

# St Peter's Church of England Primary School

## Music Curriculum: Topics, Coverage and Objectives



<p><b>Foundation Stage</b> The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Pupils should be taught to sing songs, make music and dance, and experiment with ways of changing them.</p> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>➢ join in with dancing and ring games</li> <li>➢ sing a few familiar songs</li> <li>➢ begin to move rhythmically</li> <li>➢ imitate movement in response to music</li> <li>➢ tap out simple repeated rhythms</li> <li>➢ explore and learn how sounds can be changed</li> <li>➢ build a repertoire of songs and dances</li> <li>➢ explore the different sounds of instruments</li> </ul> <p><b>Our EYFS Curriculum documentation outlines the EAD content more specifically to the theme.</b></p>	<p><b>Key Stage One</b> <b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>➢ use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>➢ play tuned and untuned instruments musically</li> <li>➢ listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>➢ experiment with, create, select and combine sounds using the interrelated dimensions of music</li> </ul>	<p><b>Key Stage Two</b> Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. <b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>➢ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>➢ improvise and compose music for a range of purposes using the interrelated dimensions of music</li> <li>➢ listen with attention to detail and recall sounds with increasing aural memory</li> <li>➢ use and understand staff and other musical notations</li> <li>➢ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>➢ develop an understanding of the history of music</li> </ul>
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Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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<b>Topic in Autumn 1 &amp; Musical Focus</b>	<b>All About Me – How have I changed since I was a baby?  (Songs and Sound)</b>	<b>All About Me – How have me and my family changed over time?  (Songs and Sound)</b>	<b>Ourselves (Exploring Sounds) &amp; Number (Beat)</b>	<b>Ourselves (Exploring Sounds) &amp; Toys (Beat)</b>	<b>Environment (Composition) &amp; Building (Beat)</b>	<b>Poetry (Performance) &amp; Environment (Composition)</b>	<b>Our Community (Performance)</b>	<b>World Unite (Step Dance Performance)</b>
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<b>Links to Prior and Future Learning:</b>	<p><i>*Links to Reception of building a repertoire of songs.</i> <i>*Links to Reception focus of exploring sounds, leading to instruments.</i></p>	<p><i>*Builds of nursery's learning of favourite songs.</i> <i>*Builds on nursery focus of exploring sounds.</i> <i>*Links to Yr 1 and Yr 2's learning of exploring sounds further.</i></p>	<p><i>*Links to Year 2 Ourselves (Exploring sounds)</i> <i>*Links to Year 2 and Year 3 focus of beat.</i> <i>*Builds on nursery and Reception focus of exploring sounds.</i> <i>*Builds on nursery and Reception's focus of all about me.</i></p>	<p><i>*Builds on Year 1's learning of Ourselves (Exploring Sounds)</i> <i>* Builds on Year 1's learning of beat.</i> <i>*Links to Year 3's learning of beat.</i></p>	<p><i>*Links with Year 4's learning of composition.</i> <i>*Builds on Year 1 and 2's learning of beat.</i></p>	<p><i>*Builds on Year 3's learning of the environment and composition.</i> <i>*Links with Year 5 and 6's learning of performance.</i> <i>*Prepare for KS3 – learning about performance and being able to play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression.</i> <i>Children to plan and perform one piece of music either solo or as an ensemble.</i></p>	<p><i>*Builds on Year 3's learning about the environment.</i> <i>*Builds on Year 4's learning about performance.</i> <i>*Links with Year 6's learning about performance.</i> <i>*Prepare for KS3 – learning about performance and being able to play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression.</i> <i>Children to plan and perform one piece of music either solo or as an ensemble.</i></p>	<p><i>*Builds on Year 4 and 5's learning about performance.</i> <i>*Prepare for KS3 – learning about performance and being able to play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression.</i> <i>Children to plan and perform one piece of music either solo or as an ensemble.</i></p>
