







Curriculum Overview

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	Period
Autumn 1	Roy Stride	1979
Autumn 2	Anna Meredith	1978
Spring 1	Ludovico Einaudi	1955
Spring 2	Bob Marley	1945
Summer 1	Delia Derbyshire	1937
Summer 2	Florence Price	1887

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception						
	Me! Nursery Rhymes and action songs. Tap on the beat Loud and soft, Learning about percussion instruments	Performing Christmas and action songs, rehearse and perform Using our voice in different ways. Adding percussion to songs, moving to music using scarves, Making a soundscape	Everyone! Nursery Rhymes and action songs. pitch, movement with scarves, chants and 2 notes songs, tapping on the beat	Patterns in music Recognising and playing patterns in music, rhythm and pulse, tempo, movement to music adding percussion to songs, composing extra verses to songs	Playing - Animal sounds Using instruments to produce different sounds, 2 and 3 note songs, playing simple 2 beat rhythms, pitch, playing rhythms, ostinatos	Singing and playing – Using instruments, body percussion and voices to create different sounds, the difference between beat and rhythm, adding new verses to songs, ostinatos, soundscape

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Listening Performing Notation Reading basic rhythm notation Singing Learning the difference between rhythm and pulse	Listening rhythm, performance Reading basic rhythm notation Singing songs, graphic scores, IT rhythm grids,	Listening performance (singing) , composition Adding percussion to songs, composing ostinatos using pictures, Composing with 2 notes E G ,2 and 3 note songs	Listening Rhythm Performance (singing) Tapping on the beat , how many taps in rhythms, ostinatos, composing with 2 notes E G, pitch, sing a round, graphic scores	Listening, composition, rhythm, Ostinatos, 2 note songs, stick rhythms, reading notation on 2 lines, composing with 2 notes E G	Listening Performance (singing and instruments) composition Adding percussion to songs, playing a soundscape of a farmer growing plants and harvesting.

Year 2	Autumn 1 Performance (singing) composition rhythm, Listening Songs with 2 and 3 note, pitch, tempo, tapping on the pulse, composing rhythms using pictures, playing off graphic scores, composing a soundscape of a zoo, timbre	Autumn 2 Performance (singing and instruments) rhythm, listening Raps, reading basic rhythm notation, tempo dynamics, rhythm and pulse, composing an ostinato using pictures singing Christmas songs,	Spring 1 Performance (singing and playing) composition, rhythm, listening Identify the verse and chorus, reading basic rhythms, adding melodic ostinato to songs and other percussion, timbre, ostinato with pictures, basic rhythm notation, composing and playing a soundscape	Spring 2 Performance (instruments) composition notation, listening Pitch, playing ostinatos to accompany songs, how many taps for rhythms, singing songs, composition -soundscape of space	Summer 1 Notation, composition, performance (instruments), listening Rhythm and pulse composing with E and G, graphic scores, sound scape of planting a seed.,	Summer 2 Composition, performance (singing and instruments) , rhythms and notation, listening Stick rhythms Adding chords on a chime bar, working out a melody
 <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 yr 3 1 2 3 O'Leary....Pirate Introduce the Djembe, its origin. Positioning of Djembe. Positioning of hands and legs. Call & response game - Don't do this. Introduce names of sounds, Dun and Pa. Rhythm - I like Pie and Chips Rhythm – Cheese Yes Please	African Drumming yr 3 Positioning of Djembe. Positioning of hands and legs. Call & response game - Don't do this. Rhythm - I like Pie and Chips & Cheese Yes Please. Rhythm – Night Rider. Prepare for performance.	African Drumming yr 3 Positioning of Djembe. Positioning of hands and legs. Call & response game – “Don't Do This” and other rhythmical games. Rhythm - I like Pie and Chips & Cheese Yes Please. Rhythm – Night Rider Rhythm – Have A Cup Of Hot Coffee Have A Cup Of Hot Tea.	African Drumming yr 3 Positioning of Djembe. Positioning of hands and legs. Call & response game – “Don't Do This” and other rhythmical games. Rhythm - I like Pie and Chips & 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.	African Drumming yr 3 Positioning of Djembe. Positioning of hands and legs. Call & response game – “Don't Do This” and other rhythmical games. Rhythm - I like Pie and Chips & Cheese Yes Please. Rhythm – Night Rider Rhythm – Have A Cup Of Hot Coffee Have A Cup Of Hot Tea	African Drumming yr 3 One to eight - count to eight, add an action (first) on any number, then add more. Positioning of Djembe. Positioning of hands and legs. Call & response game – “Don't Do This” and other rhythmical games. Rhythm - I like Pie and Chips & Cheese Yes Please.

