

# St Martha's Catholic Primary School Music Curriculum



Music Knowledge & Skills						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listen & Appraise	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- To know 5 songs off by heart.</li> <li>- To know what the songs are about.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- To learn how to enjoy moving to music by dancing, marching, being animals or pop stars.</li> </ul>	<p><b>In Year 2 pupils receive specialist instrument instruction</b></p>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- To know five songs off by heart.</li> <li>- To know some songs have a chorus or a response/answer part.</li> <li>- To know that songs have a musical style.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- To know that music has a steady pulse, like a heartbeat.</li> <li>- To know that we can create rhythms from words, our names, favourite food, colours and animals.</li> <li>- Rhythms are different from the steady pulse.</li> <li>- We add high and low.</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- To know five songs from memory and who sang them or wrote them.</li> <li>- To know the style of the five songs.</li> <li>- To choose one song and be able to talk about:</li> <li>- Some of the style indicators of that song (musical characteristics that give the song its style).</li> <li>- The lyrics: what the song is about.</li> <li>- Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch).</li> <li>- Identify the main sections of the song (introduction, verse, chorus etc).</li> <li>- Name some of the instruments they heard in the song.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- To confidently identify and move to the pulse.</li> <li>- To talk about the musical dimensions working together in songs eg if the song gets louder in the chorus (dynamics).</li> <li>- Talk about the music and how it makes people feel.</li> </ul>	<p><b>In Year 5 pupils receive specialist instrument instruction</b></p>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- To know five songs from memory, who sang or wrote them, when they were written and why?</li> <li>- To know the style of the songs and to name other songs from the Units in those styles.</li> <li>- To choose three or four other songs and be able to talk about: <ul style="list-style-type: none"> <li>- The style indicators of the songs (musical characteristics that give the songs their style).</li> <li>-The lyrics: what the songs are about.</li> <li>-Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre).</li> <li>-Identify the structure of the songs (intro, verse, chorus etc.).</li> <li>-Name some of the instruments used in the songs.</li> <li>-The historical context of the songs. What else was going on at this time, musically and historically?</li> <li>-Know and talk about that fact that we each have a musical identity</li> </ul> </li> </ul>

# St Martha's Catholic Primary School Music Curriculum



				<ul style="list-style-type: none"> <li>- Listen carefully and respectfully to other people's thoughts about the music.</li> <li>- When talking try to use musical words.</li> </ul>		<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- To identify and move to the pulse with ease.</li> <li>- To think about the message of songs.</li> <li>- To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</li> <li>- Listen carefully and respectfully to other people's thoughts about the music.</li> <li>- Use musical words when talking about the songs.</li> <li>- To talk about the musical dimensions working together in songs.</li> <li>- Talk about the music and how it makes people feel, using musical language to describe the music.</li> </ul>
<p><b>Knowledge</b></p>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- To confidently sing or rap five songs from memory and sing them in unison.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Learn about voices, singing notes of different pitches (high and low).</li> <li>- Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm.</li> <li>- Learn to start and stop singing when following a leader.</li> </ul>		<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- To confidently know and sing five songs from memory.</li> <li>- To know that unison is everyone singing at the same time.</li> <li>- Songs include other ways of using the voice e.g. rapping (spoken word).</li> <li>- To know why we need to warm up our voices.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Learn about voices singing notes of different pitches (high and low).</li> <li>- Learn that they can make different types of</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- To know and be able to talk about:</li> <li>- Singing in a group can be called a choir</li> <li>- Leader or conductor: A person who the choir or group follow</li> <li>- Songs can make you people different things e.g. happy, energetic or sad</li> <li>- Singing as part of an ensemble or large group is fun, but that members must listen to each other</li> <li>- Texture: How a solo singer makes a thinner texture than a large group</li> <li>- To know why singers must warm</li> </ul>		<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</li> <li>- To know about the style of the songs so you can represent the feeling and context to your audience</li> <li>- To choose a song and be able to talk about:             <ul style="list-style-type: none"> <li>-Its main features</li> <li>-Singing in unison, the solo, lead vocal, backing vocals or rapping</li> <li>-To know what the song is about and the meaning of the lyrics</li> <li>-To know and</li> </ul> </li> </ul>

