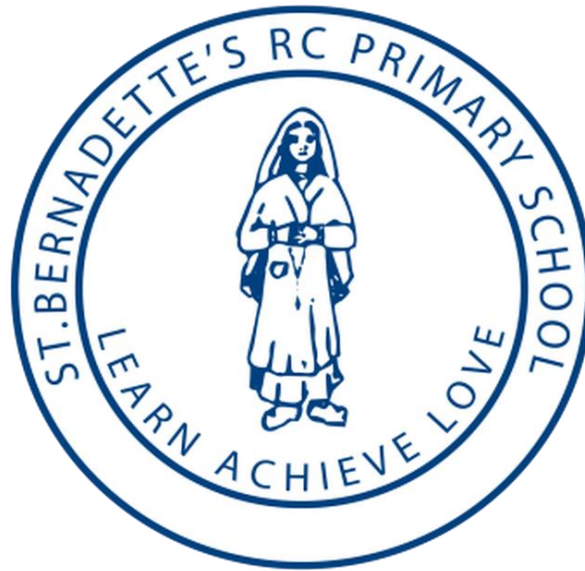
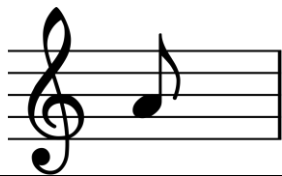


ST BERNADETTE'S RC PRIMARY SCHOOL



MUSIC CURRICULUM



Intent

The National Curriculum for music aims to ensure that all pupils:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including works of the great composers and musicians
- Learn to sing and use their voices
- Create and compose music of their own and with others
- Have the opportunity to learn a musical instrument
- Use technology appropriately
- Have the opportunity to progress to the next level of musical excellence
- Understand and explore how music is created, produced and communicated
- Understand the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.



St Bernadette's RC Primary School
Music Curriculum



Working as Musicians in EYFS

EYFS

NURSERY

| Autumn 1 - Basic Skills | Autumn 2 – Preparing a Performance | Spring 1 - Winter | Spring 2 – Nursery Rhymes | Summer 1 – People Who Help us | Summer 2 - Minibeasts |
|--|--|--|--|--|--|
| <ul style="list-style-type: none">- Enjoy known songs and learn new ones- Take part in singing and begin to follow the shape of the melody- Imitate changes in pitch- Follow visual instructions for how and when to play and sing- Make and control sounds using untuned percussion instruments | <ul style="list-style-type: none">- Learn new songs- Begin to take part in singing- Follow visual instructions from the leaders to start and stop- Begin to understand the importance of the occasion- Begin to understand that repeating the songs leads to an improvement in the performance | <ul style="list-style-type: none">- Learn new songs- Create sounds on untuned percussion to a given stimulus (e.g. snow)- Move in different ways in response to music (stamping, gliding)- Be introduced to different cultures (Chinese New Year) | <ul style="list-style-type: none">- Learn new songs- Begin to understand how to sequence sounds- Repeat short rhythmic patterns on percussion instruments- To begin to understand how music can enhance a story or tell a story | <ul style="list-style-type: none">- Learn new songs- Begin to sing with increasing accuracy following the melody- Repeat short rhythmic patterns- Move in different ways in response to music (stamping, gliding)- Follow visual instructions for how and when to play and sing- Make and control sounds using untuned percussion instruments | <ul style="list-style-type: none">- Learn new songs- Understand that music can imitate the movement of insects- Make and control long and short sounds on percussion instruments- Make and control loud and soft sounds to a given stimulus- To listen to short extracts of recorded music and share ideas to describe the sounds. |

RECEPTION

| Autumn 1 – Basic Skills | Autumn 2 – Preparing a Performance | Spring 1 - Can music describe the Polar Lands? | Spring 2 –Can Music Tell Stories? | Summer 1 - Does music Work in Cycles? | Summer 2 –Can Music Convey Our Wonderful World? |
|--|--|---|--|--|---|
| <ul style="list-style-type: none">- Take part in singing following the shape of the melody- Follow visual instructions for how and when to play and sing- Begin to have the confidence to lead the class through conducting- Make and control long/short loud/quiet sounds using untuned and tuned percussion instruments | <ul style="list-style-type: none">- Take part in singing with increasing accuracy following the melody- Use and understand words that describe music- Follow visual instructions from the leaders (conductor)- Understand the importance of the occasion- Understand that repeating the songs leads to an improvement in the performance | <ul style="list-style-type: none">- Learn new songs- Choose and create sounds on tuned and untuned percussion to a given stimulus (e.g. snow)- Listen to, watch and discuss traditional Chinese music- Understand that musical sounds can be used to create an image or atmosphere- To be able to listen to recorded music with increasing concentration <p>Understand that people respond to music in different ways</p> | <ul style="list-style-type: none">- Learn new songs- Repeat short rhythmic and melodic patterns- Discover the importance of using your imagination- Begin to express how music makes you feel- Describe and speed and volume of music and to identify changes in these- Discover how changes in music can affect your feelings.- To appreciate how music can enhance a story or tell a story- | <ul style="list-style-type: none">- Use symbols and pictures to represent a composition and to help with a performance- To organise sounds into and sequence- To begin to understand timbre and its effect on the mood and character of music- Use symbols to represent a composition and use this to help in a performance | <ul style="list-style-type: none">- Learn a variety of new songs from a selection of different cultures- Listen to appraise music from different cultures- Begin to understand that many different sorts of instruments can be used.- Copy and perform longer and more complex rhythmic patterns |



