

Roehampton Church Forest School Music Curriculum



General Tips For Parents & Guardians

1. Listen to music with your children. Introduce them to different genres and artists; tell them your favourites and find out theirs.
2. Be curious about your child's lessons. Ask them to show you what they've been singing or playing. If it's a listening project, listen to the piece of music with them.
3. Move to the beat. Encourage children to clap the rhythms when listening, or to tap their feet, or both.
4. Further opportunities. If your child wants to learn an instrument or join a group, there are lots of options. Please ask and we can give advice.

Cycle A 2026-2027 Cycle B 2025-2026	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS Cycle A and Cycle B	<u>First Musical Steps</u> Learn basic musical movements. Understand how to sing simple melodies. Explore musical games to build rhythm. Engage with group singing activities.	<u>Feeling The Beat</u> Recognise and respond to different beats. Develop timing through singing and games. Practise performing a concert song. Improve my rhythmic accuracy.	<u>High & Low Pitch</u> Differentiate between high and low pitches. Experiment with pitch through singing. Engage in games that explore pitch changes. Sing in different vocal registers.	<u>Changing Tempo</u> Understand the concept of tempo. Practise singing at various tempos. Prepare a concert song. Improve my ability to change tempo while singing.	<u>Vocal Project</u> Learn the material from the WMS vocal project (changes annually) using everything they have learnt so far to produce a small performance of the songs at the end of the year.	
Year 1/2 Cycle A	<u>Reading Music</u> Learn to read simple rhythmic notation (crotchets and quavers) Sing the notes so and mi. Apply my knowledge to singing activities. Develop rhythmic reading skills through games.	<u>Developing pulse and rhythm - Untuned Percussion</u> Learn to play a range of untuned percussion instruments. Develop my rhythm-keeping abilities. Use rhythm notation to make rhythmic patterns. . Learn call and response patterns.	<u>Peter and the Wolf - Instruments of the orchestra</u> Explore instruments of the orchestra along with the Peter and the Wolf story. Focus on strings, flute and timpani. Create dances which express the different sounds of these 3 themes.	<u>Assorted Percussion -</u> Use their knowledge of percussion instruments to create a class performance for We're Going on a Bear Hunt with different instruments representing the different sound worlds the characters pass through. Use vocabulary like high/ low, fast/ slow, start/ stop to describe the various sounds.	<u>Vocal Project</u> Learn the material from the WMS vocal project (changes annually) using everything they have learnt so far to produce a small performance of the songs at the end of the year. Include actions, parts and percussion instruments where relevant.	
Year 1/2 Cycle B	<u>Saint-Saens: Carnival of the Animals</u> Explore Carnival of the Animals through movement. Learn the meaning and ways to demonstrate the terms legato and staccato. Explore some of the instruments in the orchestra notably the xylophone and piano. Create responses to various movements of Carnival showing an awareness of legato and staccato.	<u>Rounds</u> Sing simple 2 part rounds. Sing in unison with a part. Identify ways to stay in time with their part (eye contact, pulse, listening, follow a leader). Sing with increasing awareness of tuning especially with ending notes.	<u>Developing rhythm - untuned percussion</u> Learn to read simple rhythmic notation played on untuned percussion instruments. Develop understanding of rhythm and associated notation to include crotchets, quavers and minims. Learn call and response patterns using these notations. Perform a call and response piece.	<u>Untuned percussion - Time -</u> Learn and perform the piece time on untuned percussion instruments. Combine this with Year ¾ playing time on glockenspiels.	<u>Vocal Project</u> Learn the material from the WMS vocal project (changes annually) using everything they have learnt. Produce a small performance of the songs at the end of the year. Use actions, parts and percussion instruments in the performance.	

