

An overview of the Music Curriculum at St Gregory's

Please find an overview of the Music Curriculum below. This is an indication of some of the things your child will be learning in each term.

	Autumn 'We are Chorley, Lancashire, UK'	Spring 'All Around the World'	Summer 'Our Amazing Planet'
Year 1	We use the Charanga music programme to listen to a range of 'hip hop' songs. We listen and appraise it and learn to sing one of them. We will then learn to play instruments with the song. We will also improvise using instruments and voices and work together to create compositions.	We listen to music and decide which parts are loud and which parts are quiet (dynamics). We learn the rhyme 'London's burning' and learn to sing this in a round. We add a beat to the chant and speed up and slow down to change the tempo. We listen to compositions based around fire and will look at images of fire to build up a musical vocabulary to create our own group compositions.	We listen and appraise 'The Carnival of the Animals' by Camille Saint-Saëns. We begin to explore our feelings about the music using movement, dance and language. We listen to the different pieces and learn to recognise the sound of the instruments in each piece. We identify parts of the music that are loud/quiet and fast/slow. We work together to create our own animal composition using tuned and untuned instruments.
Year 2	We will use our voices expressively by using singing songs and speaking rhymes. We will use Charanga music programme to help us combine tempo, texture and silence. We will experiment with patterns and clapping, and rehearse and perform with others.	We will be introduced to the Waltzing Matilda which is one of Australia's best-known and much-loved songs and has attained international status as the nation's unofficial national anthem. We will discuss the importance of dynamics when performing a musical composition – rhythm, tone, volume etc. Dynamics inject life into a performance. We will be introduced to the concept of a conductor and practise a number of hand movements with the children, ensuring they understand the movements associated to getting louder (a hand being raised), getting quieter (a hand being lowered), stopping (both fists being raised and clinched), etc. . A 'soundscape' is composed of all the different sounds that help to create a sense of place. We will understand that the Indigenous Australians recognised the power of using sound to map as we create our own soundscape and play our own rain sticks.	Using the book, 'Mermaid' by Cerrie Burnell and Laura Anderson, we will be following a Seaside Music Theme by the Liverpool Philharmonic. We will be listening and responding to music played by an orchestra and group their instruments. We will say and play simple rhythmic patterns, and sequence musical motifs. We will look at mood and how musical texture can be varied. We will create pieces of music for calm and stormy seas, and a magical underwater world. We will visit the Philharmonic to see a live orchestra play and we will sing with them! This unit is linked to the school's concerts at the Philharmonic and themes may change each year.

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<p>Year 3</p>	<p>We learn about the language of music through playing the glockenspiel. Our learning will focus around exploring and develop our playing skills and reading music through the glockenspiel.</p> <p>We learn to accompany songs through the Charanga program on the glockenspiel then use the skills we have acquired skills to compose our own short piece of music before performing and evaluating our work.</p> <p>We extend our use of musical language through learning about the different musical instruments in an orchestra and describing the sounds they make.</p>	<p>We focus on listening and appraising different styles of music including pop, RnB and reggae, we will think about melody and lyrics can create a mood. We will be learning to sing and perform a range of songs both as a class and in small groups. We will use different parts of our body to find the pulse in a variety of songs and are able to make comparisons between the different styles. We will be able to identify and describe the different instruments used within songs using musical language. We will compose and perform songs in different styles with confidence and make appropriate decisions about musical instruments to accompany them.</p>	<p>We explore music from different cultures around the world. We will look at music from China, Turkey, the Sudan and Polynesia. We will find out about the importance of music within different cultures and how it used for festivals and celebrations. We will also learn about instruments from around the world and describe them using musical language for pitch, tempo and timbre. We will also explore how different instruments are layered within music to give a piece texture.</p>
<p>Year 4</p>	<p>We study the songs that arose as in the mills of Lancashire during the Industrial Revolution. We look at how these songs were the result of a particular moment in history</p> <p>We study the songs of the local folk group 'The Houghton Weavers', and in particular 'Poverty Knocks'.</p> <p>We Identify contrasting sections of a song, such as the verse and refrain (chorus) and how repeating patterns are used throughout a song. We create our own ostinato based on the sounds the looms we heard on our trip at Quarry Bank Mill and record this using notation. We then compose our own mill song and keeping a steady beat, maintain rhythmic accuracy holding their own beat against another contrasting part.</p>	<p>We study the work of famous composers and sequence them on a timeline. We focus our study on the work of Beethoven from Germany and look in detail at his Symphony Number 5. We explore his repeating rhythms and use these as inspiration to compose our own pieces using tuned and untuned percussion. We then Explore and compare sounds from the different instrumental families (percussion, woodwind, brass, string), and name a variety of instruments. We will look at how this piece has influenced other music and analyse these pieces. We will refer to and compare the different sounds instruments make as their tone/colour such as brassy, wooden and metallic.</p>	<p><b>Wider Opportunities:</b></p> <p>We will all learn to play and instrument! We will use the Charanga music programme to help us read musical notation. We will look at pitch and recognise pitch movement by step, leaps or as repeats.</p> <p>We will learn how to conduct and experiment with gestures to show the overall contour of the pitch of a melody as it moves upwards, downwards or stays the same.</p> <p>Currently the Wider Opportunities offer is Woodwind.</p>

