




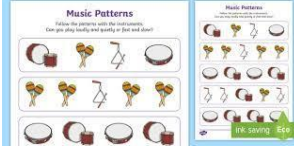


**Curriculum Overview: 2024/2025**



**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.







**Composer studies**

	Composer
Autumn 1	ABBA
Autumn 2	Adele
Spring 1	Billy Joel
Spring 2	Piotr Tchaikovsky
Summer 1	Joseph Haydn
Summer 2	George Handel

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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Yr 1, 2 and 2/3</b>	 <p>Singing, playing and performing, improvising, composition, listening and appraising linked to Gerograpy, History or science topics Music delivered by a specialist music teacher</p>					
<b>Yr 1, 2 and 2/3</b>	 <p>Key stage hymn Practise delivered by specialist singing teacher <b>Overall objectives in Schools Singing Sessions</b></p> <ol style="list-style-type: none"> <li>1. To deepen understanding of the Catholic faith and the significance of music in worship, referencing 'Virtues to Live By' where possible.</li> <li>2. To develop a range skills to develop singing technique</li> <li>3. To explore part singing, using rounds, simple 2-part harmonies and independent melodies.</li> </ol>					

4. To explore and develop a practical understanding of musical notation.
5. To explore and develop awareness of the elements of music.
6. To learn songs in a range of genres, styles and traditions.
7. To prepare for performances in a number of different situations

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
						
<b>Year 3 &amp; 4</b>  Whole class singing- Diocese of Leeds Schools Singing Programme.	<p>African Drumming yr 3</p> <p>1 2 3 O'Leary....Pirate Introduce the Djembe, its origin. Positioning of Djembe. Positioning of hands and legs. Call &amp; response game - Don't do this. Introduce names of sounds, Dun and Pa. Rhythm - I like Pie and Chips Rhythm – Cheese Yes Please</p>	<p>African Drumming yr 3</p> <p>1 2 3 O'Leary....Pirate Positioning of Djembe. Positioning of hands and legs. Call &amp; response game - Don't do this. Rhythm - I like Pie and Chips &amp; Cheese Yes Please. Rhythm – Night Rider. Prepare for performance.</p>	<p>African Drumming yr 3</p> <p>Song - Alice the Camel Action Song - Head, Shoulders, Knees and Toes Positioning of Djembe. Positioning of hands and legs. Call &amp; response game – “Don't Do This” and other rhythmical games. Rhythm - I like Pie and Chips &amp; Cheese Yes Please. Rhythm – Night Rider Rhythm – Have A Cup Of Hot Coffee Have A Cup Of Hot Tea.</p>	<p>African Drumming yr 3</p> <p>Song - I'm being eaten by a boa constrictor. Action Song - 12345 to the tune of Knees up Mother Brown (can have actions added) Positioning of Djembe. Positioning of hands and legs. Call &amp; response game – “Don't Do This” and other rhythmical games. Rhythm - I like Pie and Chips &amp; Cheese Yes Please. Rhythm – Night Rider Rhythm – Have A Cup Of Hot Coffee Have A Cup Of Hot Tea and Where's The Tea? It's in The Pot.</p>	<p>African Drumming yr 3</p> <p>An Austrian went Yodelling (in ¾) Clap, Stamp, Slap (your knees) Click I like the flowers Positioning of Djembe. Positioning of hands and legs. Call &amp; response game – “Don't Do This” and other rhythmical games. Rhythm - I like Pie and Chips &amp; Cheese Yes Please. Rhythm – Night Rider Rhythm – Have A Cup Of Hot Coffee Have A Cup Of Hot Tea and Where's The Tea? It's in The Pot. Rhythm – Walk The Fat Dog Prepare for Performance.</p>	<p>African Drumming yr 3</p> <p>One to eight - count to eight, add an action (first) on any number, then add more. Mrs O'Leary's Lantern Positioning of Djembe. Positioning of hands and legs. Call &amp; response game – “Don't Do This” and other rhythmical games. Rhythm - I like Pie and Chips &amp; Cheese Yes Please. Rhythm – Night Rider Rhythm – Have A Cup Of Hot Coffee Have A Cup Of Hot Tea and Where's The Tea? It's in The Pot. Rhythm – Walk The Fat Dog Simple Improvisation</p>

