



Shine as Lights in the World

St Mary's CE School Music Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nur	<u>Topic</u> Activities covered					
Rec	<u>Topic</u> Classical & African <u>Golden nuggets</u> <ul style="list-style-type: none"> Understanding Music: Pitch, beat, tempo and melody Playing: playing unpitched percussion, in time. Singing: learn a simple Swahili melody 	<u>Topic</u> Bhangra & Gospel <u>Golden nuggets</u> <ul style="list-style-type: none"> Understanding Music: Pitch, beat, tempo and melody Singing: Learn an action song, pitch mountains for voice control, diaphragmatic breathing. Playing: use percussion instruments as accompaniments 	<u>Topic</u> Baroque & Latin <u>Golden nuggets</u> <ul style="list-style-type: none"> Understanding Music: Changes in tempo and beat. Introduce staccato. Use words and syllables to create rhythms. Playing: recognise and use percussion instruments as accompaniments. Use call and response. 	<u>Topic</u> Jazz, Blues & Pop <u>Golden nuggets</u> <ul style="list-style-type: none"> Understanding Music: respond to rhythm patterns. Match high and low pitches to parts of the body. Recognise tempo changes in music heard. Composition: Compose a sequence including a 	<u>Topic</u> Folk & Reggae <u>Golden nuggets</u> <ul style="list-style-type: none"> Understanding Music: Use pitch mountains. Notation: create different marks to represent sounds made by different instruments. Use long/short and stop / start symbols. Composition: record by mark making a pattern of sounds. 	<u>Topic</u> World music <u>Golden nuggets</u> <ul style="list-style-type: none"> Understanding Music: Revisit what pitch and tempo means. Consider how music makes us feel. Move in time to a song. Singing: Revisit learnt songs Playing: imitate short patterns on a chosen instrument. Singing: Learn a range of Caribbean songs. Focus on

		<ul style="list-style-type: none"> • Composition: create small sequences • Improvisation: using hand signals for dynamics 	<ul style="list-style-type: none"> • Singing: Make long and short sounds with their voices. Use call and response. 	<p>change in tempo.</p> <ul style="list-style-type: none"> • Singing: learn a Swahili song. • Playing: Use djembe and unpitched percussion to copy rhythmic patterns. 	<ul style="list-style-type: none"> • Playing: Explore the difference between tapping and sliding. 	<p>diaphragmatic breathing.</p>
Y1	<p><u>Topic</u></p> <p>Samba Music</p> <p>Golden nuggets</p> <ul style="list-style-type: none"> • Understanding music – this is the music of South America • Playing: playing rhythms on unpitched percussion • Performing: group performance 	<p><u>Topic</u></p> <p>Christmas Nativity preparation and performance.</p> <p>Golden nuggets</p> <p>Gaining confidence through performance: Singing</p>	<p><u>Topic</u></p> <p>Carnival of the Animals</p> <p>Golden nuggets</p> <ul style="list-style-type: none"> • Introducing the Orchestra /families of instruments • listen and respond • express opinion • group composition. 	<p><u>Topic</u></p> <p>Charanga: MMC</p> <p>Introducing beat. How can we make friends when we sing together?</p> <p>Golden nuggets</p> <ul style="list-style-type: none"> • Understanding music – the history of music as communication of songs and stories. • Listening skills together including talking about what we've heard • How music can make us feel • Understanding Music - Introducing Beat – 	<p><u>Topic</u></p> <p>Charanga: MMC</p> <p>Adding rhythm and pitch. How does music tell stories about the past?</p> <p>Golden nuggets</p> <ul style="list-style-type: none"> • Understanding music - how music relates to history and stories from the past. Feel a steady beat • Recognise rhythm as long and short sounds • Recognise pitch as high and low sounds. 	<p><u>Topic</u></p> <p>Charanga: MMC</p> <p>Introducing tempo and dynamics</p> <p>How does music make the world a better place?</p> <p>Golden nuggets</p> <ul style="list-style-type: none"> • Discuss how music can make us feel – listening and performing. • Introduce tempo – how fast or slow music is played and what kind of 'energy' it has. • Introduce dynamics and how loud or soft something is.

