



# St. Lawrence Primary School

## Music Curriculum Overview



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p><b>Menu Song (6 lessons)</b></p> <p><b>Focus:</b> Active listening (movement), beat, echo singing, showing pitch moving, progression snapshot 1.</p> <p><b>Objectives:</b> 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><b>Colonel Hathi's March (3 lessons)</b></p> <p><b>Focus:</b> Beat, march, timbre, film music.</p> <p><b>Objectives:</b> Compose music to march to using tuned and untuned percussion.</p> <p>Respond to musical characteristics through movement.</p> <p>Describe the features of a march using music vocabulary (e.g. that it has</p> <p><b>Magical Musical Aquarium (3 lessons)</b></p> <p><b>Focus:</b> Timbre, pitch, structure, graphic symbols, classical music.</p> <p><b>Objectives:</b> Experiment with sounds (timbre) to create aquarium-inspired music and draw the sounds using graphic symbols.</p>	<p><b>Football (6 lessons)</b></p> <p><b>Focus:</b> Beat, ostinato, pitched/unpitched patterns, mi-re-do (notes E-D-C), progression snapshot 2.</p> <p><b>Objectives:</b> 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><b>'Dawn' from Sea interludes (3 lessons)</b></p> <p><b>Focus:</b> Beat, active listening (singing game, musical signals, movement), 20th century classical music.</p> <p><b>Objectives:</b> Sing a simple singing game, adding actions to show a developing sense of beat.</p> <p>Listen actively by responding to musical signals and musical themes using appropriate movement.</p> <p>Create a musical movement picture.</p> <p><b>Musical Conversations (3 lessons)</b></p> <p><b>Focus:</b> Question-and-answer, timbre, graphic score.</p> <p><b>Objectives:</b> Compose musical sound effects and short sequences of sounds in response to a stimulus.</p>	<p><b>Dancing and Drawing to Nautilus (3 lessons)</b></p> <p><b>Focus:</b> Active listening (musical signals, internalising beat, draw to music, movement/actions), electronic music.</p> <p><b>Objectives:</b> 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><b>Cat and Mouse (3 lessons)</b></p> <p><b>Focus:</b> Mood, tempo, dynamics, rhythm, timbre, dot notation.</p> <p><b>Objectives:</b> Create rhythm patterns, sequencing them, and 'fixing' them as compositions using simple notation.</p>	<p><b>Come Dance with Me (6 lessons)</b></p> <p><b>Focus:</b> Call-and-response, echo singing and playing, playing percussion, crotchet, quavers, crotchet rest, developing beat skills, progression snapshot 3.</p> <p><b>Objectives:</b> 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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		<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>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>Attempt to record compositions with stick and other notations.</p> <p>Sing and chant songs and rhymes expressively.</p> <p>Listen and copy rhythm patterns.</p>	
Year 2	<p><b>Tony Chestnut (6 lessons)</b></p> <p><b>Focus:</b> Beat, rhythm, melody, echo, call-and-response, tuned and untuned percussion, progression snapshot 1.</p> <p><b>Objectives:</b> Improvise rhythms along to a backing track using the note C or G.</p> <p>Compose call-and-response music.</p> <p>Play the melody on a tuned percussion instrument.</p> <p>Sing with good diction. Recognise and play echoing phrases by ear.</p>	<p><b>Carnival of the Animals (3 lessons)</b></p> <p><b>Focus:</b> Timbre, tempo, dynamics, pitch, classical music.</p> <p><b>Objectives:</b> Select instruments and compose music to reflect an animal's character.</p> <p>Listen with increased concentration to sounds/music and respond by talking about them using music vocabulary, or physically with movement and dance.</p> <p>Identify different qualities of sound (timbre) e.g. smooth, scratchy, clicking, ringing, and how they are made.</p>	<p><b>Grandma Rap (6 lessons)</b></p> <p><b>Focus:</b> Duration (crotchet, quavers, crotchet rest), unison, round, progression snapshot 2.</p> <p><b>Objectives:</b> Compose 4-beat patterns to create a new rhythmic accompaniment, using a looping app.</p> <p>Chant Grandma rap rhythmically, and perform to an accompaniment children create.</p> <p>Chant and play rhythms using the durations of 'walk' (crotchet), 'jogging' (quavers), and 'shh' (crotchet rest) from stick notation.</p>	<p><b>Orawa (3 lessons)</b></p> <p><b>Focus:</b> Beat, rhythm, repetition, structure, 20th century classical music.</p> <p><b>Objectives:</b> Improvise and compose, structuring short musical ideas to form a larger piece.</p> <p>Sing and play, performing composed pieces for an audience.</p> <p>Listen and appraise, with focus and attention to detail, recalling sounds and patterns.</p> <p><b>Trains (3 lessons)</b></p> <p><b>Focus:</b> To create music inspired by train travel, volume/dynamics (crescendo,</p>	<p><b>Swing-a-long with Shostakovich (3 lessons)</b></p> <p><b>Focus:</b> 2- and 3-time, beat, beat groupings, 20th century classical music.</p> <p><b>Objectives:</b> Create action patterns in 2- and 3-time.</p> <p>Listen actively and mark the beat by tapping, clapping, and swinging to the music.</p> <p>Listen and move, stepping a variety of rhythm patterns ('walk', 'jogging', 'skipty'). Understand and explain how beats can be grouped into patterns and identify them in familiar songs.</p> <p>Move freely and creatively to music using a prop.</p>	<p><b>Tanczmy Labada (6 lessons)</b></p> <p><b>Focus:</b> Singing games, traditional Polish dances, follow a changing beat and tempo, playing a percussion accompaniment, body percussion patterns, progression snapshot 3.</p> <p><b>Objectives:</b> Demonstrate an internalised sense of pulse through singing games.</p> <p>Sing confidently in Polish, and play a cumulative game with spoken call-and-response sections.</p> <p>Play an accompaniment on tuned percussion and invent a 4-beat body percussion pattern.</p> <p>Listen and match the beat of others and recorded music, adapting speed accordingly.</p>

