

Ash Grove Music Curriculum 2024-25

| | Autumn Term – Western Classical Music | Spring Term – Popular Music | Summer Term – Musical traditions | | |
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| <p>Reception</p> <p>We will confidently use our voices in different ways including singing, speaking and chanting to a steady beat.</p> <p>We will explore how to make high and low sounds, fast and slow sounds, loud and quiet sounds.</p> <p>1,2,3 It's Good to be Me (Sing Up) I Can Sing A Rainbow</p> | <p>We will listen to familiar pieces of music and talk about when they might be used eg: carols at Christmas time, lullabies before bed etc.</p> <p>We will learn and perform a dance routine for the Christmas Show.</p> <p>Leaves Are Falling Wise Old Owl Carrot Nose Falling Apples Away in a Manger</p> | <p>We will use simple percussion instruments such as claves, to create repeated patterns of sounds with increasing accuracy.</p> <p>We will begin to move our bodies to music, with increasing control and rhythm.</p> <p>We will work collaboratively to create our own music and dance routines.</p> <p>Pancakes A Little Seed Mrs Bluebird Thank You Mum For All You Do</p> | <p>We will use percussion instruments to accompany chants and songs, playing along to the beat.</p> <p>We will think about delivering our performances to our peers making links to the stage and theatre and will develop our own outdoor stage based on our learning.</p> <p>Fire Engine, Fire Engine A Tiny Seed Was Sleeping</p> | <p>We will begin to create our own patterns using percussion instruments or our own choosing.</p> <p>We will work together to create a performance for the year one class as part of our transition.</p> <p>Thunderstorm All Join In Down in the Jungle The Animal Fair</p> | <p>We will listen to different pieces of music and will confidently express whether we like or dislike them and will explain why.</p> <p>We will select and play instruments to represent and respond to stimuli eg: weather, stories.</p> <p>End of year show – we will perform a song / dance to an audience.</p> <p>There's a Tiny Caterpillar on a Leaf I Have a Little Frog Song and dance routine for summer show</p> |
| <p>Year 1</p> <p>Singing Singing at pitch, responding to simple visual directions e.g. stop, start, loud, quiet and counting in.</p> <p>The Infinitely Variable Hello Song</p> <p>Boom Chicka Boom</p> | <p>Singing Singing at pitch, responding to simple visual directions e.g. stop, start, loud, quiet and counting in.</p> <p>Twinkle Twinkle Little Star then with words changed to Larks are Happy</p> | <p>Singing Singing at pitch, responding to simple visual directions e.g. stop, start, loud, quiet and counting in.</p> <p>Pass the secret round Frosty Weather</p> <p>Listening – Funk Jungle Boogie and Uptown Funk</p> | <p>Singing Singing at pitch, responding to simple visual directions e.g. stop, start, loud, quiet and counting in.</p> <p>Hi lo Chicka lo</p> <p>Listening – Blues BB King Didn't It Rain? One Shoe Blues</p> | <p>Singing Singing at pitch, responding to simple visual directions e.g. stop, start, loud, quiet and counting in.</p> <p>Candlelight</p> <p>Listening – Samba Rio Carnival</p> | <p>Singing Singing at pitch, responding to simple visual directions e.g. stop, start, loud, quiet and counting in.</p> <p>Kye Kye Kule</p> <p>Listening – Gong Kebyar of Peliatan, Baris (Indonesian Gamelan)</p> |

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| <p>and tempo (fast/slow) and demonstrate these when singing by responding to the teacher's directions and visual symbols</p> <p>Heno, Heno</p> <p>Listening – Ravel Bolero (20th century period) (238) Wiener Philharmoniker - Maurice Ravel - Bolero - Regente Gustavo Dudamel (HD) - YouTube</p> <p>Focus instrument orchestra – woodwind</p> <p>Musicianship Walk to the beat of a piece of music, knowing the difference between left and right</p> <p>Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion</p> | <p>and tempo (fast/slow) and demonstrate these when singing by responding to the teacher's directions and visual symbols</p> <p>Doggie Doggie Where's Your Bone?