				finding a steady pulse		
Y2	<p><u>Topic</u></p> <p>Charanga: MMC <i>Exploring simple patterns</i> - How does Music help us to make friends?</p> <p>Glockenspiel</p> <p>Golden nuggets</p> <ul style="list-style-type: none"> • Music is a sequence of patterns • Learn techniques to play the Glockenspiel – how to hold the beater • Learn to repeat a pattern on a Glockenspiel. 	<p><u>Topic</u></p> <p>Christmas Nativity preparation and performance.</p> <p>Golden nuggets</p> <p>Gaining confidence through performance: Singing</p>	<p><u>Topic</u></p> <p>Charanga: MMC <i>Exploring feelings through music</i></p> <p>How does Music make the world a better place?</p> <p>Golden nuggets</p> <ul style="list-style-type: none"> • Discuss how music can be used for positive (and negative) change • Improvising using Glockenspiel, related to changes in emotion 	<p><u>Topic</u></p> <p>Charanga: MMC <i>Inventing a musical style</i> – How does Music teach us about our neighbours?</p> <p>Golden nuggets</p> <ul style="list-style-type: none"> • Consider how music can tell a story • Improvising using untuned percussion and Glockenspiel • Notating compositions using a graphic score 	<p><u>Topic</u></p> <p>Charanga: MMC Music that makes us dance – How does Music make us happy?</p> <p>Golden nuggets</p> <ul style="list-style-type: none"> • Consider how music can punctuate important parts of people’s lives. • Consider how artists are often role models and influencers. • To move in time to the music • To distinguish between movements for 3 and 4 in a bar. 	<p><u>Topic</u></p> <p>Charanga: MMC Exploring improvisation – How does Music teach us about looking after our planet?</p> <p>Golden nuggets</p> <ul style="list-style-type: none"> • Know that our instruments have come from resources around us. • Consider how many pieces of music are inspired by nature eg mimicking bird song • Create tunes to express how we feel – in the NOW
Y3	<p><u>Topic</u></p> <p>Charanga: (Old Units): Let your sprit fly</p> <p>Golden nuggets</p> <ul style="list-style-type: none"> • Listen and appraise the song Let your 	<p><u>Topic</u></p> <p>Christmas Concert preparation and performance.</p> <p>Golden nuggets</p>	<p><u>Topic</u></p> <p>Charanga: (Old Units): Three little birds</p> <p>Golden nuggets</p> <ul style="list-style-type: none"> • Listen and appraise the song Three Little 	<p><u>Topic</u></p> <p>Charanga: (MMC) More Musical Styles</p> <p>How does Music help us to get to know our community?</p>	<p><u>Topic</u></p> <p>Charanga: (MMC): Exploring Improvisation</p> <p>How does Music make a difference to us everyday?</p>	<p><u>Topic</u></p> <p>Charanga: (MMC): Opening Night</p> <p>How does Music connect us with our planet</p> <p>Golden nuggets</p>

	<p>Spirit Fly and other similar songs</p> <ul style="list-style-type: none"> •Learn to sing a song •Learn to improvise alongside a sung tune (untuned percussion and tuned percussion) 	<p><i>Gaining confidence through performance:</i> Singing</p>	<p>Birds (Bob Marley) and other similar songs</p> <ul style="list-style-type: none"> •Learn to sing a song •Learn to improvise alongside a sung tune (untuned percussion and tuned percussion) 	<p><u>Golden nuggets</u></p> <ul style="list-style-type: none"> •What do we mean by dynamics? What happens when music changes from loud (forte) to soft (piano)? •To feel a steady beat •To play with a steady beat •To improvise around G,A,B,C,D •To learn a song •To discuss a song •To follow a leader / conductor •To demonstrate and maintain correct breath control and posture •To play the glockenspiel 	<p><u>Golden nuggets</u></p> <ul style="list-style-type: none"> •To know the structure of songs is interesting and important •To hear and recognise patterns in songs •To listen, sing, play and improvise to a structure of introduction, verse chorus. •Play instruments along with a song – tuned an untuned percussion •Compose a chorus of a song 	<ul style="list-style-type: none"> •Listen and appraise a range of classical music •Learn to sing a song •Plan a performance with an understanding of the songs you singing and where they fit in the world. •Perform with confidence. •Play and sing learnt songs. •Improvise using voices and instruments. •Begin to recognise notation.
Y4	<p><u>Topic</u></p> <p>Charanga (Old Units): Mamma Mia</p> <p><u>Golden nuggets</u></p>	<p><u>Topic</u></p> <p>Singing Christingle Service preparation and performance.</p> <p><u>Golden nuggets</u></p>	<p><u>Topic</u></p> <p>Charanga: MMC Interesting time signatures –</p>	<p><u>Topic</u></p> <p>Charanga: MMC <i>Combining elements to make music -</i></p>	<p><u>Topic</u></p> <p>Ukelele – <i>Whole Class Musicianship</i></p> <p><u>Golden nuggets</u></p>	<p><u>Topic</u></p> <p>Ukelele – <i>Whole Class Musicianship</i></p> <p><u>Golden nuggets</u></p>

