements and percussion • Perform a round in three parts 			<ul style="list-style-type: none"> • Use beatbox techniques to imitate the sound of a drum kit • Perform a rap or song with a vocal beatbox accompaniment • Perform a poem as an ensemble with rhythmic accuracy to a steady beat • Learn to sing partner songs • Perform verse and chorus structure • Chant in three parts • Combine four body percussion ostinati as a song accompaniment • Play a pentatonic song with leaps in pitch on tuned percussion • Combine singing with untuned and tuned percussion in a performance • Sing a call and response song in a minor key in two groups • Sing a song with three simple independent parts • Play a piece with melody, chords, bass and rhythm parts from graphic, rhythm and staff notations • Combine singing, playing and dancing in a performance • Play an instrumental accompaniment of rhythms, chords and riffs 			
Understand this vocabulary	Harmony, accompaniment, melody, ostinato, tuned/untuned percussion, rhythm, pentatonic scale, metre, round			Beatbox, imitation, rap, accompaniment, ensemble, rhythm, beat, verse, chorus, chant, ostinato, pentatonic scale, pitch, tuned/untuned percussion, call and response, minor/major key, melody, chord, bass, graphic notation, staff, riff			



	Year 3	Year 4
COMPOSING: Improvise and compose music for a range of purposes using the interrelated dimensions of music		
Be able to	<ul style="list-style-type: none"> • Select descriptive sounds to accompany a poem • Choose different timbres to make an accompaniment • Make choices about musical structure • Improvise descriptive music • Improvise to an ostinato accompaniment • Develop a song by choosing lyrics and structure • Arrange an accompaniment with attention to balance and musical effect • Explore simple accompaniments using beat and rhythm patterns • Use a score and combine sounds to create different musical textures 	<ul style="list-style-type: none"> • Balance voices in a performance by choosing appropriate dynamics (volume) • Compose an introduction for a song • Improvise in response to visual stimuli, with a focus on timbre • Explore household items as instruments and match rhythms with appropriate soundmakers • Improvise melodies with a given set of five notes (a pentatonic scale) • Create descriptive sound pictures with instruments • Compose a rap • Understand syncopation and clap improvised off-beat rhythms • Compose a fanfare • Compose and play sequences of word rhythms
Understand this vocabulary	Accompaniment, timbre, structure, improvisation, ostinato, lyrics, structure, balance, effect, beat, rhythm, score, texture	Dynamics, introduction, timbre, improvisation, pentatonic scale, melody, rap, syncopation, off-beat, rhythm, fanfare, sequence

	Year 3	Year 4
LISTENING: Listen with attention to detail and recall sounds with increasing aural memory		
Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians		
Be able to	<ul style="list-style-type: none"> • Identify a sequence of sounds (structure) in a piece of music • Identify the metre in a piece of music • Recognise pitch shapes • Explore musical phrases, melodic imitation and rounds • Learn about ternary form • Understand how music can be organised in sequences and layers • Learn a traditional Caribbean song • Listen to and learn about Hindustani classical music • Learn how sounds are produced and how instruments are classified • Understand the pentatonic scale • Listen to and learn about traditional Chinese music • Understand and perform binary form 	<ul style="list-style-type: none"> • Understand how rhythmic articulation affects musical phrasing • Identify different instrument groups from a recording • Demonstrate understanding of how sounds are produced by making instruments • Compare and contrast the structure of two pieces of music • Copy rhythms and a short melody • Identify the metre of a new song or piece • Explore the descriptive music of two famous composers of the 20th and 21st century • Listen to and play along with Bhangra music • Perform a piece in rondo form • Describe the structure of a piece of orchestral music • Use rondo structure to build a performance • Learn about and sing an African-American spiritual • Develop listening skills by analysing and comparing music from different traditions • Learn a traditional West African call and response song



