



St. Lawrence Primary School

Music Curriculum Overview



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p>Menu Song (6 lessons)</p> <p>Focus: Active listening (movement), beat, echo singing, showing pitch moving, progression snapshot 1.</p> <p>Objectives: Participate in creating a dramatic group performance using kitchen-themed props.</p> <p>Sing a cumulative song from memory, remembering the order of the verses.</p> <p>Play classroom instruments on the beat.</p> <p>Copy a leader in a call-and-response song, show the shape of the pitch moving with actions, and sing using mi-re-do.</p> <p>Listen and move in time to the song.</p>	<p>Magical Musical Aquarium (3 lessons)</p> <p>Focus: Timbre, pitch, structure, graphic symbols, classical music.</p> <p>Objectives: Experiment with sounds (timbre) to create aquarium-inspired music and draw the sounds using graphic symbols.</p> <p>Sing a unison song rhythmically and in tune.</p> <p>Play percussion instruments expressively, representing the character of their composition.</p> <p>Listen to 'Aquarium', reflecting the character of the music through movement.</p>	<p>Football (6 lessons)</p> <p>Focus: Beat, ostinato, pitched/unpitched patterns, mi-re-do (notes E-D-C), progression snapshot 2.</p> <p>Objectives: Compose word patterns in groups and melodies in pairs using mi-re-do (E-D-C).</p> <p>Chant together rhythmically, marking rests accurately.</p> <p>Play a simple ostinato on untuned percussion.</p> <p>Sing an echo song while tapping the beat, and clap the rhythm of the words, understanding there is one beat for each syllable.</p> <p>Recognise the difference between a pattern with notes (pitched) and without (unpitched).</p>	<p>Musical Conversations (3 lessons)</p> <p>Focus: Question-and-answer, timbre, graphic score.</p> <p>Objectives: Compose musical sound effects and short sequences of sounds in response to a stimulus.</p> <p>Improvise question-and-answer conversations using percussion instruments.</p> <p>Create, interpret, and perform from simple graphic scores.</p> <p>Recognise how graphic symbols can represent sound.</p>	<p>Dancing and Drawing to Nautilus (3 lessons)</p> <p>Focus: Active listening (musical signals, internalising beat, draw to music, movement/actions), electronic music.</p> <p>Objectives: Perform actions to music, reinforcing a sense of beat.</p> <p>Respond to musical signals and musical themes using movement, matching movements to musical gestures in the piece.</p> <p>Develop awareness of duration and the ability to move slowly to music.</p> <p>Create art work, drawing freely and imaginatively in response to a piece of music.</p>	<p>Come Dance with Me (6 lessons)</p> <p>Focus: Call-and-response, echo singing and playing, playing percussion, crotchet, quavers, crotchet rest, developing beat skills, progression snapshot 3.</p> <p>Objectives: Create musical phrases from new word rhythms that children invent.</p> <p>Sing either part of a call-and-response song.</p> <p>Play the response sections on tuned percussion using the correct beater hold.</p> <p>Echo sing a line independently with teacher leading, then move on to pair singing in echo format.</p> <p>Copy call-and-response patterns with voices and instruments.</p>

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Year 2	Tony Chestnut (6 lessons)	Composing Music inspired by Birdsong (3 lessons)	Grandma Rap (6 lessons)	Charlie Chaplin (3 lessons)	Swing-a-long with Shostakovich (3 lessons)	Tanczmy Labada (6 lessons)
	<p>Focus: Beat, rhythm, melody, echo, call-and-response, tuned and untuned percussion, progression snapshot 1.</p> <p>Objectives: Improve rhythms along to a backing track using the note C or G. Compose call-and-response music. Play the melody on a tuned percussion instrument. Sing with good diction. Recognise and play echoing phrases by ear.</p>	<p>Focus: Composing using a non-musical stimulus, creating music inspired by birds and birdsong, improvising and playing a solo on instruments.</p> <p>Objectives: Invent simple patterns using voices, body percussion, and then instruments. Follow signals given by a conductor/leader. Structure compositional ideas into a bigger piece. Improve solos using instruments.</p>	<p>Focus: Duration (crotchet, quavers, crotchet rest), unison, round, progression snapshot 2.</p> <p>Objectives: Compose 4-beat patterns to create a new rhythmic accompaniment, using a looping app. Chant Grandma rap rhythmically, and perform to an accompaniment children create. Chant and play rhythms using the durations of 'walk' (crotchet), 'jogging' (quavers), and 'shh' (crotchet rest) from stick notation. Learn a clapping game to Hi lo chicka lo that shows the rhythm. Show the following durations with actions 'walk' (crotchet) and 'jogging' (quavers).</p>	<p>Focus: To create music to accompany a short film featuring Charlie Chaplin, pitch (high and low), duration (long and short), dynamics/volume (loud and soft).</p> <p>Objectives: Compose a soundtrack to a clip of a silent film. Understand and use notes of different duration. Understand and use notes of different pitch. Understand and use dynamics.</p>	<p>Focus: 2- and 3-time, beat, beat groupings, 20th century classical music.</p> <p>Objectives: Create action patterns in 2- and 3-time. Listen actively and mark the beat by tapping, clapping, and swinging to the music. Listen and move, stepping a variety of rhythm patterns ('walk', 'jogging', 'skippy'). Understand and explain how beats can be grouped into patterns and identify them in familiar songs. Move freely and creatively to music using a prop.</p>	<p>Focus: Singing games, traditional Polish dances, follow a changing beat and tempo, playing a percussion accompaniment, body percussion patterns, progression snapshot 3.</p> <p>Objectives: Demonstrate an internalised sense of pulse through singing games. Sing confidently in Polish, and play a cumulative game with spoken call-and-response sections. Play an accompaniment on tuned percussion and invent a 4-beat body percussion pattern. Listen and match the beat of others and recorded music, adapting speed accordingly. Listen to traditional and composed music from Poland. Begin to understand how music helps people share tradition and culture.</p>