Whole class singing- Diocese of Leeds Schools Singing Programme.					and Where's The Tea? It's in The Pot. Rhythm – Walk The Fat Dog Prepare for Performance.	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
African Drumming yr 4 Positioning of hands and legs. Call & 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.	African Drumming yr 4 Positioning of Djembe. Positioning of hands and legs. Call & response game – “Don't Do This” and other rhythmical games. Rhythm - I like Pie and Chips & Cheese Yes Please. Rhythm – Night Rider Rhythm - I like Pie and Chips & Cheese Yes Please. Rhythm – Have A Cup Of Hot Coffee Have A Cup Of Hot Tea and Where's The Tea? It's in The Pot. Rhythm – Have A Cup Of Hot Coffee Have A Cup Of Hot Tea. Prepare for performance.	African Drumming yr 4 Positioning of Djembe. Positioning of hands and legs. Call & response game – “Don't Do This” and other rhythmical games. Rhythm - I like Pie and Chips & 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.	African Drumming yr 4 Positioning of Djembe. Positioning of hands and legs. Call & response game – “Don't Do This” and other rhythmical games. Rhythm - I like Pie and Chips & 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.	African Drumming yr 4 Positioning of Djembe. Positioning of hands and legs. Call & response game – “Don't Do This” and other rhythmical games. Rhythm - I like Pie and Chips & 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. Prepare for performance with element of improvisation.	African Drumming yr 4 Positioning of Djembe. Positioning of hands and legs. Call & response game – “Don't Do This” and other rhythmical games. Rhythm - I like Pie and Chips & 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>Overall objectives in Schools Singing Sessions</p> <ol style="list-style-type: none"> 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 						
						
<p style="text-align: center;">Choral Singing yr 3</p> <p><u>Pulse</u> To develop innate sense of pulse</p> <ul style="list-style-type: none"> ● 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. 	<p style="text-align: center;">Choral Singing yr 3</p> <p><u>Dynamics</u></p> <ul style="list-style-type: none"> ● 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. 		<p style="text-align: center;">Choral Singing yr 3</p> <p><u>Tempo</u></p> <ul style="list-style-type: none"> ● 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 align="center">Choral singing yr 4</p> <p><u>Tonality</u></p> <ul style="list-style-type: none"> To recognise whether music is in a major or minor tonality. To understand and suggest connotations of tonality on mood and meaning in Western music. To explore a wider range of tonalities and modes, including music of different cultures 		<p align="center">Choral singing yr 4</p> <p><u>How my voice works</u></p> <ul style="list-style-type: none"> To gain a basic knowledge of how the voice works, and parts of the body involved. To know how to produce a healthy and clear vocal sound To know how to look after your own vocal health. 		<p align="center">Choral singing yr 4</p> <p align="center">Singing to perform recap on all key objectives learnt</p>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Composition Performance - singing, listening, rhythm</p> <p>Pentatonic ostinatos, , singing songs about the Mayans, improvising, graphic score, soundscape of a battle</p>	<p>Listening, rhythm, performance (singing) , composing.</p> <p>Question and answer phrases, ostinatos to accompany songs, singing, composing question and answer phrases, improvising using the pentatonic scale, soundscape of weather.</p>	<p>Listening, performing (singing) , rhythm, composing,</p> <p>Sing Olympian songs, reading rhythm notation, pentatonic composition</p>	<p>Listening performance (singing), composing, rhythm.</p> <p>Partner songs / rounds, rhythm recognition improvising, chords,</p>	<p>Listening, performing (singing), composition, rhythm</p> <p>Chords, reading rhythms, identifying ensembles, composing 4 beat rhythms</p>	<p>Listening, rhythm, performance (instruments and singing)</p> <p>Reading rhythm notation, singing songs about rivers, rounds, playing by ear.</p>

Year 4



Key stage hymn Practise delivered by specialist singing teacher

<p>Year 5/6 and 6</p> <p>Whole class Melodica teaching,</p>	<p>Melodicas</p>  <ul style="list-style-type: none"> To define and apply musical terminology - beat/pulse, rhythm, pitch. To develop an innate sense of pulse. To develop basic technique for playing a melodica. To recognise rhythmic patterns from stick notation. 	<p>Melodicas</p>  <ul style="list-style-type: none"> To reinforce application of musical terminology - beat/pulse, rhythm, pitch. To continually develop an innate sense of pulse. To improve basic technique for playing a melodica. 	<p>Melodicas</p>  <ul style="list-style-type: none"> To reinforce application of musical terminology - beat/pulse, rhythm, pitch. To continually develop an innate sense of pulse. To improve basic technique for playing a melodica, including left-hand playing.
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	<ul style="list-style-type: none"> To recognise pitches from staff notation. 		<ul style="list-style-type: none"> To recognise rhythmic patterns from stick notation and use them independently. To begin to master staff notation. 		<ul style="list-style-type: none"> To recognise rhythmic patterns from stick notation and use them independently. To consolidate ability to play from staff notation, including sharps and flats. To introduce playing in multiple parts. 	
	Autumn 1 WW!	Autumn 2 Multi track recorders ww1 music	Spring1Composition with home note	Spring 2 Victorians- soundscape	Summer 1 prehistoric chase music	Summer 2 Production
	Ww1 Performance (singing) , notation, listening Perform 2 partner songs, maintaining their part. Learn the basics of reading a stave	Ww1 Composition IT, form, notation, listening Multi track recorders What is a loop What is a sample Form of the music	Composition Q and A , singing rounds, notation, listening, performing (instruments) Question and Answer phrases How to use a drone Use of the home note to compose a melody with an octave How to read a stave Performance -maintaining a part in a round.	Composition performance (singing) , timbre , listening (Victorians) Question and answer phrases Performance -singing songs about the Victorians (part songs) Timbre Compose a sound scape of a Victorian workhouse using ostinatos layered on top of each other.	Spooky music composition performance (instruments), listening, What is a chord, composing using chords soundscape composition in groups	Performance, Production songs

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.

<p>Year 5</p>	<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.
<p>Year 6</p>	<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.