


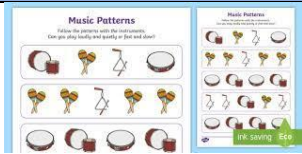




















Music at Corpus Christi Catholic Primary

Music is delivered by music specialists. It covers all aspects of the National Curriculum and provides children with opportunities to **listen** to a wide variety of music. They learn how to **appraise** by being critical, describing what they can hear and recognising structures. Following this they learn songs and add their own personal touches through **composing** and **improvising**. This all leads to a final **performance** at the end of each unit.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception						
	Me! Nursery Rhymes and action songs.	Performing Christmas and action songs, rehearse and perform	Everyone! Nursery Rhymes and action songs.	Patterns in music Recognising and playing patterns in music	Playing - Animal sounds Using instruments to produce different sounds	Singing and playing – Using instruments, body percussion and voices to create different sounds

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 1/2 and 2	 <p>Singing, playing and performing, improvising, composition, listening and appraising linked to Gerography, History or science topics Music delivered by a specialist music teacher</p>					
	 <p>Key stage hymn Practise delivered by specialist singing teacher</p>					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3 & 4						
	African Drumming Whole Class tuition provided by Artforms Introduction to the instrument	African Drumming Whole Class tuition provided by Artforms Developing rhythms	African Drumming Whole Class tuition provided by Artforms Developing Rhythms and following signs by the leader	African Drumming Whole Class tuition provided by Artforms Playing as a group, question and answer	African Drumming Whole Class tuition provided by Artforms Developing rhythms and listening	African Drumming Whole Class tuition provided by Artforms Performance
						
	Choral Singing Whole class singing-Diocese of Leeds Schools Singing Programme.	Choral Singing Whole class singing-Diocese of Leeds Schools Singing Programme.	Choral Singing Whole class singing-Diocese of Leeds Schools Singing Programme.	Choral Singing Whole class singing-Diocese of Leeds Schools Singing Programme.	Choral Singing Whole class singing-Diocese of Leeds Schools Singing Programme.	Choral Singing Whole class singing-Diocese of Leeds Schools Singing Programme.
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4/5	 <p>Singing, playing and performing, improvising, composition, listening and appraising linked to Gerography, History or science topics Music delivered by a specialist music teacher</p>					
	 <p>Key stage hymn Practise delivered by specialist singing teacher</p>					



Singing, playing and performing, improvising, composition, listening and appraising linked to Gerography, History or science topics
 Music delivered by a specialist music teacher

Year 5/6
 and 6



Melodicas
 Whole class Melodica teaching,
 learning to play

Melodicas
 Whole class Melodica teaching,
 learning to read music

Melodicas
 Whole class Melodica teaching,
 learning to read and play
 different rhythms

Melodicas
 Whole class Melodica teaching.

Melodicas
 Whole class Melodica teaching.

Melodicas
 Whole class Melodica teaching.

Music skills progression

	Performing - singing	Performing - instruments	Composing	Notation	Appraising	Listening
Year 1	<ul style="list-style-type: none"> To join in with speaking, sing and chanting activities. 	<ul style="list-style-type: none"> To copy sounds and clap short rhythmic patterns. 	<ul style="list-style-type: none"> To experience making sound with and listening to a variety of different instruments 	<ul style="list-style-type: none"> To use simple pictures to record their composition. 	<ul style="list-style-type: none"> To respond in words and actions to the moods of different pieces of music. 	<ul style="list-style-type: none"> To say what they like and do not like about a piece of music.
Year 2	<ul style="list-style-type: none"> To sing accurately at a given pitch and follow the melody. 	<ul style="list-style-type: none"> To use instruments to perform and clap short rhythmic patterns. 	<ul style="list-style-type: none"> To consider the pitch and dynamics of a sound when creating a soundscape (beginning, middle, end). 	<ul style="list-style-type: none"> To recognise and make connections between notations and musical sounds. 	<ul style="list-style-type: none"> To listen out for particular things and change their work accordingly. 	<ul style="list-style-type: none"> To identify particular instruments that help to tell what it is about.
Year 3	<ul style="list-style-type: none"> To sing songs from memory with accurate pitch To control voices when singing. 	<ul style="list-style-type: none"> To perform in a group and improvise using repeated patterns, keeping to the pulse. 	<ul style="list-style-type: none"> To use sounds to create specific moods considering the pitch and dynamics. 	<ul style="list-style-type: none"> To use notations to record and perform compositions. 	<ul style="list-style-type: none"> To begin to use musical words to discuss their work. 	<ul style="list-style-type: none"> To begin to use musical words to discuss a piece of music – when it was written.
Year 4	<ul style="list-style-type: none"> To perform 'by ear' and from simple notations. To maintain their own part when others are singing. 	<ul style="list-style-type: none"> To perform 'by ear' and from simple notations. 	<ul style="list-style-type: none"> To compose melodies, songs and accompaniments 	<ul style="list-style-type: none"> To compose their own short piece and record it using notations in order to perform it again. 	<ul style="list-style-type: none"> To use musical words to discuss their work: duration, pulse, tempo, pitch, dynamic 	<ul style="list-style-type: none"> To use musical words to discuss a piece of music – when it was written/where it is from.

Year 5	<ul style="list-style-type: none"> To perform from memory and using notations, they can take the lead or solo. 	<ul style="list-style-type: none"> To perform from different types of notations (including staff) 	<ul style="list-style-type: none"> To change sounds or organise them differently to change the effect. 	<ul style="list-style-type: none"> To compose their own short piece and record it using notations in order to perform it again. To recognise what the note represents and the length of the note. 	<ul style="list-style-type: none"> To use musical words to discuss their work: duration, pulse, tempo, pitch, dynamic, texture, structure, timbre. 	<ul style="list-style-type: none"> To identify where the piece of music is from/ when it was written/ who by.
Year 6	<ul style="list-style-type: none"> To perform from memory. To use notations to maintain a harmony whilst others are singing. 	<ul style="list-style-type: none"> To perform from notations (including staff). To improvise rhythmic parts within a given structure. 	<ul style="list-style-type: none"> To include and use different melodies, rhythms and chords 	<ul style="list-style-type: none"> To use different forms of notation and recognise that they serve different purposes. 	<ul style="list-style-type: none"> To perform with a sense of purpose and evaluate their performance according to this. 	<ul style="list-style-type: none"> To identify where the piece of music is from/ when it was written/ who by – recognising key elements.