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<p>Year 3</p>	<p>I've been to Harlem (6 lessons)</p> <p>Focus: Pitch shape, ostinato, round, pentatonic, call-and-response, progression snapshot 1.</p> <p>Objectives: Compose a pentatonic ostinato.</p> <p>Sing a call-and-response song in groups, holding long notes confidently.</p> <p>Play melodic and rhythmic accompaniments to a song.</p> <p>Listen and identify where notes in the melody of the song go down and up.</p>	<p>Sound Symmetry (3 lessons)</p> <p>Focus: Structure (symmetry and pattern in melody, ternary form), melody, accompaniment.</p> <p>Objectives: Compose a simple song using symmetry to develop a melody, structure, and rhythmic accompaniment.</p> <p>Sing by improvising simple melodies and rhythms.</p> <p>Identify how the pitch and melody of a song has been developed using symmetry.</p>	<p>Latin Dance - classroom percussion (6 lessons)</p> <p>Focus: Salsa, beat, clave rhythm, timbre, chords, rhythm pattern, progression snapshot 2.</p> <p>Objectives: Compose a 4-beat rhythm pattern to play during instrumental sections.</p> <p>Working in small groups, sing a call-and-response song with an invented drone accompaniment.</p> <p>Sing the syncopated rhythms in Latin dance and recognise a verse/chorus structure.</p> <p>Play a one-note part contributing to the chords accompanying the verses.</p> <p>Listen to a range of Cuban pieces, understanding influences on the music and recognising some of its musical features.</p>	<p>'March' from The Nutcracker (3 lessons)</p> <p>Focus: Rondo structure, beat, higher/lower, staccato, call-and-response, romantic ballet music.</p> <p>Objectives: Develop active listening skills by responding to musical themes through movement.</p> <p>Understand the structure of rondo form (A-B-A-C-A).</p> <p>Develop a sense of beat and rhythmic pattern through movement.</p> <p>Experience call-and-response patterns through moving with a partner.</p>	<p>Just Three Notes (3 lessons)</p> <p>Focus: Pitch (notes C-D-E), durations (crotchet, quaver, semiquaver, crotchet rest), rhythm patterns, structure, minimalism, score, dot notation.</p> <p>Objectives: Invent simple patterns using rhythms and notes C-D-E.</p> <p>Compose music, structuring short ideas into a bigger piece.</p> <p>Notate, read, follow and create a 'score'.</p> <p>Recognise and copy rhythms and pitches C-D-E.</p>	<p>Fly with the Stars - classroom percussion (6 lessons)</p> <p>Focus: Minor and major chords (A minor, C major), chord, dot notation, durations (crotchet, quavers, crotchet rest), progression snapshot 3.</p> <p>Objectives: Play the chords of Fly with the stars on tuned percussion as part of a whole-class performance.</p> <p>Sing solo or in a pair in call-and-response style.</p> <p>Respond to and recognise crotchets and quavers, and make up rhythms using these durations to create accompaniment ideas for the song.</p>
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Year 4	This Little Light of Mine (6 lessons)	Composing with Colour (3 lessons)	The Doot Doot Song - classroom percussion (6 lessons)	Fanfare for the Common Man (3 lessons)	The Horse in Motion (3 lessons)	Favourite Song - classroom percussion (6 lessons)
	<p>Focus: Pentatonic scale, Gospel music, off-beat, rhythm, call-and-response, progression snapshot 1.</p> <p>Objectives: Improvise with the voice on the notes of the pentatonic scale D-E-G-A-B (and B flat if you have one).</p> <p>Sing in a Gospel style with expression and dynamics. Play a bass part and rhythm ostinato along with This little light of mine.</p> <p>Sing Part 1 of a partner song rhythmically. Listen and move in time to songs in a Gospel style.</p>	<p>Focus: Creating music inspired by colour and art, composing using a non-musical stimulus, timbre, dynamics, rhythm, texture, suite, graphic score.</p> <p>Objectives: Create short sounds inspired by colours and shapes.</p> <p>Structure musical ideas into a composition. Create and read graphic scores.</p> <p>Understand that instruments can be used individually and in combination to create different effects of timbre and texture.</p>	<p>Focus: Chords (A minor, C and F major), acoustic guitar style, song structure, relaxed swing feel, 2-bar phrases, progression snapshot 2.</p> <p>Objectives: ‘Doodle’ with voices over the chords in the song. Sing swung rhythms lightly and accurately.</p> <p>Learn a part on tuned percussion and play as part of a whole-class performance.</p> <p>Sing Part 2 of a partner song rhythmically. Adopt a rhythmic accompaniment while singing.</p> <p>Listen and identify similarities and differences between acoustic guitar styles.</p>	<p>Focus: Fanfare, timbre, dynamics, texture, silence.</p> <p>Objectives: Improvise and compose, exploring how timbre, dynamics, and texture can be used for impact in a fanfare. Compose a fanfare using a small set of notes, and short, repeated rhythms.</p> <p>Listen and appraise, recognising and talking about the musical characteristics of a fanfare using music vocabulary.</p>	<p>Focus: To create music inspired by one of the first ever motion pictures showing the movement of a horse, composing to a moving image, graphic score, orchestration, ostinatos, dynamics.</p> <p>Objectives: Create ostinatos. Layer up different rhythms. Create and follow a score. Watch a film and analyse it in a musical context.</p>	<p>Focus: Triads, chords: C, F, G major, A minor, chord structure, folk-rock styles, progression snapshot 3.</p> <p>Objectives: Sing with expression and a sense of the style of the music.</p> <p>Understand triads and play C, F, G major, and A minor. Play an instrumental part as part of a whole-class performance.</p> <p>Sing a part in a partner song, rhythmically and from memory.</p> <p>Identify similarities and differences between pieces of music in a folk/folk-rock style.</p>

