



St Oswald's Catholic Primary School – Curriculum Overview 2020/2021

Music

	Autumn	Spring	Summer
Nursery	<p>Throughout nursery the children will cover these objectives:</p> <ul style="list-style-type: none"> • Shows interest in play with sounds, songs and rhymes. (Communication and Language, Listening and Attention 22-36) • Joins in singing favourite songs. (Expressive Arts and Design, Exploring and Using Media and Materials 22-36) • Creates sounds by banging, shaking, tapping or blowing. (Expressive Arts and Design, Exploring and Using Media and Materials 22-36) • Shows an interest in the way musical instruments sound. (Expressive Arts and Design, Exploring and Using Media and Materials 22-36) • Enjoys joining in with dancing and ring games. (Expressive Arts and Design, Exploring and Using Media and Materials 30-50) • Sings a few familiar songs. (Expressive Arts and Design, Exploring and Using Media and Materials 30-50) • Beginning to move rhythmically. (Expressive Arts and Design, Exploring and Using Media and Materials 30-50) • Imitates movement in response to music. (Expressive Arts and Design, Exploring and Using Media and Materials 30-50) • Taps out simple repeated rhythms. (Expressive Arts and Design, Exploring and Using Media and Materials 30-50) • Explores and learns how sounds can be changed. (Expressive Arts and Design, Exploring and Using Media and Materials 30-50) • Begins to build a repertoire of songs and dances. (Expressive Arts and Design, Exploring and Using Media and Materials 40-60) • Explores the different sounds of instruments. (Expressive Arts and Design, Exploring and Using Media and Materials 40-60) • Creates movement in response to music. (Expressive Arts and Design, Being imaginative 30-50) • Sings to self and makes up simple songs. (Expressive Arts and Design, Being imaginative 30-50) • Makes up rhythms. (Expressive Arts and Design, Being imaginative 30-50) • Captures experiences and responses with a range of media, such as music. (Expressive Arts and Design, Being imaginative 30-50) • Has some favourite rhymes, songs, poems or jingles. (Literacy, Reading 22-36) • Enjoys rhyming and rhythmic activities. (Literacy, Reading 30-50) 		
Reception	<p>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. (40 -60 C+L:S) Links statements and sticks to a main theme or intention (40-60 C+L: S) Uses talk to organise, sequence and clarify thinking, ideas, feelings and events (40-60 C+L:S) They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. (ELG: S)</p> <p>Begins to build a repertoire of songs and dances (40-60: M&M) Explores the different sounds of instruments (40-60: M&M) Children sing songs, make music and dance, and experiment with ways of changing them (ELG: M&M) They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories (ELG: M&M)</p>		
Year 1	<p>.Year 1 What is pitch? Hey You!</p> <p>The children will perform 'Hey You' with fluency and expression, listen and comment on other songs, play unpitched instruments with dynamics.</p>	<p>How can I change my expression when singing to convey meaning?</p> <p>Rhythm in the way the children walk The children will perform 'Rhythm in the way The children walk' with fluency and expression, listen and comment on other songs, play unpitched instruments with dynamics.</p>	<p>Which percussion instruments sound best with our song?</p> <p>Your Imagination The children will perform 'Your imagination' The children walk' with fluency and expression, listen and comment on other songs, play glockenspiels and unpitched instruments with dynamics.</p>

<p>Year 2</p>	<p>How can my body be an instrument? The children will use body percussion to perform songs. The children will use basic notation to complete a rhythm grid. The children will begin to recognise tempo and start to use Musical vocabulary. The children will perform as part of an ensemble</p>	<p>Which notes on a glockenspiel combine well to make a tuneful melody? Glockenspiel Stage 1 The children will recall and perform a variety of songs with expression on the glockenspiel from both memory and score, listen and comment on musical elements, understand the science behind a glockenspiel.</p>	<p>Which notes sound good when I play them together? I wanna play in a band The children will fluently perform 'I wanna play in a band' with expression, listen and comment on related songs, experience playing glockenspiels and new unpitched instruments.</p>
<p>Year 3</p>	<p>Wider opportunities for the whole year learning to play Ukulele with specialist teacher.</p> <p>During their lessons children will be taught: Chords, timbre, texture, dynamics, rhythm and pitch</p> <p>Children will be given the opportunity to perform on their instrument.</p>		
<p>Year 4</p>	<p>Can I recognise instruments by sound? Mamma Mia The children will fluently perform 'Mamma Mia' with control and accuracy, recognise the tempo, dynamics and instruments of related songs, develop an historical understanding of ABBA, improvise on percussion/glockenspiels with dynamics.</p>	<p>Can I create a piece using ostinato? The children will study a work by Florence B Price and explore the cultural influences in her work. They will listen and reflect on a piece of orchestral music, create their own piece of music using instruments and voice, perform as an ensemble, learn musical language appropriate to the task.</p> <p>What is a pentatonic scale? The children will learn how a pentatonic scale is structured and how it varies from a diatonic scale, they will compose a simple melody using the pentatonic scale and combine with a drone accompaniment, they will perform in a group and evaluate their own performance and that of others, and learn musical language appropriate for the task.</p>	<p>Which dynamics sound best in my performance? Lean On Me Blackbird The children will fluently perform 'Cuckoo!' with control and accuracy, recognise the tempo, dynamics and instruments of related songs, develop an historical understanding of gospel music, improvise on percussion/glockenspiels with dynamics.</p>
<p>Year 5</p>	<p>Can I use musical vocabulary when describing music? Living On a Prayer The children will fluently perform 'Living On a Prayer' with expression, control and accuracy, listen with attention to detail recognise tempo, dynamics and instruments in contrasting songs, develop an understanding of this songs place in history, compose on pitched percussion with dynamics. Learn simple staff notation.</p>	<p>How does expression effect my singing? Fresh Prince of Bel Air The children will fluently perform 'Fresh Prince' with expression, control and accuracy, listen with attention to detail recognise tempo, dynamics and instruments in contrasting songs, develop an historical understanding of 90s music, compose on pitched percussion with dynamics.</p> <p>What is Minimalist composition? The children will explore the minimalist genre through listening and composing. They will develop and understanding of the devices used in this genre composition and reproduce them in compositions of their own on Glockenspiel and percussion. They will develop an understanding of this music's place in history and influences and learn musical language appropriate to the task.</p>	<p>Can I compose my own rhythms? Make You Feel My Love The children will fluently perform 'Make You Feel My Love' with expression, control and accuracy, listen with attention to detail recognise tempo, dynamics and instruments in contrasting songs, develop an historical understanding of Adele, compose on pitched percussion with dynamics.</p>
<p>Year 6</p>	<p>How can I create a musical selfie? Enigma Variations The children will listen and reflect on a piece of orchestral music, learn to play a tune and compose pieces inspired by Elgar. Perform as an ensemble using simple staff notation. Learn musical language appropriate to the task.</p>	<p>How can I adjust my breathing to sustain longer notes when singing? Happy The children will fluently perform 'Happy' with expression, control and accuracy, listen with attention to detail recognise tempo, dynamics and instruments in contrasting songs and music, composing on pitched percussion with dynamics.</p>	<p>.What is Graphic Score? The children will explore the alternative notation system of graphic score. They will interpret and perform from a graphic score and will create a score for a given piece and discuss the use of symbols in other composers work. they will learn musical language appropriate to the task.</p>