



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
Theme	All About Me	Night and Day	Bears	Colours	Transport	Farm Life
Nursery Rhymes	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
Development Matters	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
Theme	Me and My Family	Megabeasts	Superheroes	Food Glorious Food	Adventures Under the Sea	Watch Me Grow
Nursery Rhymes	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
Development Matters	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
Theme	Who helps us?	Time to Celebrate	Space	Around the world	Food Glorious Food	Imagine
Nursery Rhymes	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
Development Matters	<p>I can join in with familiar songs</p> <p>Activities include pitch matching games, humming, singing, and playing musical instruments</p>	<p>I can listen to music and make my own dances in response</p> <p>We will share Christmas songs/poems</p>	<p>We will listen to Chinese music</p>	<p>I can sing in a group</p> <p>I can perform songs/rhymes in Mother's day breakfast</p>	<p>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.</p> <p>I will have access to musical instruments to create own music in response to stories</p>	<p>I can make use of props and materials when role playing characters in narratives and stories.</p>
Early Learning Goals	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.					

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

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

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
Unit: Hands, Feet, Heart Style: South African styles	Unit: Christmas Play Style: Christmas song	Unit: I Wanna Play In A Band Style: Rock	Unit: Samba Style: Samba	Unit: Rhythm and Percussion Style: Reggae	Unit: Around the World Style: 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
Unit: Glockenspiel Style: Pieces composed for the glockenspiel	Unit: Glockenspiel Style: Pieces composed for the glockenspiel	Unit: Musical Theatre Style: Musical Theatre	Unit: Easter Play Style: Musical Theatre	Unit: The Baroque Era Style: Baroque	Unit: Djembe Style: 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 RE 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
Unit: The Romantic Era Style: Romantic	Unit: Christmas Carol concert Style: Christmas	Unit: Film Music and Composition Style: Film score	Unit: Film Music and Composition Style: Classical	Unit: Ukulele Style: Pop/Traditional	Unit: Ukulele Style: Pop/Traditional
Year 6					

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
Unit: Percussion Style: Samba/Djembe	Unit: Classroom Jazz Style: Jazz, Latin, Blues	Unit: Gospel Music Style: Gospel	Unit: Superstars Style: Pop	Unit: Ukulele Style: Pop/traditional	Unit: Summer show Style: Musical