# Maestro Music Services Curriculum Overview

Maestro Music Services Curriculum overview for music aims to ensure that all children:

- **perform, listen to, review, and evaluate music across a range of historical periods, genres, styles, traditions, including the works of the great composers and musicians.**
- **learn to sing and to use their voices expressively to create, compose music on their own and with others, learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.**
- **understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.**
- **Furthermore, we aim to encourage self-expression through music and to develop an awareness of the music of ours and other cultures including an awareness of a variety of musical styles.**

Overview:

| | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
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| **EYFS** | Loud and Soft | Winter Celebrations | High and Low Pitch | Jumpy and Smoothy | Feel the Beat | Summer Showcase |
| **Year 1** | Rhythm and Pulse | Winter Celebrations | Exploring Pitch | Interesting Sounds | What's the Score | |
| **Year 2** | Rhythm and Pulse | Winter Celebrations | Exploring Pitch | Instrument Families | Rain Rain Go Away | Summer Showcase |
| **Year 3** | Singing Games | Winter Celebrations | Pentatonic Scales | Instruments and the Orchestra | Descriptive Music | Summer Showcase |
| **Year 4** | Play it Again (Ostinato) | Winter Celebrations | Major Scales and Chords | Class Orchestra Arrangements | Sound Colours | Summer Showcase |
| **Year 5** | Cyclic Patterns | Winter Celebrations | Exploring Minor Scales and Chords | Round and About | Who Knows | |
| **Year 6** | Physical Rhythm | Winter Celebrations | Exploring Major Scales and Chords | Performing Together | Song Writer | |

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| Listening and applying knowledge and understanding. | |
| Composing and improvising. | |
| Performing and Singing | |
| Responding and reviewing. | |



| Music Progression | | | | | | | |
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| | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| **Performing and Singing** | • I can use my voice in different ways.<br>• I can perform simple vocal patterns<br>• I can start to sing simple songs and nursery rhymes.<br>• **Diwali**<br>• **Winter Celebrations**<br>• holding a melody line<br>• I can explore and experiment with untuned and body percussion. | • I can use my voice in different ways such as speaking, singing and chanting<br>• I can play tuned and untuned instruments with control.<br>• I follow instructions on how and when to sing or play an instrument.<br>**. Diwali**<br>**. Winter Celebrations**<br>• I can make and control long and short sounds, using voices and instruments.<br>• I can imitate changes in pitch.<br>• I can perform simple rhythmic patterns showing an awareness of pulse.<br>• I take notice of others when I am performing | • I take part in singing songs, following the tune (melody) well.<br>• I use my voice to good effect.<br>• I perform with others', taking instructions from the leader.<br>• I can perform rhythmical patterns and accompaniments, keeping a steady pulse.<br>• I can use my voice and instruments to make loud and quiet sounds (dynamics).<br>• **Diwali**<br>• **Winter Celebrations** | • I take part in singing songs, following the tune (melody) well, with accurate pitch and using expression.<br>• I use my voice to maintain a simple part.<br>• I perform with others', singing in unison and taking instructions from the leader.<br>• I can vary dynamics with my voice and instruments when working alone or with others.<br>• **Diwali**<br>• **Winter Celebrations** | • I sing in unison and in tune with expression and sense of phrase, showing control in my voice.<br>• I use my voice or an instrument to maintain a simple part.<br>• I understand the importance of pronouncing the words in a song well.<br>• I play notes on instruments with care so they sound clear.<br>• I perform with control and awareness of what others in the group are singing or playing.<br>• **Diwali**<br>• **Winter Celebrations** | • I sing in tune and show control, breathing well and using clear diction.<br>• I perform songs with an awareness of the meaning of the words.<br>• I hold my part in a round.<br>• I perform songs in a way that reflects their meaning and the occasion.<br>• I can sustain a drone or melodic ostinato to accompany singing.<br>• **Diwali**<br>• **Winter Celebrations**<br>• I can play an accompaniment on an instrument (e.g. glockenspiel, bass drum or cymbal).<br>• I can improvise within a group. | • I sing or play from memory with confidence, expression and in tune.<br>• I perform alone and in a group, with clear diction, controlled pitch and sense of phrase.<br>• I take turns to lead a group.<br>• I hold my part in a round.<br>• I am confident in singing or playing solo.<br>• I sing a harmony part, confidently and accurately.<br>• I maintain my own part with an awareness of what others are playing or singing.<br>• **Diwali**<br>• **Winter Celebrations** |



| | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| **Composing and Improvising** | • I can experiment with making sounds (voice and percussion)<br>• I can practise improvising using voice and untuned percussion through copy-back and answer games. | • I can copy a simple pattern of long and short sounds.<br>• I can make a sequence of long and short sounds with help.<br>• I can use invented or real symbols to invent and record simple rhythm patterns.<br>• I can choose sounds to represent different things (ideas, thoughts, feelings, moods etc).<br>• I can make sounds that are very different (loud and quiet, high and low etc). | • I can copy a simple pattern of long and short sounds.<br>• I can make a sequence of long and short sounds with help.<br>• I can use invented or real symbols to invent and record simple rhythm patterns.<br>• I can choose sounds to represent different things (ideas, thoughts, feelings, moods etc).<br>• I can make sounds that are very different (loud and quiet, high and low etc). | • I carefully choose sounds and order them to achieve an effect. (including use of ICT).<br>• I create short rhythmic phrases and record these using real or invented symbols.<br>• I can create short musical patterns.<br>• I show control when playing musical instruments so that they sound, as they should.<br>• I use changes in pitch to communicate an idea.<br>• I can begin to join simple layers of sound e.g. a background rhythm and a solo melody. | • I compose and perform melodies and songs, using simple repeated patterns. (Including using ICT.)<br>• I use sound to create abstract effects.<br>• I recognise and create repeated patterns with a range of instruments.<br>• I can join layers of sound thinking about musical dynamics of each layer and understanding the effect.<br>• I carefully choose, order, combine and control sounds with awareness of their combined effect. | • I know how to make creative use of the way sounds can be changed, organised and controlled (including ICT).<br>• I create my own songs showing understanding of the link between music and lyrics.<br>• I can create rhythmic patterns with an awareness of timbre and duration.<br>• I create music, which reflects given intentions and uses notations as a support for performance.<br>• I identify where to place emphasis and accents in a song to create effects.<br>• I can vary and maintain rhythms to fit style e.g. blues, waltz, African etc | • I demonstrate imagination and confidence in the use of sound.<br>• I use ICT to organize my musical ideas.<br>• I show thoughtfulness in selecting sounds and structures to convey an idea.<br>• I use a variety of different musical devices including melody, rhythms, and chords.<br>• I can create and improvise melodic and rhythmic phrases as part of a group performance.<br>• I can compose by developing ideas within a range of given musical structures. |



| | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| **RESPONDING AND REVIEWING (APPRAISING)** | • I can begin to show that I can hear different moods in music.<br>• I am starting to recognise change in tempo e.g fast/slow<br>• I am starting to recognise repeated melodies and rhythms.<br>• I am starting to talk about how music makes me feel. | • I can show that I can hear different moods in music.<br>• I can recognize fast, medium and slow tempos.<br>• I can recognise that sections of music can sound the same or different.<br>• I can talk about how music makes you feel e.g. It makes me want to jump/sleep/shout etc.<br>• To think about and begin to make suggestions about what could make their work better e.g. play faster/louder etc. | • I can show that I can hear different moods in music and explain changes in sounds.<br>• I can recognize fast and slow tempos<br>• I can listen carefully to music, recognising the build-up of layers, such as the different instruments.<br>• I can recognise that songs may be verse, chorus, verse, or beginning, middle, end etc.<br>• I can identify what improvements could be made to own work and make these changes, including altering use of voice, choice of instruments etc. | • I can identify the beat in music.<br>• I recognise changes in timbre, dynamics and pitch.<br>• I can recognise the build-up of layers in music.<br>• I can suggest ways to increase layers of sound to improve performance.<br>• To comment on the effectiveness of own work, identifying and making improvements. | • I can listen to and evaluate a wide range of live and recorded music, including from different times and cultures.<br>• I describe music using words such as duration, timbre, pitch beat, tempo, and texture.<br>• I use these words to identify where my music works well and how it can be improved.<br>• I listen to several layers of sound and talk about the effect on the mood and feelings. | • I have a range of words to help me describe music. (e.g. pitch, duration, dynamics, tempo, timbre, texture, and silence)<br>• I can evaluate how music is affected by venue, occasion, purpose and performer.<br>• I can describe my music using musical words and I use this to identify strengths and weaknesses in my music. | • I understand how lyrics reflect the cultural context and have social meaning.<br>• I use this knowledge to enhance my own compositions.<br>• I appreciate harmonies and work out how drones and melodic ostinato are used to accompany singing.<br>• I can vary and maintain rhythms to fit style e.g. blues, waltz, African etc.<br>• I can evaluate the success of own and others work, suggesting specific improvements based on intended outcomes and comment on how this could be achieved. |

**THE WELLDON PARK ACADEMY**

*Striving Together To Be All We Can Be*



| | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|---|
| **LISTENING, AND APPLYING KNOWLEDGE AND UNDERSTANDING** | • I can listen with interest for an increasing amount of time.<br>• I can represent ideas about music through pictorial or symbolic representation. | • With help, I can make sounds with a slight difference.<br>• I can use my voice in different ways to create different effects.<br>• I can explore different sound materials such as skin, wood, metal and clay.<br>• I can explore different ways to play instruments such as shaking, hitting, plucking and scraping.<br>• I can listen out for different types of sounds.<br>• I can begin to represent sounds with simple marks and symbols. | • With help, I can make sounds with a slight difference.<br>• I can use my voice in different ways to create different effects.<br>• I can explore different sound materials such as skin, wood, metal and clay.<br>• I can explore different ways to play instruments such as shaking, hitting, plucking and scraping.<br>• I can make and use different sounds to create an effect.<br>• I can listen out for different types of sounds.<br>• I can confidently represent sounds with a range of symbols. | • I listen carefully and recall short rhythmic and melodic patterns.<br>• I use my knowledge of dynamics, timbre and pitch to organize my music.<br>• I know how sounds can be made and changed to suit a situation.<br>• I make my own signs and symbols to make, record my music.<br>• I know how many beats in a minim, crotchet and semibreve and recognize their symbols.<br>• I know that music can be played or listened to for a variety of purposes. (including throughout history and in different cultures) | • I recognise how musical elements can be used together to compose music.<br>• I recognize the correct symbol for a minim, crotchet and semibreve and use them in compositions.<br>• I know the symbol for a rest in music, and use silence for effect in my music.<br>• I describe the different purposes of music throughout history and in other cultures.<br>• I know that the sense of occasion affects the performance.<br>• I know that music can be played or listened to for a variety of purposes. (including throughout history and in different cultures) | • I can read the musical stave, including the time signature and can work out the notes, EGBDF and FACE.<br>• I can draw a treble clef at the correct position on the stave.<br>• I use the venue and sense of occasion to create performances that are well appreciated by the audience.<br>• I know that music can be played or listened to for a variety of purposes. (including throughout history and in different cultures).<br>• I can begin to discuss how music has been changed over time. | • I know and use standard musical notation to both perform and record my music.<br>• I use my musical vocabulary to help me understand how best to combine musical elements.<br>• I can quickly read notes and know how many beats they represent.<br>• I understand the different cultural meanings and purposes of music, including contemporary cultural<br>• Use different venues and occasions to vary my performances.<br>• I know that music can be played or listened to for a variety of purposes. (including throughout history and in different cultures) |