</p> <p>Listening – Night on a Bare Mountain (Romantic period) KS2: Modest Mussorgsky - A Night on the Bare Mountain - BBC Teach BBC Ten Pieces</p> <p>Focus instrument Orchestra – strings</p> <p>Musicianship Understand that the speed of the beat can change creating a faster or slower pace Mark the beat of music they listen to by tapping or clapping, noticing tempo and changes in tempo</p> <p>Composing Create music in response to Night on</p> | <p>and tempo (fast/slow) and demonstrate these when singing by responding to the teacher's directions and visual symbols</p> <p>Copy Kitten</p> <p>Listening – Rock n Roll Elvis Presley Hound Dog (238) elvis presley-hound dog - YouTube (link back to Year 1 12 bar blues)</p> <p>Focus instrument: Electric guitar</p> <p>Musicianship Create rhythms using word phrases as a starting point Read and respond to chanted rhythm patterns and represent them with stick notation including crochets, quavers and crochet rests.</p> <p>Composing Work with a partner to improvise simple question and answer phrases to be sung and played on untuned percussion (inspired by</p> | <p>and tempo (fast/slow) and demonstrate these when singing by responding to the teacher's directions and visual symbols</p> <p>H.E.L.L.O</p> <p>Listening – 1960s pop The Beatles Hey Jude and Norwegian Wood</p> <p>Musicianship Begin to group beats into 2s and 3s by listening and tapping and clapping to different pieces of music to show the first (strongest) beat</p> <p>Identify the beat groupings in different pieces of music e.g. Maple Leaf Rag (2 beats) and The Elephant from Carnival of the Animals (3 beats)</p> <p>Composing Work with a partner to improvise simple question and answer phrases to be sung and</p> | <p>and tempo (fast/slow) and demonstrate these when singing by responding to the teacher's directions and visual symbols</p> <p>Rocking</p> <p>Listening – Jigs, Patrick Pecker Dunne (Irish Traveller music)- 2 beats in a bar Molly Malone (3 beats in a bar)</p> <p>Musicianship Dance and move to the steady beat of the music with 2 and 3 beats in a bar.</p> <p>Focus instrument Fiddle/violin</p> <p>Composing Work with a partner to improvise simple question and answer phrases to be sung and played on tuned and untuned percussion. These should have either 2 or 3 beats. Use graphic symbols, dot notation and stick notation as appropriate</p> | <p>and tempo (fast/slow) and demonstrate these when singing by responding to the teacher's directions and visual symbols</p> <p>Alice The Camel</p> <p>Listening – Indian Folk Music Learn about the cultural background of the music (link to Geography Summer 1)</p> <p>Musicianship Respond independently to pitch changes heard in short melodic phrases indicating with actions (e.g. stand up/sit down, hands high, hands low) Recognise dot notation and match it to 3 notes played on tuned percussion</p> <p>Composing Use Indian drums to compose, adapt and perform layered rhythms</p> |
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| | <p>Understand dynamics including a crescendo (getting louder)</p> <p>Composing Create a musical machine in response to Ravel's Bolero, layering rhythms and sounds in groups. Use graphic symbols to keep a record of composed pieces</p> | <p>a Bare Mountain – music associated with different times of day. Combine as a sequence and perform. Use graphic symbols to keep a record of composed pieces</p> <p><i>End of term performance – singing</i></p> | <p>Hound Dog e.g. you ain't nothing but a tiger, puppy, lion etc) Create a class song with new lines and write rhythms with stick notation.</p> | <p>played on untuned percussion. These should have either 2 or 3 beats.</p> <p><i>End of term performance – singing</i></p> | <p>to keep a record of composed pieces.</p> | <p><i>End of term performance – singing</i></p> |
| Year 3 | <p>Singing Sing tunefully and with expression. Perform forte and piano with actions. Walk move or clap to a steady beat with others.</p> <p>Acka Backa</p> <p>Listening Early recorder music- Baroque – Vivaldi Recorder Concerto (353) Vivaldis Flautino Concerto in C Major RV 443 Lucie Horsch - YouTube</p> <p>Handel Arrival of the Queen of Sheba</p> | <p>Singing Sing tunefully and with expression. Perform forte and piano with actions. Walk move or clap to a steady beat with others.</p> <p>Amen, say Amen</p> <p>Listening - 21st Century recorder music David Bedford recorder concerto (353) Recorder Concerto: I. — - YouTube</p> | <p>Singing Sing tunefully and with expression. Perform forte and piano with actions. Walk move or clap to a steady beat with others.</p> <p>Doo-bi-doo!</p> <p>Listening - Jazz Glenn Miller – In The Mood Benny Goodman – Sing, Sing, Sing Gershwin Rhapsody in Blue (BBC Ten Pieces)</p> <p>Focus instrument</p> | <p>Singing Sing tunefully and with expression. Perform forte and piano with actions. Walk move or clap to a steady beat with others.