<p>African Drumming yr 4</p> <p>Song - Alice the Camel Action Song - Dr Knickerbocker Round - To stop the train Positioning of hands and legs. Call &amp; response game - Don't do this. Recap: Rhythms - I like Pie and Chips Cheese Yes Please Have A Cup Of Hot Coffee Have A Cup Of Hot Tea.</p>	<p>African Drumming yr 4</p> <p>Song - I once saw an elephant Action Song - Penguin Song Round - Kookaburra Positioning of Djembe. Positioning of hands and legs. Call &amp; response game – “Don't Do This” and other rhythmical games. Rhythm - I like Pie and Chips &amp; Cheese Yes Please. Rhythm – Night Rider Rhythm – Have A Cup Of Hot Coffee Have A Cup Of Hot Tea. Prepare for performance.</p>	<p>African Drumming yr 4</p> <p>Song - Happiness Blues Action Song - Tony Chestnut Round - Calypso (two songs) Positioning of Djembe. Positioning of hands and legs. Call &amp; response game – “Don't Do This” and other rhythmical games. Rhythm - I like Pie and Chips &amp; Cheese Yes Please. Rhythm – Night Rider Rhythm – Have A Cup Of Hot Coffee Have A Cup Of Hot Tea and Where's The Tea? It's in The Pot. Paying particular attention on clarity. Playing certain parts without the aid of any support. Improvisation.</p>	<p>African Drumming yr 4</p> <p>Song - Head, Shoulders, Knees and Toes Action Song - An Austrian went Round - Yodelling (in ¾) Shalom Chaverim/Shalom my friend Positioning of Djembe. Positioning of hands and legs. Call &amp; response game – “Don't Do This” and other rhythmical games. Rhythm - I like Pie and Chips &amp; Cheese Yes Please. Rhythm – Night Rider Rhythm – Have A Cup Of Hot Coffee Have A Cup Of Hot Tea and Where's The Tea? It's in The Pot. Rhythm – Walk The Fat Dog Playing certain parts without the aid of any support. Improvisation.</p>	<p>African Drumming yr 4</p> <p>Action Song - One to eight - count to eight, add an action (first) on any number, then add more. Round - To stop the train Positioning of Djembe. Positioning of hands and legs. Call &amp; response game – “Don't Do This” and other rhythmical games. Rhythm - I like Pie and Chips &amp; Cheese Yes Please. Rhythm – Night Rider Rhythm – Have A Cup Of Hot Coffee Have A Cup Of Hot Tea and Where's The Tea? It's in The Pot. Rhythm – Walk The Fat Dog Playing certain parts without the aid of any support.</p> <p>Prepare for performance with element of improvisation.</p>	<p>African Drumming yr 4</p> <p>Action Song - Clap, Stamp, Slap (your knees) Click Round - Over my head Positioning of Djembe. Positioning of hands and legs. Call &amp; response game – “Don't Do This” and other rhythmical games. Rhythm - I like Pie and Chips &amp; Cheese Yes Please. Rhythm – Night Rider Rhythm – Have A Cup Of Hot Coffee Have A Cup Of Hot Tea and Where's The Tea? It's in The Pot. Rhythm – Walk The Fat Dog Playing certain parts without the aid of any support.</p>
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**Overall objectives in Schools Singing Sessions**

1. To deepen understanding of the Catholic faith and the significance of music in worship, referencing 'Virtues to Live By' where possible.
2. To develop a range skills to develop singing technique
3. To explore part singing, using rounds, simple 2-part harmonies and independent melodies.
4. To explore and develop a practical understanding of musical notation.
5. To explore and develop awareness of the elements of music.
6. To learn songs in a range of genres, styles and traditions.
7. To prepare for performances in a number of different situations



**Choral Singing yr 3**

Pulse

To develop innate sense of pulse

- To define and apply musical terminology - beat/pulse, rhythm, pitch.
- To recognise rhythmic patterns from stick notation
- To recognise and use first three sol-fa pitches (mi-re-do)
- To recognise and use stave chart and hand stave.

**Choral Singing yr 3**

Dynamics

- To know the meaning of simple terms - dynamics and the Italian words commonly used in Classical music notation.
- To recognise and copy dynamics demonstrated by the leader.
- To recognise and apply dynamics from simple gestures from the leader.
- To recognise and apply dynamics indicated in word sheets and scores.
- To suggest and demonstrate dynamics appropriate to the text and mood of the music.


**Choral Singing yr 3**


Tempo


- To know the meaning of simple terms - tempo and the Italian words commonly used in Classical music notation.
- To walk, move, tap and use body percussion to a steady beat.
- To understand that changing the tempo changes the speed of the beat.
- To change the speed of these actions as the tempo changes.
- To apply a tempo indicated by the leader to songs and chants already learnt.
- To suggest and demonstrate tempi appropriate to the text and mood of the music.




