



## St Hugh of Lincoln RC Primary School: Music Curriculum Long Term Overview

### Cycle B

	<b>Autumn Term 1</b>	<b>Autumn Term 2</b>	<b>Spring Term 1</b>	<b>Spring Term 2</b>	<b>Summer Term 1</b>	<b>Summer Term 2</b>
<b>Nursery</b>	<p>Pulse and Rhythm Skills:</p> <p>Nursery Rhymes and Songs</p> <p>Clave work (Recognise and copy the rhythms of words. Copy short rhythm patterns)</p> <p>Listen and respond to live music being played on the violin, piano, recorder, ukulele and glockenspiel.</p> <p>Listen to Dance/Disco Music</p>	<p>Action songs</p> <p>Songs with props</p> <p>Recognise high and low sounds, using hand signs.</p> <p>Christmas Songs with percussion instruments.</p> <p>Listen to Ballet Music</p>	<p>Listening to different styles of music.</p> <p>I can recognise different instruments.</p> <p>How does music make me feel?</p> <p>I can sing on my own and with my friends.</p> <p>Listen to Pop and Soul Music</p>	<p>Music games and songs with tempo and dynamics.</p> <p>Explore percussion instruments and timbres.</p> <p>Long and short (duration)</p> <p>Listen to Music of the Romantic Era eg. Carnival of the animals</p>	<p>Putting Music to Stories</p> <p>I can sing just like you song (child led singing)</p> <p>Movement to music – Slow and Fast (Tempo)</p> <p>Continue with Rhythm work (recognise written rhythms)</p> <p>Listen to Jazz and Rock Music</p>	<p>Recap songs/Action songs.</p> <p>Summer Songs.</p> <p>Rhythm work</p> <p>Listen to Classical music.</p>
<b>Reception</b>	<p>Me!</p> <p>I can feel the beat!</p> <p>Animal Rhythms – with Claves (copy, read and create)</p> <p>Tonic Solfa (Do, Ray, Me)</p>	<p>My Stories</p> <p>Play the Glockenspiel, using 2 notes (C and D) Copy and Create.</p> <p>I can be a leader.</p> <p>Christmas songs and Play songs.</p>	<p>Everyone!</p> <p>Movement to music (Recognising Animal rhythms by ear and visually)</p> <p>Tonic Solfa (Do, Ray, Me)</p> <p>Musical Alphabet and 'Pitch' focus.</p>	<p>Our World</p> <p>'Find a little seed' song</p> <p>Passing the beanbag whilst listening to music.</p> <p>Hide the object – Dynamics and Tempo</p>	<p>Big Bear Funk!</p> <p>I can make and play my own Rhythms on the Glockenspiel - I can write my own four beat Rhythm</p> <p>I can play hot cross buns on my Glockenspiel</p> <p>I can sing high, low, fast,</p>	<p>Reflect, Rewind and Replay</p> <p>Tonic Solfa (Do-Fa)</p> <p>I can play hot cross bun on my glockenspiel.</p> <p>I can sing and recognise high, low, fast, slow</p>

