



## Music Curriculum Overview

Through the study of music, St. Mary's children will understand that music is a form of expression that can represent different feeling emotions and narratives. They will learn that music is universal and has no boundaries. St. Mary's children will understand that music is deeply rooted in cultural identity; we will encourage them to listen and to appreciate all different forms of music.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<b>EYFS 2020 – Expressive Arts and Design - Children at EXP by end of EYFS will:</b> <ul style="list-style-type: none"> <li>➤ Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>➤ Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>➤ Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>➤ Explore and engage in music making and dance, performing solo or in groups.</li> </ul>			<b>EYFS 2020 - Other ELGs that are relevant.</b> <b>C&amp;L</b> - Understand how to listen carefully and why listening is important. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. <b>PD</b> - Develop their small motor skills so that they can use a range of tools competently, safely and confidently <b>MD</b> - Continue, copy and create repeating patterns.		
	<b>All About Me</b> My family, my home and my feelings Autumn Hinduism	<b>Our Wonderful World</b> Fireworks & Firefighters Walking in the jungle Elves and the shoemaker Christmas	<b>Homes</b> Polar Regions My community The 3 Little Pigs	<b>Animals</b> Pets Farms Science Week In class music - Music – Carnival of the Animals	<b>Growth</b> Jack and the Beanstalk Growing seeds & plants Lifecycle of a butterfly In class music - Bob Marley – reggae music	<b>Transport</b> Different ways to travel Transport in the past In class music - Music by David Bowie (local musician)
Year 1	<b>Finding the beat and using my voice</b> 1, 2, 3, 4, 5	<b>Christmas Nativity Preparation</b> 1, 5	<b>Beat versus rhythm. High and Low pitches</b> 1, 2, 3, 4, 5	<b>Singing Rhythmic and melodic sequences</b> 1, 2, 3, 4, 5		
Year 2	<b>Notating pitches and rhythms</b> 1, 2, 3, 4, 5	<b>Christmas Nativity Preparation</b> 1, 5	<b>Extending pitch and rhythm reading</b> 1, 2, 3, 4, 5	<b>Introduction to the recorder</b> 1, 2, 4, 5	<b>Playing the recorder Singing and composing with pitches and rhythms</b> 1, 2, 3, 4, 5	<b>Listening to music and musical vocabulary</b> 1, 2, 3, 5

Year 3	<b>Strings Project – First Access Violin and Cello</b> 1, 2, 3, 5, 6	<b>Christmas Carol Concert Preparation</b> 1, 2, 5	<b>Strings Project – First Access Violin and Cello</b> 1, 2, 3, 4, 5, 6		<b>Strings Project – First Access Violin and Cello</b> 1, 2, 3, 4, 5, 6	
Year 4	<b>Pentatonic Scales and Song Accompaniments</b> 1, 2, 3, 4, 5, 6	<b>Christmas Carol Concert Preparation</b> 1, 2, 5	<b>Painting with sound Composition techniques Creating a mood</b> 2, 3, 4, 6	<b>Music Appreciation: Famous composers and compositions</b> 3, 4, 6	<b>Singing Concert preparation</b> 1, 2, 3, 5, 6	
Year 5	<b>Young Voices (Cultural Capital)</b> 1, 5	<b>Christmas Carol Concert Preparation</b> 1, 2, 5	<b>Young Voices and Passion Play</b> 1, 2, 5	<b>Passion Play</b> 1, 2, 5	<b>Music appreciation Comparing composers</b> 3, 4, 6	<b>No place like ... Composition about home</b> 1, 2, 3, 4, 5
Year 6	<b>Medieval and Renaissance Song Writing</b> 1, 2, 3, 4, 5, 6	<b>Christmas Carol Concert Preparation</b> 1, 2, 5	<b>Musical Notation</b> 1, 2, 5, 6	<b>Hans Zimmer</b> 1, 2, 3, 4, 5, 6	<b>Musical Production Preparation</b> 1, 2, 3, 5	
<b>Year 6 2022-23 ONLY</b>						
<p>Due to the Omnicron variant of COVID-19 during the winter of 2021 the scheduling of Young Voices performance changed and as a result the year 5 cohort 2021-2022 repeated the Young Voices module of work in summer 1 resulting in the unit of work “No Place Like ....” being suspended.</p> <p>In order to ensure full curriculum coverage the following changes have been made for the 2022-23 Year 6 Cohort.</p>						
Year 6 2022-23 ONLY	<b>No place like ... Composition about home</b> 1, 2, 3, 4, 5	<b>Christmas Carol Concert Preparation</b> 1, 2, 5	<b>Medieval and Renaissance Song Writing</b> 1, 2, 3, 4, 5, 6  <b>Musical Notation</b> 1, 2, 5, 6	<b>Hans Zimmer</b> 1, 2, 3, 4, 5, 6	<b>Musical Production Preparation</b> 1, 2, 3, 5	

## National Curriculum Key Skills

<u>Key Skill</u>	<u>KS1</u>	<u>KS2</u>
1 Singing and performing	Use voices expressively and creatively by singing songs and speaking chants and rhymes.	Play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression.
2 Playing and performing	Play tuned and untuned instruments musically.	Play and perform in solo and ensemble contexts playing musical instruments with increasing accuracy, fluency, control and expression.
3 Listening	Listen with concentration and understanding to a range of high-quality live and recorded music.	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.
4 Composing	Experiment with, create, select and combine sounds using the inter-related dimensions of music.	Improvise and compose music for a range of purposes using the inter-related dimensions of music.
5 Musicianship	Experiment with, create select and combine sounds using the inter-related dimensions of music.	Use and understand staff and other musical notations.
6 Historical and Cultural Context		Develop an understanding of the history of music.