# St Martha's Catholic Primary School Music Curriculum



			<p>sounds with their voices – you can rap (spoken word with rhythm).</p> <ul style="list-style-type: none"> <li>- Learn to find a comfortable singing position.</li> <li>- Learn to start and stop singing when following a leader.</li> </ul>	<p>up your voice</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- To sing in unison and in simple two-parts.</li> <li>- To demonstrate a good singing posture.</li> <li>- To follow a leader when singing.</li> <li>- To enjoy exploring singing solo.</li> <li>- To sing with awareness of being 'in tune'.</li> <li>- To rejoin the song if lost.</li> <li>- To listen to the group when singing.</li> </ul>		<p>explain the importance of singers warming up their voice</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- To sing in unison and to sing backing vocals.</li> <li>- To demonstrate a good singing posture.</li> <li>- To follow a leader when singing.</li> <li>- To experience rapping and solo singing.</li> <li>- To listen to each other and be aware of how you fit into the group.</li> <li>- To sing with awareness of being 'in tune'.</li> </ul>
Playing	<ul style="list-style-type: none"> <li>- Learn the names of the notes in their instrumental part from memory or when written down.</li> <li>- Learn the names of the instruments they are playing.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Treat instruments carefully and with respect.</li> <li>- Play a tuned instrumental part with the song they perform.</li> <li>- Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part).</li> <li>- Listen to and follow musical instructions from a leader</li> </ul>		<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Learn the names of the notes in their instrumental part from memory or when written down.</li> <li>- Know the names of untuned percussion instruments played in class.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Treat instruments carefully and with respect.</li> <li>- Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part).</li> <li>- Play the part in time with the steady pulse.</li> <li>- Listen to and follow musical instructions from a leader.</li> </ul>	<p><b>Knowledge:</b></p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>- The instruments used in class (a glockenspiel, recorder or xylophone).</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- To treat instruments carefully and with respect.</li> <li>- Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation.</li> <li>- To rehearse and perform their part within the context of the song.</li> <li>- To listen to and follow musical instructions from a leader.</li> </ul>		<p><b>Knowledge:</b></p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>- Different ways of writing music down – e.g. staff notation, symbols</li> <li>- The notes C, D, E, F, G, A, B + C on the treble stave.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Play a musical instrument with the correct technique within the context of the Unit song.</li> <li>- Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using</li> </ul>

# St Martha's Catholic Primary School Music Curriculum



				<ul style="list-style-type: none"> <li>- To experience leading the playing by making sure everyone plays in the playing section of the song.</li> </ul>		<p>notation.</p> <ul style="list-style-type: none"> <li>- To rehearse and perform their part within the context of the Unit song.</li> <li>- To listen to and follow musical instructions from a leader.</li> <li>- To lead a rehearsal session.</li> </ul>
Improvisation	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Improvisation is about making up your own tunes on the spot.</li> <li>- When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>- Everyone can improvise!</li> </ul> <p><b>Skills:</b></p> <p>Improvise using the three challenges:</p> <ol style="list-style-type: none"> <li>1. <b>Clap and Improvise</b> – Listen and clap back, then listen and clap your own answer (rhythms of words).</li> <li>2. <b>Sing, Play and Improvise</b> – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.</li> <li>3. <b>Improvise!</b> – Take it in turns to improvise using one or two notes.</li> </ol>		<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Improvisation is making up your own tunes on the spot.</li> <li>- When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>- Everyone can improvise, and you can use one or two notes.</li> </ul> <p><b>Skills:</b></p> <p>Improvise using the three challenges:</p> <ol style="list-style-type: none"> <li>1. <b>Clap and Improvise</b> – Listen and clap back, then listen and clap your own answer (rhythms of words).</li> <li>2. <b>Sing, Play and Improvise</b> – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.</li> <li>3. <b>Improvise!</b> – Take it in turns to improvise using one or two notes.</li> </ol>	<p><b>Knowledge:</b></p> <p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> <li>- Improvisation is making up your own tunes on the spot.</li> <li>- When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>- To know that using one or two notes confidently is better than using five.</li> <li>- To know that if you improvise using the notes you are given, you cannot make a mistake.</li> </ul> <p><b>Skills:</b></p> <p>Improvise using instruments in the context of a song they are learning to perform.</p> <p>Improvise using:</p> <ul style="list-style-type: none"> <li>o <b>Copy Back</b> – Listen and sing back melodic patterns</li> <li>o <b>Play and Improvise</b> – Using instruments, listen and play own answer using one note.</li> <li>o <b>Improvise!</b> – Take</li> </ul>		<p><b>Knowledge:</b></p> <p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> <li>- Improvisation is making up your own tunes on the spot.</li> <li>- When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>- To know that using one, two or three notes confidently is better than using five.</li> <li>- To know that if you improvise using the notes you are given, you cannot make a mistake.</li> <li>- To know three well-known improvising musicians.</li> </ul> <p><b>Skills:</b></p> <p>Improvise using instruments in the context of a song to be performed. <b>Classroom Jazz 2</b> – Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern).</p>

