



The Music Curriculum Journey



“Music at Alkerden: creativity, collaboration and curiosity in harmony.”

Exploring Sound

How can we change and control sounds?

How can we make sounds in different ways?

What is sound and where can we find it?

How can we use sound to create and share ideas?

Assessment

Celebration Music

What is a celebration and how is music part of it?

What kinds of music do people use to celebrate?

How does celebration music make us feel and move?

How can we create our own music for a celebration?

Assessment

Music and Movement

What happens to our bodies when we hear music?

How can we create and perform movements to music?

How can we move in different ways to music?

How can music help us change and control our movements?

Assessment

Musical Stories

How can sounds tell a story?

How can we use music and sound to change a story?

How can we create and perform our own musical story?

What sounds match different parts of a story?

Assessment

Transport

What is transport and how do we use it?

How can we use sounds and rhythms to represent transport?

How can we create and perform a piece of music about a journey?

What sounds do different types of transport make?

Assessment

Big Band

What is an orchestra and what instruments are in it?

How do tuned and untuned instruments make different sounds?

How can we play together like an orchestra?

What is a steady beat and how can we keep it together?

Assessment

Key subject skills this term:

Sound Exploration
Pulse Awareness

Voice Exploration
Movement

Key subject skills this term:

Emotional Response
Music Appreciation

Active Listening
Singing

Key subject skills this term:

Performance Confidence
Group Performance

Singing
Emotions

Key subject skills this term:

Sound Experimentation
Sound Selection

Imitation
Soundscapes

Key subject skills this term:

Instrument Handling
Hand Dominance

Playing Posture
Sound Imitation

Key subject skills this term:

Instrument Selection
Sound Recognition

Expressive Playing
Group Performance

KI Kind

CO Collaborators

CM Communicators

TH Thinkers

SA Self-aware

GA Globally aware

CR Creators

OM Open minded

Year R



The Music Curriculum Journey



“Music at Alkerden: creativity, collaboration and curiosity in harmony.”

Keeping the Pulse: My Favourite Things

Tempo: Snail and Mouse

Dynamics: Seaside

Sound Patterns: Fairytales

Pitch: Superheroes

Musical Symbols: Under the Sea

How can we change the way we play while keeping the same pulse?

How can we keep a steady pulse using our bodies and instruments?

What is a pulse and where can we feel it in music?

How can we create and perform music about our favourite things using a steady pulse?

What is tempo and how does music change when it is fast or slow?

How can we move our bodies to match different tempos?

How can we change the tempo when we sing or play instruments?

How can we create and perform music using different tempos?

What are dynamics and how can sounds be loud or quiet?

How can we create and perform a seaside soundscape using different dynamics?

What sounds might we hear at the seaside and how loud or quiet are they?

How can we change the dynamics when we sing or play instruments?

What is a sound pattern and where can we hear patterns in music?

How can we create and repeat our own sound patterns?

How can we use sound patterns to tell a fairytale?

How can we use sounds to represent characters and events in fairy tales

What is pitch and how can sounds be high or low?

How can pitch help us represent different superheroes or characters?

How can we create and perform music using different pitches?

How can we use our voices and instruments to make high and low sounds?

What are musical symbols and what do they tell us?

How can we use symbols to show different sounds?

How can we create and perform our own 'under the sea' music using symbols?

How can we read and follow musical symbols?

Key subject skills this term:

Pattern Recognition
Musical Engagement
Listening
Beat Following

Key subject skills this term:

Tempo Awareness
Musical Comparison
Music Description
Instruction Following

Key subject skills this term:

Movement Coordination
Pitch Awareness
Dynamics
Sound Creation

Key subject skills this term:

Music Appreciation
Sound Representation
Sound Responses
Soundscapes

Key subject skills this term:

Pitch Awareness
Pitch Patterns
Dot Notation
Sound Creation

Key subject skills this term:

Performance Feedback
Conductor Awareness
Notation Reading
Sound Responses

KI Kind

CO Collaborators

CM Communicators

TH Thinkers

SA Self-aware

GA Globally aware

CR Creators

OM Open minded

Year 1



The Music Curriculum Journey



“Music at Alkerden: creativity, collaboration and curiosity in harmony.”

Call and Response: Animals

How can we create our own call and response patterns?

How can we use our voices and instruments to copy and respond to sounds?

What is call and response in music?

How can we perform a piece using call and response?

Instruments: Musical Storytelling

How can instruments be used to tell a story?

How do different instruments create different moods and effects?

How can we use instruments to represent parts of a story?

How can we create and perform our own musical story using instruments?

Singing: On this Island

What makes a good singing voice?

How can we perform a song together with confidence and expression?

How can we use our voices to sing together?

How can we improve our singing using expression and control?

Contrasting Dynamics: Space

How can we describe and compare different dynamics in music?

How can we control and change dynamics when playing and singing?

How can we create and perform a piece using contrasting dynamics for effect?

How can we use contrasting dynamics to represent ideas like space?

Structure: Myths and Legends

What is structure in music and how are sections organised?

How can we create repeating and contrasting sections in our music?

How can we compose and perform a structured piece based on a myth or legend?

How can we use musical sections to represent parts of a myth or legend?

Pitch: Musical Me

How can we describe and compare high and low pitches in music?

How can we control pitch with our voices and instruments?

How can we create and perform music using a range of pitches?

How can we use pitch to represent ourselves and our ideas?

Key subject skills this term:

Rhythm Patterns Dynamic Awareness
Vocal Control Sound Responses

Key subject skills this term:

Rhythm Adaptation Instrument Techniques
Soundscapes Ensemble Playing

Key subject skills this term:

Pitch Awareness Breath Control
Sound Sequencing Dynamics

Key subject skills this term:

Atmosphere Visual Interpretation
Collaboration Pattern Creation

Key subject skills this term:

Rhythm Notation Sound Sequencing
Rhythm Reading Steady Beat

Key subject skills this term:

Notation Reading Solo Singing
Staff Notation Performance Posture

KI Kind

CO Collaborators

CM Communicators

TH Thinkers

SA Self-aware

GA Globally aware

CR Creators

OM Open minded

Year 2