

| | The Vineyard Music Curriculum Overview - Years Reception to 6 | | |
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| | <u>Autumn</u> | <u>Spring</u> | <u>Summer</u> |
| <u>EYFS</u> | Learn to recognise the difference between voices - speaking, whispering, singing, thinking; following hand signals for play and stop; recognise changes in tempi - fast and slow through dance and movement and rhymes; exploring dynamics - loud and quiet - through dance and movement and using voices and instruments; exploring smooth and short sounds through movement, singing and instruments; experiment with different voices and high and low sounds. | | |
| <u>Year 1</u> | <u>Animals</u> Building on skills in Reception, children will explore musical dimensions such as fast and slow, by moving and responding to live/improvised sounds. E.g., a cheetah moves fast and tiptoes to catch its prey, a sloth moves slowly and smoothly. | <u>Weather</u> Children will devise a composition/soundscape by exploring instrument sounds and body percussion. They consider the timbre of instruments, e.g., a woodblock has a hard short sound which could be used for the sound of thunder. | <u>Traditional Tales</u> Children will explore how music and sounds can be used to enhance and tell a story. Through paintings, pictures and songs, children will develop a performance to retell a traditional tale. |
| <u>Year 2</u> | <u>The School Environment: Textures and Timbre</u> Building on children's understanding of timbre and instrument qualities, children will explore textures in the school environment and how this could be mapped out as a picture (beginning to first explore notation and writing music). | <u>Mighty Monarchs Rhythm Grids</u> Building on children's awareness of pulse and writing music, children will explore syllables and sound durations in words to create a rhythm grid. | <u>Patterns of Sound</u> Children will explore their singing voices further and develop their pulse and rhythmic awareness. Children will explore and play a range of percussion instruments and learn a rhythmic phrase as part of a class performance. |
| <u>Year 3</u> | <u>Graffiti Rhythm Grids</u> Using some graffiti as a stimulus, children will build on their skills in Year 2 to explore body percussion and devise a rhythm grid using words and instruments. | <u>Soundscapes - Creating Iron Man</u> Building on from Year 2, children will experiment with instrument timbres to build a story composition. Children will develop their ideas further by adding in dynamics, textures, and structure. | <u>London Soundscape</u> Children will explore sounds of London to devise a composition using body percussion and instruments. Children will consider the structure and how they might fade in and out sounds. |
| <u>Year 4</u> | <u>Pitch - Drawing Aquarium</u> Building on singing development in KS1, children will experiment with different ways of showing and drawing changes in pitch (high and low) using 'Aquarium' from <i>Carnival of the Animals</i> . | <u>Chinese New Year and Traditional Music</u> Children will explore musical traditions in China and traditional instruments. Children will learn how to play a Chinese folk song in groups to perform. | <u>Gospel Music</u> Children will learn about the legacy and influence of gospel music and will be able to recognise and discuss key style indicators. Children will learn to sing a gospel song, developing their ensemble performance skills. |
| <u>Year 5</u> | <u>Country Music</u> Building on listening skills developed in Year 4, children will explore a variety of country music, artists, and its history. Children will be able to recognise and discuss key style indicators. Children will learn the steps to some line dances. | <u>Victorian Soundscapes</u> Children will build on their skills in Year 3 to devise a soundscape based on Victorian London. Children will learn about music of the time, changes in audience behaviour, instrument invention and popular composers and performers. | <u>The Four-Chord Trick</u> Children will develop their keyboard skills, learning to play triads, chord progressions and reading treble clef notation. Children will explore pop, rock, and blues music to develop these skills. |
| <u>Year 6</u> | <u>Bossa nova</u> Children will learn about bossa nova music, its place in Jazz music and significant musicians and composers who have shaped it. Building on skills developed in Year 5, children will improvise over a backing track and prepare a group performance. | <u>Traditional and Folk Music</u> Children will explore a range of traditional and folk music and its historical significance, including learning lyrics to folksongs and ceilidh steps. | <u>Final Performance Preparation</u> Children will develop their performance skills by developing musical theatre scenes and developing their singing expression, projection, blend, and ensemble performance. Children will share a series of performances to commemorate the end of their primary school years. |