

St Oswald's Catholic Primary School – Music Curriculum Overview 24-25



| | Autumn | Spring | Summer |
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| 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.</p> <p>Links statements and sticks to a main theme or intention</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events</p> <p>They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>Begins to build a repertoire of songs and dances</p> <p>Explores the different sounds of instruments</p> | | <p>Big Bear Funk</p> <p>Children will listen and appraise Funk music.</p> |

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| | <p>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> | | <p>They will learn to sing Big Bear Funk as well as revisit other nursery rhymes and action songs.</p> <p>Children will play instruments within the song.</p> <p>Share and perform the learning that has taken place.</p> |
| Year 1 | <p>In the Groove</p> <p>Can I perform in different styles?</p> <p>Children will learn to perform a song that was specially written to explore different styles of music and is arranged in six different styles; Blues, Baroque, Latin, Bhangra, Folk and Funk. Each week they will listen and learn a different style of In the Groove.</p> <p>They will also listen to a well-known song in that week's style.</p> | <p>Rhythm in The Way We Walk and Banana Rap</p> <p>Can I use actions to enhance my singing performance?</p> <p>In this topic, children will learn two songs: 'Rhythm In The Way We Walk', an action song about the interrelated dimensions of music and 'The Banana Rap', an action song/rap about the dimensions of music but focussing on pitch.</p> | <p>Your Imagination</p> <p>Can I use my imagination to create music?</p> <p>Children will learn a song about using your imagination. They will explore composing and improvising through this song. They will develop their own performance using their imagination.</p> |
| Year 2 | <p>Ho Ho Ho</p> <p>Can I create rhythm through words?</p> <p>Children will learn a Christmas song by Joanna Mangona and Jane Sebba All the learning is focused around one song: Ho Ho Ho - a Christmas song. Children will Listen & Appraise other styles of music and</p> | <p>I Wanna Play in a Band</p> <p>Can I perform in an Ensemble?</p> <p>Children will learn "I Wanna Play in a Band" a Rock song written especially for children. In this song you learn about singing and playing together in an ensemble.</p> | <p>Friendship Song</p> <p>Children will learn to sing Friendship Song. As they move through the topic they will listen and appraise the Friendship song, as well as other well-known friendship songs.</p> |

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| | continue to embed the interrelated dimensions of music through games, singing and playing. | As well as learning to sing, play, improvise and compose with this song, children will listen and appraise classic Rock songs. | |
| Year 3 | <p align="center">Whole Class Ensemble Tuition – Ukulele (12 week block delivered by specialist teacher.)</p> <p>Instrument specific techniques: Instrument hold. Naming parts of the instrument. Open string notes. Open Strumming. Sing, play and identify open string notes. Introduce and strumming 3 simple chords.</p> <p>Recognising standard western notation: recognising symbols for rhythms using minims, crotchets, semibreves, paired quavers and corresponding rests. Reading music using chord symbols.</p> <p>Performing: performing pieces using 1 chord. Starting and stopping together (count in and following visual cues). Strumming chords rhythmically, and in time with a pulse. Copycat games open strings and chords. Rhythm games, e.g Rhythm detective, rhythm clock, rhythm dictation, using crotchets and paired quavers.</p> | | |
| | <p align="center">Three Little Birds</p> <p>Children’s learning is focused around one song: Three Little Birds. The material presents an integrated approach to music where games, elements of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other Reggae songs.</p> | <p align="center">Bringing us together</p> <p>In this unit, Children’s learning is focused around one song: Bringing Us Together - a Disco song about friendship, peace, hope and unity. Children will listen and appraise ‘Bringing us Together’, as well as other know Disco songs.</p> | |
| Year 4 | Mamma Mia | <p align="center">Glockenspiel 1/ 2</p> <p align="center">Can I perform on the Glockenspiel with expression?</p> | <p align="center">Lean on Me</p> <p align="center">Can I Sing and Perform with Expression?</p> |

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| | <p>As well as learning to sing, play, improvise and compose with the well-known song Mamma Mia, children will listen and appraise more ABBA hits.</p> | <p>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. Working through on practical skills from Glockenspiel 1 and 2 musical knowledge from Ukulele Whole Class Ensemble Tuition.</p> | <p>The children will learn to sing the song “Lean on Me” and encouraged to use their voices expressively to explore conveying meaning through performance. They will use classroom instruments to perform and compose as well as listening and appraising other gospel-based songs.</p> |
| Year 5 | <p>Classroom Jazz 1</p> <p>Can I perform with expression?</p> <p>Children will learn to perform and improvise in a jazz style across 2 progressively more complex pieces: Three Note Bossa and Five Note Swing. They will listen to and appraise these pieces and other music in a jazz style.</p> | <p>Fresh Prince of Bell-Air</p> <p>Children will learn to perform ‘The Fresh Prince of Bel Air’. They will Listen and Appraise the Fresh Prince of Bel Air and other Hip-Hop tunes:</p> | <p>Living On a Prayer</p> <p>Can I use musical vocabulary when describing music?</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 song’s place in history, compose on pitched percussion with dynamics. Learn simple staff notation.</p> |
| Year 6 | <p>Music and Me</p> <p>What is identity?</p> <p>Children will explore the concept of ‘identity’ – the various elements that shape us. In this unit, we start with gender, with reference to social and cultural differences. They will be invited to try out different ways of making</p> | <p>Classroom Jazz 2</p> <p>Can I improvise on the Glockenspiel?</p> <p>Building on previous learning children will learn to perform and improvise across 2 progressively more complex pieces: Bacharach Anorak and Meet the Blues. They</p> | <p>Happy</p> <p>In this topic, children’s learning will be focused around one song: Happy, a Pop song by Pharrell Williams. Children will Listen and Appraise the song Happy and other songs in different styles about being happy.</p> |

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| | <p>their own music, while exploring the work of some of the most influential women in music over the last 100 years. Four British female contemporary artists are featured and interviewed in the unit; all living in the UK, expressing themselves through music and with different cultural backgrounds:</p> | <p>will listen to and appraise these pieces and other music in a jazz and blues style.</p> | |
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Topic taught by resonate specialist teacher.