



# Sacred Heart RC Primary School

## 'Where Every Heart is Sacred'

### Subject: Music Curriculum Overview Year A



Term & 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 A	Emmeline Pankhurst/ Black History Month/ Black Women	Christmas around the world	Communication	African Music	Peterloo/ protest songs	Weather
	Y1: Respond to signals Y2: Play given rhythms Play/sing with varying dynamics/tempo Create musical patterns with a partner	Yr 1: Sing with varying tempo/dynamic/timbre Mark phrases of a song Keep the pulse Play/clap rhythms Yr 2: Tchaikovsky – The Nutcracker	Play along to songs Trace the shape of a song Female composers Listen to a range of female composers across different eras and genres Experiment with and create sounds	Composing using a stimulus Yr 1: Sing call and response songs Copy a given rhythm Recognise rests Play simple ostinato Yr 2: Add percussion to songs	Yr 1: Tap the pulse whilst singing Identify the pulse and metre of a song. Play from symbols. Play the rhythm of a song Yr 2: Play and Read simple rhythms Explore metre	Yr 1 & Yr 2: Exploring timbre, dynamics, tempo when playing and singing Create question and answer phrases with a partner Trace the shape of a song

		Read simple rhythms (crotchet/quavers) To experiment with and create sounds		Play a given ostinato as part of a group		Identify ascending and descending sounds in a song Listen to a range of music Perform to an audience Experiment with and create sounds  Yr 2: Read simple pitch notation (G and E)
<b>National Curriculum KS2</b>	<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>					
<b>LKS2 A</b>	<b>Volcanoes</b>	<b>Stone Age</b>	<b>Industrial Revolution</b>	<b>United Kingdom</b>	<b>Egyptians</b>	<b>Victorian Manchester</b>
	Yr 3: Create an ostinato rhythm Yr 3: Play a simple melody by ear Yr 3 & 4: Improvise and compose using knowledge of a volcano as a stimulus 3 & 4: Perform to an audience 3 & 4: Sing in two parts 4: Compose using a structure A, B, A, B	Create and improvise ostinato rhythms Sing in solo and ensemble contexts Sing in parts Listen to and appraise a range of music (Community anthems and African community songs) Read rhythm notation (crotchet, quavers, crotchet rests) Sing with increasing control and accuracy Compose using interrelated dimensions of music 4: Work with a partner using varying structures eg A, BB, A, BB Combine ostinato rhythms	Read pitch notation (G, E and A) Explore different metres Play rhythm against metre Compose and create using words as a stimulus Combine ostinato rhythms	Explore and use changes of tempo/dynamics when singing Read and play 4 and 8 beat rhythm notation Compose using a given structure <b>(Feed the World)</b>	Yr 3- Create a rhythmic binary phrase (A/B) Yr 4- Create a rhythmic ternary phrase (A/B/A) Sing a variety of songs from different genres <b>(rap)</b>	Play 2 ostinato rhythms together Create a composition using the inter-related dimensions of music responding to an artist <b>(Victorian)</b>  Perform to an audience
<b>UKS2 A</b>	<b>Anglo- Saxons&amp; Vikings Music My Family listen to</b>	<b>North and South America Choral Music?</b>	<b>World War I Working Chants/ Cornish Fishermen?</b>	<b>Earthquakes Making instruments?</b>	<b>Manchester Music Environmental Songs?</b>	<b>Europe Protest Songs?</b>
	Sing in two and three parts (harmony/round) To read and play musical notation Improvise and compose melodic phrase Hold and strum a ukulele Learn the parts of ukulele <b>chords?</b>	Sing with increasing accuracy and control Play and perform in solo and ensemble (ukulele) contexts Appraise music from North and South America Perform to an audience	Sing in two or three parts Create a tune using two or three phrases Explore different metres Listen to and make comparisons of a range of music from different traditions	Perform to an audience Play melodic phrases Play simple tunes and add an ostinato accompaniment analyse basic song structures <b>(Another Day in Paradise)</b>	Listen to a different genres of Manchester music Recognise how layers of sound can achieve an effect  Sing with increasing accuracy and control	Listen to and respond to live music (Big Sing) Visit to Bridgewater Hall Perform to an audience Work collaboratively with others Prepare songs for the 'Big Sing' (BWH)

