

**St Peter's CE Middle School Curriculum Overview**  
**Subject: Music**

|               | Autumn 1  | Autumn 2  | Spring 1  | Spring 2  | Summer 1   | Summer 2  |
|---------------|---|---|---|---|--|---|
| <b>Year 5</b> | <b>Topic:</b><br>Rhythm and pulse   | <b>Topic:</b><br>Instruments of the orchestra<br><br>Rhythm piece   | <b>Topic:</b><br>Rounds   | <b>Topic:</b> Melody shapes and pitch   | <b>Topic:</b><br>Medieval music<br><br>Time signatures   | <b>Topic:</b><br>Songs and music from the Commonwealth  |
|               | <b>Concept:</b><br><br>Vocabulary & devices<br>Singing<br>Performing<br>Composing<br>Notation<br>Music history / composers  | <b>Concept:</b><br><br>Vocabulary & devices<br>Singing<br>Performing<br>Composing<br>Notation<br>Music history / composers  | <b>Concept:</b><br><br>Vocabulary & devices<br>Singing<br>Performing<br>Composing<br>Notation<br>Music history / composers  | <b>Concept:</b><br><br>Vocabulary & devices<br>Singing<br>Performing<br>Composing<br>Notation<br>Music history / composers  | <b>Concept:</b><br><br>Vocabulary & devices<br>Singing<br>Performing<br>Composing<br>Notation<br>Music history / composers   | <b>Concept:</b><br><br>Vocabulary & devices<br>Singing<br>Performing<br>Composing<br>Notation<br>Music history / composers  |
|               | <b>Skills:</b><br>Notation<br>Rhythm and pulse<br>Crotchet quavers and crotchet rests<br><br>Keeping to a pulse beat<br>Rhythm pulse tempo duration dynamics<br>Group rhythm piece.<br>Body percussion and chime bars<br>Anna Meredith 10 pieces 'Connect It'<br><br>Singing<br>Partner songs call and response | <b>Skills:</b><br>Notation<br>Building upon crotchets and quavers. Add minims and semi breves<br>Sing Christmas parts in 2 parts<br><br>Vocabulary<br>Pentatonic<br>Melody<br>Ostinato<br>Building melodic rhythm piece<br>Listen<br>Young person's guide to the orchestra<br>Instrument families | <b>Skills:</b><br><br>Rounds<br><br>Sing<br>Rounds<br>'Sumer is a cumin in'<br>Canoe song<br>I throw my hands up<br>Moon round.<br><br>Rhythmic accompaniments and ostinatos to rounds<br>Record and reflect back<br><br>Vocabulary<br>Rounds | <b>Skills:</b><br>Melody shapes<br>And graphics to introduce pitch<br>Notation<br>Following graphics and melody shapes to introduce pitch<br><br>Notation<br>Drones and Dorian modes<br>Perform<br>Melodies on keyboards and chime bars<br>Vocabulary<br>Melody<br>Phrase | <b>Skills:</b><br>Medieval Music<br>Singing<br>Magna Carta (800 years)<br><a href="#">Horrible Histories — I'm Gonna Be (800 years) lyrics - YouTube</a><br>Rap<br><a href="#">Horrible Histories — The Magna Carta Rap Battle - YouTube</a> (45 seconds in)<br><br>Notation<br>Follow:<br>Rhythms: ta, te te, tika tika, taaa | <b>Skills:</b><br>Notation<br>Simple note form for the accompaniments – pupils encouraged to memorise the patterns.<br><br>Harmony Line for chorus:<br><br>:-<br>G GGA AAG F FFFF E<br>G GGA AAG F FF E D<br>C<br><br><u>Sing</u><br>Caribbean:<br>Linstead Marketv – add harmonies |

