

## St Joseph's Catholic Primary School - Music Curriculum Overview

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	<b>"Menu Song"</b> <ul style="list-style-type: none"> <li>Keeping a steady beat,</li> <li>Echoing a leader</li> <li>Singing songs that use mi-re-do (beginning to represent them on our bodies)</li> </ul>	<b>"Tony Chestnut"</b> <ul style="list-style-type: none"> <li>Keeping a steady beat using rhythmic ostinato</li> <li>Composing call and response music</li> <li>Sing sol-mi with good diction and hand symbols</li> </ul>	<b>"I've been to Harlem"</b> <ul style="list-style-type: none"> <li>Composing an ostinato using a pentatonic scale.</li> <li>Singing a call-and-response song in groups.</li> <li>Singing long notes confidently.</li> <li>Playing accompaniments to a song using rhythm and pitch.</li> <li>Identifying where notes in a melody go down and up.</li> </ul>	<b>"What a performance" 4</b> <ul style="list-style-type: none"> <li>Improvising with voices on the pentatonic scale</li> <li>Singing in a Gospel style with expression and dynamics.</li> <li>Singing Part 1 of a partner song rhythmically.</li> <li>Playing a bass part and rhythm ostinato along with This little light of mine.</li> <li>Listening and moving in time to songs in a Gospel style.</li> </ul>	<b>Ukulele 1 "Latin Dance"</b> <ul style="list-style-type: none"> <li>Learning about Cuban music understanding influence on the music</li> <li>Singing syncopated rhythms</li> <li>Learning about the ukulele</li> <li>Learning to play the ukulele (A minor/F&amp;C major chords, Notes E, F, A, C)</li> <li>Taking part in a whole-class performance</li> <li>Improvising percussive drum patterns on the body of the ukulele</li> </ul>	<b>Ukulele 2 "The Doot Doot song"</b> <ul style="list-style-type: none"> <li>Listening to and identifying similarities and differences between acoustic guitar styles</li> <li>Singing 'swing' rhythms lightly and accurately</li> <li>'Doodling' with ukulele over a chord pattern</li> <li>Playing a ukulele part in a whole-class performance</li> <li>Increasing the range of songs we can play on the ukulele using C and F major, A minor (and G major) chords</li> </ul>
Autumn 2	<b>"What a performance" 1</b> <ul style="list-style-type: none"> <li>Learning songs for our Christmas performance</li> <li>Singing with increasing accuracy and expression</li> <li>Move and count in time to music</li> </ul>	<b>"What a performance" 2</b> <ul style="list-style-type: none"> <li>Learning the songs for our Christmas performance</li> <li>Singing confidently in small groups</li> <li>Creating and performing movements and actions</li> </ul>	<b>"What a Performance" 3</b> <ul style="list-style-type: none"> <li>Learning the songs for our Christmas performance</li> <li>Maintaining my part while others are singing something different</li> <li>Confidently performing actions/movements in time to the music</li> <li>Singing songs with a larger range</li> </ul>	<b>"At the Ballet"</b> <ul style="list-style-type: none"> <li>Listening to music from "The Nutcracker"</li> <li>Using body percussion and dance to identify the structure of music (ternary form)</li> <li>Creating and performing ostinato on tuned and untuned percussion</li> <li>Counting and reading rhythms in 3/4</li> </ul>	<b>"What Shall we do with the Drunken Sailor?"</b> <ul style="list-style-type: none"> <li>Singing expressively with a strong beat</li> <li>Maintaining a harmony part</li> <li>Accompanying the music with cup rhythm</li> <li>Creating accompaniments with bass notes and chords</li> <li>Creating a class arrangement of "Drunken Sailor"</li> </ul>	<b>"Hey Mr Miller"</b> <ul style="list-style-type: none"> <li>Learning about the life and music of Glen Miller</li> <li>Singing the three sections of the song</li> <li>Learn about scat singing and swing rhythms</li> <li>Improvising syncopate melodies using the C major scale</li> <li>Singing and playing as a class ensemble</li> </ul>

