

**Music Yearly Curriculum Plan**

	Focus	Term 1	Term 2	Term 3	Term 4
<b>Prep</b>	<b>Instruments</b>	Voice exploration, body percussion & percussion instruments	Voice exploration, body percussion & percussion instruments	Voice exploration, group singing, body percussion & percussion instruments	Voice exploration, group singing, body percussion & percussion instruments
	<b>Theory</b>	Beat	Beat, rhythm (long & short sounds)	Dynamics (loud/soft), percussion instrument sound production (hit, shake, scrape), Pitch (high/low)	Dynamics (forte/piano), pitch (high/low), rhythm (quarter notes/taa & eighth notes/ti-ti)
	<b>Performing</b>	Singing as part of a group	Singing solo	Singing and playing with a group	Singing and playing with a group and solo
	<b>Respond &amp; Interpret</b>	Moving to music	Aurally identify short/long sounds, moving to music	Aurally identify loud/soft and high/low sounds, moving to music	Aurally identify loud/soft and high/low sounds, moving to music using props (scarves)
<b>Gr 1</b>	<b>Instruments</b>	Voice, body percussion & percussion instruments	Voice, body percussion & percussion instruments	Voice, body percussion & tuned percussion instruments	Voice, body percussion & tuned percussion instruments
	<b>Theory</b>	Steady beat, meters of 2, 3 & 4	Rhythm (quarter notes, eighth notes, quarter rests), lines and spaces on the staff	Lines & spaces treble staff, melodic direction, rhythm (quarter notes, eighth notes, quarter rests), voice types	Lines & spaces treble staff, melodic direction, rhythm (quarter notes, eighth notes, quarter rests), tempo (largo, moderato, presto), dynamics (pianissimo, piano, forte, fortissimo)
	<b>Performing</b>	Part singing (ostinato)	Part singing (ostinato)	Percussion, group and part singing	Percussion, group and part singing
	<b>Respond &amp; Interpret</b>	Moving to meters of 2, 3 & 4	Meters of 2, 3 & 4, patterns in simple songs	Respond to melodic direction using movement and dance	Analyse musical works for dynamics and tempo and how this impacts the story (In the Hall of the Mountain King)
<b>Gr 2</b>	<b>Instruments</b>	Voice, body percussion & percussion instruments	Voice, body percussion & percussion instruments	Voice, body percussion & tuned percussion instruments	Voice, body percussion & tuned percussion instruments
	<b>Theory</b>	Instruments of the orchestra	Dynamics, meter	Rhythm (quarter notes, eighth notes, quarter rests, half notes and half note rests), Notation symbol meaning, ostinato patterns, simple sight reading	Rhythm (quarter notes, eighth notes, quarter rests, half notes and half note rests), Music History - Baroque Period, Composing simple songs
	<b>Performing</b>	Part singing (ostinato), body percussion rhythms	Part singing (ostinato), body percussion	Part singing (ostinato), canon singing, body percussion and percussion instruments (tuned and untuned)	Part singing (ostinato), canon singing, body percussion and percussion instruments (tuned and untuned)