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|  | <p>Listening<br/>         Saint Saen Carnival of the animals<br/>         Compose contrasting percussion piece for two animals.<br/>         Class rhythm piece</p> | <p>Recognise and group instruments into 4 families</p>                                    | <p>Melody<br/>         Accompaniment<br/>         Pulse Rhythm<br/>         Dynamics<br/>         Listen<br/>         Sumer is a cumin in Vivaldi 4 seasons</p> | <p>Pitch shape = high, low, same</p> <p>Step and leap</p> <p>Repetition<br/>         Duration: Long and short notes</p> <p>Listen: composers, history, context</p> <p><u>Famous Melodies</u></p> <ul style="list-style-type: none"> <li>• Beethoven 5<sup>th</sup> sym.</li> <li>• Star Wars Theme</li> <li>• Mozart Twinkle Twinkle</li> <li>• Beethoven Ode to Joy</li> <li>• Superman Theme</li> <li>• Mozart Eine Kleine</li> <li>• Grieg Morning</li> </ul> | <p>Crotchets, minims, quavers. Semi-quavers</p> <p>Time signatures: 3/4, 4/4<br/>         Simple time</p> <p>Listen<br/>         Medieval Music</p> <p>Hildegard of Bingen</p> <p>Monophonic Music</p> | <p>Jamaican Farewell</p> <p>Little Bird (Sing-Up)</p> <p>British Folk:<br/>         The Fireman's Song</p> <p><u>Perform</u></p> <p>Accompaniments to songs from:</p> <p>Caribbean:<br/>         Using steel pans</p> <p>African Drumming</p> <p><u>Listen: Composers</u></p> <p>Vaughan Williams<br/>         Elgar</p> |
|  | <p><b>Outcomes:</b></p> <p>Compose contrasting percussion piece for two animals.<br/>         Class rhythm piece</p>  | <p><b>Outcomes:</b></p> <p>Compose Pentatonic rhythm piece in groups using chime bars</p> | <p><b>Outcomes:</b></p> <p>Sing in a part in a round in a balanced way with good pitch</p> <p>Recognise pitch rhythm and tempo in a piece of music</p>          | <p><b>Outcomes:</b></p> <p>Compose melodies improvise melody using a Dorian mode over a drone</p> <p>(On a pentatonic scale)</p>   | <p><b>Outcomes:</b></p> <p>Perform a 4 part rhythm piece using notation and different time signatures<br/>         Respond to medieval music. Recognise instruments and timbre</p>                     | <p><b>Outcomes:</b></p> <p>Perform a piece on the steel drums in 2 parts</p> <p>Explain rhythms melody and instrumentation in reggae music.</p>  |

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|---------------|--|--|---|--|--|---|--|
| <b>Year 6</b> | <b>Topic:</b><br><br><b>Time signatures staggered rhythm group composition</b>   | <b>Topic:</b><br><br><b>Musical structure Composition using inter related dimensions</b>   | <b>Topic:</b><br><br><b>Music appraisal Pentatonic drone Dorian mode composition</b>  | <b>Topic:</b><br><br><b>Keyboard playing Notation</b>  | <b>Topic:</b><br><br><b>Music through the decades</b>  | <b>Topic:</b><br><br><b>To follow and compose using different structures and time signatures</b>                                      |  |
|               | <b>Concept:</b><br><br>Strands of Learning: Vocabulary & devices Singing Performing Composing Notation Music history / composers | <b>Concept:</b><br><br>Strands of Learning: Vocabulary & devices Singing Performing Composing Notation Music history / composers   | <b>Concept:</b><br><br>Strands of Learning: Vocabulary & devices Singing Performing Composing Notation Music history / composers<br>Link with Egypt is that Pharaohs were a long time ago, and a long time ago, drones, modes & pentatonic were around. | <b>Concept:</b><br><br>Strands of Learning: Vocabulary & devices Singing Performing Composing Notation Music history / composers | <b>Concept:</b><br><br>Strands of Learning: Vocabulary & devices Singing Performing Composing Notation Music history / composers                           | <b>Concept:</b><br><br>Strands of Learning: Vocabulary & devices Singing Performing Composing Notation Music history / composers      | <b>Concept:</b><br><br>Strands of Learning: Vocabulary & devices Singing Performing Composing Notation Music history / composers |
