



DINNINGTON FIRST SCHOOL MUSIC CURRICULUM

Curriculum Intent	
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	Ongoing	Block 1	Block 2	Block 3	Block 4	Block 5	Block 6
Nursery	•	<ul style="list-style-type: none"> • Range of songs & nursery rhymes • Hello/goodbye song 	<ul style="list-style-type: none"> • Move to a steady beat • Tapping parts of the body • Listening to sounds • Perform to an audience 	<ul style="list-style-type: none"> • Sounds of the sea. Introduce Shakers • Start and Stop 	<ul style="list-style-type: none"> • Introduce Claves • Loud and quiet • Steady beat • Fast and slow • Easter service • Performance 	<ul style="list-style-type: none"> • Yukee • Musical phrases 	•
Reception	<ul style="list-style-type: none"> • Fortnightly singing assembly • Daily singing / rhymes • Movement 	<ul style="list-style-type: none"> • Percussion • tappers, shakers and scrapers • Stop/Start • Loud Quiet • Fast and slow • Bob Marley – Black history month 	<ul style="list-style-type: none"> • Pitch • High and low sounds • Turn taking • Perform to an audience • Christmas performance 	<ul style="list-style-type: none"> • Range of songs linked to topic • Chilli in the Arctic • Out in the woods • Underneath the ocean 	<ul style="list-style-type: none"> • Respond to classical music with scarves/ribbons • What is an orchestra • Perform to an audience Easter Service 	<ul style="list-style-type: none"> • Call and response songs • Body percussion 	<ul style="list-style-type: none"> • Songs with actions • Makaton signs • Perform to an audience • Celebration assembly





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Y1	<ul style="list-style-type: none"> Fortnightly singing assembly Daily singing / rhymes Movement 	<ul style="list-style-type: none"> My Musical Heartbeat Learn that music has a beat or pulse. Find and keep the pulse by clapping or swaying. 	<ul style="list-style-type: none"> Dance sing & play Learn that music is made up of long and short sounds called 'rhythm' and high and low sounds that we call 'pitch'. 	<ul style="list-style-type: none"> Exploring Sounds Know music is made up of high and low sounds, long and short sounds, and loud and quiet sounds. Explore these sounds and create very simple melodies. 	<ul style="list-style-type: none"> Learning to listen Develop understanding of pulse, rhythm and pitch. 	<ul style="list-style-type: none"> Fun with improvisation Understand that improvising is fun! It's about creating something new - a melody or a rhythm, on your own or in groups. 	<ul style="list-style-type: none"> Let's Perform Understand that singing, dancing and playing together is called 'performing'. Plan a concert together to celebrate all the songs learnt this year.
Y2	<ul style="list-style-type: none"> Fortnightly singing assembly Daily singing / rhymes Movement 	<ul style="list-style-type: none"> Pulse Rhythm & Pitch Music has a pulse, a steady beat. Music is also made up of long and short and high and low sounds, called 'rhythm' and 'pitch'. These elements combine when we sing and play. 	<ul style="list-style-type: none"> Playing in an orchestra Know that playing together is a very important part of learning music. There are many ensembles, bands and groups you can play in. One of these groups is an orchestra. 	<ul style="list-style-type: none"> A Musical Story Explore the music in this unit and try to connect your feelings with what you hear. Do any of the songs tell a story? Explore loud and soft sounds. 	<ul style="list-style-type: none"> Recognising Different Sounds Explore the voices and instruments used within music to identify harmony taking place. How many different instruments can you recognise in the songs? 	<ul style="list-style-type: none"> Exploring improvisation Explore improvisation a bit further - perhaps use two or three notes and have a go playing or singing on your own. 	<ul style="list-style-type: none"> Performing Present your choice of songs to create a performance. Remember to introduce the songs and tell your audience what you have learnt.



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Y3	Fortnightly singing assembly	<p>Playing in a band</p> <ul style="list-style-type: none"> Try to read the notation of one of the easy instrumental parts when playing together in this unit. In music, the steady beat is organised by time signatures which tell us how many beats there are in each bar and keeps everyone in time to create harmony. 	<p>More Music Styles</p> <ul style="list-style-type: none"> When you listen to music and it changes from loud to quiet or quiet to loud, it can be very exciting! We call these changes 'dynamics'. Loud sounds are called 'forte', and quiet sounds are called 'piano'. Explore these changes in dynamics within music (John Williams / Hans Zimmer?) 	<ul style="list-style-type: none"> Improvisation Exploring the structure of songs is interesting and important. There are patterns in songs that you will recognise. Introduction, verse, and chorus are some of them. Can you identify them in the music? 	<p>Recorders & Singing</p> <ul style="list-style-type: none"> Basic recorder skills with notes BAG&C Begin to understand & read musical notation on the treble clef. Sing and perform as a group. Compose and improvise on the recorder and with percussion accompaniments Learn Razzamajazz songs to reinforce basic fingering and blowing techniques on a recorder. Learn songs for the BIG GIG run by Newcastle Music Partnership. Perform songs to an audience. 		
Y4	Fortnightly singing assembly	<p>Musical Structures</p> <ul style="list-style-type: none"> Musical sections that repeat or change help create the structure, or form, of a piece of music or a song. Look for patterns in the sections of music and songs 	<p>Compose with your friends</p> <ul style="list-style-type: none"> Music is written based on various key signatures that guide melodies used in the music. There is often a note that sounds like 'home'.. Practice listening, singing, and playing instruments to explore this. 	<ul style="list-style-type: none"> Feelings through music Music can be loud or quiet, fast or slow, smooth and connected or short and detached. We can also use instruments with different sounds to help communicate different emotions. Explore the to connect your feelings with what you hear. 	<ul style="list-style-type: none"> Recorders & Singing Build on basic recorder skills with notes BAGC&D Demonstrate improved understanding of musical notation on the treble clef. Sing and perform as a group. Compose and improvise on the recorder and with percussion instruments Learn Razzamajazz songs to reinforce recorder basics and new notes Learn songs for the BIG GIG run by Newcastle Music Partnership. Learn songs for the Big Sing Perform songs to an audience. 		
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