



## MUSIC CURRICULUM OVERVIEW

### MUSIC STATEMENT OF INTENT

*'Music is a universal language that embodies one of the highest forms of creativity' (The National Curriculum)*

At St. Francis we are committed to ensuring the effective delivery of a music curriculum that is accessible to ALL. We want to enable children to use the universal language of music to make the best of the talents God gave them and become confident, reflective musicians.

Music is inspired by our culture and society and we believe that the effective teaching and learning of a diverse musical curriculum, supports children to better understand the world in which they live.

The aims of our Music curriculum are to develop pupils who:

- Can sing and use their voices individually and in a group
- Create and compose music on their own and with others
- Use technology appropriately when composing
- Have opportunities to learn a musical instrument
- Understand and explore how music is created, produced and communicated
- Listen to, review and evaluate the work of great composers and musicians from a range of historical periods, genres, styles and traditions
- Enjoy and have an appreciation of a range of different musical styles e.g. Classical, Jazz, Hip Hop, Pop, Rock etc.
- Use and understand musical language and include musical features in their own work
- Make judgements about the quality of music
- Have opportunities to play a wide variety of instruments
- Have different opportunities to take part in performances

Our aim is to promote enthusiasm for music in all its forms and to develop musical skills and knowledge. By engaging children in musical experiences, we offer them opportunities to develop skills, attitudes and attributes that can support learning in other areas as well as developing life skills such as listening, performing, the ability to concentrate, creativity, self-confidence and a sensitivity towards others.

### NURSERY

- Children explore and engage in music making and dance, performing solo or in groups
- They sing in a group or on their own, increasingly matching pitch and following the melody
- They listen attentively, move to and talk about music, expressing their feelings and responses
- They watch and talk about dance and performance art, expressing their feelings and responses
- They return to and build on their previous learning, refining ideas and developing their ability to represent them

**RECEPTION**

<b>AUTUMN TERM</b>	<b>SPRING TERM</b>	<b>SUMMER TERM</b>
<p><b>Big Red Combined Harvester</b> To learn to control and develop pitch (singing) and pulse skills. To introduce timbre of different instruments.</p> <p><b>Follow that Star</b> To learn to control pitch (singing) and a steady beat &amp; develop listening skills.</p>	<p><b>The Little Green Frog</b> To learn to control and develop pitch (singing) and rhythm skills. To introduce hand patterning.</p> <p><b>Love Grows One by One</b> To perform a more complex song with a focus on TEMPO &amp; TIMBRE.</p>	<p><b>Sing a Rainbow</b> To learn to control and develop pitch (singing), texture and rhythm skills. To introduce structure in music</p> <p><b>Teddy Bear's Picnic</b> To learn to sing more complex songs with a wider pitch range. To use actions confidently in songs.</p>

**YEAR 1**

<b>AUTUMN TERM</b>	<b>SPRING TERM</b>	<b>SUMMER TERM</b>
<p><b>Many Shades of Blue</b> To sing &amp; pitch with confidence distinguishing between higher &amp; lower sounds. To tap/play steady beat.</p> <p><b>Behind Every Door</b> To sing with expression &amp; clear diction. To perform with control in beat/rhythmic parts to develop performance.</p>	<p><b>The Prehistoric Animal Brigade</b> To learn to control co-ordination, dynamics &amp; rhythm skills. To develop active listening. To distinguish between different voices</p> <p><b>Pirates</b> To learn to control pulse &amp; rhythm skills and active listening. To distinguish between different sounds and tempo.</p>	<p><b>The Clock Song</b> Creating a class performance controlling &amp; improvising, singing &amp; following musical direction (start/stop).</p> <p><b>A Hero Called Me</b> To learn to control pulse &amp; rhythm skills and active listening. To distinguish between different sounds and tempo. To perform with confidence.</p>

