

St. Joseph's Catholic Primary School

Music curriculum overview and skills progression.

In Reception, the class teacher follows the musical objectives outlined in the EYFS curriculum:

- Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Music Year 1	<u>Feel the Beat</u>	<u>High and Low</u>	<u>Musical storytelling</u>
	Key skills: • Move in time to a steady beat • Clap/tap to the beat at different tempos • Begin to understand the difference between beat and rhythm • Use call and response and graphic notation to chant, play and compose simple rhythm patterns. • Play rhythmic patterns using simple dynamic changes (loud/quiet).	Key skills • Recognise the difference between high and low sounds • Show this using movement • Sing patterns accurately using a range of 2 notes • Call and answer and improvisation • Play using boomwhackers recognising that a letter represents a specific pitch • Play and compose simple, repetitive melodic patterns on glockenspiels	Key skills • To use a range of percussion instruments and timbres to represent a non-musical stimulus. • Improvise and Compose musical sound effects and or patterns thinking about pitch and dynamics • Sing/chant rhythmically and in time with a steady beat or backing track • Memorise and follow a simple musical structure

Music Year 2	<u>Rhythm Time</u>	<u>1,2 3, 4, 5 – exploring pitch</u>	<u>Carnival of the animals</u>
		Key Skills:	Key Skills:

	Key Skills: • Use movement and body percussion to move and make sound in time to music • Use graphic scores to perform simple rhythms and to notate their own composed rhythms. • Clap in time with a steady beat at different tempos and recognise 2 or 3 time. • Improvise call and response rhythms. • Make a connection between dot notation and stick notation.	• Sing songs with a range of 5 notes and accurately pitch a range of 3 notes • Track pitch movements in music by using hand movements • Use dot notation to for 3 note phrases to recognise, play and compose simple melodic patterns • Play glockenspiels with correct technique learning simple and familiar melodies.	• Listen carefully to longer pieces of orchestral music, listening out for specific dimensions of music • Learn terminology of dimension pitch, dynamics and tempo and follow musical directions to change these during a performance • Compose music using an animal stimulus, drawing inspiration from Saint-Saen's music and making decisions about pitch, dynamics and tempo
--	---	---	--

Music Year 3	<u>Recorder</u>	<u>Chinese Music</u>	<u>Space Music</u>
	Key Skills: -Learn basic recorder technique -Learn to play notes B, A, G and E on the recorder and memorise the finger patterns for these notes. -Begin to recognise the staff notation for those notes and use crotchet, quaver and minim notation to play melodies with accurate rhythm -Copy back, improvise and compose simple melodies on the recorder using notes learnt.	Key Skills: -Listen to, recognise and learn about the characteristics of traditional chinese music. -Learn about the pentatonic scale, play melodies using the notes from this scale and improvise and compose their own pentatonic melodies. -Play as part of a 3 part piece incorporating melody, drone and rhythmic ostinato. -Learn and compose simple repetitive rhythms and play these in time with music.	Key skills: • Listen to and appraise longer pieces of programmatic classical music, answering questions about specific dimensions of music: e.g. pitch, dynamics, texture, tempo. • Play rhythmic ostinatos accurately using words and rhythmic notation • Play as part of a multiple part piece including drone, melody and percussion, following a score • Compose their own programmatic music, following instructions about pitch, tempo, texture, dynamics and timbre.

Music Year 4	<u>Roman Marching music</u>	<u>Ukulele First access</u>	<u>Rivers and Water Music</u>
	Key Skills: -Chant in time with a steady beat and begin to notate word rhythms. - Use texture to create a multiple layer chant (in the style of a round) and in a Samba style. -Learn a melodic ostinato and play this on glockenspiels, incorporating a crescendo (look at symbols for all dynamics) -Compose rhythms and then use these to perform as part of a whole class piece using Rondo form.	Key Skills: -Learn basic ukulele technique including strumming and picking melodies. -Learn hand shapes for 4 basic chords C, F, Am and G7 -Learn to pick basic melodies and compose their own. -Play to accompany singing -Learn to understand and read chord diagrams and 'tab' notation.	Key skills -Learn about pitch movement, including moving by step, by leap, ascending and descending -Understand the term ostinato and compose their own -Listen and appraise a long piece of programmatic music responding to questions about pitch, dynamics, tempo, texture and structure and use this as inspiration for their own compositions -Compose a melody moving by step, adding rhythmic notation later and then use this in a longer piece of music with a set structure to represent the stages of the water cycle making conscious decision about pitch, dynamics, tempo and texture.

Music Year 5	<u>Arabian Nights</u>	<u>Garageband covers</u>	<u>Violin</u>
	Key Skills: -Play rhythms accurately reading from notation and use these in a group composition -Learn about dynamic symbols and create a piece of music using a crescendo and diminuendo -Learn about the harmonic minor scale and play melodies and accompaniments using the notes of this scale. -Compose a 2 part piece of music using notes from the harmonic minor scale in the style of the piece which we just composed	Key Skills: -Learn to use music technology, including autoplay functions, loops and recording functions. -Learn about common musical structures – verse, chorus, bridge -Understand chord progressions and how these from the backing for most popular songs and are used more creatively in classical music. -Using chord progressions and autoplay, compose their own arrangement of a popular song, including changing the musical style/genre.	Key skills: -Learn basic violin technique and how to produce sound with care and control -Learn the 3 initial first position finger patterns (0-1-2-3) and to play pieces of music using these finger patterns -Start to read musical notation using string and finger markings, and perform pieces with correct rhythms. -Compose a melody for the violin in D major using the notes they have learnt and

			looking at some examples first to draw out common patterns and structures.
--	--	--	--

Music Year 6	<u>Samba</u>	<u>Violin</u>	<u>Jazz and Blues</u>
	Key Skills: -Learn about the genre of Samba and its cultural history and significance. - Learn correct playing technique for all types of Samba instrument in the kit, including how to change timbre/mute -Learn about the signals that are used by the leader to control the music and incorporate call and response and starting and stopping signals -Play increasingly complex rhythms including syncopation and maintain their rhythm and the main tempo at the same time as multiple other rhythms. -Perform as part of a whole-class Samba band in a full-length song with multiple sections to its structure.	Key Skills: -Learn basic violin technique and how to produce sound with care and control -Learn the 3 initial first position finger patterns (0-1-2-3) and to play pieces of music using these finger patterns -Start to read musical notation using string and finger markings, potentially progressing on to note names, and perform pieces with correct rhythms and dynamics. -Compose a melody for the violin in D major using notes learned looking at some examples first to draw out common patterns and structures. Include dynamics using appropriate symbols and then perform their melody accurately. *Year 6 this year will progress slightly further than year 5 but as this is also their first year learning the violin they will be expected to progress even further in future years (to perhaps finger space 0-12-3 and using slurs and playing scales and arpeggios)	Key Skills: -Learn about the history and origins on Blues and then Jazz. Listen to a range of examples critically and compare them to gain an understanding of key features of the genres. -Focusing on Blues, learn the 12 bar blues chord progression (playing the tonic of each chord) and play this in time with a steady beat. -Play a walking bass line and put this over the top of the chords. -Improvise using a note-set derived from the Blues scale in C. -Look at examples of traditional blues song lyrics and using the rhythmic structure of the Workaday Morning Blues, compose their own verse of lyrics. - Participate in a whole class performance of the Schoolday blues, playing an instrumental part or singing. -Using garageband, create a backing track and then record their own lyrics over the top.