|               | <b>Skills:</b><br>Notation recap on crotchets quavers semi quavers rests minims and semi breves<br><br>Write own rhythm in 4/4   | <b>Skills:</b><br>The 2 KEYWORDS: patterns, layers, ABA structure (Start, middle, End: STRUCTURE)<br><br>Vocabulary Tempo terms texture/layers, patterns, loops, overlapping sounds, | <b>Skills:</b><br>Sing<br>"Rounds with greater range<br>Amazing Grace<br>Swing Low<br>Mull of Kintyre<br><br>Perform Pentatonic piece with added percussion   | <b>Skills:</b><br>Notation<br><br>Traditional :<br><br>Crotchets, quavers, minims, semibreves<br><br>Pitch on stave.             | <b>Skills:</b><br>Sing:<br>"With a Little Help from my Friends"<br><br>& those included in the pop sings quiz.<br><br>& other Beatles songs or from YOUUBE | <b>Skills:</b><br>Notation<br><br>Add dotted notes to previous learnt notation<br><br>Sing<br>Songs in other languages<br><br>Perform |  |

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|  | <p>Sing<br/>Fast Car</p> <p>Vocabulary</p> <p>Beat</p> <p>Repeated rhythm patterns ostinato</p> <p>Staggered start &amp; end (structure)</p> <p>Layers (texture)</p> <p>Dynamics, tempo, texture, timbre</p> <p>Listen: composers, history, context.</p> <p>John ADAMS: Short Ride in a Fast Car</p> <p>Gary RYAN: "Generator" for 2 guitars</p> <p>Steve REICH: six marimbas</p> <p>Compose</p> | <p>dynamics terms<br/>Note Clusters<br/>Tremolo or drum roll (thunder)</p> <p>Listen: composers, history, context.</p> <p>Debussy "Nuages"</p> <p>Beethoven "Symphony 6: Storm"</p> <p>Nick Powlesland "Cloud Nine"</p> <p>Compose</p> <p>In teams</p> <p>Using pattern, repetition &amp; layers.</p> <p>Structure = follow 3 clouds pictures chosen by team and in order they decide.</p> <p>Compose</p> <p>In teams</p> <p>Using pattern, repetition &amp; layers.</p> <p>Structure = a thunderstorm</p> <p>ABA<br/>CHRISTMAS</p> <p>Notation</p> | <p>Revisit:<br/>Tempo= fast, medium, slow<br/>Texture = few, many layers<br/>Patterns = repeated, slightly changing, loops, overlapping,<br/>Structure: start, middle, end<br/>Dynamics = loud, medium, quiet &amp; some Italian terms</p> <p>Listen: composers, history, context.</p> <p>Scottish</p> <p>Indian</p> <p>Gamelan<br/>Chinese music</p> <p>Compose</p> <p>In response the above styles of music</p> <p>Using drone, pentatonic,<br/>structure ABA</p> <p>Texture = few, many layers of sound/ parts<br/>Patterns = repeated, slightly changing, loops, overlapping,</p> | <p>others: sharps &amp; flats</p> <p>Sing</p> <p>Perform<br/>Keyboards &amp; sing to others, as a small group &amp; as a class.</p> <p>Vocabulary</p> <p>crotchets, minims, quavers, semibreves</p> <p>pitch on stave</p> <p>Listen: composers, history, context.</p> | <p>Perform</p> <p>accompaniment on keyboard or own instrument<br/>(Bass line – on keyboard</p> <p>Vocabulary</p> <p>Structure</p> <p>Intro, verse, chorus, middle 8, link, outro</p> <p>Chords,<br/>Chord sequence<br/>Bass line</p> <p>Listen: composers, history, context.</p> <p>Pop music quiz, identify the decade of the pop song &amp; give a reason for your answer</p> <p>Play &amp; sing ensemble pop songs<br/>(e) &amp; (f) evidence from written answers to listening activities<br/>Rock and roll Hound dog Elvis Disco Chic Le Freak<br/>Take the train Jazz<br/>Ji bo la ba nigiria Fat boy slim</p> | <p>Melody on keyboard or own instrument<br/>chords or bass line</p> <p>Vocabulary</p> <p>Crotchet, Quaver</p> <p>Crotchet rest</p> <p>Dynamics</p> <p>rhythm</p> <p>Melody<br/>Repetition / change<br/>Simple and compound time signatures.</p> <p>Listen: composers, history, context.</p> <p>Haydn:<br/>- Surprise,<br/>- Clock sym.<br/>- Compare.</p> <p>Compose<br/>play whole melody</p> <p>Add bass / chords</p> <p>Compose 4 bar melody. using different time signatures</p> <p>Notation</p> <p>Rhythms in 4 parts 4 bar rhythms</p> |