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AUTUMN TERM

# St Peter's Church of England Primary School

## Music Curriculum: Topics, Coverage and Objectives

<p><b>Skills and Concepts Progression:</b></p>	<p>Pupils will be taught to: -Listen with increased attention to sounds -Learn some new songs -Join in role play -Respond to music with movement -Explore how their bodies move through rhymes and songs</p>	<p>Pupils will be taught to: -Respond to music and say how it makes them feel -Develop a repertoire of songs -Join in circle and partner songs -Explore music and dance from different cultures</p>	<p><b>Ourselves</b> The children will explore ways of using their voices expressively. They develop skills of singing while performing actions, and create an expressive story.</p> <p><b>Number</b> The children will develop a sense of steady beat through using movement, body percussion and instruments.</p>	<p><b>Ourselves</b> The children will discover ways to use their voices to describe feelings and moods. They will create and notate vocal sounds, building to a performance.</p> <p><b>Toys</b> The children will move and play to a steady beat and to sound sequences. They will learn to control changing tempo as they take a scooter ride.</p>	<p><b>Environment</b> The children will explore songs and poems about places. They will create accompaniments and sound pictures to reflect sounds in their local environment.</p> <p><b>Building</b> The sights and sounds of a building site provide the inspiration for exploring and creating rhythms. The children will play games, sing and compose music to build into a performance.</p>	<p><b>Poetry</b> The children will develop performances of contrasting poems. They use their voices to speak expressively and rhythmically, and discover ways to create ostinato accompaniments to enhance their performances.</p> <p><b>Environment</b> Seasons and the environment provide the stimuli for compositions. The children will make descriptive accompaniments and discover how the environment has inspired composers throughout history.</p>	<p>The song Jerusalem provides the basis for looking at changes through time. The children are given opportunities to compose and perform music inspired by their local community, both past and present.</p>	<p>Get into the groove by exploring rhythm and melody in singing, movement and dance. The children learn about beat, syncopation, pitch and harmony, and take a trip around the world to celebrate the universal language of music.</p>
<p><b>Topic in Autumn 2 &amp; Musical Focus</b></p>	<p><b>Animals</b> - What animals will I see at the zoo?  <b>(The sounds of instruments)</b></p>	<p><b>Animals</b> - Are all animals the same?  <b>(The sounds of instruments)</b></p>	<p><b>Animals (Pitch) &amp; Weather (Exploring Sounds)</b></p>	<p><b>Our Land (Exploring sounds) &amp; Our Bodies (Beat)</b></p>	<p><b>Sounds (Exploring Sounds) &amp; Poetry (Performance)</b></p>	<p><b>Sounds (Exploring Sounds) &amp; Recycling (Structure)</b></p>	<p><b>Solar System (Listening)</b></p>	<p><b>Journeys (Song Cycle Performance)</b></p>
<p><b>Links to Prior and Future Learning:</b></p>	<p>*Links to Reception of building a repertoire of songs. *Links to Reception focus of exploring sounds, leading to instruments.</p>	<p>*Builds on nursery's learning of favourite songs. *Builds on nursery focus of exploring sounds. *Links to Yr 1 and Yr 2's learning of exploring sounds further.</p>	<p>*Builds on nursery and Reception's learning about animals. *Links with Year 2, Year 3 and Year 4's learning about exploring sounds. *Builds on Year 1 and 2's learning about exploring sounds from Autumn 1. *Builds on nursery and Reception's learning about sounds of instruments.</p>	<p>*Builds on Year 1's learning about exploring sounds. *Builds on Year 1 and 2's learning about beat from Autumn 1. *Links with Year 3's learning of Beat from Autumn 1. *Builds on Year 1 and Year 2's learning about ourselves from Autumn 1. *Builds on nursery and Reception's learning of all about me from Autumn 1. *Links to Year 3 and Year 4's learning about exploring sounds.