

St Mary and St Andrew's Music Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Wrens	<i>Being Imaginative and Expressive ELG outcomes – EYFS;</i> <ul style="list-style-type: none"> • Sing a range of well-known nursery rhymes and songs • Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music. 					
	Singing - Sing simple songs, call and response songs, chants and rhymes from memory.					
	Focus on Listening Charanga – My musical heartbeat Nativity	Focus on Composing Charanga – Exploring Sounds What is a composer? Holst, The Planet Suite (links with topic)		Focus on Performing Charanga – Let's Perform New songs and old favourites		

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Robins	<p>Hands, feet and heart – South African music Listening: Find the pulse. Recognise and name two instruments they hear. Discuss using basic musical language.</p> <p>Clap rhythms. Singing in groups and recognising songs can have verses and chorus. Play accurately and in time using G, A & C Improvise: using C Compose a simple melody using simple rhythms using C & D. Perform: Look at recorded class performance and discuss.</p> <p>Christmas/Nativity Use voices expressively and creatively by singing songs and speaking chants and rhymes. Sing songs from memory, collectively and at the same pitch or in low and high voices. Sing within an octave range call and response songs to control vocal pitch and to match the pitch with accuracy. Walk, move or clap a steady beat with others, changing as the tempo changes. Respond to pulse through movement and dance. Use body percussion. monstrate tempo and dynamics when singing.</p>		<p>I Wanna Play in A Band - Rock Listening: Find the pulse and know about Rock music. Recognise and name some of the instruments. Discuss music using basic musical language. Appraise: Find the pulse, clap rhythms – long and short sounds. Play: Play accurately and in time using F, G & A, improvise in lessons and in a performance. Compose: a simple melody using simple rhythms as part of the performance and record using simple symbols. Perform: reflect on own performance.</p> <p>OR</p> <p>Zootime - Reggae Listening: Find the pulse and know about Reggae music. Recognise and name some of the instruments they hear. Appraise: Find the pulse, Clap rhythms, Play: play instrumental parts, improvise with 1 or 2 notes C & D, and record using simple symbols. Compose: a simple melody using simple rhythms. Perform: reflect on own performance and how they felt.</p>		<p>Friendship Song - Variety of genres Find the pulse. Recognise and name some instruments. Clap rhythms. Sing in two parts. Play accurately and in time using E & G. Improvise in lessons and as part of performance using C. Compose a simple melody using simple rhythms and use a part of performance using E & G. Perform: Look at recorded class performance and discuss.</p> <p>OR</p> <p>Reflect, Rewind & Replay – Western Classical Listen and Appraise Classical music. Discuss using basic musical language. Continue to embed the foundations of the interrelated dimensions of music using voices and instruments. Singing. Play instruments within the song. Improvisation using voices and instruments. Composition. Share and perform the learning that has taken place.</p>	

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Owls	<p>Instrument Tuition Playing tuned, melodic instrument. Play and perform melodies following a notation using a small range. Use listening skills to correctly order phrases. Copy melodic phrases with accuracy at different speeds. Begin to understand stave, crotchets and quavers.</p> <p>OR (Glockenspiel Stage 1) Exploring and developing playing skills. Learn to play notes C,D,E & F using basic melodies. Improvise using notes C & D. Compose using notes C, D, E & F Perform – tell audience how the music was learnt and why. Record performance and discuss.</p> <p>Beginning to understand the musicianship and features (inter-related dimensions/elements of music).</p>		<p>Let's Go Sing Perform in an ensemble using voices with increasing accuracy, fluency, control and expression. Sing: in unison within an octave range with accurate dynamics. Sing with confidence responding to change in tempo and with an awareness of harmonies. Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>OR Lean On Me – Gospel Listening: Identify musical structures, identify the instruments/voices, find the pulse while listening. Sing: in unison within an octave range with accurate dynamics. Sing with confidence responding to change in tempo. Play: instruments accurately and in time, as part of the performance, improvise in lessons and as part of the performance using more notes. F, G & A Compose: a simple melody using simple rhythms and use as part of the performance. Perform: contribute by singing, playing an instrument, improvising or by performance their composition. Reflect on self.</p>		<p>Mamma Mia – Pop/ABBA Listen: identify structure: intro, verse, bridge, chorus. Identify instruments and voices. Find the pulse whilst listening. Singing: in unison Play instrumental parts accurately and in time as part of performance. Play by ear. Improvise in lessons and as part of performance. Compose a simple melody using simple rhythms and use as part of performance. Using notes G, A & B Perform: contribute to performance by singing, playing an instrumental part, improvising OR by performing their own composition. Record performance and discuss.</p> <p>OR STOP Listening: To confidently identify and move to the pulse. Identify musical structures, identify the instruments/voices, find the pulse while listening. Sing: Sing in unison. Rap and recognise rhythms in rap sections. Play instruments accurately and in time, as part of the performance, improvise in lessons and as part of the performance using more notes. C & D. Improvise: using a range of the pentatonic scale. Compose: create a section of music that can be performed within the context of the unit song. Perform: contribute by singing, playing an instrument, improvising or by performance their composition. Reflect on self.</p>	

