



Hill West Music Curriculum Overview

Year ONE Outcomes

- To start and stop singing when following a leader.
- To know that different types of sounds can be made with our voice and parts of the body.
- To sing five songs off by heart and to understand the genre of music being performed.
- To know that when we sing our voices make different notes (high and low).
- To understand that music is recorded on paper via notation.
- Know and recognise the name and sound of different tuned instruments e.g. piano, violin, flute, drum, guitar, sitar
- To keep a steady beat by clapping along.
- To appreciate the feelings experienced when listening to music and to move in time.

Hip Hop	Classical Christmas	Musical Cultures
Bossa Nova	Pop	Classical

Year TWO Outcomes

- Understands songs can tell a story or describe an idea.
- To know that music has a steady pulse, like a heartbeat.
- To understand that rhythms are different from the steady pulse.
- Can use their voice expressively and creatively by singing songs and speaking chants and rhymes.
- Can play tuned and untuned instruments musically.
- Can listen with concentration and understanding to a range of high-quality live and recorded music.
- Can experiment with, create, select and combine sounds using the inter-related dimensions of music.

South African Music	Festivals and Christmas	Rock
Reggae	Pop	Classical



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Year THREE Outcomes

- Play tuned and untuned instruments musically, gaining a basic proficiency when playing the recorder.
- Use and understand staff and other musical notations.
- Improvise and compose music for a range of purposes using the inter-related dimensions of music.
- Demonstrate a thorough understanding of performing vocally, using a range of performance techniques.
- Listen with attention to detail and recall sounds with increasing aural memory
- To be able to appreciate and compare traditional music from around the world.
- Begin to develop an understanding of the history of music.

Recorder notes b and a	Recorder notes g and e	Recorder notes d and f
Recorder notes c and d Traditional Music	Recorder note Low C	Recorder full range Schoenberg and expression

Year FOUR Outcomes

- Play tuned and untuned instruments musically, gaining a basic proficiency when playing a Woodwind Instrument.
- Understands the history of an instrument e.g. violin or clarinet
- Can name the various parts of an instrument, e.g. reed
- Can read music, effectively uses staff and other musical notations to play simple tunes.
- Can play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- Can identify musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch).
- Has an understanding of the history of music.

Pop / ABBA	Glockenspiel	Grime and Mixed Styles
Gospel	Pop	Classical



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Year FIVE Outcomes

- Can identify the pulse and move to it with ease.
- Can compare two songs in the same style, talking about what stands out musically in each of them.
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- Listens carefully and respectfully to other people's thoughts about the music.
- Can talk about the musical dimensions working together in any given song.
- Understands how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song.
- Is able to create musical ideas for a group to copy or respond to.
- Can sing in unison and to sing backing vocals.

Rock	Bossa Nova and Swing	Pop Ballads
Old School Hip Hop	Motown	Classical

Year SIX Outcomes

- Utilise a wide range of musical vocabulary in the correct context e.g. pulse, rhythm, pitch, tempo, dynamics, texture and structure.
- Can talk about the musical dimensions working together in any given song.
- Can talk about the history of music from different traditions and from great composers and musicians.
- Can play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- Can demonstrate an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory
- To show musical leadership: creating musical ideas for a group to copy or respond to
- To be able to name famous female composers and understand the impact of their works.

Pop / Neo Soul	Jazz and Blues	Classical or Urban Gospel
The Music of Carole King	Women in Music	Classical

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