</p>	<p>*Builds on Year 1 and Year 2's learning of exploring sounds. Also from Autumn 1. *Links to Year 4's learning about exploring sounds. *Links to Year 6's learning about performance. *Links to Year 4, Year 5 and Year 6's learning about performance from Autumn 1.</p>	<p>*Builds on Year 3's learning about sounds. *Builds on Year 1, Year 2 and Year 3's learning about exploring sounds. *Builds on Year 1 and 2's learning about exploring sounds from Autumn 1. *Introducing the focus of structure looking at the topic recycling. *Prepare for KS3 – improvise and compose, and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions. Children to improvise and compose a piece of music using a range of musical structures at least once.</p>	<p>*Introducing the focus of listening looking at the topic of Solar System. *Building on their learning of beat, pitch and exploring sounds from their previous learning from Nursery to Year 5. *Prepare for KS3 – listen with increasing discrimination to a wide range of music from great composers and musicians.</p>	<p>*Builds on Year 4, Year 5 and Year 6 learning about performance from Autumn 1. *Prepare for KS3 – listen with increasing discrimination to a wide range of music from great composers and musicians. *Prepare for KS3 – learning about performance and being able to play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression. Children to plan and perform one piece of music either solo or as an ensemble.</p>

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## Music Curriculum: Topics, Coverage and Objectives

	<b>Skills and Concepts Progression:</b>	<i>Pupils should be taught to:</i> -Learn simple songs with actions -Listen with increased attention to sounds -Begin to make sounds with voice/body percussion -Begin to move to a steady heat -Play instruments with increasing control -Move their body in different ways to music	<i>Pupils should be taught to:</i> -Create collaboratively using a range of resources (instruments) -Explore instrument sounds -Create own instruments and tap to a beat -Begin to play some simple rhythms with instruments/body percussion	<i>Animals</i> The children will develop an understanding of pitch through using movement, voices and instruments. They will identify contrasts of high and low pitches, and create animal chant sounds and sequences.  <i>Weather</i> The children will use voices, movement and instruments to explore different ways that music can be used to describe the weather.	<i>Our Land</i> The children will explore timbre and texture as they explore descriptive sounds. They listen to, and perform, music inspired by myths.  <i>Our Bodies</i> The children develop a sense of steady beat using their own bodies. They will respond to music and play rhythm patterns on body percussion and instruments.	<i>Sounds</i> How are sounds produced and classified? The children explore timbre and structure through musical conversations in music from around the world.  <i>Poetry</i> Three contrasting poems are explored and developed. The children use voice, body percussion, instruments and movement to create their own expressive performances.	<i>Sounds</i> After exploring how sounds are produced and classified, the children use their voices to make beatbox sounds, sing four-part songs, and perform a jazzy round.  <i>Recycling</i> The children will make their own instruments from junk then use them to improvise, compose and play junk jazz music in a variety of different musical structures.	<i>The children will embark on a musical journey through the solar system, exploring how our universe inspired composers including Claude Debussy, Gustav Holst and George Crumb. The children will learn a song, compose pieces linked to Space.</i>	<i>The theme of challenging journeys in life resonates through the selection of songs with thoughts of change and transition, and binds them in an optimistic and uplifting song cycle performance.</i>
		Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<b>Topic in Spring 1 &amp; Musical Focus</b>	The passage of time - What will we do on a Bear Hunt?  (Rhythm)	The passage of time - What changes happen over time?  (Exploring sounds)	Machines (Beat) & Seasons (Pitch)	Animals (Pitch) & Number (Beat)	China (Pitch) & Time (Beat)	Building (Beat) & Around the World (Pitch)	Life Cycles (Structure)	Growth (Street Dance Performance)