	Body percussion, Using percussion instruments and exploring their timbre		Introduction to Glockenspiel  Find a little seed song.		slow, quiet and loud. Tonic Solfa ( Do, Ray, Me, Fa)	quiet and loud.  Boom Whackers (Pitch)
Year 1	Introducing Beat  (Mi-So Songs) ie Lemonade song  Boom Chicka Boom (Dynamic, Pitch and Tempo)  Glockenspiel sounds and notes  Rhythm work continued and Tonic Solfa (Do-Soh)  Christmas material  Listening: BBC Ten pieces – Winter by Vivaldi	Adding Rhythm and Pitch  Creating Pitch and Rhythm Patterns  Retain and recall rhythm and pitch patterns using C,D and E.  Listening: Classical Rondo alla Turka (Mozart)  Christmas Play songs	Introducing Tempo and Dynamics  My Bonnies lies over the ocean – combining movement and syllable focus.  Singing - Mary had a little lamb with Glockenspiel accompaniment. Lemonade song  Anna Lou on Glockenspiels  Listening: 20 <sup>th</sup> Century Mars from the Planets (Holst)	Combining Pulse, Rhythm and Pitch  Perform short repeating rhythm patterns (ostinato) while keeping in time with a steady beat.  I can compose using a stimulus and improvise with a partner, in 4/4 time  Listening: Art Pop Wild Man (Kate Bush)	Having fun with improvisation  Reading music from the stave (C,D,E) - Frere Jacques song in a round  I can compose and write down my own music using rhythms and the notes C, D and E in 4/4 time	Explore Sound and create a story  Introduction to the Orchestra and the sections of the Orchestra.  Follow pictures and symbols to guide singing, playing and create music.  Listening: Brazil Samba Fanfarra (cuba-le-le) (Sergio Mendes/Carlinhos Brown)
Year 2	Exploring Simple Patterns  (Do-So Songs)  Developing Notation skills, Tonic Solfa continued (Do – Do)  Rhythm work continued	Focus on Dynamics and Tempo  Singing: Frere Jacques in a round.  The Addams Family and other music for Halloween theme (with	Exploring feelings through Music  Three note improvisation/call and response  I can conduct in 3 AND 4 time	Invent a Musical Story  Listening: The Orchestra (Peter and the Wolf – Prokofiev)  Composing, using your imagination – Chrome Music Lab	Music that makes you dance  Learning more about musical styles  Listening: 21 <sup>st</sup> Century Bolero (Ravel) Pop – With a little help	Exploring Improvisation  I can find the strong beat on my knees whilst listening to and singing a piece of music.  Listening: Indonesian Gamelan: Baris (Gong

	<p>using correct musical names and rests.</p> <p>Glockenspiel (Frere Jacques)</p> <p>Listening:Carnival of the Animals; Saint Saens</p>	<p>percussion)</p> <p>Listening: 21<sup>st</sup> Century Night Ferry (Anna Clyne)</p>	<p>Listening: Rock 'n' Roll Hound Dog (Elvis Presley)</p>	<p>Compose a short Melody on a Glockenspiel using 3 notes (C, D and E)</p>	<p>from my friends (The Beatles)</p> <p>(I'm gonna sing, Swing low and oh, when the saints)</p>	<p>Kebyar of Peliatan)</p>
Year 2/3	<p>Developing Notation Skills/Exploring Simple Patterns</p> <p>Expand song bank – Do-La songs, carrying styles and structures, singing with dynamics (F and P) and expression.</p> <p>Stave whiteboard (C-G)</p> <p>Dot Notation to show higher and lower pitch.</p> <p>Rhythm revision – introducing musical names (Crotchet, Quaver, Minim, Semi-quavers and their rests)</p> <p>The Orchestra in sections revised.</p>	<p>Enjoying Improvisation</p> <p>Glockenspiel (using C,D and E to improvise)</p> <p>Develop vocabulary (Allegro, Adagio, Pitch, Melody, Echo, Ostinato, Drone, Unison, Solo, Forte, Piano)</p> <p>Singing in a round</p> <p>Listening: Romantic: A night on the Bare Mountain (Mussorgsky)</p>	<p>Composing using your Imagination</p> <p>Chrome Music Lab – Compose using different stimuli</p> <p>Revise note names and values</p> <p>I can conduct in 3 and 4 time.</p> <p>Instruments of the Orchestra.</p> <p>Listening: Baroque Hallelujah from Messiah (Handel)</p>	<p>Sharing Musical Experiences</p> <p>Play and perform melodies using staff notation.</p> <p>Mary had a little lamb reading from the stave.</p> <p>Play/Sing with a drone/chords.</p> <p>Explore texture within music (Solo, Unison, layered)</p> <p>Easter Play Songs</p>	<p>Learning More about Musical Styles</p> <p>Perform as a choir in assembly/concert.</p> <p>Structure musical ideas to create music that has a beginning, middle and end. (Compose on Glockenspiel)</p> <p>Listening: India – Indian Classical Sahela Re (Kishon Amonkar)</p>	<p>Recognising Different Sounds</p> <p>Using listening skills to correctly order phrases using dot notation.</p> <p>Composing song accompaniments using untuned percussion Instruments – using known rhythms and note values.</p> <p>Listening: 21<sup>st</sup> Century Jai Ho from Slumdog Millionaire (A R Rahman)</p>
Year 3	<p>Developing Notation Skills</p> <p>Expand song bank – Do-La songs, carrying styles and structures, singing with dynamics (F and P) and expression.</p>	<p>Enjoying Improvisation</p> <p>Glockenspiel (using C,D and E to improvise)</p> <p>Develop vocabulary (Allegro, Adagio, Pitch,</p>	<p>Composing using your Imagination</p> <p>Chrome Music Lab – Compose using different stimuli</p>	<p>Sharing Musical Experiences</p> <p>Play and perform melodies using staff notation.</p>	<p>Learning More about Musical Styles</p> <p>Perform as a choir in assembly/concert.</p> <p>Structure musical ideas</p>	<p>Recognising Different Sounds</p> <p>Using listening skills to correctly order phrases using dot notation.</p>

