

Monkston's KS2 Music Curriculum

	Autumn	Spring	Summer
Year 3	<p><i>I've Been to Harlem</i></p> <p>Musical Focus: pitch shape, ostinato, round, pentatonic, call-and-response</p> <p>Pieces: <i>I've Been to Harlem</i></p>	<p>Latin Dance</p> <p>Musical Focus: Salsa, beat, clave rhythm, timbre, chords, rhythm pattern</p> <p>Pieces: <i>Latin Dance</i></p>	<p>Just Three Notes</p> <p>Musical Focus: Pitch (notes C-D-E), rhythm patterns, structure, minimalism, dot notation</p> <p>Pieces: <i>Musica Ricerata</i> by György Ligety, <i>Drumming part IV</i> by Steve Reich</p>
	<p><i>Nao Chariya De - Mingulay Boat Song</i></p> <p>Musical Focus: Bengali/Scottish folk songs</p> <p>Pieces: <i>Nao Chariya De</i> and <i>Mingulay Boat Song</i></p>	<p>'March' from <i>The Nutcracker</i></p> <p>Musical Focus: Rondo structure, beat, higher/lower, staccato, call-and-response, romantic ballet music</p> <p>Pieces: <i>March</i> from <i>The Nutcracker</i> by Pyotr Ilyich Tchaikovsky</p>	<p>Samba with Sérgio</p> <p>Musical Focus: Samba, carnival, fanfare, call-and-response, beat, percussion, word rhythms, music and community</p> <p>Pieces: <i>Fanfarra (Cabua-le-le)</i> and <i>Magalenha</i> by Sérgio Mendes</p>
	<p>Sound Symmetry</p> <p>Musical Focus: Structure (symmetry and pattern in melody, ternary form), melody, accompaniment</p>	<p>From a Railway Carriage</p> <p>Musical Focus: Structure (repetition, round, pattern), texture, timbre, beat, Classical music</p> <p>Pieces: <i>Night Mail</i> by Benjamin Britten and <i>Geographical Fugue</i> by Ernst Toch</p>	<p><i>Fly With the Stars</i></p> <p>Musical Focus: Minor and major chords (A minor, C major), arpeggio, chord, dot notation, duration (crotchets, quavers)</p> <p>Pieces: <i>Fly With the Stars</i></p>

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Year 4	Autumn	Spring	Summer
	<p><i>This Little Light of Mine</i></p> <p>Musical Focus: Pentatonic scale, gospel music, off-beat, rhythm, call-and-response</p> <p>Pieces: <i>This Little Light of Mine</i></p>	<p><i>The Doot Doot Song</i></p> <p>Musical Focus: Chords (A minor, C and F major), acoustic guitar style, song structure, relaxed swing feel, 2-bar phrases</p> <p>Pieces: <i>The Doot Doot Song</i></p>	<p>Global Pentatonics</p> <p>Musical Focus: Pentatonic scale, different music traditions and cultures, graphic/dot notation</p> <p>Pieces: <i>Skye Boat Song, Om Namah Shivaya, Busy Weaving, Desert Blues</i></p>
	<p><i>The Pink Panther Theme</i></p> <p>Musical Focus: Timbre, tempo, rhythm, dynamics, atmosphere, music from a film</p> <p>Pieces: <i>The Pink Panther theme</i> by Henry Mancini</p>	<p><i>Fanfare for the Common Man</i></p> <p>Musical Focus: Fanfare, timbre, dynamics, texture, silence</p> <p>Pieces: <i>Fanfare for the Common Man</i> by Aaron Copland</p>	<p>The Horse in Motion</p> <p>Musical Focus: Create music inspired by early films, graphic score, orchestration, ostinatos, dynamics</p> <p>Pieces: <i>This Horse in Motion</i> by Eadweard Muybridge</p>
	<p>Composing with Colour</p> <p>Musical Focus: Creating music inspired by colour and art, composing using a non-musical stimulus, timbre, dynamics, rhythm, texture, suite, graphic score</p> <p>Pieces: <i>Ecstatic Orange</i> by Michael Torke, <i>A Colour Symphony</i> by Arthur Bliss, <i>Rhapsody in Blue</i> by George Gershwin, <i>Green plastic, pink oil and water</i> by Rachel Leach</p>	<p>Spain</p> <p>Musical Focus: Create music inspired by Spain, habanera rhythm, triplet rhythm, fitting two rhythms together, count musically</p> <p>Pieces: <i>Habanera</i> by Emmanuel Chabrier</p>	<p>Favourite Song</p> <p>Musical Focus: Triads, chords (C, F, G major, A minor), folk-rock styles</p> <p>Pieces: <i>Favourite Song</i></p>