S P R I N G  T E R M	<b>Links to Prior and Future Learning:</b>	*Links to Reception of exploring sounds *Links to Yr 1 'beat'	*Builds of nursery's learning of favourite songs. *Builds on nursery focus of exploring sounds. *Links to Yr 1 and Yr 2's learning of exploring sounds further.	*Links to Year 2, Year 3 and Year 4 learning about beat. *Links to Year 2, Year 3 and Year 4's learning about Pitch. *Builds on Year 1's learning about Beat from Autumn 1. *Builds on Year 1's learning about pitch from Animals in Autumn 2.	*Links to Year 3 and Year 4's learning about pitch. *Links to Year 3 and 4's learning about beat. *Builds on Year 1's learning about beat from Autumn 1. *Builds on Year 1's learning about pitch in Autumn 2 and Spring 1. *Builds on nursery, Reception and Year 1's learning about animals from Autumn 2. *Builds on Year 1's learning about number from Autumn 1.	*Links to Year 4's learning about beat. *Links to Year 4's learning about pitch. *Links to Year 4's learning of Around the world. *Builds on Year 1 and Year 2's learning about pitch. *Builds on Year 1 and Year 2's learning about beat.	*Builds on year 1, Year 2 and Year 3's learning of beat and pitch. *Builds on Year 3's learning about China. *Builds on Year 3's learning about Buildings from Autumn 1. *Prepare for KS3 – improvise and compose, and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions. Children to improvise and compose a piece of music using a range of musical structures at least once.	*Builds on Year 4's learning about Structure from Autumn 2. *Prepare for KS3 – improvise and compose, and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions. Children to improvise and compose a piece of music using a range of musical structures at least once. *Building on Year 4's learning of structure.	*Builds on Year 4, Year 5 and Year 6's learning of performance from Autumn 1. *Builds on Year 3 and Year 6's learning of performance from Autumn 2. *Prepare for KS3 – listen with increasing discrimination to a wide range of music from great composers and musicians. *Prepare for KS3 – learning about performance and being able to play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression. Children to plan and perform one piece of music either solo or as an ensemble.

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<p><b>Skills and Concepts Progression:</b></p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>-Learn simple songs with actions</li> <li>-Begin to create own versions of songs</li> <li>-Listen with increasing attention</li> <li>-Explore instruments and music from different cultures</li> <li>-Play instruments with increasing control</li> <li>-Begin to respond to what they have heard, expressing their thoughts and feelings</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>-Make a range of sounds with instruments</li> <li>-Begin to sequence sounds to create a rhythm or beat</li> <li>-Extend a repertoire of songs</li> <li>-Sing in a group or on their own, increasingly matching pitch and following melody</li> <li>-Explore dance and music from around the world</li> <li>-Create own movements to music</li> <li>-Express how music makes them feel</li> </ul>	<p><b>Machines</b> The children will explore beat through movement, body percussion and instruments They will combine steady beat with word rhythms and explore changes in tempo.</p> <p><b>Seasons</b> The children will further develop their vocabulary and understanding of pitch movements, exploring pitch through singing, tuned percussion and listening games.</p>	<p><b>Animals</b> The children will link animal movement with pitch movement to develop understanding and recognition of changing pitch. They will interpret pitch line notation using voices and tuned instruments.</p> <p><b>Number</b> The children will explore steady beat and rhythm patterns. They will play beats and patterns from Renaissance Italy to West Africa and create their own with body percussion, voices and instruments.</p>	<p><b>China</b> The children will explore the pentatonic scale and ways of notating pitch. They listen to traditional Chinese music, sing, read and compose music, ending in a musical celebration of Chinese New Year.</p> <p><b>Time</b> The children will develop their understanding of beat, metre and rhythm. They combine melodic and rhythmic patterns, and use staff notation as part of a final performance.