	<p>Stave whiteboard (C-G)</p> <p>Dot Notation to show higher and lower pitch.</p> <p>Rhythm revision – introducing musical names (Crotchet, Quaver, Minim, Semi-quavers and their rests)</p> <p>The Orchestra in sections revised.</p>	<p>Melody, Echo, Ostinato, Drone, Unison, Solo, Forte, Piano)</p> <p>Listening: Romantic: A night on the Bare Mountain (Mussorgsky)</p>	<p>Revise note names and values</p> <p>Listening: Baroque Hallelujah from Messiah (Handel)</p>	<p>Mary had a little lamb reading from the stave.</p> <p>Play/Sing with a drone/chords.</p> <p>Explore texture within music (Solo, Unison, layered)</p> <p>Easter Play Songs</p>	<p>to create music that has a beginning, middle and end. (Compose on Glockenspiel)</p> <p>Listening: India – Indian Classical Sahela Re (Kishon Amonkar)</p>	<p>Composing song accompaniments using untuned percussion Instruments – using known rhythms and note values.</p> <p>Listening: 21<sup>st</sup> Century Jai Ho from Slumdog Millionaire (A R Rahman)</p>
Year 4	<p>Interesting Time Signatures</p> <p>Continuing to sing with a broad range of unison songs with the range of an octave (Do-Do) Dynamics (Crescendo, Diminuendo)</p> <p>Conducting music from the Classical Era</p> <p>Listening: Classical Symphony No.5 (Beethoven)</p>	<p>Combining Elements to make Music</p> <p>Create sequences in 2, 3 or 4 beat phrases arranged into bars.</p> <p>Listening: Early O Euchari (Hildegard)</p>	<p>Developing Pulse and Groove Through Improvisation</p> <p>Singing Sherlock Songs (Dynamic focus, Singing in a round)</p> <p>Listening: 20<sup>th</sup> Century For the Beauty of the Earth (Rutter)</p>	<p>Creating Simple Melodies Together</p> <p>Easter Play/Songs</p> <p>Listening: Jazz – Take the A train (Duke Ellington)</p>	<p>Connecting Notes and Feelings</p> <p>Staff Notation Focus (Play Recorder or Glockenspiel)</p> <p>Compose melodies on Chrome Music Lab or a Glockenspiel with focus on melody to match a stimulus</p> <p>Listening: 90's Indie: Wonderwall (Oasis)</p>	<p>Purpose, Identity and Expression in Music</p> <p>Perform as a choir in an assembly or concert.</p> <p>Listening: Punjab/UK Bhanbiye Akh Larr Gayee (Bhujhangry Group)</p> <p>Trinidad – Calypso Tropical Bird (Trinidad Steel Band)</p>
Year 4/5	<p>Getting Started with Music Tech</p> <p>C major and A minor Scales</p> <p>Sharps and Flats</p> <p>Listening: 20<sup>th</sup> Century:</p>	<p>Emotions and Musical Styles</p> <p>Dynamic focus in songs and pieces from pp to ff</p> <p>Dotted Rhythms</p>	<p>Exploring Key and Time Signatures</p> <p>Scales on Glockenspiel (C, D Major and Chromatic Scale) 2/4, 3/4, 4/4, 6/8 time</p>	<p>Introducing Chords</p> <p>Ukulele – Chords (C and F)</p> <p>Pentatonic Scale on Glocks</p> <p>Listening: Traditional,</p>	<p>Words, Meaning and Expression</p> <p>Staff Notation revised. (Treble Clef)</p> <p>Compose: using the Pentatonic Scale (Using the Stave)</p>	<p>Identifying Important Musical Elements</p> <p>Working in pairs, compose a short piece in Ternary Form (A,B,A)</p> <p>Listening: South Africa –</p>

