

Cliftonville Music Curriculum

Key Concepts: pitch, duration, dynamics, tempo, timbre, texture, structure, notation

Throughout Pre-School and Reception year children will regularly:

ELGs

- Sing a range of well-known nursery rhymes and songs, such as
 - Heads, Shoulders, Knees and Toes
 - Sing and Sign
 - I Can Sing a Rainbow
 - Big, Red Combine Harvester
 - Going to Build a House
 - The people who help us song
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. For example
 - Nativity songs



Year One

Children will be taught to:	Performing	Composing	Listening
	- Singing - Playing tuned and untuned instruments	- Experimenting and improvising - Composing using musical notation	- Appreciating and understanding a wide range of music
Exploring sound and duration	*sing songs with contrasting high and low melodies *use voices to create descriptive sounds *sing a song together as a group *control vocal dynamics, duration and timbre *combine voices and movement to perform a chant and a song	*explore sounds on instruments and find different ways to vary their sound *create, play and combine simple word rhythms	*recognise and respond to changes in tempo in music *understand how music can tell a story *listen in detail to a piece of music to identify whether sounds are created by tuned or untuned instruments
Exploring pulse, rhythm and pitch	----- *identify and keep a steady beat using instrument *explore and control dynamics, duration, and timbre with instruments *play percussion instruments at different speeds (tempi) *play and control changes in tempo *explore sounds on instruments and find different ways to vary their sound	*respond to music through movement *invent and perform new rhythms to a steady beat *create, play and combine simple word rhythms	*recognise and respond to changes in tempo in music *understand musical structure by listening and responding through movement *identify changes in pitch and respond to them with movement *understand how music can tell a story *listen in detail to a piece of music to identify whether sounds are created by tuned or untuned instruments *identify a repeated rhythm pattern
Exploring instruments, symbols, timbre, tempo and dynamics	*use instruments to create descriptive sound *play fast, slow, loud, and quiet sounds on percussion instruments	*explore different sound sources and materials *explore sounds on instruments and find different ways to vary their sound *create, play and combine simple word rhythms	*recognise and respond to changes in tempo in music *understand how music can tell a story *listen in detail to a piece of music to identify whether sounds are created by tuned or untuned instruments

Year Two

Children will be taught to:	Performing	Composing	Listening
	- Singing - Playing tuned and untuned instruments	- Experimenting and improvising - Composing using musical notation	- Listening - Appreciating and understanding a wide range of music
Exploring duration, pulse and rhythm	*understand pitch through singing and movement *prepare and improve a performance using movement, voice and percussion *sing with expression, paying attention to the pitch shape of the melody *listen to and repeat rhythmic patterns on body percussion and instrument *use instruments expressively in response to visual stimuli	*explore timbre and texture to understand how sounds can be descriptive *combine sounds to create a musical effect in response to visual stimuli *perform and create simple three- and four-beat rhythms using a simple score	*listen to and repeat back rhythmic patterns on instruments and body percussion *use simple musical vocabulary to describe music *identify ways of producing sounds, differing the duration
Exploring instruments and symbols	*understand pitch through singing and movement *prepare and improve a performance using movement, voice and percussion *sing with expression, paying attention to the pitch shape of the melody *listen to and repeat rhythmic patterns on body percussion and instrument *use instruments expressively in response to visual stimuli *play pitch lines on tuned percussion	*combine sounds to create a musical effect in response to visual stimuli *explore voices to create descriptive musical effects *explore different ways to organise music *perform and create simple three- and four-beat rhythms using a simple score	*use simple musical vocabulary to describe music *identify rising and falling pitch *identify ways of producing sounds (e.g. shake, strike, pluck)
Exploring timbre, tempo and dynamics	*understand pitch through singing and movement *prepare and improve a performance using movement, voice and percussion *sing with expression, paying attention to the pitch shape of the melody *listen to and repeat rhythmic patterns on instruments *play pitch lines on tuned percussion	*explore timbre and texture to understand how sounds can be descriptive *perform and create simple three- and four-beat rhythms using a simple score	*listen to and repeat back rhythmic patterns on instruments and body percussion *match descriptive sounds to images *use simple musical vocabulary to describe music