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Year 5	Autumn	Spring	Summer
	<p>Keep the Home Fires Burning</p> <p>Musical Focus: Music from WWI, fanfare, triad, rhythm, dot notation</p> <p>Pieces: <i>Keep the Home Fires Burning</i></p>	<p>Madina Tun Nabi</p> <p>Musical Focus: Nasheed (Islamic song), drone, melody, harmony, chords (G and D), vocal decoration, microtones</p> <p>Pieces: <i>Madina Tun Nabi</i></p>	<p>Balinese Gamelan</p> <p>Musical Focus: Gamelan from Bali, interlocking rhythms, vocal chant, structure</p> <p>Pieces: Balinese music – gamelan beleganjur and kecak</p>
	<p>Why We Sing</p> <p>Musical Focus: Gospel music, instruments, structure, texture, vocal decoration</p> <p>Pieces: <i>Why We Sing</i> by Kirk Franklin</p>	<p>Building a Groove</p> <p>Musical Focus: Beat, rhythm, basslines, riffs</p> <p>Pieces: <i>Watermelon Man</i> by Herbie Hancock</p>	<p>Composing in Ternary Form</p> <p>Musical Focus: Structure (ternary form/ABA), pentatonic scale, tempo, dynamics, 20th century orchestral music</p> <p>Pieces: <i>Empress of the Pagodas</i> by Maurice Ravel</p>
	<p>Introduction to Songwriting</p> <p>Musical Focus: Structure (verse/chorus), hook, lyric writing, melody</p>	<p>Época</p> <p>Musical Focus: Texture, articulation, rhythm, tango</p> <p>Pieces: <i>Época</i> by Gotan Project</p>	<p>Kisne Banaaya</p> <p>Musical Focus: Songs from India and Pakistan, melody accompaniment, four-part singing in a round, creating an arrangement</p> <p>Pieces: <i>Kisne Banaaya</i></p>



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Year 6	Autumn	Spring	Summer
	<p>Hey, Mr Miller</p> <p>Musical Focus: Swing music, syncopation, swing rhythm, Big Band instruments, scat singing, social and historical context</p> <p>Pieces: <i>Hey, Mr Miller</i></p>	<p>Dona Nobis Pacem</p> <p>Musical Focus: Texture (3-part round/polyphonic texture), monophonic, homophonic, $\frac{3}{4}$ time, durations (crotchet, rest, quavers, minim, dotted crotchet), sacred vocal music</p> <p>Pieces: <i>Donna Nobis Pacem (Give us Peace)</i></p>	<p>Race!</p> <p>Musical Focus: Create music to accompany a short film, composing an extended melody and accompaniment, motif, ostinato, beat</p> <p>Pieces: 'Theme' from <i>Chariots of Fire</i> by Vangelis</p>
	<p>Shadows</p> <p>Musical Focus: Artists and their influences, compare musical genres</p> <p>Pieces: <i>Shadows</i> by Lindsey Sterling</p>	<p>You To Me Are Everything</p> <p>Musical Focus: 1970s soul music, comparing cover versions</p> <p>Pieces: <i>You To Me Are Everything</i> by The Real Thing</p>	<p>Exploring Identity Through Song</p> <p>Musical Focus: Vocal range, voice change, vocal technique, lyrics, anthems</p> <p>Pieces: <i>Smalltown Boy</i> by Bronski Beat, <i>Say My Name</i> by Destiny's Child, <i>Chosen Family</i> by Rina Sawayama</p>
	<p>Composing for Protest</p> <p>Musical Focus: Create music inspired by Ethel Smyth and suffragettes, composing using a non-musical stimulus, lyrics, melody, steady beat, tempo, ostinato, coda</p> <p>Pieces: <i>March of the Women</i> by Ethel Smyth</p>	<p>Twinkle Variations</p> <p>Musical Focus: Use Twinkle, Twinkle Little Star as a composing tool, theme and variations, passacaglia, improvisation</p> <p>Pieces: <i>12 Variations on a Lullaby</i> by Wolfgang Amadeus Mozart</p>	<p>Ame Sau Vala Tara Bal</p> <p>Musical Focus: Indian music, Bhairavi raga, chaal rhythm, Indian musical instruments</p> <p>Pieces: <i>Ame Sau Vala Tara Bal</i></p>