

Brent Music Service

Music'sCool Curriculum Overview



Brent Music Service: supporting the right of all children and young people in Brent to an excellent music education which inspires, enriches lives and develops a life-long love of music.



Music'sCool is BMS's exciting primary curriculum for schools, providing high-quality music lessons. Fully aligned to the National Curriculum and delivered by [a team of](#) music specialists, we operate across Brent in mainstream and SEND settings.

Singing and music-making is at the heart of every lesson taught. From EYFS to the end of KS2, this progressive scheme enables children to develop as musicians, play a range of instruments and experience music from around the world, past and present.



EYFS

Singing games and collaborative music-making that enable children to experience and develop the musical skills below. Not all skills are 'made conscious' – ie children may experience and understand the following without them being explicitly defined:

- Voice Matching (speaking voices)
- Pitch matching (limited pitch range, legato and unforced singing sound)
- Steady beat - clapping, moving to a beat (fine, gross and loco-motor skills)
- Fine Motor Skills (finger rhymes, one-to-one correspondence, handling percussion instruments)
- Phrase (gross motor skills, singing in whole phrases, patterns in music)
- Rhythm as the 'pattern of the words'
- Listening with concentration
- Comparatives: higher/lower, faster/slower, louder/quieter
- Staccato and Legato
- Strong focus on embedding soh, mi and lah pitches and some body mapping of this (subconscious)
- Transactional singing including solo singing and echo songs

In addition to this, wider skills are developed through music-making including language and communication, numeracy and social skills.

Y1 Music'sCool Overview for Schools		
Autumn	Spring	Summer
Singing and singing games	Singing, 'the piano' and tuned percussion	Ensemble Development
• Singing voice development – accurate pitching. Soh-mi songs – sing and sign • Beat competency – movement, dancing, untuned percussion • Music notation – graphic scores and simple rhythm • Rhythm – beat & rhythm, ta/ti-ti • Improvising and creating new ideas – short phrases • Active listening – musical opposites (loud/quiet, fast/slow etc)	• Coordination – dancing and singing games with movement • Rhythm skills development, ta/ti-ti/shh • Lah-soh-mi – singing and signing • Simple rhythm dictation • Playing drones and simple melodies on tuned percussion • Active listening – music written for the piano	• More complex singing games with wider vocal range • Playing rhythm patterns on percussion from memory and notation - ta, titi, shh • Experience and demonstrate musical phrase • Solfa – soh, mi, lah, doh • Using 'handy stave' to show melodic line • Active listening – Descriptive music (Carnival of the Animals)

*Schools opting for 'Violin Program' will develop basic technical skills on the violin – including hold, posture, string names, pizzicato, bowing and simple open string melodies. The melodic focus will be on soh-doh intervals to support open string melodies. Active listening will focus on violin music in the spring term.

Y2 Music'sCool Overview for Schools		
Autumn	Spring	Summer
Singing and singing games	Singing, the orchestra and recorder prep	Ensemble Development
• Singing voice development – accurate pitching. Lah, soh, mi, doh – sing and sign • Feeling the strong beat (duple/triple time) • Music notation – steps and skips, musical scales • Improvising 4 beat rhythms • Active listening – musical form and structure	• Coordination – dancing and singing games with scarves • Rhythm notation – sight reading known rhythms • Doh, re, mi – reading, singing and signing • Improvising soh-doh patterns • Playing as a class ensemble • Active listening – identifying instrument families of the orchestra • Recorder prep – motor skills and breathing	• More complex singing games with wider vocal range • Recorder skills – articulation, notes B and A within melodies • Reading simple musical notation – combining rhythm and pitch • Active listening – music written for the recorder

*Schools opting for 'Violin Program' will develop basic technical skills on the violin – including hold, posture, string names, pizzicato, bowing and simple open string and first finger melodies. The melodic focus will be on doh-re, soh-lah intervals to support this. Active listening will focus on strings music (to include viola, cello and double bass) in the spring term. Recorder readiness moves to the summer term (in preparation for Y3) and recorder is postponed until Autumn Y3