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<b>Spring 1</b>	<p style="text-align: center;"><b>“Football”</b></p> <ul style="list-style-type: none"> <li>Using hand to show falling and rising pitch</li> <li>Playing a percussion ostinato</li> <li>Composing using word patterns</li> </ul>	<p style="text-align: center;"><b>“Saint- Saens -Carnival of the Animals”</b></p> <ul style="list-style-type: none"> <li>Listening to excerpts from Saint Saen's Carnival of the animals</li> <li>Moving to music showing its character</li> <li>Recognising changes in speed, note lengths, timbre and pitch</li> </ul>	<p style="text-align: center;"><b>Learning the Recorder 1 “Enchanted Forest”</b></p> <ul style="list-style-type: none"> <li>Identifying the parts of a recorder</li> <li>Holding the recorder correctly</li> <li>Learning to make a clear, pure tone</li> <li>Learning the notes B, A and G</li> <li>Beginning to read B, A , G on the stave</li> <li>Using crochets, minims and semibreves, crotchet rests</li> </ul>	<p style="text-align: center;"><b>“Fanfare for the Common Man”</b></p> <ul style="list-style-type: none"> <li>Exploring the features of fanfares</li> <li>Listening to Aaron Copland's “Fanfare for the Common Man”</li> <li>Improvising Fanfare melodies based around 3 notes</li> <li>Composing a short fanfare using melody, rhythm, texture and silence</li> </ul>	<p style="text-align: center;"><b>“Introduction to Songwriting”</b></p> <ul style="list-style-type: none"> <li>Listening to and identifying the structure of a range of popular songs</li> <li>Analysing lyrics and appreciating the use of metaphor</li> <li>Writing lyrics for a “hook”</li> <li>Creating a tune for the hook</li> </ul>	<p style="text-align: center;"><b>“Ame Sau Vala Tara Bal”</b></p> <ul style="list-style-type: none"> <li>Developing knowledge and understanding of a variety of styles of music from India</li> <li>Learning to dance to bhangra demonstrating coordination and a steady beat</li> <li>Creating rhythmic pieces for drums and percussion</li> </ul>
<b>Spring 2</b>	<p style="text-align: center;"><b>“Musical Conversations”</b></p> <ul style="list-style-type: none"> <li>Copying and developing patterns</li> <li>Taking turns</li> <li>Reading a simple score and creating our own</li> </ul>	<p style="text-align: center;"><b>“Peter and the Wolf”</b></p> <ul style="list-style-type: none"> <li>Learning about the instrument families of the orchestra (sound, pitch, mode of playing)</li> <li>Consider why composers choose certain instruments</li> <li>Make instrument choices when composing</li> <li>Begin to layer sounds for effect</li> </ul>	<p style="text-align: center;"><b>Learning the Recorder 1 “Enchanted Forest”</b></p> <ul style="list-style-type: none"> <li>Identifying the parts of a recorder</li> <li>Holding the recorder correctly</li> <li>Learning to make a clear, pure tone</li> <li>Learning the notes B, A and G</li> <li>Beginning to read B, A , G on the stave</li> <li>Using crochets, minims and semibreves, crotchet rests</li> <li>Beginning to improvise and compose short melodies</li> <li>Beginning to follow the volume instructions on music (e.g. p and f)</li> <li>Listen to examples of the recorder being played in different contexts</li> </ul>	<p style="text-align: center;"><b>“Global Pentatonics”</b></p> <ul style="list-style-type: none"> <li>Listening to and appraising pentatonic melodies from different cultures</li> <li>Improvising pentatonic melodies</li> <li>Composing our own pentatonic melodies</li> <li>Using notation to write down our ideas</li> </ul>	<p style="text-align: center;"><b>“What a Performance” 5</b></p> <ul style="list-style-type: none"> <li>Preparing songs for our school Easter Reflection</li> <li>Observing phrasing, and pitching accurately</li> <li>Singing in an appropriate style for the genre of the song</li> <li>Singing in small groups or as a soloist</li> <li>Maintaining the melody or a harmony part</li> </ul>	<p style="text-align: center;"><b>“Twinkle Variations”</b></p> <ul style="list-style-type: none"> <li>Deciphering graphic scores</li> <li>Using a familiar melody as a composing tool</li> <li>Using a range of methods to create variations on a theme e.g. body percussion, tuned and untuned percussion</li> <li>Improvising variations on top of a repeating bassline</li> <li>Creating a range of variations with different moods</li> </ul>
