



## St. Bernadette's Music Curriculum Overview

	Autumn Term		Spring Term		Summer Term	
<b>Nursery</b>  <b>Reception</b>	<p>Music in EYFS takes place daily in both the indoor and outdoor environment. We sing everyday and learn a range of songs linked to our topics and themes.</p> <p>Throughout the year we build on these skills:</p> <p><b>Hearing and Listening, Singing and Vocalising, Moving and Dancing, Exploring and Playing.</b></p>					
<b>Year 1</b>	<b>WIDER OPPS</b> <b>Samba Drums</b>		<b>WIDER OPPS</b> <b>African Drums</b>		<b>WIDER OPPS</b> <b>Xylophones</b>	
<b>Year 2</b>	<b>WIDER OPPS</b> <b>Samba Drums</b>		<b>WIDER OPPS</b> <b>African Drums</b>		<b>WIDER OPPS</b> <b>Xylophones</b>	
<b>Year 3</b>	<u><b>Recorders – intro</b></u>  Play fast/slow, loud/quiet, high/low and change the type of sound when I play instruments with increasing control and accuracy.	<u><b>Vocal - African</b></u>  Sing mostly in tune, showing greater awareness of pitch matching.	<u><b>Winter – BBC Ten Pieces</b></u>  Begin to recognise different instrument families	<u><b>Recorders - melody</b></u>  Play simple melodic patterns on tuned instruments.	<u><b>Vocal – rounds &amp; partner songs 1</b></u>  Sing a wider range of songs with expression and a sense of melodic shape.	<u><b>Little Train of Caipira</b></u> <u><b>BBC Ten Pieces</b></u>  Play simple repeating rhythms on percussion instruments.
<b>Year 4</b>	<u><b>Recorders – ensemble playing</b></u>  Maintain a simple melody part independently, keeping in time with the pulse.	<u><b>Vocal – rounds &amp; partner songs 2</b></u>  Sing increasingly complex songs: rounds, partner songs, songs with verse/chorus.	<u><b>Recorders/pitched instruments – Classroom Jazz Charanga (5 note Samba)</b></u>  Improvise rhythmic and melodic phrases using the voice and instruments.	<u><b>Hall of the Mountain King BBC Ten Pieces</b></u>  Listen with concentration to a variety of live and recorded music from different cultures, traditions, and historical periods music, recognising how changes in the interrelated dimensions	<u><b>Vocal - gospel</b></u>  Sing in tune with expression and clear diction, maintaining a wider pitch range with a good sense of melodic shape.	<u><b>Florence Price</b></u> <u><b>Symphony on E Minor BBC Ten Pieces</b></u>  Create and develop musical ideas within given structures.

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				of music create different moods and effects.		
<b>Year 5</b>	<p><b><u>Ukulele unit 1 - intro</u></b></p> <p>Play melodic and rhythmic parts as part of an ensemble, keeping in time with other players.</p>	<p><b><u>Vocal – Happy Charanga</u></b></p> <p>Sing expressively, showing an awareness of style, demonstrating the ability to control tempo and dynamics appropriately.</p>	<p><b><u>Connect It BBC Ten Pieces</u></b></p> <p>Improvise rhythmic and melodic phrases using the voice and instruments.</p>	<p><b><u>Ukulele unit 2 - basics</u></b></p> <p>Play in solo and ensemble contexts with fluency and expression.</p>	<p><b><u>Vocal – 2-part songs</u></b></p> <p>Sing a wide variety of songs: unison, partner, canon, songs with 2 or more parts.</p>	<p><b><u>Mars – Holst BBC Ten Pieces</u></b></p> <p>Compose music for a range of purposes using the interrelated dimensions with understanding and control to achieve intended effects.</p>
<b>Year 6</b>	<p><b><u>Mambo (Rhythm &amp; Pulse) BBC Ten Pieces</u></b></p> <p>Maintain an independent part in a group (or as a soloist) with increased control, fluency and expression, showing awareness of other performers.</p>	<p><b><u>Vocal – Musical Theatre</u></b></p> <p>Sing with confidence and expression, showing a clear sense of style, confidently controlling dynamics, tempo, and other expressive features of the music.</p>	<p><b><u>Film Music</u></b></p> <p>Listen with attention to detail to a wide range of music from different traditions, genres, styles and periods, describing and evaluating musical features using appropriate musical vocabulary.</p>	<p><b><u>Ride of the Valkyries BBC ten Pieces (leitmotif)</u></b></p> <p>Compose music using a range of devices and/or for different purposes demonstrating an increased understanding of how the interrelated dimensions of music have been used to achieve intended effects.</p>	<p><b><u>Ukulele unit 3 – Blues &amp; improvising</u></b></p> <p>Improvise longer melodic and rhythmic phrases using the interrelated dimensions of music with confidence and control.</p>	<p><b><u>Songwriting -</u></b> Consolidation of skills and knowledge</p>