

### St Ambrose RC Primary School Music Overview 2024/2025

The music curriculum is a spiral curriculum, with key skills being repeated. Singing, playing instruments, composing, listening to and appraising music takes place weekly.

Resources: BBC 10 pieces, Classical100, YouTube, SingUp.

The assessment focus for each half term is **highlighted in yellow** and will mainly be in the form of a video recording.

	Nursery	Reception	Year 1	Year 2	Year 3 – WCET	Year 4	Year 5	Year 6
<b>Autumn A</b>  <b>Rhythm/playing instruments</b>	<u>Ourselves</u> Develop the singing voice Use percussion instruments Respond to stop/go signals	<u>Ourselves</u> Sing rhymes and chants instruments Know what instruments are made of (skin, metal, wood)	<u>Louis Armstrong</u> Respond to signals Recognise and name percussion instruments	<u>Reggae Music/Bob Marley</u> Play given rhythms Play/sing with varying dynamics/tempo Create musical patterns with a partner	<u>Recorders</u> Use the correct posture, tonguing and fingering to play the recorder Play B and A on the recorder Read pitch (B, A) and rhythm notation	<u>Ravi Shankar</u> Sing in two parts Compose using a structure A, B, A, B	<u>Florence Price</u> Listen and appraise music from a range of cultures Perform as a 3- part ensemble	<u>Samba – Brazil (Heitor Villa Lobos – The Little train of the Caipira)</u> Develop an understanding of the origins of samba music Read and play samba rhythms Play as an ensemble
<b>Autumn B</b>  <b>Singing</b>	<u>Naming instruments</u> Develop the singing voice by exploring tempo, dynamics, pitch, timbre Begin to know the names of instruments	<u>Celebrations</u> Sing with varying tempo/dynamics/timbre Clap/play a given rhythm	<u>Develop singing</u> Sing with varying tempo/dynamic /timbre Mark phrases of a song Keep the pulse Play/clap rhythms	<u>Tchaikovsky – The Nutcracker</u> Read simple rhythms (crotchet/quavers) To experiment with and create sounds using the ‘Trepak Dance’ as a stimulus	<u>Recorders</u> Sing with increasing control and accuracy Play B, A and G on the recorder Read pitch (B, A, G) and rhythm notation (crotchets, quavers and crotchet rests)	<u>Using structures</u> Sing with increasing control and accuracy Work with a partner using varying structures eg A, BB, A, BB Read and play rhythm notation	<u>Aaron Copland</u> To listen to and respond to music Combine ostinato rhythms To work with a pattern to create musical patterns To sing in two parts in a round	<u>Samba – Brazil</u> Sing with increasing accuracy and control Play and perform in solo and ensemble contexts Appraise music from Brazil Compose own samba rhythms
<b>Spring A</b>	<u>Pulse/Rhythm</u>	<u>Pulse/Rhythm</u>	<u>Playing ostinato rhythms</u>	<u>Female composers</u>	<u>Recorders</u>	<u>Pentatonic Scale</u>	<u>Vivaldi -Four Seasons</u>	<u>George Gershwin – Rhapsody in Blue</u>

<b>Listening and Appraising</b>	Play along to songs (pulse and/or rhythm) Move to music	Play along to songs (distinguishing between pulse and rhythm) Keep the pulse when listening to music	Play along to songs Trace the shape of a song	Listen to a range of female composers across different eras and genres Experiment with and create sounds	Listen to music from a range of cultures and genres Play with increasing accuracy, control and fluency Play with correct tonguing and breathing	Listen to music from a range of cultures and genres Create a melodic phrase Create an up and down tune using the pentatonic scale	Listen to and appraise 'Winter' by Vivaldi Compose and create using words as a stimulus	Listen to and appraise 'Rhapsody in Blue' Sing in harmony Create a motif Explore metre
<b>Spring B</b> <b>Composing</b>	<u>Dynamics/Tempo</u> Explore dynamic and tempo when playing instruments Experiment with sounds in response to a stimulus	<u>Space</u> Explore dynamics, tempo and pitch when playing instruments Experiment with sounds in response to a stimulus (space)	<u>Composing using a stimulus</u> Copy a given rhythm Recognise rests Use sounds to create musical effects	<u>Sea Shanties</u> Explore metre Copy rhythms Add percussion to songs Experiment with, create, select and combine sounds	<u>Recorders</u> Play B, A, G and E on the recorder with the correct posture, tonguing and fingering Improvise using 12 bar blues Perform to an audience	<u>Grieg- In the Hall of the Mountain King</u> Play 2 ostinato rhythms together Use a well-known structure to create a composition Read rhythm and pitch notation	<u>Garage Band – Rap Music</u> Record a layered 8-bar track Record and delete tracks Add vocals to a recorded track	<u>Blues</u> Improvise using the blues scale Develop an understanding of chords and triads
<b>Summer A</b> <b>Singing</b>	<u>Living Things</u> Develop the singing voice Explore tempo, dynamics, pitch and timbre Play along to familiar songs	<u>Living Things</u> Sing varying dynamics, tempo, pitch and timbre Play pulse/rhythm to familiar songs	<u>Develop the singing voice</u> Play from symbols Experiment with sounds	<u>Carnival of the Animals – Saint-Saens</u> Explore metre Read simple pitch notation (G and E)	<u>Recorders</u> Sing with increased control, fluency and accuracy Play with increasing accuracy and control with	<u>Soul Music</u> Listen and respond to soul music Add percussion accompaniment to a song Understand how to improve own singing	<u>Islamic Nasheeds</u> Create an accompaniment to a Nasheed Explore drones Listen to and appraise music from a range of genres and cultures	<u>Garage Band</u> Record a layered 8-bar track Improvise a melody Create and record a chord sequence

					varying dynamics			
<b>Summer B</b> <b>Performing</b>	<u>Pirates</u> Respond to stop/go, loud/quiet, fast/slow signals Perform to an audience	<u>Pirates</u> Choose instruments appropriately to make different sounds Perform to an audience	<u>Summer</u> Create question and answer phrases with a partner	<u>The Beatles</u> Listen to a range of music Perform to an audience Experiment with and create sounds	<u>Recorders</u> Use correct posture, tonguing and fingering to play with increasing accuracy, control and fluency. Perform to an audience	<u>Pitch – Xylophones</u> Play a tune by ear Read pitch notation Create an arrangement of ‘Every night I climb the stairs’ Perform to an audience		<u>Anna Meredith – Connect it</u> Create sounds using body percussion Create and compose music using the musical canon Work collaboratively with others  Perform Year 6 production to parents
National Curriculum Key Stage Requirements			<b>Sing songs and speak chants and rhymes</b> <b>Play instruments</b> <b>Listen/respond to music</b> <b>Experiment with sounds</b>	<b>Sing with increasing accuracy, fluency and control in solo and ensemble contexts</b> <b>Play/perform instruments with increasing accuracy, fluency and control in solo and ensemble contexts</b> <b>Listen to and appraise a range of music</b> <b>Improvise and compose music for a range of purposes</b> <b>Read musical notation</b> <b>Develop an understanding of the history of music</b>				