



**ST CHARLES' CATHOLIC PRIMARY  
SCHOOL**



**MUSIC CURRICULUM OVERVIEW**

|             | <b>MUSIC UNIT</b>  | <b>EARLY YEARS OUTCOME PRIME AREAS</b><br>Development Matters 2021 statements<br>Early Learning Goals   | <b>EARLY YEARS OUTCOME SPECIFIC AREAS</b><br>Development Matters 2021 statements<br>Early Learning Goals   |
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| <b>EYFS</b> | Celebration Music  | <p align="center"><b>Communication and Language</b></p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.<br/>Learn rhymes, poems and songs.</p>   | <p align="center"><b>Understanding the World</b></p> <p>Recognise that people have different beliefs and celebrate special times in different way.</p> <p align="center"><b>Expressive Arts and Design</b></p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses<br/>Watch and talk about dance and performance art, expressing their feelings and responses<br/>Sing in a group or on their own, increasingly matching the pitch and following the melody<br/>Explore and engage in music making and dance, performing solo or in groups.</p> <p align="center"><b>ELG: Being Imaginative and Expressive</b></p> <p>Sing a range of well-known nursery rhymes and songs.<br/>Perform songs, rhymes, poems and stories with others, and- when appropriate - try to move in time with music.</p> |
|             | Exploring Sound    | <p align="center"><b>Communication and Language</b></p> <p>Understand how to listen carefully and why listening is important.<br/>Listen to and talk about stories to build familiarity and understanding.</p> <p align="center"><b>ELG: Listening, Attention and Understanding</b></p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> | <p align="center"><b>Understanding the World</b></p> <p>Explore the natural world around them</p> <p align="center"><b>Expressive Arts and Design</b></p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.<br/>Explore and engage in music making and dance, performing solo or in groups.</p>  |
|             | Music and Movement | <p align="center"><b>Personal, Social and Emotional Development</b></p> <p>Think about the perspectives of others.</p>  | <p align="center"><b>Expressive Arts and Design</b></p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses<br/>Sing in a group or on their own, increasingly matching the pitch and following the melody.<br/>Explore and engage in music making and dance, performing solo or in groups</p> <p align="center"><b>ELG: Being Imaginative and Expressive</b></p> <p>Sing a range of well-known nursery rhymes and songs<br/>Perform songs, rhymes, poems and stories with others, and- when appropriate - try to move in time with music.</p>   |

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|                    | Musical Stories  | <p align="center"><b>Communication and Language</b></p> <p align="center">Learn new vocabulary.</p> <p align="center">Listen to and talk about stories to build familiarity and understanding<br/>Retell the story, once they have developed a deep familiarity and understanding.</p> <p align="center">Listen carefully to rhymes and songs, paying attention to how they sound.<br/>Learn rhymes, poems and songs.</p> | <p align="center"><b>Expressive Arts and Design</b></p> <p align="center">Explore, use and refine a variety of artistic effects to express their ideas and feelings</p> <p align="center">Create collaboratively sharing ideas, resources and skills.</p> <p align="center">Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p align="center">Explore and engage in music making and dance, performing solo or in groups.</p> <p align="center"><b>ELG: Being Imaginative and Expressive</b></p> <p align="center">Perform songs, rhymes, poems and stories with others, and- when appropriate - try to move in time with music</p>  |  |
|                    | Big Band   | <p align="center"><b>Communication and Language</b></p> <p align="center">Learn rhymes, poems and songs.</p>  | <p align="center"><b>Expressive Arts and Design</b></p> <p align="center">Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p align="center">Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p align="center">Create collaboratively sharing ideas, resources and skills</p> <p align="center">Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p align="center">Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p align="center">Explore and engage in music making and dance, performing solo or in groups.</p> <p align="center"><b>ELG: Being Imaginative and Expressive</b></p> <p align="center">Sing a range of well-known nursery rhymes and songs</p> <p align="center">Perform songs, rhymes, poems and stories with others, and- when appropriate - try to move in time with music.</p> |  |
|                    | <b>NATIONAL CURRICULUM CONTENT</b>   | <b>MUSIC STRANDS</b>  | <b>YEAR 1 UNITS</b>   | <b>YEAR 2 UNITS</b>  |
| <b>KEY STAGE 1</b> | Use their voices expressively and creatively by singing songs and speaking chants and rhymes   | Performing<br>Inter-related dimensions of music   | Pulse and Rhythm<br>Classical Music, Dynamics and Tempo<br>Timbre and Rhythmic Pattern<br>Pitch and Tempo<br>Vocal Body Sounds  | Musical Me<br>African Call and Response Song<br>On This Island British Songs and Sounds  |
|                    | Play tuned and untuned instruments musically   | Performing<br>Inter-related dimensions of music   | Pulse and Rhythm<br>Classical Music, Dynamics and Tempo<br>Musical Vocabulary<br>Timbre and Rhythmic Pattern<br>Pitch and Tempo<br>Vocal Body Sounds  | Musical Me<br>Orchestral Instruments<br>African Call and Response Song<br>On This Island British Songs and Sounds<br>Myths and Legends<br>Dynamics, Timbre, Tempo and Motifs |
|                    | Listen with concentration and understanding to a range of high-quality live and recorded music | Listening<br>Inter-related dimensions of music  | Pulse and Rhythm<br>Classical Music, Dynamics and Tempo<br>Musical Vocabulary   | Musical Me<br>Orchestral Instruments<br>African Call and Response Song   |

