



St Alban & St Stephen Catholic Primary School & Nursery

Learning and growing with God by our side

Faith, Friendship, Determination, Respect & Unity



Music Curriculum Coverage

Yr group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	<p>Pitch, Pulse And Rhythm Play instruments to a steady beat, with Control, copying and creating simple rhythmic patterns.</p> <p>To begin to identify crotchets and quavers</p> <p>Recognise the difference between a pattern with notes (pitched) and without notes (unpitched)</p>	<p>Performance To learn songs for Christmas play.</p> <p>Sing with an awareness of pitch and control of breathing</p> <p>To sing in tune within a limited pitch range</p>	<p>Active Listening (Nautilus!) Respond to musical signals and 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>Composition To begin to represent sounds with simple symbols including shapes and marks. (No place like home – Kerry Andrew)</p>	<p>World Music Listen to music from around the world.</p> <p>To learn songs inspired by African music including call and response songs.</p> <p>To keep a steady pulse using body or untuned percussion</p>	<p>Singing Explore the use of the voice in different ways such as singing, chanting and speaking</p> <p>Discover how the voice can produce rhythm and pulse, high and low pitch and loud and quiet to produce different effects.</p>
2	<p>Carnival of Animals (Compose) To begin to use sounds to create a desired effect either using voices or instruments using 'Carnival of Animals' as a starting point.</p> <p>Children will create their own sound track using percussion instruments.</p>	<p>Performance To learn songs for Christmas play.</p> <p>Sing with an increasing accuracy and awareness of pitch and control of breathing</p>	<p>Pulse and Rhythm Begin to understand the difference between pulse and rhythm.</p> <p>To create own rhythmic patterns using untuned percussion and begin to read rhythmic notation and simplified traditional notation</p>	<p>History of music (Rock n Roll) To learn about famous composers from a range of genres.</p> <p>To listen with concentration to a wide range of live and recorded music</p>	<p>The class band To know the names of a variety of percussion instruments and how they are handled.</p> <p>Accurately follow a leader, joining in and stopping as appropriate.</p> <p>Begin to show awareness of pitch, tempo,</p>	<p>Singing To sing with accurate pitch control and breathing.</p> <p>To sing in 2 parts</p>

					dynamics and timbre.	
3	Composition – The Stone Age To compose a structured rhythmic piece on untuned percussion and record using rhythm notation	UKULELES Know how to handle Ukulele correctly and develop good technique including posture, strumming and plucking as well as learning to read ukulele chord tabs.		Improvising - Amazing Egyptians To begin to understand how music is structured and how it can be arranged to create a desired effect.	Glockenspiels 1 Begin to understand and to be able to read traditional notation including crotchets and quavers.	Singing Playgrounds To learn a sequence of songs to be performed as a medley as part of a group.
4	Glockenspiels 1 and 2 Begin to understand and to be able to read traditional notation including crotchets and quavers.	Ukulele revisited To be able to handle a Ukelele correctly and name the parts. Follow notation such as chord charts and tabs to perform simple songs.	History of music Listen and appraise different genres music, explaining how music has changed over time.	Composition To compose and follow a simple rhythmic notation and add a simple melody. (Kaboom)	Elements To identify each of the inter-related dimensions of music and how they are used when improvising and composing different types of music.	2 Part singing To introduce singing in part – rounds and canon as well as harmony
5	Perform Create a class accompaniment to a piece of music on tuned and untuned instruments.	Young Voices To sing with increasing control and confidence with accurate breathing and pitch control	History of music To appreciate different style of music and appreciate recorded music	Composition Compose a Viking longboat song – introducing meter	Drumming/Rhythm and Pulse Begin to layer rhythms to create different effects	Improvising and Composing Improvising melodic and rhythmic phrases as part of a group performance

	Begin to improvise using repeating patterns (ostinato).	To learn songs of different styles to perform as an ensemble in parts and in unison.	from a different time. (Holsts suite of planets)	To understand how music is structured and how it can be arranged to create a desired effect.	Performing own rhythmic ostinato on an instrument. (Kaboom)	using Stravinsky's 'firebird' as a starting point.
6	Rhythm and Pulse Stomp - Combine and organise musical ideas using ternary form and perform with control and rhythmic accuracy.	Musicianship and composition I can compose a ternary piece, considering how the IDRM are used. Develop confidence in composing songs and melodies with verses and a chorus using repetition and sequence. Thoughtfully select elements for a piece in order to gain a desired mood or effect.	History of Music / Elements Compare and evaluate pieces of music using a wide range of musical vocabulary. To appreciate recorded music from a different tradition, time and culture.	IT and music To use IT to create and manipulate sounds to create a desired effect and create a stop motion animation with accompaniment.	Performance Work together to perform the end of year show with confidence, expression and an understanding of what makes a successful performance.	
All year groups To encourage pupils to listen critically to a broad	Western classical Up to 20th Century	Popular music	Musical traditions	Western classical beyond 20th century	Popular music	

range of music in order to gain a deeper understanding of how music is constructed and the impact it can have on the listener.

See examples below for suggested pieces for each category

The Western Classical Tradition up to the 1940s

Title	Composer	Period
O Euchar!	Hildegard	Early
Hallelujah from Messiah	Handel	Baroque
Rondo alla Turca	Mozart	Classical
Symphony No. 5	Beethoven	Classical
1812 Overture	Tchaikovsky	Romantic
Night on a Bare Mountain	Mussorgsky	Romantic
Bolero	Ravel	20th Century
Symphonic Variations on an African Air	Coleridge-Taylor	20th Century
English Folk Song Suite	Vaughan Williams	20th Century
Mars from The Planets	Holst	20th Century

The Western Classical Tradition and Film beyond the 1940s

Title	Composer	Period
This Little Babe from Ceremony of Carols	Britten	20th Century
For the Beauty of the Earth	Rutter	20th Century
Jai Ho from Slumdog Millionaire	A.R. Rahman	21st Century
Connect It	Anna Meredith	21st Century
Night Ferry	Anna Clyne	21st Century

Popular Music

Style	Title	Artist(s)
Blues	Runaway Blues	Ma Rainey
Jazz	Take the 'A' Train	Duke Ellington Orchestra
Rock n Roll	Hound Dog	Elvis Presley
Pop	With A Little Help from My Friends	The Beatles
Funk	I Got You (I Feel Good)	James Brown
Disco	Le Freak	Chic
80s Synth/Pop	Smalltown Boy	Bronski Beat
90s Singer/Songwriter	Play Dead	Björk
90s RnB	Say My Name	Destiny's Child
Art Pop	Wild Man	Kate Bush
90s Indie	Wonderwall	Oasis
21st Century	Pupils should also be listening to more recent examples of popular music; this affords an opportunity for pupil engagement in the choice of repertoire.	

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