Children will be taught to:	Performing - Singing - Playing tuned and untuned instruments	Composing - Experimenting and improvising - Composing using musical notation	Listening - Appreciating and understanding a wide range of music
Exploring descriptive sounds	*sing in two parts (two different melodies) with movement and percussion *copy and create a wide range of vocal sounds to incorporate into a song *accompany a song with a melodic ostinato on tuned percussion *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	*improvise descriptive music *explore simple accompaniments using beat and rhythm patterns *select descriptive sounds to accompany a poem *choose different timbres to make an accompaniment *make choices about musical structure *create and perform from a symbol score	*learn how sounds are produced and how instruments are classified *recognise rhythm patterns in staff notation *recognise pitch shapes
Exploring arrangements	*sing in two parts (two different melodies) with movement and percussion *copy and create a wide range of vocal sounds to incorporate into a song *accompany a song with a melodic ostinato on tuned percussion *perform rhythmic ostinati individually and in combination *read simple rhythm notation	*improvise to an ostinato accompaniment *explore simple accompaniments using beat and rhythm patterns *select descriptive sounds to accompany a poem *choose different timbres to make an accompaniment *make choices about musical structure *arrange an accompaniment with attention to balance and musical effect *use a score and combine sounds to create different musical textures	*identify the metre in a piece of music *recognise rhythm patterns in staff notation *recognise pitch shapes
Exploring pentatonic scales	*sing in two-part harmony *sing in two parts (two different melodies) with movement and percussion *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 *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	*improvise descriptive music *explore simple accompaniments using beat and rhythm patterns *create and perform from a symbol score *use a score and combine sounds to create different musical textures	*listen to and learn about traditional Chinese music *identify the metre in a piece of music *recognise rhythm patterns in staff notation *recognise pitch shapes

Children will be taught to:	Performing - Singing - Playing tuned and untuned instruments	Composing - Experimenting and improvising - Composing using musical notation	Listening - Appreciating and understanding a wide range of music
Exploring rhythmic patterns	*perform a poem as an ensemble with accuracy to a steady beat *combine singing, playing and dancing in a performance *combine four body percussion ostinati as a song accompaniment *play and sing repeated patterns (ostinati) from staff notation	*understand syncopation and clap improvised off-beat rhythms *compose and play sequences of word rhythms	*understand how rhythmic articulation affects musical phrasing *copy rhythms and a short melody *match short rhythmic phrases with rhythm notation
Exploring arrangements	*combine singing, playing and dancing in a performance *play a pentatonic song with leaps in pitch on tuned percussion	*improvise in response to visual stimuli, with a focus on timbre *explore household items as instruments and match rhythms with appropriate soundmakers *explore layers and layering using a graphic score *compose an introduction for a song *compose and notate pentatonic melodies on a graphic score	*understand how rhythmic articulation affects musical phrasing *copy rhythms and a short melody
Exploring melodies and scales	*combine singing, playing and dancing in a performance *play a pentatonic song with leaps in pitch on tuned percussion *play and sing repeated patterns (ostinati) from staff notation	*improvise melodies with a given set of five notes (a pentatonic scale) *compose an introduction for a song *compose and notate pentatonic melodies on a graphic score	*copy rhythms and a short melody

