



St Oswald's Catholic Primary School – Curriculum Overview 23-24

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. ● Joins in singing favourite songs. ● Creates sounds by banging, shaking, tapping or blowing. ● Shows an interest in the way musical instruments sound. ● Enjoys joining in with dancing and ring games. ● Sings a few familiar songs. ● Beginning to move rhythmically. ● Imitates movement in response to music. ● Taps out simple repeated rhythms. ● Explores and learns how sounds can be changed. ● Begins to build a repertoire of songs and dances. ● Explores the different sounds of instruments. ● Creates movement in response to music. ● Sings to self and makes up simple songs. ● Makes up rhythms. ● Captures experiences and responses with a range of media, such as music. ● Has some favourite rhymes, songs, poems or jingles. ● Enjoys rhyming and rhythmic activities. 		
Reception	<p>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Links statements and sticks to a main theme or intention Uses talk to organise, sequence and clarify thinking, ideas, feelings and events They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. Begins to build a repertoire of songs and dances Explores the different sounds of instruments Children sing songs, make music and dance, and experiment with ways of changing them They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories</p>		
Year 1	<p>Can my body be an instrument? The children will explore the making of music and sounds using parts of their body. They will begin to learn basic western notation and experience an alternative notation system through musicograms.</p>	<p>Can I make spikey and smooth sounds? The children will explore 'mars' from the Planets Suite by Gustav Holst and learn about instruments of the orchestra. They will explore spikey and smooth in the context of music, learn a new song and sing it in different styles, write new lyrics to a familiar tune about all the things you might find on your way to Mars!</p>	<p>How can I change my expression when singing to convey meaning? 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>
Year 2	<p>Can I choose and combine sounds to represent a character? The children will study Saint-Saens Carnival of the Animals and discuss how different sounds are used to represent the characteristics of each animal. The children will compose on percussion instruments and perform as part of an ensemble. The children will evaluate and comment on their own performance and that of others, learn musical language appropriate to the task.</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>Can I make Loud and Quiet Sounds? The children will explore the work Finlandia by Jean Sibelius and learn about instruments of the orchestra. They will listen to a new piece of music, explore loud and quiet sounds, make sounds on their body, sing in different languages, hear music from another country, move to a pulse and to music and play classroom instruments.</p>

Year 3	<p style="text-align: center;">Wider opportunities for the whole year learning to play Ukulele with specialist teacher</p> <p style="text-align: center;">During their lessons children will be taught: Chords, timbre, texture, dynamics, rhythm and pitch</p> <p style="text-align: center;">Children will be given the opportunity to perform on their instrument.</p>		
Year 4	<p style="text-align: center;">Can my body be an instrument?</p> <p>The children will explore the making of music and sounds using parts of their body. They will begin to learn basic western notation and experience an alternative notation system through musicogramas. They will explore composition using body percussion through rhythm grids, notation and ostinato.</p>	<p style="text-align: center;">Can I create a piece using ostinato?</p> <p>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 style="text-align: center;">Which dynamics sound best in my performance?</p> <p style="text-align: center;">Blackbird</p> <p>The children will fluently perform 'Blackbird!' 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>
Year 5	<p style="text-align: center;">Can I use musical vocabulary when describing music?</p> <p style="text-align: center;">Living On a Prayer</p> <p>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 style="text-align: center;">What is Minimalist composition?</p> <p>The children will explore the minimalist genre through listening and composing. They will develop an 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 style="text-align: center;">What is Graphic Score?</p> <p>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>
Year 6	<p style="text-align: center;">How can I create a musical selfie?</p> <p>The children will listen and reflect on a piece of orchestral music, learn to play a tune and compose pieces of music inspired by Elgar. Perform as an ensemble using simple staff notation. Learn musical language appropriate to the task.</p>	<p style="text-align: center;">How can I adjust my breathing to sustain longer notes when singing?</p> <p>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 instruments.</p>	<p style="text-align: center;">What is Gamelan Music?</p> <p>The children will explore the cultural significance of the Gamelan, they will simulate the conventions of gamelan in their performance on Glockenspiel and percussion. They will perform as part of a group with control, accuracy and sympathy for other performers</p>