



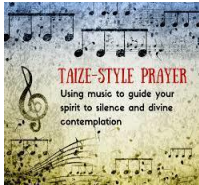








St Joseph's Music Curriculum Overview

	EYFS	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	Rec / Nurs	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn term 1	Me! Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things For Fingers	Hey You Style of music Old school hip-hop	Hands, feet, heart Style of music Afropop, South African	Learn the Recorder (A)	Learn the Recorder (B)	Livin' on a Prayer Style of music Rock	Happy Style of music Pop/Neo Soul
Autumn term 2	 Singing: Children's Christmas Nativity The children will learn and perform a number of songs.			 Singing: KS2 Christmas Carol Concert The children will learn and perform a range of carols for the concert.			
Spring term 1	Everyone! Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping On The Bed Twinkle Twinkle If You're Happy And You Know It Head, Shoulders, Knees And Toes	In The Groove Style of music Blues, Baroque, Latin, Bhangra, Folk, Funk	I Wanna play in a band. Style of music Rock	Let Your Spirit Fly Style of music R&B	Mamma Mia Style of Music Pop	Make You Feel My Love Style of music Pop Ballads	A New Year Carol Style of music Classical or Urban Gospel
Spring term 2	 Listen to a range of religious music and be able to comment on what they like/dislike.	 Listen to religious music and respond by drawing what they hear/feel.	 Listen to, discuss and Respond to Taize Music. Begin to identify how the lyrics are used and incorporated into the music.	 Listen to, discuss and respond to music written to reflect the final days of Jesus. Include wide range of genres.			
Summer term 1	Big Bear Funk Big Bear Funk	Your Imagination Style of music Pop	Friendship Song Style of music Pop	Bringing Us Together Style of music Disco	Blackbird Style of music The Beatles, equality, and civil rights	Dancing in the Street Style of music Motown	Music and Me Create own music inspired by your identity and women in the music industry
Summer term 2	Composition Create a simple clapping pattern which can be repeated.	Composition Unit Children will use body and percussion instruments to create their own piece of music, which will then be edited and improved.		Composition Unit Children will use software to create their own piece of music, which will then be edited and improved.		 Performance including their own adaptation of song	
21.06.24	 World Music Day 21.06.24 Whole School Celebration 						

	Over EYFS:	Over KS1:	Over KS2
	<p>Pitch matches, i.e., reproduces with his or her voice the pitch of a tone sung by another. Able to sing the melodic shape of familiar songs. Sings entire songs. May enjoy performing, solo and or in groups. Internalises music.</p> <p>Adds sound effects to stories using instruments. Leads or is led by other children in their music making, Listens and responds to others in pair/group music making. Operates equipment such as CD players, MP3 players, handheld devices, keyboards. Plays instruments with control to play loud/ quiet, (dynamics), fast/slow (tempo). Shows control to hold and play instruments to produce a musical sound, e.g., holding a triangle in the air by the string with one hand and playing it with a beater with the other.</p>	<ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes. • Play tuned and untuned instruments musically. • Listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select, and combine sounds using the inter-related dimensions of music. 	<ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression. Improvise and compose music for a range of purposes using the inter-related dimensions of music. • Listen with attention to detail and recall sounds with increasing aural memory. • Use and understand staff and other musical notations. • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Develop an understanding of the history of music.