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|                          |  |  | Timbre and Rhythmic Pattern<br>Pitch and Tempo<br>Vocal Body Sounds   | On This Island British Songs and Sounds<br>Myths and Legends<br>Dynamics, Timbre, Tempo and Motifs   |
|                          | Experiment with, create, select and combine sounds using the inter-related dimensions of music   | Composing<br>Inter-related dimensions of music               | Pulse and Rhythm<br>Classical Music, Dynamics and Tempo<br>Musical Vocabulary<br>Timbre and Rhythmic Pattern<br>Pitch and Tempo<br>Vocal Body Sounds  | Musical Me<br>Orchestral Instruments<br>African Call and Response Song<br>On This Island British Songs and Sounds<br>Myths and Legends<br>Dynamics, Timbre, Tempo and Motifs                       |
|                          | <b>NATIONAL CURRICULUM CONTENT</b>   | <b>MUSIC STRANDS</b>   | <b>YEAR 3 UNITS</b>   | <b>YEAR 4 UNITS</b>  |
| <b>LOWER KEY STAGE 2</b> | Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression | Performing<br>Inter-related dimensions of music              | Ballads<br>Creating compositions in response to animation<br>Developing singing technique and keeping in time<br>Pentatonic melodies and composition<br>Jazz<br>Traditional instruments and improvisation | Body and tuned percussion<br>Rock and roll<br>Changes in pitch, dynamics and tempo<br>Haiku, music and performance<br>Samba and carnival sounds and instruments<br>Adapting and transposing motifs |
|                          | Improvise and compose music for a range of purposes using the inter-related dimensions of music  | Composing<br>Inter-related dimensions of music               | Ballads<br>Creating compositions in response to animation<br>Developing singing technique and keeping in time<br>Pentatonic melodies and composition<br>Jazz<br>Traditional instruments and improvisation | Body and tuned percussion<br>Rock and roll<br>Changes in pitch, dynamics and tempo<br>Haiku, music and performance<br>Samba and carnival sounds and instruments<br>Adapting and transposing motifs |
|                          | Listen with attention to detail and recall sounds with increasing aural memory   | Listening<br>Inter-related dimensions of music               | Ballads<br>Creating compositions in response to animation<br>Developing singing technique and keeping in time<br>Pentatonic melodies and composition<br>Jazz<br>Traditional instruments and improvisation | Body and tuned percussion<br>Rock and roll<br>Changes in pitch, dynamics and tempo<br>Haiku, music and performance<br>Samba and carnival sounds and instruments<br>Adapting and transposing motifs |
|                          | Use and understand staff and other musical notations   | Performing<br>Composing<br>Inter-related dimensions of music | Developing singing technique and keeping in time<br>Pentatonic melodies and composition<br>Jazz   | Rock and roll<br>Changes in pitch, dynamics and tempo<br>Adapting and transposing motifs   |

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|                         |  |  | Traditional instruments and improvisation   |  |
|                         | Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians        | Listening<br>The History of Music<br>Inter-related dimensions of music | Ballads<br>Creating compositions in response to animation<br>Developing singing technique and keeping in time<br>Pentatonic melodies and composition<br>Jazz<br>Traditional instruments and improvisation | Body and tuned percussion<br>Rock and roll<br>Changes in pitch, dynamics and tempo<br>Haiku, music and performance<br>Samba and carnival sounds and instruments<br>Adapting and transposing motifs |
|                         | Develop an understanding of the history of music   | The History of Music<br>Inter-related dimensions of music              | Creating compositions in response to animation<br>Jazz<br>Traditional instruments and improvisation   | Rock and roll<br>Samba and carnival sounds and instruments   |
|                         | <b>NATIONAL CURRICULUM CONTENT</b>   | <b>MUSIC STRANDS</b>   | <b>YEAR 5 UNITS</b>   | <b>YEAR 6 UNITS</b>  |
| <b>UPPER KEYSTAGE 2</b> | Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression | Performing<br>Inter-related dimensions of music                        | Composition Notation<br>Blues<br>South and West Africa<br>Composition to represent the festival of colour<br>Looping and remixing<br>Musical theatre  | Advanced rhythms<br>Dynamics, pitch and texture<br>Songs of World War 2<br>Film music<br>Theme and variations<br>Composing and performing a leavers' song  |
|                         | Improvise and compose music for a range of purposes using the inter-related dimensions of music  | Composing<br>Inter-related dimensions of music                         | Composition Notation<br>Blues<br>South and West Africa<br>Composition to represent the festival of colour<br>Looping and remixing<br>Musical theatre  | Advanced rhythms<br>Dynamics, pitch and texture<br>Film music<br>Theme and variations<br>Composing and performing a leavers' song  |
|                         | Listen with attention to detail and recall sounds with increasing aural memory   | Listening<br>Inter-related dimensions of music                         | Composition Notation<br>Blues<br>South and West Africa<br>Composition to represent the festival of colour<br>Looping and remixing<br>Musical theatre  | Advanced rhythms<br>Songs of World War 2<br>Film music<br>Theme and variations<br>Composing and performing a leavers' song   |
|                         | Use and understand staff and other musical notations   | Performing<br>Composing<br>Inter-related dimensions of music           | Composition Notation<br>Blues<br>South and West Africa<br>Looping and remixing  | Advanced rhythms<br>Songs of World War 2<br>Film music<br>Theme and variations   |

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|  | Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians | Listening<br>The History of Music<br>Inter-related dimensions of music | Composition Notation<br>Blues<br>South and West Africa<br>Composition to represent the festival of colour<br>Looping and remixing<br>Musical theatre | Advanced rhythms<br>Dynamics, pitch and texture<br>Songs of World War 2<br>Film music<br>Theme and variations<br>Composing and performing a leavers' song |
|  | Develop an understanding of the history of music  | The History of Music<br>Inter-related dimensions of music              | Composition Notation<br>Blues<br>South and West Africa<br>Composition to represent the festival of colour<br>Looping and remixing<br>Musical theatre | Advanced rhythms<br>Songs of World War 2<br>Theme and variations  |

