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**Curriculum Overview – Music 2023-2024**

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|  | Music Specialist | Autumn | Spring | Summer |
| Reception | **Singing/Percussion**  How pulse, rhythm and pitch work together. | **Me!**  Cross curricular topic-based focus:  Growing, homes, colour, toys, how I look. | **My Stories**  Cross curricular topic-based focus:  Imagination, Christmas, festivals, fairies, pirates, treasure, superheroes, let's pretend, once upon a time. | **Everyone!**  Cross curricular topic-based focus:  Family, friends, people, music from around the world. |
| Year 1 | **Singing/Percussion**  How pulse, rhythm and pitch work together. | **In The Groove**  Genre: Blues, Baroque, Latin, Bhangra, Folk, Funk  How to be in the groove with different styles of music  I know how to respond to different moods in music. | **Round and Round**  Genre: Bossa Nova  Pulse, rhythm and pitch in different styles of music  I know how to make different sounds with my voice and with instruments.  I know how to make a sequence of sounds. | **Your imagination**  Genre: Pop  Using your imagination  I know how to choose sounds to represent different things. |
| Year 2 | **Singing/Percussion**  How pulse, rhythm and pitch work together. | **I Wanna Play in a Band**  Genre: Rock  Playing together in a band  I know how to perform simple patterns and accompaniments keeping a steady beat.  I know how to play simple rhythmic patterns on an instrument. | **Zootime**  Genre: Reggae  Reggae and animals  I know how to order sounds to create a beginning, middle and an end.  I know how to use symbols to represent sounds.  I know how to choose sounds which create an effect. | **Friendship Song**  Genre: Pop  A song about being friends  I know how to sing and follow a melody. |
| Year 3/4 | ***Recorders***  Learning about pulse, rhythm and pitch.  Knowing how to play clear notes on an instrument.  Knowing how to create repeated patterns. | **Three Little Birds**  Genre: Reggae  Reggae and animals  I know how to use musical words to describe a piece of music and compositions.  I know how to use musical words to describe what I like and do not like about a piece of music. | **The Dragon Song**  Genre: A pop song that tells a story  Links to traditional folk tunes  I know how to sing a tune with expression.  I know how to compose melodies and songs. | **Bringing Us Together**  Genre: Disco  Disco, friendship, hope and unity  I know how to use different elements in my composition.  I know how to combine different sounds to create a specific mood.  I know how to improve my work. |
| Year 4/5 | ***Recorders***  Learning about pulse, rhythm and pitch.  Knowing how to play clear notes on an instrument.  Knowing how to create repeated patterns. | **Mamma Mia**  Genre: Pop  ABBA’s music  I know how to perform a simple part rhythmically.  I know how to identify the character in a piece of music. | **Stop!**  Genre: Grime  Writing lyrics linked to a theme  I know how to explain why silence is often needed in music and explain what effect it has.  I know how to identify and describe the different purposes of music. | **Lean on Me**  Genre: Gospel  Soul/Gospel music & helping others  I know how to sing songs from memory with accurate pitch.  I know how to identify and describe the different purposes of music. |
| Year 6 | ***Ukeleles***  Learning about pulse, rhythm and pitch.  Knowing how to play clear notes on an instrument.  Knowing how to create repeated patterns. | **Happy**  Genre: Pop/Neo Soul  Being happy!  I know how to sing in harmony confidently and accurately. | **A New Year Carol**  Genre: Classical or Urban Gospel  Benjamin Britten’s music and cover versions  I know how to compare and contrast the impact that different composers from different times have had on people of that time. | **You’ve Got A Friend**  Genre: 70s Ballad/Pop  The music of Carole King  I know how to evaluate how the venue, occasion and purpose affects the way a piece of music is created. |