



# St Joseph's Catholic Primary School

## Curriculum Overview

### Music

Linked to KS1-2 National Curriculum for Music:

- A** Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.
- B** Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical experience.
- C** Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Pre-Nursery						
	Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
<b>Theme</b>	All About Me	Night and Day	Bears	Colours	Transport	Farm Life
<b>Nursery Rhymes</b>	Hello Song Lunch Song Goodbye Song	Twinkle Twinkle Little Star Sleeping Bunnies	Teddy Bear, Teddy Bear Round and Round the Garden	The Colour Song I Can Sing a Rainbow	The Wheels on the Bus Down at the Station	Old MacDonald Little Bo Peep
<b>Development Matters</b>	I can move and dance to music Rhyme of the week	I can explore how a range of musical instruments work	I can join in with songs and rhymes, making some sounds. Rhyme of the week	I can take part in action songs such as 'twinkle, twinkle little star.' I can use a range of musical instruments while singing a familiar song.	I can make rhythmical and repetitive sounds. Rhyme of the week	Rhyme of the week
Nursery						
	Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
<b>Theme</b>	Me and My Family	Megabeasts	Superheroes	Food Glorious Food	Adventures Under the Sea	Watch Me Grow
<b>Nursery Rhymes</b>	The Days of the Week Song Tommy Thumb Wind the bobbin up	The big dinosaurs go stomp	Mary had a little lamb Two little dicky birds Peter Rabbit had a fly upon his nose	5 currant buns 10 fat sausages One potato, two potato	1,2,3,4,5 Once I caught a fish alive A sailor went to sea, sea, sea Row, row, row your boat	Humpty Dumpty Pat a cake, pat a cake I'm a little teapot
<b>Development Matters</b>	Rhyme of the week				I can remember and sing entire songs	Rhyme of the week
Reception						
	Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
<b>Theme</b>	Who helps us?	Time to Celebrate	Space	Around the world	Food Glorious Food	Imagine
<b>Nursery Rhymes</b>	If You're Happy and You Know It Miss Polly had a Dolly	The Gruffalo Song 12 Days of Christmas	Zoom, Zoom, Zoom 5 Little Men in a flying saucer	There's a worm at the bottom of my garden	5 currant buns 10 fat sausages One potato, two potato	Sing a song of sixpence Sing a rainbow

	Ten in the Bed	Teddy Bear's Picnic	Planets Song	The ants go marching		London Bridge is falling down
<b>Development Matters</b>	I can join in with familiar songs  Activities include pitch matching games, humming, singing, and playing musical instruments	I can listen to music and make my own dances in response We will share Christmas songs/poems	We will listen to Chinese music	I can sing in a group I can perform songs/rhymes in Mother's day breakfast	I can sing a range of well-known nursery rhymes and songs. I can perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music. I will have access to musical instruments to create own music in response to stories	I can make use of props and materials when role playing characters in narratives and stories.
<b>Early Learning Goals</b>	Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and - where appropriate - try to move in time with music.					

<b>Year 1</b>					
<p>The children will:</p> <ul style="list-style-type: none"> <li>• Learn that music is a language made up of high and low and long and short sounds.</li> <li>• Listen to and learn about many different styles of music.</li> <li>• Sing, move and dance to specially-written songs.</li> <li>• Play classroom percussion instruments with the songs they learn to sing.</li> <li>• Begin to explore improvisation.</li> <li>• Learn the basics of Kodaly rhythm</li> <li>• Learn about basic terms that describe dynamics</li> <li>• Learn about music from a range of different cultures</li> </ul>					

Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
<b>Unit:</b> Hey You! <b>Style:</b> Old-School Hip Hop	<b>Unit:</b> The Four Seasons <b>Style:</b> Baroque	<b>Unit:</b> In The Groove <b>Style:</b> Blues, Folk, Funk, Baroque, Bhangra	<b>Unit:</b> Understanding Rhythm <b>Style:</b> Kodaly Rhythm	<b>Unit:</b> Carnival of the Animals <b>Style:</b> Orchestral	<b>Unit:</b> Around the World <b>Style:</b> Reggae, Gamelan, Samba, Tango, Chinese
<b>Year 2</b>					

The children will:

- Demonstrate that music is a combination of pulse, rhythm and pitch - the foundations of every song they learn.
- Continue to listen to and learn about many different styles of music - begin to recognise more different sounds and hear how they create harmony together.
- Sing and move together with more of an understanding of how pulse, rhythm and pitch work together.
- Play instruments together and have fun learning to play in a band or ensemble.
- Learn about music from a range of different cultures.
- Learn about Kodaly rhythms
- Explore improvisation a bit further and try to use some more notes.
- Compose and create their own sounds and melodies in relation to songs learned in class.

Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
<b>Unit:</b> Hands, Feet, Heart <b>Style:</b> South African styles	<b>Unit:</b> Christmas Play <b>Style:</b> Christmas song	<b>Unit:</b> I Wanna Play In A Band <b>Style:</b> Rock	<b>Unit:</b> Rhythm and Percussion <b>Style:</b> Reggae	<b>Unit:</b> Samba <b>Style:</b> Samba	<b>Unit:</b> Around the World <b>Style:</b> Bhangra, Flamenco, Irish, Musette, English

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**Year 3**

The children will:

- Begin to use music notation and start to put sound together with symbol where appropriate, building on their knowledge of Kodaly rhythm developed in Key Stage 1.
- Listen to and learn about musical styles and how music has changed and shaped lives around the world.
- Think about and explore how singing and playing together can create beautiful sounds and experiences.
- Play instruments together with more confidence and expression.
- Explore where they improvise in a song.
- Learn to play the djembe in ensemble settings.
- Plan and create a performance with an understanding of the songs they are singing and where they fit in the world.
- Practise their ensemble performance skills in both singing and playing instruments.

Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
<b>Unit:</b> Glockenspiel  <b>Style:</b> Pieces composed for the glockenspiel	<b>Unit:</b> Glockenspiel  <b>Style:</b> Pieces composed for the glockenspiel	<b>Unit:</b> Musical Theatre  <b>Style:</b> Musical Theatre	<b>Unit:</b> Easter Play  <b>Style:</b> Musical Theatre	<b>Unit:</b> The Baroque Era  <b>Style:</b> Baroque	<b>Unit:</b> Djembe  <b>Style:</b> Djembe

**Year 5**

The children:

- Continue to listen to and learn about musical styles in greater depth.
- Develop their confidence in using musical vocabulary in class discussion
- Learn to play pop songs in ukulele – easy, medium or more difficult.
- Explore the voices that sing the melodies and the instruments used to create harmonies while building towards an eventual concert.
- Learn that melody and harmony work together and if we play three or more pitches together, we create a 'chord'.
- Create a fun and confident performance with their choice of music and songs, and songs of their own composition. They might form their own bands that want to perform.

- Learn about Music from the Romantic Era and create group compositions on the era and a composer that they have had learned about in class.
- Learn about the musical features of film music and use this knowledge to create their own soundtrack to accompany a film they have made in Computing about their History topic. They will then perform their musical soundtrack in a 'Proms' style concert in front of their class where they play the soundtrack live for their class.

Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
<b>Unit:</b> The Romantic Era  <b>Style:</b> Romantic	<b>Unit:</b> Christmas Carol concert  <b>Style:</b> Christmas	<b>Unit:</b> Film Music and Composition  <b>Style:</b> Film score	<b>Unit:</b> Film Music and Composition  <b>Style:</b> Classical	<b>Unit:</b> Ukulele  <b>Style:</b> Pop/Traditional	<b>Unit:</b> Ukulele  <b>Style:</b> Pop/Traditional
<b>Year 6</b>					

The children will:

- Continue to listen to and learn about musical styles in greater depth. Music is powerful and brings people from different backgrounds and parts of the world together.
- Enjoy and confidently sing and play together in their ensemble/band. Listen carefully to one another, use expression and explore the intention of the composer.
- Read a notated instrumental part - easy, medium or more difficult.
- Develop using musical vocabulary in class discussion.
- Learn about the features of Djembe and Samba music, and perform music in these styles in ensemble settings.

Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
<b>Unit:</b> Percussion  <b>Style:</b> Samba/Djembe	<b>Unit:</b> Classroom Jazz  <b>Style:</b> Jazz, Latin, Blues	<b>Unit:</b> Gospel Music  <b>Style:</b> Gospel	<b>Unit:</b> Superstars  <b>Style:</b> Pop	<b>Unit:</b> Ukulele  <b>Style:</b> Pop/traditional	<b>Unit:</b> Summer show  <b>Style:</b> Musical