</p> <p>Down by the Bay</p> <p>Listening American Rock Guns n Roses Sweet Child of Mine Tim Capello I Still Believe</p> <p>Focus instrument Saxophone</p> | <p>Singing Sing tunefully and with expression. Perform forte and piano with actions. Walk move or clap to a steady beat with others.</p> <p>Lavender's Blue</p> <p>Listening Local Folk Music Horton Weavers The Manchester Rambler Brian and Michael Matchstalk Men</p> <p>Musicianship Recorder tuition</p> | <p>Singing Sing tunefully and with expression. Perform forte and piano with actions. Walk move or clap to a steady beat with others.</p> <p>Zhao Peng You</p> <p>Listening Traditional Chinese Music – link to history Dizi (Chinese Flute): Yuenfen - Remote Recording - Bing video</p> <p>Musicianship Recorder tuition Playing different rhythms</p> |

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| | <p>arranged for recorder duet (353) The Arrival of the Queen of Sheba (Arr. Recorders) - YouTube</p> <p>Focus instrument Recorder</p> <p>Musicianship Recorder tuition Physicality of playing Pitch – moving from one to 3 notes Creating a steady tone Playing with different dynamics</p> <p>Composing Improvisation and creating patterns/rhythms and melodies on the recorder</p> | <p>(353) Recorder Concerto: III. — - YouTube</p> <p>Compare mood and tempi, pitch and tonality of movements 1 and 3</p> <p>Focus instrument Recorder</p> <p>Musicianship Recorder tuition Physicality of playing Pitch – moving from one to 3 notes Creating a steady tone Playing with different dynamics</p> <p>Composing Improvisation and creating patterns/rhythms and melodies on the recorder</p> <p><i>End of term performance – recorders</i></p> | <p>Woodwind in jazz music from clarinet to saxophone</p> <p>Musicianship Recorder tuition Pitch – moving from 3 to 5 notes Playing as an ensemble</p> <p>Composing Improvisation and creating patterns/rhythms and melodies on the recorder</p> | <p>Musicianship Recorder tuition Pitch – moving from 3 to 5 notes Playing adagio or allegro Playing as an ensemble</p> <p>Composing Improvisation and creating patterns/rhythms and melodies on recorder</p> <p><i>End of term performance – recorders</i></p> | <p>Playing different rhythms Playing with articulation Playing from stick notation for rhythms</p> <p>Composing Improvisation and creating patterns/rhythms and melodies on the recorder</p> | <p>Playing with articulation Playing from dot and stick notation for pitch and rhythms</p> <p>Composing Improvisation and creating patterns/rhythms and melodies on the recorder</p> <p><i>End of term performance – recorders</i></p> <p><i>Come and Play with the Halle</i></p> |
| Year 4 | <p>Singing Sing unison songs with a range of up to an octave, pitching</p> | <p>Singing Sing unison songs with a range of up to an octave, pitching</p> | <p>Singing Sing unison songs with a range of up to an octave, pitching the</p> | <p>Singing Sing unison songs with a range of up to an octave, pitching the</p> | <p>Singing Sing unison songs with a range of up to an octave, pitching the</p> | <p>Singing Sing unison songs with a range of up to an octave, pitching the</p> |

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| <p>the voice accurately and following directions for getting louder (crescendo) and getting quieter (decrescendo) Sing rounds and partner songs in different time signatures (2, 3 and 4 time)</p> <p>Bow bow bow Belinda</p> <p>Listening – Beethoven Symphony No. 5 (classical period) – BBC Ten Pieces Peter and the Wolf The Sorceror’s Apprentice</p> <p>Focus instrument – orchestra – instrument families and layout</p> <p>Musicianship Introduce notation of rhythms including crotchets and paired quavers Follow and perform rhythmic scores to a steady beat</p> | <p>the voice accurately and following directions for getting louder (crescendo) and getting quieter (decrescendo) Sing rounds and partner songs in different time signatures (2, 3 and 4 time)</p> <p>London’s Burning</p> <p>Listening – Holst The Planets Suite BBC Ten Pieces (Mars)</p> <p>Focus instrument Orchestra – percussion section</p> <p>Musicianship Build on notation of rhythms including minims and rests Follow and perform rhythmic scores to a steady beat</p> <p>Composing Structure musical ideas to create music that has a beginning, middle and an end. Compose in response</p> | <p>voice accurately and following directions for getting louder (crescendo) and getting quieter (decrescendo) Sing rounds and partner songs in different time signatures (2, 3 and 4 time)</p> <p>Listening – Chic, Le Freak (Disco) The Fifth of Beethoven