**YEAR 2**

<b>AUTUMN TERM</b>	<b>SPRING TERM</b>	<b>SUMMER TERM</b>
<p><b>Harvest Samba</b> To develop the class performance for the harvest assembly combining singing and playing with pulse &amp; simple ostinati.</p> <p><b>To Catch That Santa</b> To sing with expression &amp; clear diction. To perform with control in beat/rhythmic parts to develop performance.</p>	<p><b>Monsters, Monsters</b> To compare rhythm and the beat. To play rhythm patterns on a range of instruments (including recorder). To keep a steady beat at a quicker tempo with control &amp; awareness of others.</p> <p><b>Shipwreck</b> To combine playing &amp; singing in parts with developing rhythm patterns &amp; movement in a whole class performance.</p>	<p><b>Groovy Grandma</b> To develop pitch with movement, controlling dynamics &amp; rhythm patterns. Structure &amp; Texture.</p> <p><b>Crackers Maracas</b> To play and perform as an ensemble using the combined musical elements. To improvise/compose own verse/s</p>

**YEAR 3**

<b>AUTUMN TERM</b>	<b>SPRING TERM</b>	<b>SUMMER TERM</b>
<p><b>The Healthy Habanera</b> To develop the class performance combining pitch and pulse skills</p> <p><b>Jack Frost</b> To sing with expression &amp; learn about 'staccato' To perform with control in beat/rhythmic parts to develop performance skills.</p>	<p><b>Clap, Tap, Click</b> To play as part of an ensemble using and transferring rhythmic patterns as a compositional device.</p>	<p><b>Tuweh Tuweh</b> To sing in parts and play/perform repeated tuned rhythmic patterns (ostinato) using notation with confidence. To learn about texture &amp; structure in music.</p> <p><b>Time On Our Hands</b> To combine tempo, pitch, pulse and singing in parts.</p>

**YEAR 4**

<b>AUTUMN TERM</b>	<b>SPRING TERM</b>	<b>SUMMER TERM</b>
<p><b>Roller Ghoster</b> To develop pitch, pulse, expression &amp; control in movement. Pupils to control pulse.</p> <p><b>Hey Ho! Nobody Home!</b> To learn to sing in 2 &amp; 3 parts with control &amp; expression for a Christmas performance.</p>	<p><b>Canta!</b> To read &amp; play simple rhythmic notation and sing in a round.</p> <p><b>Fungay Alafia</b> To read simple rhythm notation and keep the beat throughout.</p>	<p><b>Rockstar!</b> To learn about metre of 4. To control &amp; combine singing &amp; playing at a quicker tempo with accuracy.</p> <p><b>Latin Dance</b> To develop ukulele strums and to gain confidence in singing &amp; playing/changing chords - C major, F major, G major and A minor..</p>

**YEAR 5**

<b>AUTUMN TERM</b>	<b>SPRING TERM</b>	<b>SUMMER TERM</b>
<p><b>Shabuyah!</b> To learn to combine the beat, rhythmic ostinati and chanting voices in parts. To learn to improvise on pentatonic scale.</p> <p><b>Counting Stars</b> To create a class performance combining expressive singing (in parts) with ostinato accompaniment.</p>	<p><b>La Cucaracha</b> To learn about metre of 4. To control &amp; combine singing in another language &amp; playing rhythms at a quicker tempo with accuracy.</p> <p><b>The Cup Song</b> Compose and perform a pentatonic ostinato. Sing in parts (canon). Create a percussion performance with paper cups.</p>	<p><b>Something Just Like This</b> To compose a musical bridge selecting pitched/unpitched percussion.</p> <p><b>Babethandaza</b> To develop confidence in an energetic &amp; expressive singing performance inc. parts. To recognise &amp; accent the strong beat.</p>

**YEAR 6**

<b>AUTUMN TERM</b>	<b>SPRING TERM</b>	<b>SUMMER TERM</b>
<p><b>Half the World Away</b> To learn about musical elements pitch and pulse. To play and perform as a class ensemble combining &amp; using all the elements of music.</p> <p><b>Cielito Lindo</b> To learn to sing in 2 parts with control &amp; expression for a Christmas performance.</p>	<p><b>Wish</b> Developing knowledge &amp; skills in duration &amp; creating/playing rhythm patterns To learn about the metre of 4.</p> <p><b>Jazz is Cool</b> Developing timbre &amp; tempo knowledge &amp; an understanding of rhythm patterns To learn about the genre of Jazz &amp; metre of 4. To control &amp; combine singing &amp; performance.</p>	<p><b>Rap Battles and Coal-Hole Cavalry</b> To develop ideas/adapt themes to create an effective performance piece in sm groups using rap/beatbox/rhythmic chanting.</p>