Children will be taught to:	Performing - Singing - Playing tuned and untuned instruments	Composing - Experimenting and improvising - Composing using musical notation	Listening - Appreciating and understanding a wide range of music
Exploring rhythm and pulse	*sing with attention to accuracy in rhythm, pitch and dynamics *prepare for a performance by considering narration, performance space, setting up and other logistics (CAT Festival) *develop ensemble playing, focusing on steady beat and placing notes accurately together *control short, loud sounds on a variety of instruments	*develop accompaniments using ostinato and invent or improvise rhythms on untuned percussion *create musical effects using contrasting pitch *interpret graphic notation on various soundmakers with an understanding of their qualities and capabilities *evaluate and refine compositions with reference to the inter-related dimensions of music	*identify changes in tempo and their effects *evaluate and refine compositions with reference to the inter-related dimensions of music *rehearse, improve and analyse an ensemble performance, with attention to balance and staying in time
Exploring rounds	*sing and play percussion in a group piece with changes in tempo and dynamics *sing with attention to accuracy in rhythm, pitch and dynamics *prepare for a performance by considering narration, performance space, setting up and other logistics *read a melody in staff notation *perform music together in synchronisation with a short movie *control short, loud sounds on a variety of instruments	*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 *evaluate and refine compositions with reference to the inter-related dimensions of music	*hear and understand the features of the whole tone scale *identify changes in tempo and their effects *rehearse, improve and analyse an ensemble performance, with attention to balance and staying in time
Exploring musical processes	*sing with attention to accuracy in rhythm, pitch and dynamics *sing and play percussion in a group piece with changes in tempo and dynamics *interpret graphic notation on various soundmakers with an understanding of their qualities and capabilities *develop ensemble playing, focusing on steady beat and placing notes accurately together *control short, loud sounds on a variety of instruments	*develop accompaniments using ostinato and invent or improvise rhythms on untuned percussion *create musical effects using contrasting pitch - Interpret graphic notation on various soundmakers with an understanding of their qualities and capabilities *evaluate and refine compositions with reference to the inter-related dimensions of music	*hear and understand the features of the whole tone scale *identify changes in tempo and their effects *evaluate and refine compositions with reference to the inter-related dimensions of music *rehearse, improve and analyse an ensemble performance, with attention to balance and staying in time

Children will be taught to:	Performing	Composing	Listening
	- Singing - Playing tuned and untuned instruments	- Experimenting and improvising - Composing using musical notation	- Appreciating and understanding a wide range of music
Exploring rounds, effects of different pitched notes played together	*demonstrate understanding of beat and syncopation through singing and body percussion *refine vocal performances with consideration of posture, breathing and enunciation *learn to sing major and minor note patterns accurately *follow and interpret a complex graphic score for four instruments *play tuned instrumental parts confidently from graphic scores with note names	*improvise descriptive music on instruments and other soundmakers *revise, rehearse, and develop music for performance, with reference to the inter-related dimensions of music	*follow and interpret a complex graphic score for four instruments *experience and understand the effect of changing harmony *revise, rehearse, and develop music for performance, with reference to the inter-related dimensions of music
Exploring rhythm and pulse	*demonstrate understanding of beat and syncopation through singing and body percussion *refine vocal performances with consideration of posture, breathing and enunciation *learn to sing major and minor note patterns accurately *demonstrate understanding of pitch through singing from simple staff notation *play a chordal accompaniment to a piece *follow and interpret a complex graphic score for four instruments *play tuned instrumental parts confidently from graphic scores with note names	*devise, combine and structure rhythms through dance *improvise descriptive music on instruments and other soundmakers *revise, rehearse, and develop music for performance, with reference to the inter-related dimensions of music *compose programme music from a visual stimulus	*follow and interpret a complex graphic score for four instruments *experience and understand the effect of changing harmony *revise, rehearse, and develop music for performance, with reference to the inter-related dimensions of music
Y7 Transition Unit: Orchestral instruments and notation	*refine vocal performances with consideration of posture, breathing and enunciation *learn to sing major and minor note patterns accurately *demonstrate understanding of pitch through singing from simple staff notation *demonstrate planning, directing and rehearsal skills through allocated roles, such as technicians and researchers (Year 6 production) *change vocal tone to reflect mood and style *play tuned instrumental parts confidently from graphic scores with note names	*devise, combine and structure rhythms through dance *improvise descriptive music on instruments and other soundmakers *revise, rehearse, and develop music for performance, with reference to the inter-related dimensions of music *compose programme music from a visual stimulus	*follow and interpret a complex graphic score for four instruments *experience and understand the effect of changing harmony *revise, rehearse, and develop music for performance, with reference to the inter-related dimensions of music