KEY STAGE 1

Working as Musicians in Key Stage 1

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- Play tuned and untuned instruments musically
- Listen with concentration and understanding to a range of high-quality live and recorded music
- Experiment with, create, select and combine sounds using the inter-related dimensions of music

KEY STAGE 1 YEAR A

| Autumn 1 – Developing Key Skills | Autumn 2 – Preparing a Performance | Spring 1 - Can Music Tell Stories? | Spring 2 – Creating Musical stories | Summer 1 – Discovering Musical Castles. | Summer 2 - Can We Create Music That Tells the Story of the Titanic? |
|---|---|---|--|--|---|
| <ul style="list-style-type: none"> - Take part in singing accurately following the melody - Copy and clap rhythms - Identify the beat - Recognise changes in dynamic, tempo and pitch. - Use descriptive words - Perform simple patterns accurately using tuned and untuned percussion - Control loud/quiet - Long/short - Fast/slow - High/low with voices and instruments | <ul style="list-style-type: none"> - Take part in singing accurately following the melody - Use and understand words that describe music - Follow visual instructions from the leaders (conductor) - Understand the importance of the occasion - Understand that repeating the songs leads to an improvement in the performance - | <ul style="list-style-type: none"> - Take part in singing accurately following the melody - Recognise changes in timbre, dynamics, tempo and pitch - Recognise a variety of different instruments - Make and control high/low, long/short, fast/slow using voice and instrument - Follow visual instructions on how and when to sing or play an instrument - Recognise that musical sounds can describe a place or time - Perform simple patterns accurately on tuned and untuned percussion | <ul style="list-style-type: none"> - Take part in singing accurately following the melody - Choose sounds to create an effect - Compose short rhythmic phrases - Create a mixture of different sounds - high/low, long/short, fast/slow on tuned and untuned instruments - Use symbols to represent a composition then use them to help with a performance - Identify the beat - Conduct a small group/class | <ul style="list-style-type: none"> - Take part in singing accurately following the melody - Recognise that musical sounds can describe a place, scene or time - Recognise a variety of different instruments - Make and control high/low, long/short, fast/slow using voice and instrument - Follow visual instructions on how and when to sing or play an instrument - - | <ul style="list-style-type: none"> - Take part in singing accurately following the melody - Recognise that musical sounds can describe a place, time or scene. - Follow more complex visual instructions from the leaders (conductor) - Follow more complex written instructions on how to play an instrument |



St Bernadette's RC Primary School
Music Curriculum



| KEY STAGE 1 YEAR B | | | | | |
|---|---|---|---|--|---|
| Autumn 1 – Developing Key Skills | Autumn 2 – Preparing A Performance | Spring 1 – What does traditional music from South and West Africa sound like? | Spring 2 –How can songs and music be Used to Enhance Everyday life in a traditional African village? | Summer 1 – Can I create a Musical Hero? | Summer 2 – Songs and Music About the Seaside |
| <ul style="list-style-type: none"> - Take part in singing accurately following the melody - Copy and clap rhythms - Identify the beat - Recognise changes in dynamic, tempo and pitch. - Use descriptive words - Perform simple patterns accurately using tuned and untuned percussion - Control loud/quiet - Long/short - Fast/slow - High/low with voices and instruments | <ul style="list-style-type: none"> - Take part in singing accurately following the melody - Use and understand words that describe music - Follow visual instructions from the leaders (conductor) - Understand the importance of the occasion - Understand that repeating the songs leads to an improvement in the performance - | <ul style="list-style-type: none"> - Take part in singing accurately following the melody - . Make and control high/low, long/short, fast/slow using voice and instrument - Follow visual instructions on how and when to sing or play an instrument - Recognise that musical sounds can describe a place or time - Perform simple patterns accurately on tuned and untuned percussion | <ul style="list-style-type: none"> - Take part in singing accurately following the melody - Make and control high/low, long/short, fast/slow using voice and instrument - Follow visual instructions on how and when to sing or play an instrument - Recognise that musical sounds can describe a place or time - Perform simple patterns accurately on tuned and untuned percussion | <ul style="list-style-type: none"> - Recognise that musical sounds can describe a place or time - Perform simple patterns accurately on tuned and untuned percussion - Sequence sounds to create an overall effect - Create short musical phrases - Use symbols to represent a composition then use them to help with a performance - Identify a beat (pulse) - Maintain a steady pulse | <ul style="list-style-type: none"> - Recognise that musical sounds can describe a place, time or scene. - Perform simple patterns accurately on tuned and untuned percussion - Create short musical phrases - Compose rhythmic patterns |