</p>	<p><b>Building</b> Building-themed songs allow the children to explore how music can be structured to provide different textures. They use layers and rondo structure to combine ostinati played on body percussion and tuned instruments.</p> <p><b>Around the World</b> The children will explore pentatonic melodies and syncopated rhythms, learning that the fundamental dimensions of music are the same all over the world.</p>	<p>Explore the human life cycle with music by Johannes Brahms, Luciano Berio, Franz Liszt and Claudio Monteverdi, the wide variety of musical moods, styles and genres inspires singing, performing and composing using new techniques and structures.</p>	<p>'The street' is the setting for this unit of buskers and flash mobs. The children explore Ravel's Boléro through rhythmical mime, learn songs with instrumental accompaniments, and create a dance to build into a thrilling street performance.</p>
<p><b>Topic in Spring 2 &amp; Musical Focus</b></p>	<p><b>Traditional Tales (Rhythm and movement)</b></p>	<p><b>Traditional Tales (Performance)</b></p>	<p><b>Our School (Exploring Sounds) &amp; Pattern (Beat)</b></p>	<p><b>Storytime (Exploring Sounds) &amp; Seasons (Pitch)</b></p>	<p><b>In The Past (Pitch) &amp; Communication (Composition)</b></p>	<p><b>Ancient Worlds (Structure) &amp; Singing Spanish (Pitch)</b></p>	<p><b>Keeping Healthy (Beat)</b></p>	<p><b>Roots (Mini Musical Performance)</b></p>
<p><b>Links to Prior and Future Learning:</b></p>	<p>*Links to Reception of exploring sounds *Links to Yr 1 'beat'</p>	<p>*Builds of nursery's learning of favourite songs. *Builds on nursery focus of exploring sounds. *Links to Yr 1 and Yr 2's learning of exploring sounds further. *Links to Yr 2's learning of 'our bodies'. *Links to Yr 3's learning of 'poetry performance'.</p>	<p>*Builds on Year 1's learning of exploring sounds from Autumn 1 and Autumn 2. *Builds on Year 1's learning of beat from Autumn 1 and Spring 1. *Links with Year 2's learning of exploring sounds from Autumn 1. *Links with Year 2, Year 3 and Year 4's learning of exploring sounds from Autumn 2. *Links to Year 5's learning of beat.</p>	<p>*Builds on Year 1 and Year 2's learning of exploring sounds from Autumn 1 and Autumn 2. *Builds on Year 1's learning about seasons from Spring 1. *Builds on Year 1's learning of pitch from Autumn 2 and Spring 1. *Builds on Year 1's learning of story time from Summer 1. *Builds on Year 2's learning of pitch from Spring 1. *Links with Year 3 and Year 4's learning of exploring sounds from Autumn 2. *Links to Year 3 and Year 4's learning of pitch from Spring 1.</p>	<p>*Builds on Year 2's learning of pitch. *Builds on Year 1 and Year 2's learning of pitch from Spring 1 and Year 1's learning of pitch from Autumn 2. *Builds on Year 3's learning of pitch from Spring 1. *Builds on Year 3's learning of composition from Autumn 1. *Links to Year 4's learning of composition from Autumn 1. *Links to Year 4's learning of pitch.</p>	<p>*Builds on Year 2's learning of pitch. *Builds on Year 1 and Year 2's learning of pitch from Spring 1 and Year 1's learning of pitch from Autumn 2. *Builds on Year 3's learning of pitch from Spring 1. *Builds on year 4's learning of structure from Autumn 2. *Links with Year 5's learning of structure from Spring 1. *Prepare for KS3 – improvise and compose, and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions. Children to improvise and compose a piece of music using a range of musical structures at least once. *Building on Year 4's learning of structure.</p>	<p>*Builds on Year 1's learning of beat from Autumn 1, Spring 1 and Spring 2. *Builds on Year 2's learning of beat from Autumn 1, Autumn 2 and Spring 1. *Builds on Year 3's learning of beat from Autumn 1 and Spring 1. *Builds on Year 4's learning of beat from Spring 1. *Builds on Year 1 and 2's learning of ourselves from Autumn 1. *Builds on nursery and Receptions learning of all about me from Autumn 1. *Prepare for KS3 – learning about performance and being able to play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression. Children to plan and perform one piece of music either solo or as an ensemble.</p>	<p>*Builds on Year 4, Year 5 and Year 6's learning of performance from Autumn 1. *Builds on Year 3 and Year 6's learning of performance from Autumn 2. *Builds on Year 6's learning about performance from Spring 1. *Prepare for KS3 – learning about performance and being able to play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression. Children to plan and perform one piece of music either solo or as an ensemble.</p>