	<b>Respond &amp; Interpret</b>	Aurally identify instruments (timbre), storytelling through music	dynamics, storytelling through music	Identify instruments, dynamics, tempo, rhythms in musical works.	Identify instruments, dynamics, tempo, rhythms in musical works.
<b>Gr 3</b>	<b>Instruments</b>	Voice - singing & rapping, Recorder - B & A	Voice - part singing, Recorder - B, A & G	Voice - part singing, Recorder - B, A & G, tuned percussion	Voice - part singing, Recorder - B, A & G, tuned percussion
	<b>Theory</b>	Musical alphabet, notation symbols, rhythm notation	Treble clef staff notation, articulation, notation symbols, rhythm symbols (sixteenth notes, whole notes and rests, half notes and rests, quarter notes and rests & eighth notes)	Rhythm (quarter notes, eighth notes, quarter rests, half notes, half note rests, whole notes, whole note rests & sixteenth notes), Notation symbol meaning, ostinato patterns, simple sight reading treble staff	Rhythm (quarter notes, eighth notes, quarter rests, half notes, half note rests, whole notes, whole note rests & sixteenth notes), Notation symbol meaning, ostinato patterns, simple sight reading treble staff, Music History - Classical Period
	<b>Performing</b>	Performing as part of a large group	Performing in smaller groups, performing to the teacher, improvisation	Performing in smaller groups, performing in large groups	Performing in smaller groups, performing to the teacher,
	<b>Respond &amp; Interpret</b>	Analysing simple songs, folk song origins, world music	Analysing simple songs, identifying dynamics in music	Moving to music, analysing simple songs, identifying instruments aurally, identifying dynamics, tempo, meter and mood	Moving to music, analysing simple songs, identifying instruments aurally, identifying dynamics, tempo, meter and mood
<b>Gr 4</b>	<b>Instruments</b>	Voice, recorder - B, A, G, High C	Voice, recorder - B, A, G, High C, High D, tuned percussion (xylophone, marimba)	Voice - part singing, Recorder - high C, high D, B, A, G, tuned percussion	Voice - part singing, Recorder - high C, high D, B, A, G, tuned percussion
	<b>Theory</b>	Treble clef staff notation, dotted notes	Articulation, rhythm (sixteenth notes & triplets)	Rhythm (quarter notes, eighth notes, quarter rests, half notes, half note rests, whole notes, whole note rests & sixteenth notes), Notation symbol meaning, ostinato patterns, simple sight reading treble staff. Music History - Romantic Period	Rhythm (quarter notes, eighth notes, quarter rests, half notes, half note rests, whole notes, whole note rests & sixteenth notes), Notation symbol meaning, ostinato patterns, simple sight reading treble staff
	<b>Performing</b>	Performing as part of a large group	Performing in smaller groups, performing to the teacher, improvisation	Performing in smaller groups, performing to the teacher	Performing in smaller groups, performing to the teacher
	<b>Respond &amp; Interpret</b>	Analysing simple songs, folk song origins, world music	Analysing simple songs, identifying dynamics in music	Moving to music, analysing simple songs, identifying instruments aurally, identifying dynamics, tempo, meter and mood	Moving to music, analysing simple songs, identifying instruments aurally, identifying dynamics, tempo, meter and mood
<b>Gr 5</b>	<b>Instruments</b>	Recorder - B, A, G, High C, High D, Ukulele - open strings	Ukulele - open strings, C6 chord, C Major Chord	Recorder - B, A, G, High C, High D, Ukulele - open strings. C6 chord, C, F & G7 Chords	Recorder - B, A, G, High C, High D, low E, low D, high E, Ukulele - open strings. C6 chord, C, F & G7 Chords
	<b>Theory</b>	6/8 meter, treble clef notation, strumming notation	notation symbols, syncopa	Sharps & flats, chords (major & minor), harmony, chord progressions, treble staff notation	Sharps & flats, chords (major & minor), harmony, chord progressions, treble staff notation

	<b>Performing</b>	Improvisation, performing as part of a group	Improvisation, performing as part of a small group	Performing as part of a large and small group	Performing as part of a large and small group
	<b>Respond &amp; Interpret</b>	Analysing simple songs, folk and contemporary songs, form & structure	Aurally identify rhythm patterns, analysing simple folk songs, form & structure	Moving to music, analysing simple songs, identifying instruments aurally, identifying dynamics, tempo, meter and mood	Moving to music, analysing simple songs, identifying instruments aurally, identifying dynamics, tempo, meter and mood
<b>Gr 6</b>	<b>Instruments</b>	Keyboard, World Music - Percussion	Keyboard, World Music - Percussion	Keyboard, World Music - Percussion	Keyboard, World Music - Percussion
	<b>Theory</b>	Treble clef notation, percussion notation, complex rhythms, syncopated rhythms	Treble and bass clef notation, notation symbols, drumming notation	Treble clef notation, percussion notation, complex rhythms, syncopated rhythms	Treble and bass clef notation, notation symbols, drumming notation
	<b>Performing</b>	Performing as part of a group, performing to teacher	Performing as part of a group, performing for the grade (small group or individually)	Performing as part of a group, performing to teacher	Performing as part of a group, performing for the grade (small group or individually)
	<b>Respond &amp; Interpret</b>	Analysing songs (instrumentation, dynamics, tempo), compare and contrast music from different cultures	Analysing songs (instrumentation, dynamics, tempo), compare and contrast music from different cultures	Analysing songs (instrumentation, dynamics, tempo), compare and contrast music from different cultures	Analysing songs (instrumentation, dynamics, tempo), compare and contrast music from different cultures