St Bernadette's RC Primary School

Music Curriculum



LOWER KEY STAGE 2

Working as Musicians in Lower Key Stage 2

- Play and perform in solo and ensemble contexts
- Using voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Improvise and compose music for a range or purposes using the inter-related dimensions of music
- Listen with attention to details and recall sounds with increasing aural memory
- Use and understand staff and other musical notations
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- Develop an understanding of the history of music

LOWER KEY STAGE 2 YEAR A

| Autumn 1 – Did the People of the Stone Age Listen to music? | Autumn 2 - What Does a Musical Storm Sound like? | Spring 1 - Can We Compose a Musical Animal? | Spring 2 - Preparing a Performance | Summer 1 - Can We Re-create Music About a Roman Catacomb? | Summer 2 - What Does a Musical Volcano or Earthquake Sound Like? |
|--|--|---|---|---|---|
| <ul style="list-style-type: none"> - Create and perform repeated patterns with a range of instruments - Maintain a simple part within a group - Play notes on a variety of instruments with care so that they are clear - Choose, order, combine and control sounds - Use the terms duration, timbre, beat and texture. | <ul style="list-style-type: none"> - Use sounds to create an abstract effect - Understand dynamics and their effect on the mood of the music - Understand a musical sequence - Use digital technologies to compose - Choose, order, combine and control sounds - Use the terms duration, timbre, beat and texture. <p>Listen to recorded music with some degree of concentration</p> <ul style="list-style-type: none"> - Begin to describe the sound of music and how and when it changes - Use sounds to create an abstract effect - Understand dynamics and their effect on the mood of the music - Understand a musical sequence | <ul style="list-style-type: none"> - Create and perform repeated patterns with a range of instruments - Maintain a simple part within a group - Play notes on a variety of instruments with care so that they are clear - Choose, order, combine and control sounds <p>Use the terms duration, timbre, beat and texture.</p> <p>Listen to recorded music with some degree of concentration</p> <ul style="list-style-type: none"> - Begin to describe the sound of music and how and when it changes - Use sounds to create an abstract effect - Understand dynamics and their effect on the mood of the music - Understand a musical sequence - Use digital technologies to compose | <ul style="list-style-type: none"> - Sing from memory with accurate pitch - Pronounce words within a song clearly - Communicate the mood/story of the song to an audience - Show control of the voice - Perform with awareness of the other performers and the audience. - Follow instructions from a conductor | <ul style="list-style-type: none"> - Perform repeated patterns with a range of instruments - Play notes on tuned percussion instruments with care so that they are clear - Read and perform using notation - Evaluate music with an understanding of the musical elements - Recognise that musical sounds can describe a place, time or scene/mood - Follow instructions from a conductor | <ul style="list-style-type: none"> - Use sounds to create an abstract effect - Understand dynamics and their effect on the mood of the music - Understand a musical sequence - Use digital technologies to compose - Understand how music works in layers and discuss how this effects the mood and effect - Devise nonstandard symbols |



St Bernadette's RC Primary School
Music Curriculum



LOWER KEY STAGE 2 YEAR B

| Autumn 1 – Did the Tudors Listen to Music? | Autumn 2 – Can We Recreate a Tudor Dance Tune? | Spring 1 – Did the Ancient Egyptians Listen to Music? | Spring 2 – Preparing a Performance | Summer 1 – Can Music Tell the Story of our Local History? | Summer 2 – What Does a Musical River Sound Like? |
|---|--|---|--|---|--|
| <ul style="list-style-type: none">- Evaluate music using musical vocabulary- Understand how music works in layers and discuss how this effects the mood and effect- Use drones as accompaniment to melodies and songs- Maintain a simple part within a group- Play notes on a variety of instruments with care so that they are clear- Choose, order, combine and control sounds- Use the terms duration, timbre, beat and texture. | <ul style="list-style-type: none">- Create lyrics to a given structure- Understand how a performance can be improved through appraisal and repetition- Develop an understanding of the place in society of music- (worship/recreation/communication)- Sing from memory with accurate pitch- Understand how music reflects and time and place it was written- Understand why music is created | <ul style="list-style-type: none">- Recognise more complex notation- Use drones to accompany a melody or song- Create, compose and perform rhythmic patterns using notation- Understand that the layers of sound effect the mood of a piece. | <ul style="list-style-type: none">- Sing from memory with accurate pitch- Pronounce words within a song clearly- Communicate the mood/story of the song to an audience- Show control of the voice- Perform with awareness of the other performers and the audience.- Follow instructions from a conductor | <ul style="list-style-type: none">- Develop an understanding of the place in society of music- (worship/recreation/communication)- Compose and perform a simple song- Create a simple accompaniment for a song- Create lyrics to a given structure- Understand the roots of folk music- Sing songs with an understanding of the context and meaning of the lyrics | <ul style="list-style-type: none">- Use sounds to create a descriptive effect- Create lyrics to a given structure- Create, notate and perform a melody using tuned percussion and other instruments- Use digital technologies- Understand how a performance can be improved through appraisal and repetition- Develop an understanding of the place in society of music- Understand how music reflects and time and place it was written- Understand why music is created |



