

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

<b>Pearl Class (EYFS)</b>					
<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<p style="text-align: center; color: orange;"><b>Exploring Sound</b></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;"><b>Celebration Music</b></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;"><b>Transport</b></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;"><b>Musical Stories</b></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;"><b>Music and Movement</b></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;"><b>Big Band</b></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>

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<b>Ruby Class (Year 1 &amp; 2) - Cycle A</b>					
<p><b>Keeping the Pulse</b> (Theme: My Favourite Things)</p> <p>Keeping the pulse together through music and movement, by exploring their favourite things.</p>	<p><b>Tempo</b> (Theme: Snail &amp; 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><i>Nativity Production</i></p> <p><i>Vocal Learning for Carol Service</i></p>	<p><b>Pitch</b> (Theme: Superheroes)</p> <p>Learning how to identify high and low notes and to compose a simple tune to represent a superhero.</p>	<p><b>Instruments (Theme: Musical Storytelling)</b></p> <p>Learning how events, actions and feelings within stories can be represented by pitch, dynamics and tempo.</p>	<p><b>Singing (Theme: On this Island)</b></p> <p>Learning folk songs and creating sounds to represent three contrasting landscapes: seaside, countryside and city.</p>	<p><b>Pitch</b> (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>
<b>Ruby Class (Year 1 &amp; 2) - Cycle B</b>					
<p><b>Dynamics</b> (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><b>Sound Patterns</b> (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><i>Nativity Production</i></p> <p><i>Vocal Learning for Carol Service</i></p>	<p><b>African Call and Response</b> (Theme: Animals)</p> <p>Using instruments to represent animals, copying rhythms and creating call and response rhythms.</p>	<p><b>Musical Symbols</b> (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><b>Contrasting Dynamics</b> (Theme: Space)</p> <p>Developing knowledge and understanding of dynamics using instruments; learning to compose and play rhythms to represent planets.</p>	<p><b>Structure (Theme: Myths and Legends)</b></p> <p>Developing an understanding of structure by exploring and ordering rhythms.</p>

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<b>Sapphire Class (Year 3 &amp; 4) - Cycle A</b>					
<p>Musical Instrument Learning with Create Music</p> <p><i>Vocal Learning for Harvest</i></p>	<p>Musical Instrument Learning with Create Music</p> <p><i>Vocal Learning for Carol Service</i></p>	<p>Musical Instrument Learning with Create Music</p>	<p>Musical Instrument Learning with Create Music</p> <p><i>Vocal Learning for Easter Service</i></p>	<p>Musical Instrument Learning with Create Music</p>	<p>Musical Instrument Learning with Create Music</p>
<b>Sapphire Class (Year 3 &amp; 4) - Cycle B</b>					
<p><b>Developing Singing Technique (Theme: Vikings)</b> Developing singing technique; learning to keep in time, musical notation and rhythm, culminating in a group performance of a song with actions.</p> <p><i>Vocal Learning for Harvest</i></p>	<p><b>Body and Tuned Percussion (Theme: Rainforests)</b> 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.</p> <p><i>Vocal Learning for Carol Service</i></p>	<p><b>Pentatonic Melodies and Composition (Theme: Chinese New Year)</b> 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.</p>	<p><b>Changes in Pitch, Tempo and Dynamics (Theme: Rivers)</b> Representing the different stages of a river through vocal and percussive ostinatos, culminating in a final group performance.</p> <p><i>Vocal Learning for Easter Service</i></p>	<p><b>Traditional Instruments and Improvisation (Theme: India)</b> 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.</p>	<p><b>Samba and Carnival Sounds and Instruments</b> Introducing samba and the sights and sounds of the carnival. Learning about the traditional sounds and instruments, syncopated rhythms and composing their samba breaks.</p>

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<b>Emerald Class (Year 5 &amp; 6) - Cycle A</b>					
<p style="text-align: center;"><b>Film Music</b></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;"><b>Composition Notation (Theme: Ancient Egypt)</b></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;"><i>Vocal Learning for Carol Service</i></p>	<p style="text-align: center;"><b>Musical Theatre</b></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;"><b>Theme and Variations (Theme: Pop Art)</b></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;"><b>Songs of World War 2</b></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;"><b>Baroque</b></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>
<b>Emerald Class (Year 5 &amp; 6) - Cycle B</b>					
<p style="text-align: center;"><b>Looping and Remixing</b></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;"><b>Blues</b></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;"><i>Vocal Learning for Carol Service</i></p>	<p style="text-align: center;"><b>Dynamics, Pitch and Texture (Theme: Coast – Fingal's Cave by Mendelssohn)</b></p> <p>Appraising the work of Mendelssohn and further developing the skills of improvisation and composition.</p>	<p style="text-align: center;"><b>Composition to represent the Festival of Colour (Theme: Holi Festival)</b></p> <p>Exploring the associations between music, sounds and colour, composing and performing their own musical composition.</p>	<p style="text-align: center;"><b>South and West Africa</b></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;"><b>Composing and Performing</b></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;"><i>End of Year Production</i></p>