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			<p><i>*Linking with Year 2's learning of story time from Spring 2.</i></p> <p><i>*Linking with Year 2's learning of our bodies from Autumn 2.</i></p> <p><i>*Building on Year 1's learning of beat from Autumn 1, Spring 1 and Spring 2.</i></p> <p><i>*Linking with Year 2's learning of beat from Autumn 1, Autumn 2 and Spring 1.</i></p> <p><i>*Linking with Year 3's learning of beat from Autumn 1 and Spring 1.</i></p> <p><i>*Linking with Year 4's learning of beat from Spring 1 and Spring 2.</i></p>	<p><i>*Building on Year 2's learning of beat from Autumn 1, Autumn 2 and Spring 1.</i></p> <p><i>*Linking with Year 3's learning of beat from Autumn 1 and Spring 1.</i></p> <p><i>*Linking with Year 4's learning of beat from Spring 1 and Spring 2.</i></p> <p><i>Linking to Year 5's learning of beat from Spring 2.</i></p> <p><i>*Building on Year 1's learning of pattern in Spring 2.</i></p>	<p><i>*Linking to Year 4's learning of singing Spanish.</i></p> <p><i>*Building on Year 1's learning of pitch from Autumn 2 and Spring 1.</i></p> <p><i>*Building on Year 2's learning of pitch from Spring 1 and Spring 2.</i></p> <p><i>*Building on Year 3's learning of pitch from Spring 1 and Spring 2.</i></p> <p><i>*Linking to Year 4's learning of pitch from Spring 1 and Spring 2.</i></p>	<p>Autumn 1, Autumn 2, Spring 1 and Summer</p> <p><i>*Building on Year 3's learning of beat from Autumn 1 and Spring 1.</i></p> <p><i>*Building on Year 4's learning of beat from Spring 1.</i></p> <p><i>*Linking to Year 5's learning of beat in Spring 2.</i></p> <p><i>*Linking to Year 5's learning of composition in Summer 1.</i></p> <p><i>*Prepare for KS3 – improvise and compose, and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions.</i></p> <p><i>Children to improvise and compose a piece of music using a range of musical structures at least once.</i></p>	<p><i>structures, styles, genres and traditions.</i></p> <p><i>Children to improvise and compose a piece of music using a range of musical structures at least once.</i></p>	<p><i>perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression.</i></p> <p><i>Children to plan and perform one piece of music either solo or as an ensemble.</i></p>
<b>Skills and Concepts Progression:</b>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>-remember and sing entire songs</li> <li>-begin to create their own versions of songs</li> <li>-begin to talk about how music makes them feel</li> <li>-use instruments with increasing control</li> <li>-create movements to music</li> <li>-sing the pitch of a tune sung by another person</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>-explore music and dance with different rhythms, volumes and tempos</li> <li>-create their own dance movements and routines</li> <li>-use instruments to create their own music and rhythms</li> </ul>	<p><b>Storytime</b></p> <p>The children will learn how music can be used to tell a story. They identify contrasts of fast and slow, loud and quiet, leading to performance.</p> <p><b>Our Bodies</b></p> <p>The children will respond with their bodies to steady beat and rhythm in music. They will experience combining rhythm patterns with steady beat, using body percussion.</p>	<p><b>Weather</b></p> <p>The children will have opportunities to create descriptive sounds and word rhythms with raps and songs about the weather. They will create a descriptive class composition using voices and instruments.</p> <p><b>Pattern</b></p> <p>Using simple notations, the children will play, create and combine minibeat rhythms using body percussion and instruments.</p>	<p><b>Human Body</b></p> <p>Skeleton dances and songs will teach the children about the human body. Percussion instruments are used to improvise, create word rhythms, and build a final skeleton dance with music.</p> <p><b>Singing French</b></p> <p>Enhance language learning through songs. Children are introduced to French greetings, vocabulary and numbers as they play lively singing games.