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|  | <p>Team composing using instruments and devices: -</p> <p>Beat</p> <p>Repeated rhythm patterns</p> <p>Staggered start &amp; end</p> <p>layers</p>     | <p>Read accompaniment notation, Including # sharps and flats</p> <p>Listen: composers, history, context.</p> <p>Grieg "In the Hall of the Mountain King"</p> <p>Discover patterns &amp; how they can help learning a piece of music &amp; performing it.</p> | <p>Structure: start, middle, end</p>  |  |  | <p>Vocabulary</p> <p>Structure</p> <p>Intro, verse, chorus, bridge</p> <p>4 beat or 4 bar phrases</p> <p>beats,</p> <p>bass line,</p> <p>Listen: composers, history, context.</p> <p>For the beauty of the Earth Rutter</p> |
|  | <p><b>Outcome:</b></p> <p>compose "Living Machine", using &amp; dynamics (b)</p> <p>notate and provide instrumentation</p> <p>Perform group piece</p> | <p><b>Outcome:</b></p> <p>Compose &amp; perform accurately composition of "Clouds"</p> <p>notate own comp. describe music (Beethoven &amp; Grieg) using music vocabulary.</p> <p>Ensemble performance Grieg (a)</p> <p>sing Christmas songs</p>              | <p><b>Outcome:</b></p> <p>graphic notation of own composition</p> <p>composing using drones and Dorian modes</p> <p>singing (needed for Target Tracker)</p> | <p><b>Outcome:</b></p> <p>solo keyboard play lines 1 &amp; 2 use RH only</p> <p>melody+ bass line</p> <p>melody &amp; chords</p> <p>: stave notation, crotchet, minim, semibreve</p> | <p><b>Outcome:</b></p> <p>• Spot patterns on the stave notation</p> <p>• Play bars 1 – 6</p> <p>Compose using C-G with rhythm from bars 1-4 &amp; Notate</p> | <p><b>Outcome:</b></p> <p>Recognise structure, instrumentation notation and time signatures</p> <p>Understand and use inter related dimensions</p>  |

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|---------------|---|--|---|---|---|--|
| <b>Year 7</b> | <b>Topic:</b><br>Chords and songs   | <b>Topic:</b><br>Fanfares trailers and motifs<br>Silent night  | <b>Topic:</b><br>Ukulele  | <b>Topic:</b><br>Ode to joy<br>Beethoven  | <b>Topic:</b><br>Gamelan<br>Film music  | <b>Topic:</b><br>Ukuleles chords and TAB   |
|               | <b>Concept:</b><br>Vocabulary & devices<br>Singing<br>Performing<br>Composing<br>Notation<br>Music history / composer   | <b>Concept:</b><br>Vocabulary & devices<br>Singing<br>Performing<br>Composing<br>Notation<br>Music history / composer  | <b>Concept:</b><br>Vocabulary & devices<br>Singing<br>Performing<br>Composing<br>Notation<br>Music history / composer   | <b>Concept:</b><br>Vocabulary & devices<br>Singing<br>Performing<br>Composing<br>Notation<br>Music history / composer   | <b>Concept:</b><br>Vocabulary & devices<br>Singing<br>Performing<br>Composing<br>Notation<br>Music history / composer   | <b>Concept:</b><br>Vocabulary & devices<br>Singing<br>Performing<br>Composing<br>Notation<br>Music history / composer  |