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<p>Year 5</p>	<p>We explore music from different cultures, especially national music and anthems from around the British isles.</p> <p>Children then learn to sing and perform a national anthem as part of a school performance. As part of this study they will investigate the origins of the songs and the significance to their nation.</p> <p>To supplement this performance, children will learn how to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Children will improvise and compose their own anthems based on their own ideas and purpose.</p>	<p>This term children learn to perform a piece based on the myths of Ancient Greece. We practise, rehearse and present performances with an awareness of the audience and especially techniques to emphasise drama and story-telling.</p> <p>We listen with attention to a range of original music, and recall sounds and patterns with increasing memory.</p> <p>In response to this, we explore and explain our own ideas and feelings about the music and the story found within.</p> <p>When creating our own pieces, we improvise and develop rhythmic and melodic material when performing to note key points to accompany a story. We do this by identifying the prominent melody patterns in the original piece of music and then identify the placement of fast and slow tempos to suit the mood of a scene.</p> <p>We also visit the Liverpool Philharmonic Hall and take part in the school's concerts there. As part of this we study a scheme of work from the Philharmonic which focuses on the pieces that are to be performed and the structure and families of an orchestra. The scheme of work involves listening, composing and reviewing.</p>	<p>In this unit, children experiment with creating 'out of this world' sounds and develop an understanding of the impact of special effects to enhance mood.</p> <p>Using these effects, they will then compose their own space-themed soundtrack whilst investigating the music of one of film's most renowned composers, John Williams.</p> <p>The music of John Williams will be observed from prominent films such as Harry Potter, Star Wars, Superman, and Indiana Jones. We analyse how this music enhances the film.</p> <p>Children will be supported to read music, recognising the crotchet one beat and how the height of the note on the staff reflects its pitch as high or low. This is then played on tuned instruments such as glockenspiels. Children then compose their own pieces based on a film scene.</p>
<p>Year 6</p>	<p>With a focus firstly upon composer Benjamin Britten (1913-1976), we travel through time to discover how musical influences have changed</p>	<p>All the learning in this unit is focused around one song: You've Got A Friend by Carole King. This unit contains Listening and Appraise opportunities, warm-up games and improvisation resources and opportunities to compose and perform. The</p>	<p>We work on our own composition based on 'The Bayeux Tapestry' We work together to see if our melody or sounds can be improved and decide how we are going to</p>

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<p>over the years whilst still retaining the same elements that put the 'pop' into popular music.</p> <p>The unit provides an opportunity to research, listen to and perform songs from an eclectic range of styles and genres. Benjamin Britten provides a suitable starting point we think about and use other suitable composers/singers/bands that are of particular interest to the class.</p>	<p>material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.</p>	<p>notate our work. We decide upon the tempo (speed) and allocate a conductor. We encourage musicians to play their instruments, singers to sing and others to use percussion and music samples online. We even create our own musical instruments on which to perform.</p> <p><u>Year 6 End of Year Performance</u></p> <p>We use this as an opportunity to celebrate our talent at St Gregory's Catholic Primary school. Everyone in Year 6 performs and sings, those who are able, perform on their instruments.</p>
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