	<ul style="list-style-type: none"> • Listen and appraise the song Mamma Mia by Abba • Learn to sing the melody of the song <p style="text-align: center;"><u>Topic</u></p> <p>Preparation for Harvest Festival</p> <p><u>Golden nuggets</u></p> <ul style="list-style-type: none"> • Gaining confidence through performance • Sing with increasing confidence in a range of styles. 	<p>Gaining confidence through performance</p> <ul style="list-style-type: none"> • Sing with increasing confidence in a range of styles. 	<p>How does music bring us together?</p> <p><u>Golden nuggets</u></p> <ul style="list-style-type: none"> • Consider how music can encourage us to reflect upon friendships, sharing, peace, love and forgiveness. • Know that a typical piece of music in 2/4 is a March – Left/Right, Left/Right • Know a typical piece of music in 3/4 in a waltz – ONE, two, three / ONE, two, Three • Know a typical piece of music in 4/4 could be many famous rock, pop and hip hop songs • Know to find the pulse to help with identifying time signatures. 	<p>How does music connect us with our past?</p> <p><u>Golden nuggets</u></p> <ul style="list-style-type: none"> • Consider how music is a storyteller and time traveller • Music can be a teacher and help improve our lives • When we create music we build on all the music which has come before. • The elements of music are like a artis palette of colours that musicians can use to organise their storytelling. 	<ul style="list-style-type: none"> • Learn techniques to play the Ukelele. • Learn a sequence of chords • Sing a melody alongside an accompaniment • Accompany a sung melody on the Ukelele • Sing a melody whilst playing an accompaniment • Play and sing as an ensemble, listening to others 	<ul style="list-style-type: none"> • Learn techniques to play the Ukelele. • Learn a sequence of chords • Sing a melody alongside an accompaniment • Accompany a sung melody on the Ukelele • Sing a melody whilst playing an accompaniment • Play and sing as an ensemble, listening to others • Performance to peers and parents.
Y5	<p style="text-align: center;"><u>Topic</u></p> <p>Karate Recorder – <i>Whole Class Musicianship</i></p>	<p style="text-align: center;"><u>Topic</u></p> <p>Preparation for and performance of 9</p>	<p style="text-align: center;"><u>Topic</u></p> <p>Karate Recorder – <i>Whole Class Musicianship</i></p>	<p style="text-align: center;"><u>Topic</u></p> <p>Karate Recorder – <i>Whole Class Musicianship</i></p>	<p style="text-align: center;"><u>Topic</u></p> <p>Green Rap</p> <p><u>Golden nuggets</u></p>	<p style="text-align: center;"><u>Topic</u></p> <p>Stravinsky Firebird Suite (BBC 10 pieces)</p>

