








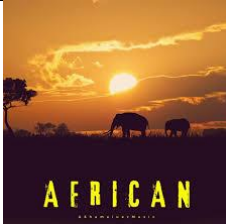

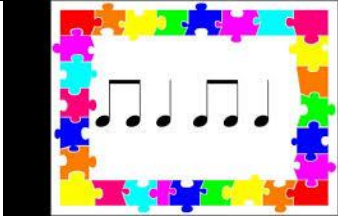












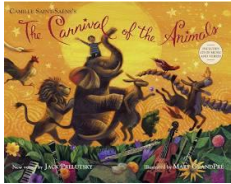

Curriculum Overview: 2020/2021













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						
	<p>Me!</p> <p>Nursery Rhymes and action songs.</p>	<p>Performing</p> <p>Christmas and action songs, rehearse and perform</p>	<p>Everyone!</p> <p>Nursery Rhymes and action songs.</p>	<p>Performing</p> <p>Easter and action songs, rehearse and perform</p>	<p>Playing - Animal sounds</p> <p>Using instruments to produce different sounds</p>	<p>Singing and playing –</p> <p>Using instruments, body percussion and voices to create different sounds</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1						
	<p>Performing</p> <p>Body percussion and singing</p> <p>Learning a range of songs including action songs and using body percussion – link to body topic</p>	<p>Performing</p> <p>Singing</p> <p>Animal songs</p> <p>Learn a range of songs by heart</p>	<p>Composing and performing</p> <p>Creating sounds using instruments</p> <p>Listening to space music from films and composers – creating own space sounds.</p>	<p>Notation</p> <p>Create own safari music using instruments – create pictures to represent sounds</p>	<p>Listen and appraise</p> <p>Listen a range of music from different genres</p> <p>Create drawings and movements after listening</p>	<p>Performing</p> <p>Developing Rhythm and pulse, using body percussion</p>

Year 2						
	<p align="center">Choral Singing</p> <p align="center">Whole class singing- Diocese of Leeds Schools Singing Programme.</p>	<p align="center">Choral Singing</p> <p align="center">Whole class singing- Diocese of Leeds Schools Singing Programme.</p>	<p align="center">Choral Singing</p> <p align="center">Whole class singing- Diocese of Leeds Schools Singing Programme.</p>	<p align="center">Choral Singing</p> <p align="center">Whole class singing- Diocese of Leeds Schools Singing Programme.</p>	<p align="center">Choral Singing</p> <p align="center">Whole class singing- Diocese of Leeds Schools Singing Programme.</p>	<p align="center">Choral Singing</p> <p align="center">Whole class singing- Diocese of Leeds Schools Singing Programme.</p>
Year 2/3						
	<p>Appraisal and Performing identifying instruments, use instruments to perform and clap short rhythmic patterns – link to Africa</p>	<p align="center">Performing Soundscapes Creating soundscapes – linked to Gun Powder Plot Practise and perform Christmas songs</p>	<p>Performing - Singing Singing a range of water songs, starting to link sounds to musical notations Water safety songs, water cycle</p>	<p>Performing - Singing Singing a range of transport songs, Listen to music and identify instruments - start to use instruments and perform rhythms</p>	<p align="center">Composing - Animal sounds and movement Creating sounds and music thinking about the mood and effect link to animals topic - (carnival of the animals)</p>	<p align="center">Listen, Appraise and Compose Music and Mood Listen and appreciate - Describing music using musical terms. Create short pieces to create different moods</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3 & 4 (year 3/4 and 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 5, 5/6 and 6						
	<p>Performing</p> <p>To listen to a range of World war 2 Era music and discuss. Learn and perform World war songs – Run Rabbit, White cliffs of dover etc</p>	<p>Performing</p> <p>Christmas songs</p>	<p>Composing</p> <p>Sound effects piece of music – using notation – linked to Moutains, Volcanoes and Earthquakes topic</p>	<p>Composition</p> <p>Music for movies Compose,using notation, music for a film (link to class novel or class interest)</p>	<p>Appraisal</p> <p>Listen to music from around the world – discuss group and use musical terms with confidence</p>	<p>Performing</p> <p>Work towards end of year levers performance</p>

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. 	<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 	<ul style="list-style-type: none"> To use musical words to discuss their work: 	<ul style="list-style-type: none"> To use musical words to discuss a piece of music –

	<ul style="list-style-type: none"> To maintain their own part when others are singing. 			<p>notations in order to perform it again.</p>	<p>duration, pulse, tempo, pitch, dynamic</p>	<p>when it was written/where it is from.</p>
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.