<p>Years 3/4 Cycle A (taught simultaneously)</p>	<p><u>Recorder Unit 1 + 2</u> Know how to hold my recorder properly. Learn to read and play the notes G, A and B. Learn several 3-note tunes. Produce a smooth, clear tone.</p>	<p><u>Christmas music</u> Expand the known range of notes to include C and high D. Prepare a recorder piece with two parts playing a simple drone accompaniment. Begin to identify how to improve. Play with increasing awareness of pulse and rhythm.</p>	<p><u>Developing rhythm - Semi-quavers</u> Perform rhythms that are longer than 2 bars using crotchets, quavers, minims and their rests Keep a steady pulse in a group and solo; demonstrate 2/4, 3/4 and 4/4 using at least 3 different tempos. Play pieces which consolidate the known range of notes: GABCD</p>	<p><u>Vocal project -</u> Learn 2 selected songs from the WM vocal project. Known instruments will be incorporated where relevant. (Project and material changes annually).</p>	<p><u>Songs from other cultures - Developing two part singing</u> Pupils will learn a range of songs from other cultures singing in other languages. They will use BSL to prompt lyrics and lyrics will be used to support development of two part singing beyond simple rounds. <u>Group A:</u> Sing using a wider vocal range taking on the main melody part mostly. Identify and describe musical features in pieces from different traditions; sing or play back simple melodies that are heard</p>	
<p>Year 3/4 Cycle B (taught simultaneously)</p>	<p><u>Recorder Unit 1 & 2 extended</u> Learn how to demonstrate a clear and smooth tone to the class articulating key points on how this is made. Play note E using this as a rhythmic drone. Play an expanded range of pieces using G, A and B.</p>	<p><u>Christmas music</u> Expand the known range of notes to include low D. Prepare a recorder piece with two parts playing the main melody line alongside a drone (played by group A). Play with correct hold and posture with <i>both</i> left and right hands.</p>	<p><u>Developing rhythm - Semi-quavers</u> Perform rhythms that are longer than 2 bars using crotchets, quavers, minims and their rests Keep a steady pulse in a group and solo; demonstrate 2/4, 3/4 and 4/4 using at least 3 different tempos. Consolidate the known range of notes: DEGABCD Offer accurate feedback to others on how to improve.</p>	<p><u>Songs from other cultures - Developing two part singing</u> Learn a range of songs from other cultures singing in other languages. Use BSL to prompt lyrics and lyrics will be used to support development of two part singing beyond simple rounds. <u>Group B:</u> Sing contrasting and counter-melody parts. Compare pieces of music in different traditions; perform music heard aurally that contains 2+ different parts at the same time</p>		
<p>Years 5/6 Cycle A</p>	<p><u>Ukulele Unit 1A</u> Recap the chords C, F & G7. Change quickly between the chords especially C and G7. Learn strumming patterns with upstrokes and downstrokes. Demonstrate good quality ensemble skills.</p>	<p><u>Christmas Music/ Ukulele 2A</u> Explore traditional and modern Christmas music. Listen to and analyse different Christmas songs. Learn to play 'Rudolf the Red Nosed Reindeer' on the ukulele using chords C, G7 and F. Sing in unison Rockin Robin. Perform the piece in a concert.</p>	<p><u>Glockenspiel</u> Learn how to play a tuned percussion instrument including how to make a good quality sound and play as an ensemble. Learn the terms for the main parts of the glockenspiel (bars, pins, mallets) and how these impact sound quality. Develop their ensemble playing skills</p>	<p><u>Glockenspiel - La Bamba</u> Apply what they have learnt playing the glockenspiel to play a class arrangement of La Bamba. Include the use of assorted untuned percussion instruments alongside the glockenspiels as well as singing in Spanish.</p>	<p><u>Junk drumming</u> Explore different drumming rhythms especially those requiring two or more timbres. (See bucket drumming.net). Practice tresillo and regaton beats and incorporate these into a performance. Learn a range of pieces and select one to perform at the end of the year. Pieces: White Stripes and we will rock you.</p>	<p><u>Decades: 60s to 80s</u> Explore music from the 60s to the 80s. Learn about the key artists and genres of each decade. Analyse the differences in musical styles. Prepare a song from this period for a concert.</p>
<p>Year 5/6 Cycle B</p>	<p><u>Ukulele Unit 1B</u> Learn the names of different parts of the instrument. Learn the chords C, F and G7. Learn the following strokes: brush stroke, thumb brush and rest stroke.</p>	<p><u>Christmas Music/ Ukulele 2B</u> Explore traditional and modern Christmas music. Listen to and analyse different Christmas songs. Learn to play 'Feliz Navidad' on the ukulele. Perform the piece in a concert.</p>	<p><u>Ukulele Unit 4</u> Learn the chord A minor. Learn some simple 4-chord songs. Play simple melodies on my ukulele. Practise combining melodies & chords with my class.</p>	<p><u>Ukulele Unit 5</u> Become confident with my 4 chords. Change quickly between all the chords. Sing, accompanying myself with my ukulele. Learn more complex melodies.</p>	<p><u>Junk drumming</u> Explore different drumming rhythms especially those requiring two or more timbres. (See bucket drumming.net). Practice tresillo and regaton beats and incorporate these into a performance. Learn a range of pieces. Select one to perform at the end of the year. Best Day of my Life and Yuck!</p>	<p><u>Decades: 90s to 10s</u> Explore music from the 90s to the 2010s. Analyse trends and key artists of each decade. Compare these styles with earlier decades. Prepare a song from this period for a concert.</p>