



**Sacred Heart RC Primary School**

**'Where Every Heart is Sacred'**

**Subject: Music Curriculum Overview Year B**



Term and Caritas Driver	Autumn 1 Family and Community	Autumn 2 Dignity of the human person	Spring 1 Dignity of work	Spring 2 Option for the poor and vulnerable	Summer 1 Stewardship	Summer 2 Rights and responsibilities
<b>EYFS A&amp;B</b> Nursery	<b>Marvellous Me</b>	<b>Colour and Light</b>	<b>People who help us</b>	<b>Growing</b>	<b>Traditional Tales</b>	<b>Holidays</b>
	Develop the singing voice Use percussion instruments Respond to stop/go signals	Develop the singing voice by exploring tempo, dynamic's, pitch, timbre Begin to know the names of instruments Perform to an audience (Christmas)	Play along to songs (pulse and/or rhythm) Move to music (scarves)	Explore dynamic and tempo when playing instruments Experiment with sounds in response to a stimulus	Develop the singing voice Explore tempo, dynamics, pitch and timbre Play along to familiar songs	Respond to stop/go, loud/quiet, fast/slow signals Perform to an audience
<b>EYFS A&amp;B</b> Reception	<b>Marvellous Me and My Family</b>	<b>Star Shining Bright</b>	<b>Amazing Animals</b>	<b>Outside our world/ Inside our hearts</b>	<b>Space and Travel</b>	<b>All Around the World</b>
	Sing rhymes and chants instruments Know what instruments are made of (skin, metal, wood)	Sing with varying tempo/dynamics/timbre Clap/play a given rhythm Perform to an audience	Play along to songs (distinguishing between pulse and rhythm) Keep the pulse when listening to music	Explore dynamics, tempo and pitch when playing instruments Experiment with sounds in response to a stimulus Jack Rap	Choose instruments appropriately to make different sounds	Perform to an audience Sing varying dynamics, tempo, pitch and timbre Play pulse/rhythm to familiar songs
<b>National Curriculum</b> KS1	<b>Sing songs and speak chants and rhymes</b> <b>Play instruments</b> <b>Listen/respond to music</b> <b>Experiment with sounds</b>					
<b>KS1 B</b>	<b>Lowry</b>	<b>Continents and Oceans</b>	<b>Leisure</b>	<b>Northern Ireland</b>	<b>The Plague</b>	<b>Kandinsky</b>
	Sing a variety of songs clap the rhythm of the words of a song whilst singing copy a given rhythm play a given ostinato	Sing call and response songs copy given rhythms Listen to and respond to music from different cultures	sing a variety of songs trace the shape of a song listen to music and describe the changes in dynamics and tempo listen to and respond to recorded music	Sing a variety of songs from different traditions and cultures Recognise a range of instruments being played in music Play equal length phrases with a partner create, choose and organise sounds in response to a poem or picture	Yr 1: Tap the pulse whilst singing Identify the pulse and metre of a song. sing a variety of chants and rhymes from different historical periods Play from symbols Play the rhythm of a song Yr 2: Play and Read simple rhythms	create choose and organise sounds in response to a painting perform their composition to an audience Yr 2:Read simple pitch notation (G and E)

<p><b>National Curriculum KS2</b></p>	<p><b>Sing with increasing accuracy, fluency and control in solo and ensemble contexts</b>  <b>Play/perform instruments with increasing accuracy, fluency and control in solo and ensemble contexts</b>  <b>Listen to and appraise a range of music</b>  <b>Improvise and compose music for a range of purposes</b>  <b>Read musical notation</b>  <b>Develop an understanding of the history of music</b></p>					
<p><b>LKS2 B</b></p>	<p><b>The Mayans</b></p>	<p><b>Water Cycle</b></p>	<p><b>The Greeks</b></p>	<p><b>Farming</b></p>	<p><b>The Romans</b></p>	<p><b>Mapping/ Rights and Responsibilities</b></p>
	<p>Improvise rhythms sing in solo and ensembles with increasing accuracy and control listen and respond to traditional Mayan music and instruments to create traditional Mayan melodies- (Xtoles)</p>	<p>Create an up and down tune  Improvise a melodic phrase  Sing with increasing control and accuracy  Sing to an audience</p>	<p>Listen to and make comparisons of a range of types of music from different historical periods.  Develop an understanding of the history of music  Compose music to tell a Greek story (Perseus/ Medusa)</p>	<p>Create ostinato phrases  Playing combined ostinato rhythms create a rhythmic phrase in binary/ ternary form  create a melodic phrase</p>	<p>Sing with increasing accuracy and control  Decide how to perform a song  clap the rhythm of a song whilst others tap the metre</p>	<p>Sing with increasing accuracy and control  Decide how to perform a song  Listen to a range of music from different traditions and cultures  Perform to an audience</p>
<p><b>UKS2 B</b></p>	<p><b>Tudors</b></p>	<p><b>Topic?</b></p>	<p><b>World War II</b></p>	<p><b>Media City, The Docks</b></p>	<p><b>Alan Turing</b></p>	<p><b>Topic?</b></p>
	<p>Play and sing as part of a group  Compose melodic phrases (fanfare)  Write melodic phrases (fanfare)  Learn about Tudor instruments  Listen to music from different historical periods  develop an understanding of the history of music  Hold and strum a ukulele  Learn the parts of ukulele  Learn how to play F and C chords on the ukulele</p>	<p>Play tuned instruments and add an ostinato accompaniment  Sing songs from a variety of cultures and genres  Work collaboratively with others  Perform to an audience</p>	<p>Sing a variety of songs from WWII  Listen and respond to music from WWII  Read and play pitch notation  Explore different metres</p>	<p>Sing a variety of songs  Organise rhythmic and melodic phrases using simple structures  Improvise melodic phrases  Compose music to evoke contrasting moods suggested by a stimulus</p>	<p>Use a simple device eg ipad to record a loop (Garage Band app)  Know how to edit, record and save on an ipad  Compose music using technology</p>	<p>Listen to and respond to live music  The Big Sing  Visit to Bridgewater Hall  Perform to an audience  Work collaboratively with others  Prepare songs for the 'Big Sing' (BWH)</p>