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		<p>Recognise and respond to changes of speed (tempo), the length of notes (duration – long/ short), short/detached/smooth (articulation), and pitch (high/low) using music vocabulary, and/ or movement.</p> <p><b>Composing Music inspired by Birdsong (3 lessons)</b></p> <p><b>Focus:</b> Composing using a non-musical stimulus, creating music inspired by birds and birdsong, improvising and playing a solo on instruments.</p> <p><b>Objectives:</b>          Invent simple patterns using voices, body percussion, and then instruments.          Follow signals given by a conductor/leader.          Structure compositional ideas into a bigger piece.          Improvise solos using instruments.</p>	<p>Learn a clapping game to Hi lo chicka lo that shows the rhythm.</p> <p>Show the following durations with actions 'walk' (crotchet) and 'jogging' (quavers).</p>	<p>diminuendo), speed/ tempo (accelerando, ritenuto).</p> <p><b>Objectives:</b>          Begin to understand duration and rhythm notation.</p> <p>Structure musical ideas into a whole-class composition.</p> <p>Learn a simple rhythm pattern and perform it with tempo and volume changes.</p> <p>Learn about the musical terms crescendo, diminuendo, accelerando, ritenuto.</p> <p>Follow signals from a conductor.</p> <p>Listen to and analyse four pieces of music inspired by travel/vehicles.</p>	<p><b>Charlie Chaplin (3 lessons)</b></p> <p><b>Focus:</b> 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><b>Objectives:</b>          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>Listen to traditional and composed music from Poland.</p> <p>Begin to understand how music helps people share tradition and culture.</p>
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<p>Year 3</p>	<p><b>I've been to Harlem (6 lessons)</b></p> <p><b>Focus:</b> Pitch shape, ostinato, round, pentatonic, call-and-response, progression snapshot 1.</p> <p><b>Objectives:</b> 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><b>Nao Chariya de/Mingulay boat song (3 lessons)</b></p> <p><b>Focus:</b> Bengali/Scottish folk songs, comparing songs from different parts of the world, beat, tempo, 3/4, 4/4.</p> <p><b>Objectives:</b> Begin to develop an understanding and appreciation of music from different musical traditions.</p> <p>Identify that the songs are from different places in the world, use different instruments, have a different beat, and are different speeds.</p> <p>Pupils can use some musical vocabulary to describe these things.</p> <p>Understand that a folk song is music that belongs to the people of a particular place.</p>	<p><b>Latin Dance - classroom percussion (6 lessons)</b></p> <p><b>Focus:</b> Salsa, beat, clave rhythm, timbre, chords, rhythm pattern, progression snapshot 2.</p> <p><b>Objectives:</b> 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><b>'March' from The Nutcracker (3 lessons)</b></p> <p><b>Focus:</b> Rondo structure, beat, higher/lower, staccato, call-and-response, romantic ballet music.</p> <p><b>Objectives:</b> 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><b>From a Railway Carriage (3 lessons)</b></p> <p><b>Focus:</b> Structure (repetition, round, pattern), texture (layers, unison), timbre beat, classical music.</p> <p><b>Objectives:</b> Explore ways to create word-based pieces of music.</p>	<p><b>Just Three Notes (3 lessons)</b></p> <p><b>Focus:</b> Pitch (notes C-D-E), durations (crotchet, quaver, semiquaver, crotchet rest), rhythm patterns, structure, minimalism, score, dot notation.