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Year 5	What Shall we do with the Drunken Sailor? (6 lessons)	Why we Sing (3 lessons)	Madina Tun Nabi (6 lessons)	Epoca (3 lessons)	Composing in Ternary Form (3 lessons)	Kisne Banaaya (6 lessons)
	<p>Focus: Sea shanties, beat, rhythm, chords, bass, dot notation, progression snapshot 1.</p> <p>Objectives: Compose body percussion patterns to accompany a sea shanty.</p> <p>Write these out using rhythm grids.</p> <p>Sing a sea shanty expressively, with accurate pitch and a strong beat.</p> <p>Play bass notes, chords, or rhythms to accompany singing.</p> <p>Sing in unison while playing an instrumental beat (untuned).</p> <p>Keep the beat playing a 'cup' game.</p> <p>Talk about the purpose of sea shanties and describe some of the features using music vocabulary.</p>	<p>Focus: Gospel music, instruments, structure, texture, vocal decoration.</p> <p>Objectives: Develop and practise techniques for singing and performing in a Gospel style.</p> <p>Recognise individual instruments and voices by ear.</p> <p>Listen to a selection of Gospel music and spirituals and identify key elements that give the music its unique sound.</p> <p>Talk about music using appropriate music vocabulary (e.g. the ways the voices are used, the contrasting texture of solo voice and choir, singing in harmony, the lyrics etc.).</p>	<p>Focus: Nasheed (Islamic song), drone, melody, harmony, chords (G and D), vocal decoration, microtones, progression snapshot 2.</p> <p>Objectives: Improvise freely over a drone.</p> <p>Sing a song in two parts with expression and an understanding of its origins.</p> <p>Sing a round and accompany themselves with a beat.</p> <p>Play a drone and chords to accompany singing. Listen and copy back simple rhythmic and melodic patterns.</p>	<p>Focus: Texture, articulation, rhythm, tango.</p> <p>Objectives: Engage the imagination, work creatively in movement in small groups, learning to share and develop ideas.</p> <p>Develop listening skills and an understanding of how different instrumental parts interact (texture) by responding to each part through movement.</p> <p>Demonstrate an understanding of the history of Argentine Tango.</p>	<p>Focus: Structure (ternary form/ABA), pentatonic scale, tempo, dynamics, 20th-century orchestral music.</p> <p>Objectives: Improvise and compose, creating a piece in ternary form using a pentatonic scale, and containing an accompaniment, contrasting dynamics, and tempo.</p> <p>Notate ideas to form a simple score to play from.</p> <p>Listen, appraise, and respond to music using drawings and words.</p> <p>Recognise that music can describe feelings and tell a story.</p> <p>Understand and recognise ternary form.</p>	<p>Focus: A song from India and Pakistan, melody, accompaniment, four-part singing in a round, creating an arrangement, progression snapshot 3.</p> <p>Objectives: Compose a simple accompaniment using tuned instruments.</p> <p>Create and perform their own class arrangement.</p> <p>Sing and play the melody of Kisne banaaya.</p> <p>Sing in a 4-part round accompanied with a pitched ostinato.</p>

