

Alfriston School - Music Curriculum Cycle (with unit overview info)

Pearl Class (EYFS)					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p style="text-align: center; color: orange;">Exploring Sound</p> <p>Exploring how we can use our voice, bodies and instruments to make sounds, and identifying sounds in the environment.</p>	<p style="text-align: center; color: orange;">Celebration Music</p> <p>Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwanzaa and Christmas</p> <p style="text-align: center; color: orange;"><i>Nativity Production</i></p> <p style="text-align: center; color: orange;"><i>Vocal Learning for Carol Service</i></p>	<p style="text-align: center; color: orange;">Transport</p> <p>Identifying and copying sounds produced by different vehicles using voices, bodies and instruments, demonstrating tempo changes and understanding how symbols can represent sound.</p>	<p style="text-align: center; color: orange;">Musical Stories</p> <p>Moving to music with instruction, changing movements to match the tempo, pitch or dynamics and learning that music and instruments can convey moods or represent characters.</p>	<p style="text-align: center; color: orange;">Music and Movement</p> <p>Creating simple actions to well-known songs, learning how to move to a beat and expressing feelings and emotions through movement to music.</p>	<p style="text-align: center; color: orange;">Big Band</p> <p>Learning about what makes a musical instrument, the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song.</p> <p style="text-align: center; color: orange;"><i>Vocal Learning for End of Year School Song</i></p>
<p style="color: orange;">Continuous provision opportunities to support the children's emerging needs and interests</p>					

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Ruby Class (Year 1 & 2) - Cycle A					
<p>Keeping the Pulse (Theme: My Favourite Things)</p> <p>Keeping the pulse together through music and movement, by exploring their favourite things.</p>	<p>Tempo (Theme: Snail & Mouse)</p> <p>Using voices, bodies and instruments to listen and respond to different pieces of music. Learning and performing a rhyme and song with a focus on tempo.</p> <p style="color: red;"><i>Nativity Production</i></p> <p style="color: red;"><i>Vocal Learning for Carol Service</i></p>	<p>Pitch (Theme: Superheroes)</p> <p>Learning how to identify high and low notes and to compose a simple tune to represent a superhero.</p>	<p>Instruments (Theme: Musical Storytelling)</p> <p>Learning how events, actions and feelings within stories can be represented by pitch, dynamics and tempo.</p>	<p>Singing (Theme: On this Island)</p> <p>Learning folk songs and creating sounds to represent three contrasting landscapes: seaside, countryside and city.</p>	<p>Pitch (Theme: Musical Me)</p> <p>Exploring the song 'Once a Man Fell in a Well', playing it using tuned percussion and reading simple symbols representing pitch.</p> <p style="color: red;"><i>Vocal Learning for End of Year School Song</i></p>
Ruby Class (Year 1 & 2) - Cycle B					
<p>Dynamics (Theme: Seaside)</p> <p>Making links between music, sounds and environments and using percussion, vocal and body sounds to represent calm or stormy seas.</p>	<p>Sound Patterns (Theme: Fairy Tales)</p> <p>Through fairy tales, children are introduced to the concept of sound patterns (rhythms). They explore clapping along to repeated words and phrases, creating rhythmic patterns to tell a familiar fairy tale.</p> <p style="color: red;"><i>Nativity Production</i></p> <p style="color: red;"><i>Vocal Learning for Carol Service</i></p>	<p>African Call and Response (Theme: Animals)</p> <p>Using instruments to represent animals, copying rhythms and creating call and response rhythms.</p>	<p>Musical Symbols (Theme: Under the Sea)</p> <p>Children combine all the musical concepts learned for an underwater-themed performance incorporating instrumental, vocal and body sounds.</p>	<p>Contrasting Dynamics (Theme: Space)</p> <p>Developing knowledge and understanding of dynamics using instruments; learning to compose and play rhythms to represent planets.</p>	<p>Structure (Theme: Myths and Legends)</p> <p>Developing an understanding of structure by exploring and ordering rhythms.</p> <p style="color: red;"><i>Vocal Learning for End of Year School Song</i></p>

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Sapphire Class (Year 3 & 4) - Cycle A

Musical Instrument Learning with Create Music

Children learn to play an instrument and develop their singing ability over the course of a year. It is intended to broaden their musical knowledge and stimulate their interest in continuing to learn an instrument. At the end of the unit they celebrate their musical achievements by performing to an audience. The unit is taught by a specialist instrumental teacher working with the class teacher. The children spend 50 minutes each week learning as a whole class how to practise and perform. The class teacher and instrumental teacher(s) work together to develop the children's musical skills and the class teacher learns alongside the children. Where possible, learning will fit in with the children's learning in other areas of the curriculum.