	English Folk Song Suite (Vaughan Williams)	Listening: 20 <sup>th</sup> Century: This little Babe from Ceremony of Carols (Britten)	Listening: 20 <sup>th</sup> Century: Symphonic Variations on an African Air (Coleridge-Taylor)	Ireland Danny Boy  90's Singer/Song Writer: Play Dead (Bjork)	Listening: 80's Synth/Pop: Smalltown Boy (Bronski Beat)  Nigeria- Drumming: Jin-Go-La-Ba (Drums of Passion) (Babatunde Olatunji)	Choral: Inkanyezi Nezazi (Ladysmith Black Mambazo)
Year 5	Getting Started with Music Tech  C major and A minor Scales  Sharps and Flats  Listening: 20 <sup>th</sup> Century: English Folk Song Suite (Vaughan Williams)	Emotions and Musical Styles  Dynamic focus in songs and pieces from pp to ff  Dotted Rhythms  Listening: 20 <sup>th</sup> Century: This little Babe from Ceremony of Carols (Britten)	Exploring Key and Time Signatures  Scales on Glockenspiel (C, D Major and Chromatic Scale) 2/4, 3/4, 4/4, 6/8 time  Listening: 20 <sup>th</sup> Century: Symphonic Variations on an African Air (Coleridge-Taylor)	Introducing Chords  Ukulele – Chords (C and F) Pentatonic Scale on Glocks  Listening: Traditional, Ireland Danny Boy  90's Singer/Song Writer: Play Dead (Bjork)	Words, Meaning and Expression  Compose: using the Pentatonic Scale (Using the Stave)  Listening: 80's Synth/Pop: Smalltown Boy (Bronski Beat)  Nigeria- Drumming: Jin-Go-La-Ba (Drums of Passion) (Babatunde Olatunji)	Identifying Important Musical Elements  Working in pairs, compose a short piece in Ternary Form (A,B,A)  Listening: South Africa – Choral: Inkanyezi Nezazi (Ladysmith Black Mambazo)
Year 6	Developing Melodic Phrases  Glockenspiel (Chromaticism – Pink Panther theme)  Dotted Rhythms  Listening: Romantic 1812 Overture (Tchaikovsky)	Understanding Structure and Form  Recorder (D major Scale)  Playing techniques of different instruments. Such as: pizzicato and tremelo  Ternary Form, verse and	Gaining Confidence Through Performance  Ukulele (Chords C, F and G)  Recorder Scales: C and D Major  Listening: Middle East – Folk: Sprinting Gazelle (Reem Kelani)	Exploring Notation Further  Reading notation from the stave (Treble and Bass Clef)  Year 6 Transition project (learn pieces on glockenspiel and recorder)	Using Chords and Structure  Year 6 Transition project (Songs)  6/8 and 9/8 Time Signature	Respecting Each Other Through Composition  Composition – Using Ukulele/Glockenspiel using chromaticism, Major, Minor key or Pentatonic scale. (Using an understanding of structure)  End of Year Play

	Connect it (Anna Meredith)	chorus form, music with multiple sections.  Listening: 90's RNB Say My Name (Destiny's Child)	English Folk: Sea Shanties Various	Listening: Poland – Folk: Mazurkas Op.24 Chopin  Argentina – Tango: Libertango (Piazolla)		Year 6 leavers Mass Songs
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