Y3 Music'sCool Overview for Schools		
Autumn	Spring	Summer
Recorder/Singing/Moving	Recorder/Singing/Body Percussion	Ensemble Development
• Singing development/aural awareness Singing games and rounds • Recorder skills – tonguing, notes BAG • Mixture of rote learning, staff notation and playing from memory • Contribute new ideas to instrumental pieces (recorder/chime bars) • Active listening – Early 20th Century	• Singing development – rounds and singing games • Teacher-led body percussion – coordination development • Recorder skills BAG plus high C and D • Opportunities to create new body percussion sequences • Active listening – Ballet Music	• Playing and singing in parts (recorder/singing/tuned percussion) • Body percussion/classroom percussion if available) • Recorder skills – practising LH notes in context of ensemble • Extend improvisation skills in body percussion and voice work • Active listening – early Rock & Pop

Y4	Music'sCool Overview for Schools		
Autumn		Spring	Summer
Recorder Skills/Singing/Tamboo Bamboo		Body Percussion – group composition	Ukulele Introduction
• Singing development – more demanding repertoire and part work • Recorder skills – tonguing, notes D'C'BAG E • Mixture of rote learning, staff notation and playing from memory • Tamboo Bamboo - rhythm & part work • Performance skills • Active listening – music and musicians from the Caribbean		• Body percussion – more complex ideas and sequences • Small group compositions for gaming, film or sound effects • Recorder skills – more complex melodies with known pitches and two-part pieces • Active listening – 21st century women composers (Meredith and Shigihara)	• Correct hold, name of ukulele parts and strings • Plucking and Strumming (up and down) • Moving between chords C major and A minor • F major chord • Accompanying self on ukulele for 'real' songs • Active listening – prominent ukulele players

Y5	Music'sCool Overview for Schools		
Autumn		Spring	Summer
Ukulele Development, Major/Minor		Songwriting – 12 Bar Blues	Music of West Africa - Djembe
• Singing development – with awareness of tonality and tonal centre (minor key) • Ukulele – accompanying selves on popular songs using primary chords • Major and Minor triads • New rhythms – tika-ti and ti-tika • Melodic composition over simple chords • Active listening – playable popular songs with simple chord structures		• 12 Bar Blues – improvising and composing • Ukulele – playing 12 Bar Blues chords to accompany own composition • Tonal centre – doh (major) and lah or re (minor) • Improvising and developing melody using blues scale and 'blue' notes • Structure – verse-chorus form • Writing lyrics in AAB form • Active listening – Blues and Rock 'n' Roll	• Introduction to the music and instruments of West Africa • Simple djembe technique • Improvising drumming patterns within given musical structures • Understanding use of call/response within West African music • Sequencing drumming patterns • Singing West African songs – with drum accompaniment • Active listening – music and musicians of West Africa and its wider influence

Y6 Music'sCool Overview for Schools		
Autumn	Spring	Summer
Rap, Beatboxing and Hip-Hop	Samba	Songwriting and performance
• Singing development – singing over beatboxing, part singing • Basic beat-boxing techniques • Understanding the history and context of Rap and Hip-Hop • Using FAID (Flow, Accent, Intonation and Dynamics) to perform raps as a class • Writing own rap for performance • Active listening – a range of rap artists	• Learning about the music of Brazil including samba and bossa nova • Structure – understanding groove, breaks, call and response • Syncopated rhythms including clave rhythm • Composing own samba breaks • Performing as a class samba band incorporating movement • Active listening – the influence of Brazilian music around the world	• Writing a class song incorporating melody and lyrics, making use of instrumental skills including ukulele, recorder, and percussion • Reflecting on, refining and developing own work for performance AND/OR • Musical Theatre – leavers' show • Use rehearsal and performance skills to work towards an end of year musical production