Disco</p> <p>Musicianship Introduce notation of pitch in consecutive note patterns within a treble clef stave Play and perform melodic patterns</p> <p>Composing Structure musical ideas to create music that has a beginning, middle and an end. Compose in response to stimulus e.g. a poem or story</p> | <p>voice accurately and following directions for getting louder (crescendo) and getting quieter (decrescendo) Sing rounds and partner songs in different time signatures (2, 3 and 4 time)</p> <p>Three Little Birds</p> <p>Listening – Oasis, Wonderwall (90s Indie) Don’t Look Back in Anger Primal Scream Movin On Up</p> <p>Musicianship Further notation of pitch including interval jumps Play and perform further melodic patterns</p> <p>Composing Compose song accompaniments using untuned percussion with rhythms and note values.</p> | <p>voice accurately and following directions for getting louder (crescendo) and getting quieter (decrescendo) Sing rounds and partner songs in different time signatures (2, 3 and 4 time)</p> <p>Tue Tue</p> <p>Listening - Bhujhangy group, Bhabiye Akh Larr Gayee (Punjab/UK Bhangra) Punjabi MC Bollywood film music</p> <p>Musicianship Play and perform melodies using staff notation combining rhythm and pitch</p> <p>Composing Perform a given melody and compose rhythmic ostinato to accompany it on untuned percussion. Use staff notation to write the ostinato for others to play</p> | <p>voice accurately and following directions for getting louder (crescendo) and getting quieter (decrescendo) Sing rounds and partner songs in different time signatures (2, 3 and 4 time)</p> <p>Janie Mama</p> <p>Listening – Trinidad Steel Band, Tropical Bird (Trinidad, Calypso)</p> <p>Musicianship Build on skills of reading. Play and perform a given piece of music In small group, perform one part of a 3 part piece of music</p> <p>Composing Compose an untuned ostinato to accompany a 2 part melody. Use staff notation to write the ostinato for others to play</p> |
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| | <p>Composing Compose and use notation to record rhythm patterns and perform in a group</p> | <p>to an image e.g. a photograph</p> <p><i>End of term performance – singing</i></p> | | <p><i>End of term performance – singing</i></p> | | <p><i>End of term performance – singing</i></p> |
| <p>Year 5</p> | <p>Singing Sing with a sense of ensemble and performance, observing phrasing and appropriate style Sing songs with larger leaps and simple second parts, 3 part rounds and songs with a verse and a chorus</p> <p>The Animal Fair</p> <p>Listening – Brass Band pieces Paul Lovatt-Cooper Where Eagles Sing Brighthouse and Rastrick Brass Band Floral Dance Peter Graham Dynasty</p> <p>Musicianship Brass tuition Creating a steady sound</p> | <p>Singing Sing with a sense of ensemble and performance, observing phrasing and appropriate style Sing songs with larger leaps and simple second parts, 3 part rounds and songs with a verse and a chorus</p> <p>Feliz Navidad</p> <p>Listening – Anna Clyne, Night Ferry (21st Century) BBC Ten Pieces</p> <p>Musicianship Brass tuition Play up to three notes to perform a range of pieces</p> <p>Composing</p> | <p>Singing Sing with a sense of ensemble and performance, observing phrasing and appropriate style Sing songs with larger leaps and simple second parts, 3 part rounds and songs with a verse and a chorus</p> <p>The Bare Necessities</p> <p>Listening – Female artists in RnB Alicia Keys Mary J Blige Beyonce Toni Braxton</p> <p>Musicianship Ukulele tuition</p> <p>Composing Improvisation and creating patterns/rhythms on ukuleles</p> | <p>Singing Sing with a sense of ensemble and performance, observing phrasing and appropriate style Sing songs with larger leaps and simple second parts, 3 part rounds and songs with a verse and a chorus</p> <p>I love the flowers</p> <p>Listening – Billy Strayhorn/Duke Ellington Orchestra, Take the A Train (jazz - brass) Maynard Ferguson (trumpet) James Morrison</p> <p>Musicianship Ukulele tuition</p> <p>Composing</p> | <p>Singing Sing with a sense of ensemble and performance, observing phrasing and appropriate style Sing songs with larger leaps and simple second parts, 3 part rounds and songs with a verse and a chorus</p> <p>The Ugly Duckling</p> <p>Listening – Libertango, Tango, Argentina Contrasting versions and instrumentation e.g. orchestra, brass band, solo instruments etc</p> <p>Musicianship Ukulele tuition</p> <p>Composing Improvisation and creating</p> | <p>Singing Sing with a sense of ensemble and performance, observing phrasing and appropriate style Sing songs with larger leaps and simple second parts, 3 part rounds and songs with a verse and a chorus</p> <p>Madina Tun Nabi</p> <p>Listening – Hawaiian traditional ukulele music</p> <p>Musicianship Ukulele tuition</p> <p>Composing Improvisation and creating patterns/rhythms on ukuleles</p> <p><i>End of term performance – ukuleles</i></p> |