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<p>Year 6</p>	<p>Hey, Mr Millar (6 lessons)</p> <p>Focus: Swing music, syncopation, swing rhythm, big band instruments, scat singing, social and historical context (WWII, segregation) progression snapshot 1.</p> <p>Objectives: Compose a syncopated melody using the notes of the C major scale. Sing a syncopated melody accurately and in tune. Sing and play a class arrangement of the song with a good sense of ensemble. Listen to historical recordings of big band swing and describe features of the music using music vocabulary.</p>	<p>Shadows (3 lessons)</p> <p>Focus: Artists and their influences, compare musical genres (country, electronic dance music, rock, classical, soul).</p> <p>Objectives: Explore the influences on an artist by comparing pieces of music from different genres. Identify features of timbre, instrumentation, and expression in an extract of recorded music. Use musical knowledge and vocabulary to discuss similarities and differences in pieces of music. Create a shadow movement piece in response to music.</p>	<p>Dona Nobis Pacem (6 lessons)</p> <p>Focus: Texture (3-part round/polyphonic texture), monophonic, homophonic, 3/4 time, durations (crotchet, rest, quavers, minim, dotted minim, dotted crotchet), sacred vocal music, singing in harmony, progression snapshot 2.</p> <p>Objectives: Compose an 8-bar piece on percussion, in 3-time and using chords F and C major. Sing a round accurately and in a legato style. Sing a chorus in two-part harmony with dancing on the beat. Identify changes in texture between parts moving together (homophonic texture) and parts moving independently (polyphonic texture).</p>	<p>Twinkle Variations (3 lessons)</p> <p>Focus: To use Twinkle, little star as a composing tool, theme and variations form, passacaglia, improvisation.</p> <p>Objectives: Create variations using a wide variety of composing techniques. Improvise on top of a repeating bassline. Decipher a graphic score. Play Twinkle, little star.</p>	<p>Race! (3 lessons)</p> <p>Focus: To create music to accompany a short film about a race, composing an extended melody and accompaniment.</p> <p>Objectives: Create an accompaniment. Create an extended melody with four distinct phrases. Experiment with harmony. Structure ideas into a full soundtrack.</p>	<p>Ame Sau Vala Tara Bal (6 lessons)</p> <p>Focus: Indian music, bhairavi raag, chaal rhythm, Indian musical instruments, Indian musical styles comparison (bhangra, Bollywood, Indian classical), progression snapshot 3.</p> <p>Objectives: Create a rhythmic piece for drums and percussion instruments. Sing the chorus of Throw, catch in three-part harmony with dancing. Develop knowledge and understanding of a variety of musical styles from India, talking about them using music vocabulary. Demonstrate coordination and keeping a steady beat by dancing to bhangra music.</p>
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Recorder Karate' Skills Progression			
(starting in Year 3 – each child progressing at their own pace)			
'Belt' Colour	Piece	New Notes Played	New Theory
White	Hot Cross Buns	G A B	Crotchet, minim, minim rest, 4/4
Yellow	Gently Sleep	Consolidate GAB	Breath mark
Orange	Merrily We Roll Along	Consolidate GAB	Consolidate theory
Green	It's Raining It's Pouring	E	Quavers
Purple	Old MacDonald Had a Farm	D	Dotted minim, crotchet rest
Blue	When the Saints	C' D'	Semibreve, tied notes
Red	Twinkle Twinkle	F#	Key signatures,
Brown	Amazing Grace	Consolidate DE GAB D'	Dotted crotchet, fermata, 3/4
Black	Ode to Joy	Consolidate D GABC'D'	Consolidate theory

After Black Belt the children may choose one or more of the following paths:

Continue to the Second Karate Belt system which progressively introduces new notes and more complex rhythms e.g. the Can Can, I've Been Working on the Railroad.

Find own music from the internet and learn to play and perform examples so far include: Walking in the Air, Shooting Stars.

Piano Karate Belts: similar system to the recorder belts. Self taught using the school website and ipads

Play Recorder Duets

Piano or Own Instrumental Practice

Teacher other Pupils in their Karate Belts