# St Martha's Catholic Primary School Music Curriculum



				turns to improvise using one note.		
Composition	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Composing is like writing a story with music.</li> <li>- Everyone can compose.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Help to create a simple melody using one, two or three notes.</li> <li>- Learn how the notes of the composition can be written down and changed if necessary.</li> </ul>		<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Composing is like writing a story with music.</li> <li>- Everyone can compose.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Help create three simple melodies with the Units using one, three or five different notes.</li> <li>- Learn how the notes of the composition can be written down and changed if necessary.</li> </ul>	<p><b>Knowledge:</b></p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>- A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.</li> <li>- Different ways of recording compositions (letter names, symbols, audio etc.).</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Help create at least one simple melody using one, three or all five different notes.</li> <li>- Plan and create a section of music that can be performed within the context of the unit song.</li> <li>- Talk about how it was created.</li> <li>- Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</li> <li>- Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul>		<p><b>Knowledge:</b></p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>- A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.</li> <li>- A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure.</li> <li>- Notation: recognise the connection between sound and symbol</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</li> <li>- Explain the keynote or home note and the structure of the melody.</li> <li>- Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</li> <li>- Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul>

# St Martha's Catholic Primary School Music Curriculum



	<p><b>Knowledge:</b> A performance is sharing music with other people, called an audience.</p> <p><b>Skills:</b> - Choose a song they have learnt from the Scheme and perform it. - They can add their ideas to the performance. - Record the performance and say how they were feeling about it.</p>		<p><b>Knowledge:</b> - A performance is sharing music with an audience. - A performance can be a special occasion and involve a class, a year group or a whole school. - An audience can include your parents and friends.</p> <p><b>Skills:</b> - Choose a song they have learnt from the Scheme and perform it. - They can add their ideas to the performance. - Record the performance and say how they were feeling about it.</p>	<p><b>Knowledge:</b> To know and be able to talk about: - Performing is sharing music with other people, an audience. - A performance doesn't have to be a drama! It can be to one person or to each other. - You need to know and have planned everything that will be performed - You must sing or rap the words clearly and play with confidence. - A performance can be a special occasion and involve an audience including of people you don't know - It is planned and different for each occasion' - It involves communicating feelings, thoughts and ideas about the song/music.</p> <p><b>Skills:</b> - To choose what to perform and create a programme. - Present a musical performance designed to capture the audience. - To communicate the meaning of the words and clearly articulate them. - To talk about the best place to be when performing and how to stand or sit. - To record the performance and say how they were feeling, what they were pleased with what they would change</p>		<p><b>Knowledge:</b> To know and be able to talk about: - Performing is sharing music with an audience with belief. - A performance doesn't have to be a drama! It can be to one person or to each other. - Everything that will be performed must be planned and learned. - You must sing or rap the words clearly and play with confidence. - A performance can be a special occasion and involve an audience including of people you don't know. - It is planned and different for each occasion. - A performance involves communicating ideas, thoughts and feelings about the song/music.</p> <p><b>Skills:</b> - To choose what to perform and create a programme. - To communicate the meaning of the words and clearly articulate them. - To talk about the venue and how to use it to best effect. - To record the performance and compare it to a previous performance. - To discuss and talk musically about it – "What went well?" and "It would have been even better if...?"</p>
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