</p> <p><b>Objectives:</b> 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><b>Samba with Sergio (3 lessons)</b></p> <p><b>Focus:</b> Samba, carnival, fanfare, call-and-response, beat, percussion, word rhythms, music and community.</p> <p><b>Objectives:</b> Perform call-and-response rhythms vocally, by ear, using word rhythms, then transfer rhythms to body percussion/instruments.</p> <p>Perform vocal percussion as part of a group.</p>	<p><b>Fly with the Stars - classroom percussion (6 lessons)</b></p> <p><b>Focus:</b> Minor and major chords (A minor, C major), chord, dot notation, durations (crotchet, quavers, crotchet rest), progression snapshot 3.</p> <p><b>Objectives:</b> 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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		<p><b>Sound Symmetry (3 lessons)</b></p> <p><b>Focus:</b> Structure (symmetry and pattern in melody, ternary form), melody, accompaniment.</p> <p><b>Objectives:</b> Compose a simple song using symmetry to develop a melody, structure, and rhythmic accompaniment. Sing by improvising simple melodies and rhythms. Identify how the pitch and melody of a song has been developed using symmetry.</p>		<p>Explore ways to communicate atmosphere and effect.</p> <p>Listen and compare how different composers have approached creating word-based compositions.</p>	<p>Move in time with the beat of the music.</p> <p>Talk about what they have learnt about Brazil and Carnival (e.g. samba batucada instruments, playing in call-and-response, samba schools, that in Brazil music helps communities thrive, that word rhythms are an important way to learn rhythm patterns that you can freely express yourself at Carnival).</p>	
Year 4	<p><b>This Little Light of Mine (6 lessons)</b></p> <p><b>Focus:</b> Pentatonic scale, Gospel music, off-beat, rhythm, call-and-response, progression snapshot 1.</p> <p><b>Objectives:</b> Improvise with the voice on the notes of the pentatonic scale D-E-G-A-</p>	<p><b>Theme from The Pink Panther (3 lessons)</b></p> <p><b>Focus:</b> Timbre, tempo, rhythm, dynamics, atmosphere, music from a film.</p> <p><b>Objectives:</b> Improvise and compose, creating atmospheric music for a scene with a given set of instruments.</p>	<p><b>The Doot Doot Song - classroom percussion (6 lessons)</b></p> <p><b>Focus:</b> Chords (A minor, C and F major), acoustic guitar style, song structure, relaxed swing feel, 2-bar phrases, progression snapshot 2.</p> <p><b>Objectives:</b> 'Doodle' with voices over the chords in the song.</p>	<p><b>Fanfare for the Common Man (3 lessons)</b></p> <p><b>Focus:</b> Fanfare, timbre, dynamics, texture, silence.</p> <p><b>Objectives:</b> Improvise and compose, exploring how timbre, dynamics, and texture can be used for impact in a fanfare.</p>	<p><b>Global Pentatonics (3 lessons)</b></p> <p><b>Focus:</b> Pentatonic scale, different music traditions and cultures, graphic/dot notation.</p> <p><b>Objectives:</b> Compose a pentatonic melody. Improvise and create pentatonic patterns. Use notation to represent musical ideas. Compare music extracts and understand that the pentatonic</p>	<p><b>Favourite Song - classroom percussion (6 lessons)</b></p> <p><b>Focus:</b> Triads, chords: C, F, G major, A minor, chord structure, folk-rock styles, progression snapshot 3.</p> <p><b>Objectives:</b> Sing with expression and a sense of the style of the music.  Understand triads and play C, F, G major, and A minor.</p>

