



# St Mary's Catholic Primary School

## Music Curriculum Overview



### Whole School Curriculum Map

	Cycle	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Acorn</b>	A	Exploring sound	Celebration music	Music and movement	Musical stories	Transport	Big band
	B	Call and response (Animals)	Instruments (Musical storytelling)	Singing (On this island)	Contrasting dynamics (Space)	Structure (Myths and legends)	Pitch (Musical Me)
<b>Blossom</b>	A	Keeping the pulse (My favourite things)	Tempo (Snail and mouse)	Dynamics (Seaside)	Sound patterns (Fairy tales)	Pitch (Superheros)	Musical symbols (Under the sea)
	B	Learn the Ukulele 'Lava Song'	History of Music Rock 'n' Roll	Keeping Safe Online – Rap!	Windrush influence of British Music – Jazz, Blues, Calypso	Sea Shanties	Music of Ancient Egypt
<b>Oak</b>	B	Keyboards & notation		British & European Composers – Focus on Benjamin Britten	Create a school anthem	Sounds of the Rainforest	
	C	Anglo-Saxons - historical pop songs	Space Music	The history of Music Glockenspiels & notation	Staying Healthy songs	Ancient Greece – historical pop songs	
	D	Carnival of the Animals – Camille Saint Saens	WW2 Songs	Vikings historical pop songs	The history of Music Keyboards & Notation	'It's Our World' Recycled Music	



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### National Curriculum Overview

<b>DEVELOPMENT MATTERS and ELG</b>							
Aspects of musical learning and development to be used for lesson planning taken from Music Development Matters: Hearing and Listening Vocalising and singing Moving and dancing Exploring and playing		Exploring sound	Celebration music	Music and movement	Musical stories	Transport	Big band
3-4 year olds							
Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings.	✓	✓	✓	✓	✓	✓	✓
Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match').	✓	✓	✓	✓	✓	✓	✓
Sing the melodic shape of familiar songs	✓	✓	✓	✓	✓	✓	✓
Create their own songs, or improvise a song around one they know.	✓	✓	✓	✓	✓	✓	✓
Play instruments with increasing control to express their feelings and ideas.	✓	✓	✓	✓	✓	✓	✓
<b>Reception and ELGS</b>	✓	✓	✓	✓	✓	✓	✓
Listen attentively, move to and talk about music, expressing their feelings and responses	✓	✓	✓	✓	✓	✓	✓
Watch and talk about dance and performance art, expressing their feelings and responses.	✓	✓	✓	✓	✓	✓	✓
Sing in a group or on their own, increasingly matching the pitch and following the melody.	✓	✓	✓	✓	✓	✓	✓
Explore and engage in music making and dance, performing solo or in groups.	✓	✓	✓	✓	✓	✓	✓
<b>Expressive arts and design ELG:</b> Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.	✓	✓	✓	✓	✓	✓	✓