Vocal Learning for Harvest

Vocal Learning for Carol Service

Vocal Learning for Easter Service

Vocal Learning for End of Year School Song

Sapphire Class (Year 3 & 4) - Cycle B

**Developing Singing Technique
(Theme: Vikings)**

Developing singing technique; learning to keep in time, musical notation and rhythm, culminating in a group performance of a song with actions.

Vocal Learning for Harvest

**Body and Tuned Percussion
(Theme: Rainforests)**

Exploring the rainforest through music whilst being introduced to new musical terms. Using a mixture of body percussion and tuned percussion instruments to create rhythms of the rainforest, layer by layer.

Vocal Learning for Carol Service

**Pentatonic Melodies and Composition
(Theme: Chinese New Year)**

Using the story of Chinese New Year as a stimulus: revising key musical terminology, playing and creating pentatonic melodies, composing a piece of music in a group using layered melodies and performing a finished piece.

**Changes in Pitch, Tempo and Dynamics
(Theme: Rivers)**

Representing the different stages of a river through vocal and percussive ostinatos, culminating in a final group performance.

Vocal Learning for Easter Service

**Traditional Instruments and Improvisation
(Theme: India)**

Introducing to traditional Indian music. Learning about the rag and tal, listening to a range of examples of Indian music, identifying traditional instruments and creating improvisations and performing.

Samba and Carnival Sounds and Instruments

Introducing samba and the sights and sounds of the carnival. Learning about the traditional sounds and instruments, syncopated rhythms and composing their samba breaks.

Vocal Learning for End of Year School Song

Alfriston School - Music Curriculum Cycle (with unit overview info)

Emerald Class (Year 5 & 6) - Cycle A

<p style="text-align: center; color: #28a745;">Film Music</p> <p>Exploring and identifying the characteristics of film music. Creating a composition and graphic score to perform alongside a film.</p>	<p style="text-align: center; color: #28a745;">Composition Notation (Theme: Ancient Egypt)</p> <p>Identifying the pitch and rhythm of written notes and experimenting with notating their compositions in different ways to further develop understanding of staff notation.</p> <p style="text-align: center; color: #28a745;"><i>Vocal Learning for Carol Service</i></p>	<p style="text-align: center; color: #28a745;">Musical Theatre</p> <p>An introduction to musical theatre, learning how singing, acting and dancing can be combined to give an overall performance, exploring how music can be used to tell a story and learning about performance aspects.</p>	<p style="text-align: center; color: #28a745;">Theme and Variations (Theme: Pop Art)</p> <p>Exploring the musical concept of theme and variations and discovering how rhythms can 'translate' onto different instruments.</p>	<p style="text-align: center; color: #28a745;">Songs of World War 2</p> <p>Developing greater accuracy in pitch and control. Identifying pitches within an octave when singing and using knowledge of pitch to develop confidence when singing in parts.</p>	<p style="text-align: center; color: #28a745;">Baroque</p> <p>Exploring music of the Baroque Period (from 1600-1750). Looking at the great Baroque composers and musicians and at the structural and stylistic features of the music that they wrote and performed.</p> <p style="text-align: center; color: #28a745;"><i>Vocal Learning for End of Year School Song</i></p>
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Emerald Class (Year 5 & 6) - Cycle B

<p style="text-align: center; color: #28a745;">Looping and Remixing</p> <p>Learning how dance music is created, focusing particularly on the use of loops, and learning how to play a well-known song before putting a dance music spin on it to create their own versions.</p>	<p style="text-align: center; color: #28a745;">Blues</p> <p>Identifying the key features and mood of Blues music and its importance and purpose. Learning the 12-bar Blues and the Blues scale, and combining these to create an improvised piece with a familiar, repetitive backing.</p> <p style="text-align: center; color: #28a745;"><i>Vocal Learning for Carol Service</i></p>	<p style="text-align: center; color: #28a745;">Dynamics, Pitch and Texture (Theme: Coast – Fingal’s Cave by Mendelssohn)</p> <p>Appraising the work of Mendelssohn and further developing the skills of improvisation and composition.</p>	<p style="text-align: center; color: #28a745;">Composition to represent the Festival of Colour (Theme: Holi Festival)</p> <p>Exploring the associations between music, sounds and colour, composing and performing their own musical composition.</p>	<p style="text-align: center; color: #28a745;">South and West Africa</p> <p>Learning ‘Shosholoza’, a traditional South African song, playing the accompanying chords using tuned percussion and learning to play the djembe and some dance moves.</p>	<p style="text-align: center; color: #28a745;">Composing and Performing</p> <p>Creating their own song personal to their experiences as a class; listening to and critiquing well known songs, writing the lyrics, exploring the concept of the four chord backing track and composing melodies.</p> <p style="text-align: center; color: #28a745;"><i>Vocal Learning for End of Year Class Production</i></p> <p style="text-align: center; color: #28a745;"><i>Vocal Learning for End of Year School Song</i></p>
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