	<p style="text-align: center;"><b>Choral singing yr 4</b></p> <p><u>Tonality</u></p> <ul style="list-style-type: none"> <li>To recognise whether music is in a major or minor tonality.</li> <li>To understand and suggest connotations of tonality on mood and meaning in Western music.</li> <li>To explore a wider range of tonalities and modes, including music of different cultures</li> </ul>	<p style="text-align: center;"><b>Choral singing yr 4</b></p> <p><u>How my voice works</u></p> <ul style="list-style-type: none"> <li>To gain a basic knowledge of how the voice works, and parts of the body involved.</li> <li>To know how to produce a healthy and clear vocal sound</li> <li>To know how to look after your own vocal health.</li> </ul>	<p style="text-align: center;"><b>Choral singing yr 4</b></p> <p style="text-align: center;"><b>Singing to perform recap on all key objectives learnt</b></p>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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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>					
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Year 4/5	 <p>Key stage hymn Practise delivered by specialist singing teacher <u>Overall objectives in Schools Singing Sessions</u></p> <ol style="list-style-type: none"> <li>To deepen understanding of the Catholic faith and the significance of music in worship, referencing 'Virtues to Live By' where possible.</li> <li>To develop a range skills to develop singing technique</li> <li>To explore part singing, using rounds, simple 2-part harmonies and independent melodies.</li> <li>To explore and develop a practical understanding of musical notation.</li> <li>To explore and develop awareness of the elements of music.</li> <li>To learn songs in a range of genres, styles and traditions.</li> <li>To prepare for performances in a number of different situations</li> </ol>					
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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>					
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<p><b>Year 5/6 and 6</b> Whole class Melodica teaching,</p>	 <p><b>Melodicas</b></p> <ul style="list-style-type: none"> <li>To define and apply musical terminology - beat/pulse, rhythm, pitch.</li> <li>To develop an innate sense of pulse.</li> <li>To develop basic technique for playing a melodica.</li> <li>To recognise rhythmic patterns from stick notation.</li> <li>To recognise pitches from staff notation.</li> </ul>	<p>Melodicas</p>  <ul style="list-style-type: none"> <li>To reinforce application of musical terminology - beat/pulse, rhythm, pitch.</li> <li>To continually develop an innate sense of pulse.</li> <li>To improve basic technique for playing a melodica.</li> <li>To recognise rhythmic patterns from stick notation and use them independently.</li> <li>To begin to master staff notation.</li> </ul>	 <p><b>Melodicas</b></p> <ul style="list-style-type: none"> <li>To reinforce application of musical terminology - beat/pulse, rhythm, pitch.</li> <li>To continually develop an innate sense of pulse.</li> <li>To improve basic technique for playing a melodica, including left-hand playing.</li> <li>To recognise rhythmic patterns from stick notation and use them independently.</li> <li>To consolidate ability to play from staff notation, including sharps and flats.</li> <li>To introduce playing in multiple parts</li> </ul>
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**Music skills progression**

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

<b>Year 4</b>	<ul style="list-style-type: none"> <li>To perform 'by ear' and from simple notations.</li> <li>To maintain their own part when others are singing.</li> </ul>	<ul style="list-style-type: none"> <li>To perform 'by ear' and from simple notations.</li> </ul>	<ul style="list-style-type: none"> <li>To compose melodies, songs and accompaniments</li> </ul>	<ul style="list-style-type: none"> <li>To compose their own short piece and record it using notations in order to perform it again.</li> </ul>	<ul style="list-style-type: none"> <li>To use musical words to discuss their work: duration, pulse, tempo, pitch, dynamic</li> </ul>	<ul style="list-style-type: none"> <li>To use musical words to discuss a piece of music – when it was written/where it is from.</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>To perform from memory and using notations, they can take the lead or solo.</li> </ul>	<ul style="list-style-type: none"> <li>To perform from different types of notations (including staff)</li> </ul>	<ul style="list-style-type: none"> <li>To change sounds or organise them differently to change the effect.</li> </ul>	<ul style="list-style-type: none"> <li>To compose their own short piece and record it using notations in order to perform it again.</li> <li>To recognise what the note represents and the length of the note.</li> </ul>	<ul style="list-style-type: none"> <li>To use musical words to discuss their work: duration, pulse, tempo, pitch, dynamic, texture, structure, timbre.</li> </ul>	<ul style="list-style-type: none"> <li>To identify where the piece of music is from/ when it was written/ who by.</li> </ul>
<b>Year 6</b>	<ul style="list-style-type: none"> <li>To perform from memory.</li> <li>To use notations to maintain a harmony whilst others are singing.</li> </ul>	<ul style="list-style-type: none"> <li>To perform from notations (including staff).</li> <li>To improvise rhythmic parts within a given structure.</li> </ul>	<ul style="list-style-type: none"> <li>To include and use different melodies, rhythms and chords</li> </ul>	<ul style="list-style-type: none"> <li>To use different forms of notation and recognise that they serve different purposes.</li> </ul>	<ul style="list-style-type: none"> <li>To perform with a sense of purpose and evaluate their performance according to this.</li> </ul>	<ul style="list-style-type: none"> <li>To identify where the piece of music is from/ when it was written/ who by – recognising key elements.</li> </ul>