</p>	<p><b>Communication</b></p> <p>Children create a news programme, complete with theme music and school news headline. Using songs and raps, this musical news bulletin will alert the school to the burning issues of the day.</p> <p><b>Time</b></p> <p>Music featuring bells and clock helps the children to understand rhythm and syncopation. They will learn to sing and play bell patterns</p>	<p>The children will explore music from 1920s animated films to present day movies. The children learn techniques for creating soundtracks and film scores, and they compose their own movie music.</p>	<p>An ideal opportunity to celebrate the children's achievements at the end of primary school with a musical awards show customised for the class. Individual awards are presented along with fanfare, rap, song and famous music in a final grand ceremony.</p>
<b>Topic in Summer 2 &amp; Musical Focus</b>	<b>Superheroes</b> <b>Create and Perform</b>	<b>Superheroes</b> <b>Create and Perform</b>	<b>Travel (Performance) &amp; Water (Pitch)</b>	<b>Water (Pitch) &amp; Travel (Performance)</b>	<b>Ancient Worlds (Structure) &amp; Food and Drink (Performance)</b>	<b>In The Past (Notation) &amp; Food and Drink (Performance)</b>	<b>Celebration (Performance)</b>	<b>Moving On (Leaver's Assembly Performance) &amp; End of Year Musical</b>
<b>Links to Prior and Future Learning:</b>	<p><i>*Links to Reception of experimenting with sounds and changing them.</i></p> <p><i>*Links to Reception of using music as a form of expression.</i></p>	<p><i>*Building on nursery's learning of exploring sounds.</i></p> <p><i>*Building on nursery's learning of expressing feelings.</i></p> <p><i>*Links to Yr 1 and Yr 2 learning of performance.</i></p>	<p><i>*Links to Year 3's learning of performance in Summer 2 (food and drink) and Autumn 2 performance (poetry).</i></p> <p><i>*Links to Year 4's learning of performance (poetry) in Autumn 1.</i></p>	<p><i>*Builds on Year 1's learning of pitch from Autumn 2, Spring 1 and Summer 2.</i></p> <p><i>*Builds on Year 1's learning of travel and water from Summer 1.</i></p> <p><i>*Builds on Year 2's learning of pitch from Spring 1,</i></p>	<p><i>*Links to Year 6's learning of performance in Autumn 1, Autumn 2, Spring 1, Spring 2, Summer 1 and Summer 2.</i></p> <p><i>*Links to Year 4's learning of performance (poetry) in Autumn 1.</i></p>	<p><i>*Links to Year 6's learning of performance in Autumn 1, Autumn 2, Spring 1, Spring 2, Summer 1 and Summer 2.</i></p> <p><i>*Builds on Year 4's learning of performance (poetry) in Autumn 1.</i></p>	<p><i>*Links to Year 6's learning of performance in Autumn 1, Autumn 2, Spring 1, Spring 2, Summer 1 and Summer 2.</i></p> <p><i>*Builds on Year 3's learning of performance from Summer 2 and Autumn 2</i></p>	<p><i>*Builds on Year 6's learning of performance in Autumn 1, Autumn 2, Spring 1, Spring 2, Summer 1 and Summer 2.</i></p> <p><i>*Builds on Year 4's learning of performance (poetry) in Autumn 1.</i></p>

# St Peter's Church of England Primary School

## Music Curriculum: Topics, Coverage and Objectives

			<p>*Links to Year 5's learning of performance (our community) in Autumn 1.</p> <p>*Links to Year 6's learning of performance in Autumn 1, Autumn 2, Spring 1, Spring 2, Summer 1 and Summer 2.</p> <p>*Builds on Year 1's learning of pitch from Autumn 1 and Spring 1.</p> <p>*Links to Year 2's learning of pitch from Spring 1, Spring 2 and Summer 1.</p> <p>*Links to Year 3's learning of pitch from Spring 1, Spring 2 and Summer 1.</p> <p>*Links to Year 4's learning of pitch from Spring 1 and Spring 2.</p> <p>*Links to Year 2's learning of water and travel Summer 2.</p>	<p>Spring 2 and Summer</p> <p>*Links to Year 3's learning of pitch from Spring 1, Spring 2 and Summer 1.</p> <p>*Links to Year 4's learning of pitch from Spring 1 and Spring 2.</p> <p>*Links to Year 6's learning of performance in Autumn 1, Autumn 2, Spring 1, Spring 2, Summer 1 and Summer 2.</p> <p>*Links to Year 4's learning of performance (poetry) in Autumn 1 and Summer 2 performance (food and drink).</p> <p>*Links to Year 3's learning of performance in Summer 2 (food and drink) and Autumn 2 performance (poetry).</p> <p>*Links to Year 5's learning of performance (our community) in Autumn 1.</p>	<p>*Links to Year 5's learning of performance (our community) in Autumn 1.