



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
Assessment Focus	Rhythm/ playing instruments	Singing	Listening and Appraising	Composing	Singing	Performing
EYFS A&B Nursery	Marvellous Me	Colour and Light	People who help us	Growing	Traditional Tales	Holidays
	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
EYFS A&B Reception	Marvellous Me and My Family	Star Shining Bright	Amazing Animals	Outside our world/ Inside our hearts	Space and Travel	All Around the World
	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
National Curriculum KS1	Sing songs and speak chants and rhymes Play instruments Listen/respond to music Experiment with sounds					
KS1 B	Lowry	Continents and Oceans	Leisure	Northern Ireland	The Plague	Kandinsky
	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	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	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)

				create, choose and organise sounds in response to a poem or picture	Yr 2: Play and Read simple rhythms	
National Curriculum KS2	Sing with increasing accuracy, fluency and control in solo and ensemble contexts Play/perform instruments with increasing accuracy, fluency and control in solo and ensemble contexts Listen to and appraise a range of music Improvise and compose music for a range of purposes Read musical notation Develop an understanding of the history of music					
LKS2 B	The Mayans	Water Cycle	The Greeks	Farming	The Romans	Mapping/ Rights and Responsibilities
	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)	Create an up and down tune Improvise a melodic phrase Sing with increasing control and accuracy Sing to an audience	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)	Create ostinato phrases Playing combined ostinato rhythms create a rhythmic phrase in binary/ ternary form create a melodic phrase	Sing with increasing accuracy and control Decide how to perform a song clap the rhythm of a song whilst others tap the metre	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
UKS2 B	Tudors	Forest Management/ Deforestation	World War II	Media City, The Docks	Alan Turing	Topic?
	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	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	Sing a variety of songs from WWII Listen and respond to music from WWII Read and play pitch notation Explore different metres	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	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	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)