<p><u>Golden nuggets</u></p> <ul style="list-style-type: none"> • Learn techniques to play the recorder. • Learn stave notation including pitch and rhythm in relation to playing the recorder. • Play as an ensemble, following a conductor and listening to others. <p style="text-align: center;"><u>Topic</u></p> <p><i>Gaining confidence through performance:</i> Singing – Earth, Space and All That Jazz.</p> <p><u>Golden nuggets</u></p> <ul style="list-style-type: none"> • Breathing techniques • Syncopation • Accurately pitching • Diction 	<p>Lessons and Carols Service</p> <p><u>Golden nuggets</u></p> <ul style="list-style-type: none"> • Gaining confidence through performance • Sing with increasing confidence in a range of styles and languages. • Sing polyphonic music • Sing acapella. • Sing accompanied music • Follow a conductor's direction. 	<p><u>Golden nuggets</u></p> <ul style="list-style-type: none"> • Learn techniques to play the recorder. • Learn stave notation including pitch and rhythm in relation to playing the recorder. • Play as an ensemble, following a conductor and listening to others • Performance to peers and parents. <p style="text-align: center;"><u>Topic</u></p> <p><i>Gaining confidence through performance:</i> Singing – Rhythm of Life</p> <p><u>Golden nuggets</u></p> <ul style="list-style-type: none"> • Breathing techniques • Syncopation • Jazz style • Accurately pitching • Diction 	<p><u>Golden nuggets</u></p> <ul style="list-style-type: none"> • Learn techniques to play the recorder. • Learn stave notation including pitch and rhythm in relation to playing the recorder. • Play as an ensemble, following a conductor and listening to others. <p style="text-align: center;"><u>Topic</u></p> <p><i>Gaining confidence through performance:</i> Singing – Rhythm of Life</p> <p><u>Golden nuggets</u></p> <ul style="list-style-type: none"> • Breathing techniques • Syncopation • Jazz style 	<ul style="list-style-type: none"> • Listen and understand the history of and key features of rap music. • Perform 'PC Plod' • Understand the rhythmic structure and emphasis that words require. • Write a rap in groups based on 'green' issues. • Decide on a chosen backing music, considering the style and sounds needed. • Perform the rap. • Evaluate one another's performance • 	<p><u>Golden nuggets</u></p> <ul style="list-style-type: none"> • Listening to a piece of 20th Century music • Awareness of ballet music and storytelling through music. • Singing key melody • Improvising an accompaniment to the key melody • Composing a sequence based on the frozen garden. <p><i>Performance skills:</i> <i>Recorder and singing assembly to parents and KS2</i></p>
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	<ul style="list-style-type: none"> Follow a conductor's direction. 		<ul style="list-style-type: none"> Performance to peers and parents. Follow a conductor's direction. 2-part singing . 	<ul style="list-style-type: none"> Accurately pitching Diction Follow a conductor's direction. 2-part singing 		
Y6	<p style="text-align: center;"><u>Topic</u></p> <p>Karate Recorder – <i>Whole Class Musicianship</i></p> <p><u>Golden nuggets</u></p> <ul style="list-style-type: none"> Learn techniques to play the recorder. Learn stave notation including pitch and rhythm in relation to playing the recorder. Play as an ensemble, following a conductor and listening to others. 	<p style="text-align: center;"><u>Topic</u></p> <p>Preparation for and performance of 9 Lessons and Carols Service</p> <p><u>Golden nuggets</u></p> <ul style="list-style-type: none"> Gaining confidence through performance Sing with increasing confidence in a range of styles and languages. Sing polyphonic music Sing acapella. Sing accompanied music 	<p style="text-align: center;"><u>Topic</u></p> <p>Hanz Zimmer – Earth Composition, sound space and dynamics</p> <p><u>Golden nuggets</u></p> <ul style="list-style-type: none"> Play a simple melody, as a group, using glockenspiels, keeping in time. Understand how motifs can represent different ideas. Understand how different musical ideas can be layered to create an entire piece 	<p style="text-align: center;"><u>Topic</u></p> <p>Samba – World Music and syncopated rhythms.</p> <p><u>Golden nuggets</u></p> <ul style="list-style-type: none"> Understand the roots of Samba Use body percussion and 'fi-fi-ha-ha' with increasing confidence Understand the polyrhythmic structures Recognise syncopated patterns 	<p style="text-align: center;"><u>Topic</u></p> <p>Karate Recorder – <i>Whole Class Musicianship</i></p> <p><u>Golden nuggets</u></p> <ul style="list-style-type: none"> Learn techniques to play the recorder. Learn stave notation including pitch and rhythm in relation to playing the recorder. Play as an ensemble, following a conductor and listening to others. 	<p style="text-align: center;"><u>Topic</u></p> <p>Preparation for summer show and leaver's assembly</p> <p><u>Golden nuggets</u></p> <ul style="list-style-type: none"> Gaining confidence through performance Sing with increasing confidence in a range of styles to tell a story Sing polyphonic music Sing acapella. Sing accompanied music Follow a conductor's direction.

	<p style="text-align: center;"><u>Topic</u></p> <p><i>Gaining confidence through performance:</i> Singing – Remembrance service.</p> <p><u>Golden nuggets</u></p> <ul style="list-style-type: none"> • Breathing techniques • Mood of the music and its use in reflection • Accurately pitching • Smooth, continuous legato singing • Accurate vowel mouth shapes • Follow a conductor's direction. 	<ul style="list-style-type: none"> • Follow a conductor's direction. 	<ul style="list-style-type: none"> • Create simple melodies within an octave. • Consider effect of additional sounds to add texture and volume. • Respond to direction of a conductor in performing the piece. • Notate using graphic scores or stave notation. 	<ul style="list-style-type: none"> • Call and respond on a samba drum • Repeat patterns using phonetics to support • Play a piece of samba as a class, responding to direction from conductor. • Sing and play – Junkanoo and Big Sing Samba 		
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