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	<p>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>Listen and appraise, recognising elements of the music that establishes the mood and character e.g. the rhythm.</p> <p>Talk about the effect of particular instrument sounds (timbre).</p> <p><b>Composing with Colour (3 lessons)</b></p> <p><b>Focus:</b> Creating music inspired by colour and art, composing using a non-musical stimulus, timbre, dynamics, rhythm, texture, suite, graphic score.</p> <p><b>Objectives:</b> Create short sounds inspired by colours and shapes. Structure musical ideas into a composition. Create and read graphic scores. Understand that instruments can be used individually and in combination to create different effects of timbre and texture.</p>	<p>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>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><b>Spain (3 lessons)</b></p> <p><b>Focus:</b> To create music inspired by Spain, habanera rhythm, triplet rhythm, fitting two rhythms together, count musically, structure ideas.</p> <p><b>Objectives:</b> Invent a melody. Fit two patterns together. Structure musical ideas into compositions. Play repeating rhythmic patterns. Count musically.</p>	<p>scale features in lots of music traditions and cultures.</p> <p><b>The Horse in Motion (3 lessons)</b></p> <p><b>Focus:</b> 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><b>Objectives:</b> Create ostinatos. Layer up different rhythms. Create and follow a score. Watch a film and analyse it in a musical context.</p>	<p>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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<p>Year 5</p>	<p><b>What Shall we do with the Drunken Sailor? (6 lessons)</b></p> <p><b>Focus:</b> Sea shanties, beat, rhythm, chords, bass, dot notation, progression snapshot 1.</p> <p><b>Objectives:</b> 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><b>Why we Sing (3 lessons)</b></p> <p><b>Focus:</b> Gospel music, instruments, structure, texture, vocal decoration.</p> <p><b>Objectives:</b> 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><b>Introduction to Songwriting (3 lessons)</b></p> <p><b>Focus:</b> Structure (verse/chorus), hook, lyric writing, melody.</p>	<p><b>Madina Tun Nabi (6 lessons)</b></p> <p><b>Focus:</b> Nasheed (Islamic song), drone, melody, harmony, chords (G and D), vocal decoration, microtones, progression snapshot 2.</p> <p><b>Objectives:</b> 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.</p> <p>Listen and copy back simple rhythmic and melodic patterns.</p>	<p><b>Building a Groove (3 lessons)</b></p> <p><b>Focus:</b> Beat, rhythm, basslines, riffs.</p> <p><b>Objectives:</b> Show understanding of how a drum pattern, bass line and riff fit together to create a memorable and catchy groove.</p> <p>Identify drum patterns, basslines, and riffs and play them using body percussion and voices.</p> <p><b>Epoca (3 lessons)</b></p> <p><b>Focus:</b> Texture, articulation, rhythm, tango.</p> <p><b>Objectives:</b> 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><b>Balinese Gamelan (3 lessons)</b></p> <p><b>Focus:</b> Gamelan from Bali, interlocking rhythms, vocal chant, structure (musical cycles).</p> <p><b>Objectives:</b> Compose a kecak piece as part of a group.</p> <p>Sing/chant a part within a kecak performance.</p> <p>Develop knowledge and understanding of the Balinese musical forms of gamelan beleganjur and kecak.</p> <p>Listen and match vocal and instrumental sounds to each other, and to notation.</p> <p><b>Composing in Ternary Form (3 lessons)</b></p> <p><b>Focus:</b> Structure (ternary form/ABA), pentatonic scale, tempo, dynamics, 20th-century orchestral music.</p> <p><b>Objectives:</b> Improvise and compose, creating a piece in ternary form using a pentatonic scale, and containing an accompaniment, contrasting dynamics, and tempo.</p>	<p><b>Kisne Banaaya (6 lessons)</b></p> <p><b>Focus:</b> A song from India and Pakistan, melody, accompaniment, four-part singing in a round, creating an arrangement, progression snapshot 3.</p> <p><b>Objectives:</b> 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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Year 6	<p><b>Hey, Mr Millar (6 lessons)</b></p> <p><b>Focus:</b> Swing music, syncopation, swing rhythm, big band instruments, scat singing, social and historical context (WWII, segregation) progression snapshot 1.</p> <p><b>Objectives:</b></p>	<p><b>Shadows (3 lessons)</b></p> <p><b>Focus:</b> Artists and their influences, compare musical genres (country, electronic dance music, rock, classical, soul).</p> <p><b>Objectives:</b> Explore the influences on an artist by comparing pieces of music from different genres.</p>	<p><b>Dona Nobis Pacem (6 lessons)</b></p> <p><b>Focus:</b> 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><b>Objectives:</b></p>	<p><b>You to me are Everything (3 lessons)</b></p> <p><b>Focus:</b> 1970s soul music, comparing cover versions.</p> <p><b>Objectives:</b> Use music vocabulary and knowledge to discuss similarities and differences in pieces of music.</p> <p>Learn some simple choreography to accompany a disco song.</p>	<p><b>Race! (3 lessons)</b></p> <p><b>Focus:</b> To create music to accompany a short film about a race, composing an extended melody and accompaniment.</p> <p><b>Objectives:</b> Create an accompaniment.</p> <p>Create an extended melody with four distinct phrases.</p> <p>Experiment with harmony.</p>	<p><b>Ame Sau Vala Tara Bal (6 lessons)</b></p> <p><b>Focus:</b> Indian music, bhairavi raag, chaal rhythm, Indian musical instruments, Indian musical styles comparison (bhangra, Bollywood, Indian classical), progression snapshot 3.</p> <p><b>Objectives:</b> Create a rhythmic piece for drums and percussion instruments.</p>