</p> <p>*Builds on Year 3's learning of performance in Autumn 2 performance (poetry).</p> <p>*Builds on Year 3's learning of structure from Summer 1.</p> <p>*Links to Year 4's learning of structure from Autumn 2 and Spring 2.</p> <p>*Links to Year 5's learning of structure from Spring 1.</p> <p>*Linking to Year 4's learning of Ancient Worlds in Spring 2.</p>	<p>*Links to Year 5's learning of performance (our community) in Autumn 1.</p> <p>*Builds on Year 3's learning of food and drink (performance) from Summer 2 and Autumn 2 performance (poetry).</p> <p>*Introduce musical notations.</p> <p>*Linking to Year 3's learning of In the past from Spring 2.</p> <p>*Prepare for KS3 – learning about performance and being able to play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression.</p> <p>Children to plan and perform one piece of music either solo or as an ensemble.</p> <p>*Prepare for KS3 – learning to use staff and other relevant notations.</p>	<p>performance (poetry).</p> <p>*Builds on Year 4's learning of performance (poetry) in Autumn 1.</p> <p>*Builds on Year 5's learning of performance (our community) in Autumn 1.</p> <p>*Prepare for KS3 – learning about performance and being able to play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression.</p> <p>Children to plan and perform one piece of music either solo or as an ensemble.</p>	<p>*Builds on Year 5's learning of performance (our community) in Autumn 1.</p> <p>*Builds on Year 3's learning of performance from Summer 2 and Autumn 2 performance (poetry).</p> <p>*Prepare for KS3 – learning about performance and being able to play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression.</p> <p>Children to plan and perform one piece of music either solo or as an ensemble.</p>
<p><b>Skills and Concepts Progression:</b></p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>-remember and sing entire songs</li> <li>-create their own versions of songs</li> <li>-use a range of instruments with increasing control</li> <li>-create movements to music</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- Create their own dance movements and routines</li> <li>-use instruments to create their own music and rhythms</li> <li>-perform songs, rhymes, poems</li> <li>-express how music makes them feel</li> </ul>	<p><b>Travel</b></p> <p>The children will develop their performance skills and learn songs about travel and transport from around the world.</p> <p><b>Water</b></p> <p>The children will use voices, movement and instruments to explore changes of pitch. They will develop a performance with different vocal pitch shapes and tuned percussion</p>	<p><b>Water</b></p> <p>The children will sing and play a variety of pitch shapes, using movement and reading from scores. They will create a class composition which describes the sounds and creatures of a pond.</p> <p><b>Travel</b></p> <p>The children will learn a Tanzanian game song and accompany a travelling song using voices and instruments. They listen to an orchestral piece and improvise their own descriptive 'theme park' music.</p>	<p><b>Ancient Worlds</b></p> <p>Children will explore ancient Greece with music inspired by Orpheus, Echo and Theseus. The children perform a song cycle and a round, and compose their own ostinati.</p> <p><b>Food and Drink</b></p> <p>A feats of chants, songs and performances. Composing word rhythms, singing a round, and creating musical recipes will develop the children's skills from breakfast through to dinner time.</p>	<p><b>In The Past</b></p> <p>The children will use a variety of notation to build performances from different periods and styles. They learn a Renaissance dance, walk down the aisle to Wagner's Bridal march and dance to the mashed potato.</p> <p><b>Food and Drink</b></p> <p>The children cook up a musical feast. They enjoy a 'diet' of healthy beans, exotic Tudor banquets and DIY pizzas before celebrating in a song performance.</p>	<p>A lively celebration in song for the children to perform at a class assembly, a concert or fete. The celebratory, upbeat mood will soon have the audience joining in.</p>	<p>Two songs, one looking back, one looking forward, and a musical device for linking them provide a moving celebration of the children's happy memories and their hopes for the future.</p>