|               | <b>Skills:</b><br><br>To read and write staff notation<br>To know the difference between major and minor<br>To play major and minor chords<br>To sing a simple song and accompany | <b>Skills:</b><br><br>To describe the criteria for and compose:<br>Motif<br>Pedal note<br>Inverted pedal note<br>Fanfares<br><br><u>Listen:</u> composers, history, context. | <b>Skills:</b><br><br>Hold a ukulele correctly<br>Strum correctly<br>Read ukulele chords<br>Move between chords fluently<br>Sing and play a piece.<br>Read and play TAB<br><br>3 Little birds<br><br>One love | <b>Skills:</b><br><br>Know about Beethoven's life<br>Notate piece using staff notation.<br>Understand time signatures, accidentals<br>Play piece on keyboard including chords<br>Understand the meaning of patterns, Chord sequence | <b>Skills:</b><br><br>Film Music<br>Dynamics:<br>F, mf, mp, p, cresc, dim<br>sfz, silence, sound fx<br><br>Pedal / inverted pedal<br><br>Major / minor/ clashing chords<br>Motif<br><br><u>Listen: composers, history, context.</u> | <b>Skills:</b><br><br>Hold a ukulele accurately<br>Tune a guitar<br>Read TAB<br>Create a short piece using TAB<br><br><u>Vocabulary &amp; devices</u><br><br>Chords<br>TAB<br>Melody |

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|  | using chords simultaneously | <p>John Williams "Star Wars" motifs &amp; fanfares</p> <p>J. Williams – Superman</p> <p>Copeland "Fanfare for the Common Man"</p> <p>J. Williams – "Olympic Fanfare"<br/>Could add "The Hobbit"<br/>Play silent night on the keyboard including chords</p> | <p><u>Listen: composers, history, context.</u></p> <ul style="list-style-type: none"> <li>• Reggae: Bob Marley</li> <li>• Identify chord changes in chord sequence.</li> </ul> | <p>Beats, bar, phrase, Melody, Accompaniment</p> <p>Chord (major, minor)</p> <p>Crotchet, quaver, dotted crotchet, minim, repeat,</p> | <p>Mussorgsky: "night on a Bold mountain" – dynamics</p> <p>Beethoven: 5<sup>th</sup> Symphony – motif</p> <p>Devices: W&amp;G music itself</p> |  |
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|               | Autumn 1   | Autumn 2  | Spring 1  | Spring 2   | Summer 1  | Summer 2  |
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|               | <b>Topic:</b><br><b>Keyboard Skills:</b><br><b>Dvorak</b>  | <b>Topic:</b><br><b>Notation bass and treble clef</b>   | <b>Topic:</b><br><b>Ukulele chord sequence</b>  | <b>Topic:</b><br><b>Mozart</b><br><b>Theme and variations</b>  | <b>Topic:</b><br><b>12 Bar Blues</b>  | <b>Topic:</b><br><b>Transfer assessment</b>   |
| <b>Year 8</b> | <p>Concept:</p> <p>Strands of Learning:</p> <p>Vocabulary &amp; devices</p> <p>Singing</p> <p>Performing</p> <p>Composing</p> <p>Notation</p> <p>Music history / composers</p> | <p>Concept:</p> <p>Strands of Learning:</p> <p>Vocabulary &amp; devices</p> <p>Singing</p> <p>Performing</p> <p>Composing</p> <p>Notation</p> | <p><b>Concept:</b></p> <p>Strands of Learning:</p> <p>Vocabulary &amp; devices</p> <p>Singing</p> <p>Performing</p> <p>Composing</p> <p>Notation</p> <p>Music history / composers</p> | <p><b>Concept:</b></p> <p>Strands of Learning:</p> <p>Vocabulary &amp; devices</p> <p>Singing</p> <p>Performing</p> <p>Composing</p> <p>Notation</p> | <p><b>Concept:</b></p> <p>Strands of Learning:</p> <p>Vocabulary &amp; devices</p> <p>Singing</p> <p>Performing</p> <p>Composing</p> <p>Notation</p> <p>Music history / composers</p> | <p><b>Concept:</b></p> <p>Strands of Learning:</p> <p>Vocabulary &amp; devices</p> <p>Singing</p> <p>Performing</p> <p>Composing</p> <p>Notation</p> <p>Music history / composers</p> |