Understand this vocabulary	Sequence, metre, pitch, phrase, melodic imitation, round, ternary form, traditional, classical, pentatonic scale, binary form	Articulation, phrasing, structure, rhythm, melody, metre, rondo form, orchestral, spiritual music, traditional
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	Year 3	Year 4
USING NOTATION: Use and understand staff and other musical notations		
Be able to	<ul style="list-style-type: none"> • Use graphic notation with the pentatonic scale • Recognise rhythm patterns in staff notation • Understand and use pitch notations • Read simple rhythm notation • Create and perform from a symbol score • Read graphic notation to play a melody on tuned instruments 	<ul style="list-style-type: none"> • Compose and notate pentatonic melodies on a graphic score • Explore layers and layering using a graphic score • Play and sing repeated patterns (ostinati) from staff notation • Match short rhythmic phrases with rhythm notation • Learn to play a Renaissance dance from notations (graphic, rhythm and staff)
Understand this vocabulary	Graphic notation, pentatonic scale, rhythm notation, staff notation, pitch notation, symbol score	Pentatonic, graphic score, layers, ostinato, staff notation, rhythm notation, renaissance,

	Year 3	Year 4
MUSIC HISTORY: Develop an understanding of the history of music		
Be able to	<ul style="list-style-type: none"> • Listen to and learn about a Romantic piece of music • Listen to and learn about a medieval antiphon • Listen to, learn about, play and dance to Tudor dance music • Learn about an instrument from Ancient Greece 	<ul style="list-style-type: none"> • Listen to and learn about 1940s dance band music • Identify key features of minimalist music • Listen to and analyse 20th century ballet music • Learn a dance and play music from a 19th century German opera • Listen to and learn about Renaissance instruments • Learn a 1960s pop song and popular dance styles of the time
Understand this vocabulary	Romantic, medieval antiphon, Tudor dance	Minimalist, ballet, opera, renaissance



Upper Key Stage 2

Topic area	Year 5 – autumn	Year 5 - spring	Year 5 - summer	Year 6 - autumn	Year 6 - spring	Year 6 - summer
	Unit 1: Our Community – Performance Unit 2: Solar System - Listening	Unit 3: Life Cycles – Structure Unit 4: Keeping Healthy - Beat	Unit 5: At the Movies – Composition Unit 6: Celebration – Performance <i>(Year 5/6 Production)</i>	Unit 1: World Unite – Step dance performance Unit 2: Journeys – Song cycle performance	Unit 3: Growth – Street dance performance Unit 4: Roots – Mini musical performance	Unit 5: Class awards – Awards show performance Unit 6: Moving on – Leavers’ assembly performance <i>(Year 5/6 Production)</i>

At the end of Upper KS2 pupils will:

Year 5

Year 6

PERFORMING: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

Be able to	<ul style="list-style-type: none"> • Conduct metres of two, three and four • Prepare for a performance by considering narration, performance space, setting up and other logistics • Develop techniques of performing rap using texture and rhythm • Create and present a performance of song, music and poetry • Sing and play scales and chromatic melodies accurately • Sing and play percussion in a group piece with changes in tempo and dynamics • Perform music together in synchronisation with a short movie • Sing a song in unison and three-part harmony • Perform a song with a complex structure in four parts • Sing with attention to accuracy in rhythm, pitch and dynamics • Develop ensemble playing, focusing on steady beat and placing notes accurately together • Control short, loud sounds on a variety of instruments 	<ul style="list-style-type: none"> • Demonstrate understanding of beat and syncopation through singing and body percussion • Demonstrate coordination and rhythm skills by participating in a complex circle game • Convey lyrical meaning through expressive singing in a part-song with echoes • Develop song cycles for performance, making decisions about texture, staging and dramatisation • Learn to sing major and minor note patterns accurately • Demonstrate planning, directing, and rehearsal skills through allocated roles, such as technicians and researchers • Play a chordal accompaniment to a piece • Develop, rehearse and perform a mini-musical, including dialogue, singing, playing and movement • Refine vocal performance with consideration of posture, breathing and enunciation • Perform complex song rhythms confidently • Change vocal tone to reflect mood and style
Understand this vocabulary	Metre, narration, rap, texture, rhythm, scales, chromatic, melody, tempo, dynamics, synchronisation, unison, harmony, pitch, ensemble, beat	Beat, syncopation, lyrical, echo, texture, major, minor, chordal accompaniment, posture, tone