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| | <p>Composing Improvisation and creating patterns/rhythms and melodies on brass instruments</p> | <p>Improvisation and creating patterns/rhythms and melodies on brass instruments</p> <p><i>End of term performance – brass</i></p> | | <p>Improvisation and creating patterns/rhythms on ukuleles</p> | <p>patterns/rhythms on ukuleles</p> | |
| <p>Year 6</p> | <p>Singing Sing a range of songs including those with syncopated rhythms, with a sense of ensemble and performance, observing rhythm, phrasing and appropriate style. Sing 3 and 4 part rounds and songs with simple second parts.</p> <p>I'm a Believer</p> <p>Listening – Anna Meredith, Connect it (21st century) – BBC Ten Pieces Anna Meredith Clapping Music Cups song</p> <p>Musicianship</p> | <p>Singing Sing a range of songs including those with syncopated rhythms, with a sense of ensemble and performance, observing rhythm, phrasing and appropriate style. Sing 3 and 4 part rounds and songs with simple second parts.</p> <p>Tell Me a Story, Shining Star</p> <p>Listening – Tchaikovsky The Nutcracker – Waltz of the Flowers, Russian Dance (Romantic Period) – BBC Ten Pieces</p> <p>Musicianship</p> | <p>Singing Sing a range of songs including those with syncopated rhythms, with a sense of ensemble and performance, observing rhythm, phrasing and appropriate style. Sing 3 and 4 part rounds and songs with simple second parts.</p> <p>You've Got a Friend in Me</p> <p>Listening – electronic dance music</p> <p>808 State - Pacific state Robert miles - children Darude- sandstorm Calvin Harris - Giant</p> <p>Musicianship</p> | <p>Singing Sing a range of songs including those with syncopated rhythms, with a sense of ensemble and performance, observing rhythm, phrasing and appropriate style. Sing 3 and 4 part rounds and songs with simple second parts.</p> <p>Sunshine in My Heart</p> <p>Listening - Art Pop</p> <p>Bjork- Venus as a boy Beatles - Sgt Pepper (any songs) David Bowie- Starman</p> <p>Musicianship Vocal development – breathing, posture,</p> | <p>Singing Sing a range of songs including those with syncopated rhythms, with a sense of ensemble and performance, observing rhythm, phrasing and appropriate style. Sing 3 and 4 part rounds and songs with simple second parts.</p> <p>Eye of the Tiger</p> <p>Listening – Nigerian Drumming</p> <p>Babatunde olatunji - drums on fire - Primitive fire</p> <p>Musicianship Use traditional instruments to provide accompaniment to traditional Nigerian song</p> | <p>Singing Sing a range of songs including those with syncopated rhythms, with a sense of ensemble and performance, observing rhythm, phrasing and appropriate style. Sing 3 and 4 part rounds and songs with simple second parts.</p> <p>Sea Shanties</p> <p>Listening Sea Shanties</p> <p>Musicianship Musical structure within a song</p> <p>Composing As a group, compose a leavers' song in the style of a sea shanty with</p> |

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| | <p>Use body percussion to create a range of sounds and more complex rhythmic patterns. Engage with others to listen and play in a group</p> <p>Composing Compose and perform a piece using body percussion and 4 beats in a bar, using a wide range of dynamics. Use musical notation to record</p> | <p>Use body percussion to create a range of sounds and more complex rhythmic patterns. Engage with others to listen and play in a group</p> <p>Composing Compose a piece of music using body percussion and 3 beats in a bar</p> <p><i>End of term performance – singing</i></p> | <p>Vocal development – breathing, posture, diction, projection and confidence</p> <p>Composing Create a dance track using Garage Band, highlighting a 4 on the floor beat, melodic hook and beat/bass drop</p> | <p>diction, projection and confidence</p> <p>Composing Write elements of a song in groups</p> <p><i>End of term performance – singing</i></p> | <p>Composing Create accompaniment rhythms on traditional instruments for song</p> | <p>multiple verses and a repeated chorus</p> <p><i>End of term performance – singing</i></p> |
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