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|   | Music history / composers   |   | Music history / composers  |   |   |
| <p><b>Skills:</b><br/> <u>Notation</u><br/>           Stave notation for pitch<br/>           Crotchet<br/>           Minim<br/>           Semibreve<br/> <u>Perform</u><br/>           Dvorak's Largo chords, bass line &amp; melody<br/> <u>Vocabulary</u><br/>           Largo<br/>           Notes on the stave<br/>           Crotchet, Minim, Semibreve<br/>           Chord (major, minor)<br/>           Chord sequence, melody &amp; accompaniment<br/>           Pattern, symphony<br/> <u>Listen: composers, history, context.</u><br/>           Dvorak's "largo" from "The New World"<br/> <u>NB:</u><br/>           Anton Dvorak (8 Sept, 1841, 1 May 1904)</p> | <p><b>Skills:</b><br/> <u>Sing:</u><br/>           Phrasing and pitch<br/>           Notation.<br/>           Reading the bass clef<br/>           Read bass clef melody<br/>           Christmas carols using bass and treble clef</p> | <p><b>Skills:</b><br/> <u>Perform</u><br/>           Tune &amp; Play the ukulele<br/>           Sing<br/>           Sing and play<br/>           In ensemble<br/>           ALL: to hold a beat, even if play chord once &amp; then changes.<br/>           MOST: strum on each beat<br/>           SOME: strum a rhythm pattern<br/>           Learn and apply<br/>           Chord sequence<br/>           Major chord<br/>           Minor chord<br/>           Beats,<br/>           Strum,<br/>           Melody,<br/>           Accompaniment,<br/>           Intro, verse, chorus<br/> <u>Listen: composers, history, context.</u></p> | <p><b>Skills:</b><br/> <u>Perform:</u><br/>           Mozart's Theme (melody, chords separately and/or together)<br/>           Own variation<br/>           Learn Vocabulary &amp; Composing devices<br/>           Theme &amp; Variation<br/>           4 bar phrases<br/>           Melody moves by step / leap or jump<br/>           Repetition<br/>           Pitch changes<br/>           Duration changes<br/>           Crotchets, quavers, minims<br/> <u>Listen :</u><br/> <u>composers, history, context</u><br/>           Mozart : "Ah, je vous dirais mamam"<br/> <u>Compose</u><br/>           Own variation</p> | <p><b>Skills:</b><br/>           Play riff and 12 bar blues<br/>           Major scales T T ST T T T ST<br/>           Chords<br/>           Chord progression<br/>           Perfect and Plagal cadences<br/>           Simple and Compound time<br/>           Understanding and reading the notes in the bass clef</p> | <p><b>Skills:</b><br/>           Revision on chords notation pitch rhythms<br/>           Composition structure<br/>           binary ternary rondo motif<br/>           pedal note inverted pedal note musical terms<br/>           Compose short film piece</p> |



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| <p>Hear and understand difference between major &amp; minor chords</p> <p><u>Notation</u></p> <p>Chord notation<br/>Sing and play simultaneously</p> |  | <p>21 century songs</p> <p>Cultural &amp; historical context of Reggae</p> <p>explain structure / chord sequence,<br/>VOCABULARY:<br/>intro, verse, chorus</p> | <p>add chords, sequences, chromatic decoration,</p> <p>Compose a second variation</p> <p>Passing notes</p> <p>A new key<br/>Green Onions</p> <p>Learn how to use:<br/>flats (<i>b</i>),riff, minor chords</p> <p>12 bar blues (pattern, sequence or structure)</p> <p>Pentatonic blues scale</p> |  |  |
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