Year 5

Year 6

COMPOSING: Improvise and compose music for a range of purposes using the interrelated dimensions of music



Be able to	<ul style="list-style-type: none"> • Develop accompaniments using ostinato and invent or improvise rhythms on untuned percussion • Play and improvise using the whole tone scale • Create musical effects using contrasting pitch • Use the musical dimensions to create and perform music for a movie • Evaluate and refine compositions with reference to the inter-related dimensions of music 	<ul style="list-style-type: none"> • Devise, combine and structure rhythms through dance • Improvise descriptive music on instruments and other soundmakers • Compose programme music from a visual stimulus
Understand this vocabulary	Accompaniment, ostinato, improvise, rhythm, untuned percussion, whole tone scale, contrast, pitch, dimension	Structure, rhythm, improvise, compose, programme music

	Year 5	Year 6
LISTENING: Listen with attention to detail and recall sounds with increasing aural memory Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians		
Be able to	<ul style="list-style-type: none"> • Listen to music with focus and analyse using musical vocabulary • Hear and understand the features of the whole tone scale • Compare and contrast two pieces of 19th century Romantic music • Identify changes in tempo and their effects • Demonstrate understanding of the effect of music in movies • Explore and analyse a song arrangement and its structure • Rehearse, improve and analyse an ensemble performance, with attention to balance and staying in time • Learn about jazz scat singing and devise scat sounds • Listen to a 19th century tone poem and describe its effects and use of the musical dimensions • Explore extended vocal techniques through listening to and composing 'a capella' (unaccompanied) vocal music based on graphic scores • Sing and play an American spiritual • Learn about and explore techniques used in movie soundtracks 	<ul style="list-style-type: none"> • Revise, rehearse, and develop music for performance, with reference to the inter-related dimensions of music • Experience and understand the effect of changing harmony • Listen to and understand modulation in a musical bridge • Learn a 1980s pop song with understanding of its structure • Learn to sing and play ostinati from an early 20th-century orchestral work • Sing and play traditional Ghanaian music • Sing two West African call and response songs in two groups
Understand this vocabulary	Whole tone scale, contrast, romantic, tempo, arrangement, jazz scat singing, A Capella, graphic score, spiritual	Dimension, harmony, bridge, modulation, structure, ostinato, traditional, call and response

	Year 5	Year 6
USING NOTATION: Use and understand staff and other musical notations		
Be able to	• Read a melody in staff notation	• Demonstrate understanding of pitch through singing from simple staff notation



	<ul style="list-style-type: none"> • Develop a structure for a vocal piece and create graphic scores • Read grid or staff notation to play a bassline • Interpret graphic notation on various soundmakers with an understanding of their qualities and capabilities • Learn about and use cue scores • Create sounds for a movie, following a timesheet 	<ul style="list-style-type: none"> • Follow and interpret a complex graphic score for four instruments • Play tuned instrumental parts confidently from graphic scores with note names
Understand this vocabulary	Melody, staff notation, structure, vocal, graphic score, bassline, cue scores, timesheet	Pitch, staff notation, graphic score, tuned

	Year 5	Year 6
MUSIC HISTORY: Develop an understanding of the history of music		
Be able to	<ul style="list-style-type: none"> • Learn to sing a song from English musical heritage (20th century) • Listen to and learn about modern classical/avant garde music (20th century) • Listen to and analyse 19th century impressionist music using musical vocabulary • Learn about the music of an early Baroque opera 	<ul style="list-style-type: none"> • Learn to sing a 21st-century British choral work • Learn to sing and play ostinati from an early 20th-century orchestral work • Discuss the music of a Russian Romantic composer with reference to a painting from the same period
Understand this vocabulary	Heritage, modern classical, avant garde, impressionist, Baroque, opera	British choral, ostinato, Russian Romantic