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<p>Compose a syncopated melody using the notes of the C major scale.</p> <p>Sing a syncopated melody accurately and in tune.</p> <p>Sing and play a class arrangement of the song with a good sense of ensemble.</p> <p>Listen to historical recordings of big band swing and describe features of the music using music vocabulary.</p>	<p>Identify features of timbre, instrumentation, and expression in an extract of recorded music.</p> <p>Use musical knowledge and vocabulary to discuss similarities and differences in pieces of music.</p> <p>Create a shadow movement piece in response to music.</p> <p><b>Composing for Protest! (3 lessons)</b></p> <p><b>Focus:</b> To create music inspired by Ethel Smyth and a picture of the suffragettes, composing using a non-musical stimulus, lyrics, melody, steady beat, tempo, ostinato, coda.</p> <p><b>Objectives:</b> Create their own song lyrics.</p> <p>Fit their lyrics to a pulse, creating a chant.</p> <p>Write a melody and sing it.</p> <p>Structure their ideas into a complete song.</p>	<p>Compose an 8-bar piece on percussion, in 3-time and using chords F and C major.</p> <p>Sing a round accurately and in a legato style.</p> <p>Sing a chorus in two-part harmony with dancing on the beat.</p> <p>Identify changes in texture between parts moving together (homophonic texture) and parts moving independently (polyphonic texture).</p>	<p>Listen and appraise, recognising and identifying key musical features such as rhythm, tempo, timbre, structure, and instruments.</p> <p><b>Twinkle Variations (3 lessons)</b></p> <p><b>Focus:</b> To use Twinkle, twinkle little star as a composing tool, theme and variations form, passacaglia, improvisation.</p> <p><b>Objectives:</b> Create variations using a wide variety of composing techniques.</p> <p>Improvise on top of a repeating bassline.</p> <p>Decipher a graphic score.</p> <p>Play Twinkle, twinkle, little star.</p>	<p>Structure ideas into a full soundtrack.</p> <p><b>Exploring Identity through Song (3 lessons)</b></p> <p><b>Focus:</b> Vocal range, voice change, vocal technique, lyrics (internal rhymes), anthems.</p> <p><b>Objectives:</b> Identify ways songwriters convey meaning: through lyrics, the music, and the performance.</p> <p>Understand different ways that rhymes work in songs.</p> <p>Identify different elements of a song's structure.</p> <p>Understand the concept of identity and how you can express that in songs.</p>	<p>Sing the chorus of Throw, catch in three-part harmony with dancing.</p> <p>Develop knowledge and understanding of a variety of musical styles from India, talking about them using music vocabulary.</p> <p>Demonstrate coordination and keeping a steady beat by dancing to bhangra music.</p>
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*Our Mission: 'To develop responsible, independent individuals who love learning and have the knowledge and attitudes to be successful in an ever changing world'.*