<b>Summer 1</b>	<p style="text-align: center;"><b>“Come dance with Me”</b></p> <ul style="list-style-type: none"> <li>Beginning to understand the difference between beat and rhythm</li> <li>Creating new words to a song</li> <li>Using correct technique to play tuned percussion</li> </ul>	<p style="text-align: center;"><b>“Time”</b></p> <ul style="list-style-type: none"> <li>Exploring beat and rhythm divisions</li> <li>Developing tuned and untuned percussion techniques</li> <li>Listen to examples of palindromic music</li> <li>Playing as part of an ensemble, keeping to our own part</li> </ul>	<p style="text-align: center;"><b>“Fly with the Stars”</b></p> <ul style="list-style-type: none"> <li>Learning a song based on two chords</li> <li>Listening to and identifying song structure</li> <li>Identifying crotchet and quavers</li> <li>Developing composing skills</li> <li>Performing as an ensemble using vocals and percussion</li> </ul>	<p style="text-align: center;"><b>Learning the Recorder 2 “Monsters Monsters”</b></p> <ul style="list-style-type: none"> <li>Building on stave reading from Year 3 (G, A, B) by learning C, D and low E</li> <li>Rehearsing note and rhythm reading from year 3 and add quavers, quaver rest, dotted minim, *dotted crotchet</li> <li>Playing in 3/4 *6/8 time</li> <li>Building our repertoire of songs on the recorder</li> </ul>	<p style="text-align: center;"><b>“Music Producer – Grime beats”</b></p> <ul style="list-style-type: none"> <li>Learning about the features of Grime music and knowing the names of some Grime musicians</li> <li>Composing Grime music using music production software</li> <li>Creating an original drumbeat, a bassline, melody, chords, sound effects and importing audio samples.</li> <li>Evaluating and improving compositions</li> </ul>	<p style="text-align: center;"><b>“Leonard Bernstein - Mambo”</b></p> <ul style="list-style-type: none"> <li>Listening to and appraising a piece of orchestral music</li> <li>Creating Latin inspired rhythmic ostinatos</li> <li>Learning rhythms from Bernstein's Mambo and layering them to create an ensemble piece</li> </ul>

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<b>Summer 2</b>	<p style="text-align: center;"><b>“Cat and Mouse”</b></p> <ul style="list-style-type: none"> <li>• Creating rhythm patterns and put them in order to create a composition</li> <li>• Writing down our compositions</li> <li>• Sing and chant expressively</li> </ul>	<p style="text-align: center;"><b>“Grandma Rap”</b></p> <ul style="list-style-type: none"> <li>• Learning a rap and the actions to go with it</li> <li>• Marking the pulse</li> <li>• Introducing the notation for crotchet and quaver patterns</li> <li>• Creating 4 beat rhythms on a rhythm grid</li> <li>• Creating a looped backing track to perform our rap to</li> </ul>	<p style="text-align: center;"><b>“Who was Florence Price?”</b></p> <ul style="list-style-type: none"> <li>• Listening to and reflecting on orchestral music “Juba Dance”</li> <li>• Learning about the composer Florence Price</li> <li>• Using the terms Rondo, ostinato and coda to describe the structure of the music</li> <li>• Moving in time to the music</li> <li>• Improvising and composing in rondo form</li> </ul>	<ul style="list-style-type: none"> <li>• Holding one part while another group plays something different</li> </ul>	<p style="text-align: center;"><b>“Holst’s Planet Suite – Mars”</b></p> <ul style="list-style-type: none"> <li>• Listening to and reflect on a piece of orchestral music thinking about its structure</li> <li>• Learning some of Holst’s motifs and structuring them into a piece</li> <li>• Performing as an ensemble</li> <li>• Following a conductor to change tempo and dynamics</li> <li>• Composing a piece of music to describe a different planet</li> </ul>	<p style="text-align: center;"><b>“What a Performance” 6</b></p> <ul style="list-style-type: none"> <li>• Singing a broad range of songs from our show, including those that involve syncopated rhythms,</li> <li>• singing as part of a choir, with a sense of ensemble and performance</li> <li>• observing rhythm, phrasing, accurate pitching and appropriate style</li> </ul>
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