St Bernadette's RC Primary School
Music Curriculum



UPPER KEY STAGE 2

Working as Musicians in Upper Key Stage 2

UPPER KEY STAGE 2 YEAR A

| Autumn 1 – Basic skills Using ICT | Autumn 2 – Composing Using ICT | Spring 1 – Traditional Music from South Africa | Spring 2 – Can Music be Used as a Tool to Protest? | Summer 1 – Can I Write a Song? | Summer 2 – Preparing a Performance. |
|--|--|--|--|--|---|
| <ul style="list-style-type: none"> - Use digital technologies to compose, edit and refine a project - Combine a variety of musical devices including melody, rhythm and chords - Read and create notes on the stave | <ul style="list-style-type: none"> - Use digital technologies to compose, edit and refine a project - Combine a variety of musical devices including melody, rhythm and chords - Thoughtfully select elements for a piece in order to gain a defined effect | <ul style="list-style-type: none"> - Sing/play from memory with accuracy and confidence - Perform a solo or as part of an ensemble - Maintain a simple part within a group - Perform more complex rhythmic patterns with care so that they are clear - Understand how music reflects the cultural context and has social meaning - Understand why music is created | <ul style="list-style-type: none"> - Sing/play from memory with accuracy and confidence - Perform a solo or as part of an ensemble - Understand how music reflects the cultural context and has social meaning - Convey the relationship between music and lyrics - Use digital technologies to compose, edit and refine a project - Understand why music is created | <ul style="list-style-type: none"> - Use digital technologies to compose, edit and refine a project - Combine a variety of musical devices including melody, rhythm and chords - Read and create notes on the stave - Thoughtfully select elements for a piece in order to gain a defined effect | <ul style="list-style-type: none"> - Sing from memory with accurate pitch - Pronounce words within a song clearly - Communicate the mood/story of the song to an audience - Show control of the voice - Perform with awareness of the other performers and the audience. - Follow instructions from a conductor |



St Bernadette's RC Primary School
Music Curriculum



UPPER KEY STAGE 2 YEAR B

| Autumn 1 – Can I Perform in a Samba Band? | Autumn 2 – What's Folk Music All About? | Spring 1 – How Did Music Help the War Effort? | Spring 2 – Can We Recreate a Popular Dance Tune? | Summer 1 – Did Female Composers Get a Fair Deal? | Summer 2 – Preparing a Performance |
|---|---|---|---|---|---|
| <ul style="list-style-type: none"> - Sing/play from memory with accuracy and confidence - Perform a solo or as part of an ensemble - Understand how music reflects the cultural context and has social meaning | <ul style="list-style-type: none"> - Sing/play from memory with accuracy and confidence - Perform a solo or as part of an ensemble - Understand how music reflects the cultural context and has social meaning - Convey the relationship between music and lyrics - Create a song with a verse and chorus - Describe how music reflects the cultural context and has social meaning | <ul style="list-style-type: none"> - Sing/play from memory - Perform a solo or as part of an ensemble - Understand how music reflects the cultural context and has social meaning - Understand why music is created - Listen to longer extracts of recorded music with a level of concentration - Create lyrics to an existing song with an understanding of social context | <ul style="list-style-type: none"> - Sing/play from memory with accuracy and confidence - Play from both staff and other notations - Perform a solo or as part of an ensemble - Understand how music reflects the cultural context and has social meaning | <ul style="list-style-type: none"> - Understand how music reflects the cultural context and has social meaning - Listen to longer extracts of recorded music with a level of concentration - Describe music using relevant vocabulary - Understand why music is created | <ul style="list-style-type: none"> - Sing from memory with accurate pitch - Pronounce words within a song clearly - Communicate the mood/story of the song to an audience - Show control of the voice - Perform with awareness of the other performers and the audience. - Follow instructions from a conductor |