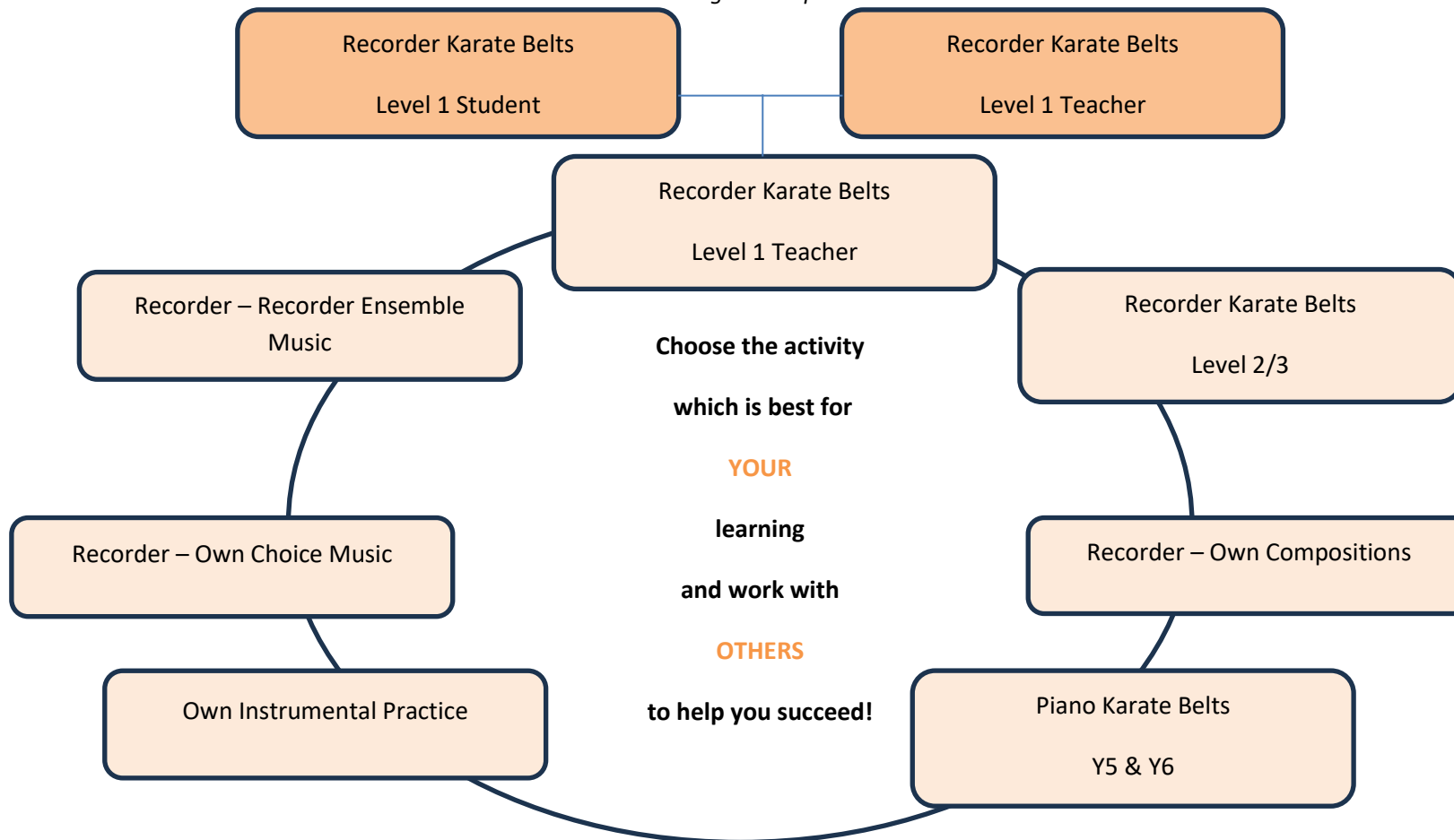
# St. Lawrence Primary School

Music Curriculum Overview



## St Lawrence School Musical Instrument Learning Pathway

*In music we own our learning and help each other to achieve.*



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# St. Lawrence Primary School



## Music Curriculum Overview

Recorder Karate' Skills Progression			
LEVEL 1 (compulsory)			
(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

### Adding Breadth to the Curriculum:

- At St Lawrence we teach recorder to all KS2 pupils each week. Once the basics (Level 1 Karate Belts) are achieved, the children have a choice of how they wish to develop their instrument playing (see chart above).
- We work with JMS to provide all Y4 children with the opportunity to learn another instrument for a term. The JMS staff have noted how our children progress very quickly because they already have the basics from the playing the recorder.
- We look for opportunities to invite people who use of music in their careers to speak to the children. These include composers and performers.

### Deepening the Curriculum for those children who want to take the subject further:

- Any child who has passed Black Belt on Level 1 is invited to attend the school recorder ensemble/orchestra. They make a commitment for a half term. Performances include the Eisteddfod, Christmas Carol Service.
- Since starting to teach the recorder in school the uptake of other musical instrument learning has accelerated considerably – both with JMS and privately.
- The school pays for expert tuition for both the school Choir and the school Orchestra
- In 2024 both the school Choir and Orchestra achieved Gold in the Eisteddfod (the only non-fee-paying school to enter both these classes).

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