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Jays	<p>Instrument Tuition Develop and build on the basic skills of melodic, tuned instruments. Play and perform melodies following staff notation using a small range. Perform 2 or more parts for simple notation. Copy short melodic phrases using the pentatonic scale.</p> <p>OR</p> <p>Glockenspiel (2) Exploring and developing playing skills using the glockenspiel. Learn to play notes C,D,E,F & G using basic melodies. Improvise using notes C, D, E. Compose using notes C, D, E, F & G Use notations to record ideas. Perform – tell audience how the music was learnt and why. To confidently identify and move to the pulse. To talk about the musical dimensions working together Talk about the music and how it makes them feel. Listen carefully and respectfully to other people’s thoughts about the music. use musical vocabulary during discussions.</p> <p>Develop their knowledge of musicianship and features (inter-related dimensions/elements of music).</p>		<p>Let’s Go Sing Perform in an ensemble using voices with increasing accuracy of pitch, fluency, phrasing, control and expression. Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>OR</p> <p>The Fresh Prince of Bel-Air – Hip Hop Listening: identify the musical structure identify instruments and voices including loops, raps Singing/rapping Play: instrumental parts accurately and in time as part of performance. Using D, E & F. Play by ear and begin to play from notation. Improvise in lessons and as part of the performance. Compose using simple rhythms and use as part of performance. Perform: contribute by singing, playing an instrument, improvising or by performance their composition. Record performance and discuss. Reflect: Consider audience and communication of ideas. Talk musically during reflection.</p>		<p>Dancing In The Street - Motown Listening: identify the musical structure. identify instruments and voices. Find the pulse. Sing in two parts. Play: instrumental parts accurately and in time as part of performance. Play G & A by ear. Improvise in lessons and as part of the performance. Compose a melody using simple rhythms and use as part of performance using C, D & E. Perform: contribute by singing, playing an instrument, improvising or by performance their composition. Use notation to record ideas. Record performance and discuss. Reflect: talk musically about performance including thoughts and feelings.</p>	

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Eagles	<p>Happy Listening: discuss the music of a featured artist in the style of Pop/Neo soul. Discuss structure and musical dimensions. Singing: sing in 2 parts observing rhythm, phrasing, accurate pitch and appropriate style. Composing: compose a simple melody using simple rhythms and a range of notes within an octave. Performing: Improvise with at least 3 notes. Play different parts of a melody by ear and/or using staff notation using notes A,G,+B and own composition with a range of notes within an octave. Engage with others through ensemble.</p> <p>OR Music And Me – Jazz, Latin, Blues Listening: discuss the music of featured artists and any musical connections with previous knowledge and understanding. Explore the female artists in the unit, culture and themes. Compose: increasingly expressive melodic and harmonic material with increasingly sophisticated use of the dimensions of music. Use structures which include repetition and contrast. Discuss and explain reasons for own choices for planning and composition including lyrics. Perform: Present a performance in an interesting and engaging way. Reflect: Consider strengths and weaknesses. Discuss identify in their music/performance. Links to diversity and Inspirational Women</p>		<p>Instrument Tuition Play a melody following staff notation written on one stave and using notes within an octave. Apply a dynamic range. Apply block chords to accompany melody. Engage others though ensemble playing. Understand differences between semibreves, minims, crotchets, quavers and semiquavers and equivalent rests. Further develop skills to read and perform. Read and play confidently from notation and rhythmic scores within an octave, including a four-bar phrase. Understanding triads and using chords to build timbre and range. Use Solfege to develop their pitch range to an octave in singing.</p> <p>Let's Go Sing Perform in an ensemble using voices with increasing accuracy, fluency, control and expression. Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>		<p>End of School Performance Sing a broad range of songs, including those that involve syncopated rhythms. Observe rhythm, phrasing, accurate pitching, and appropriate style. Sing in rounds or partner songs. Perform a range of solo and ensemble songs in a school performance to a wider audience. Engage with others through ensemble.</p>	