

## St. Joseph's Music 2023-2024

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<p><b>Introductions -</b> Hello songs Making sounds with untuned percussion - recognising different timbres.</p> <p>Simple rhymes and chants 2 tone songs</p> <p>Rhythm and Pulse - moving our bodies, dance</p> <p>Boom chikka boom</p> <p>Walking Song</p> <p>Shake together</p> <p>Working with dynamics - louder and quieter.</p> <p>Pitch - Elevator Song</p>	<p><b>Christmas Production</b></p> <p>Traditional carols</p> <p>Focus on Performance: Working as an ensemble, good posture and warm up exercises for our singing. Considering the difference between singing for our own pleasure and singing to communicate a story to an audience.</p>	<p><b>. Lycra and Sticks</b></p> <ul style="list-style-type: none"> <li>• Lycra/scrunchy/parachute songs.</li> <li>• Using claves/sticks.</li> <li>• Listening and moving to Music.</li> <li>• Vocal Skills - Exploring Pitch patterns. Using Voice in different ways.</li> </ul>	<p><b>Percussion Instruments</b></p> <ul style="list-style-type: none"> <li>• Use of Percussion Instruments.</li> <li>• Exploring and classifying different sounds.</li> <li>• Loud and Quiet.</li> <li>• Fast/Slow.</li> <li>• Lycra/scrunchy /parachute songs.</li> <li>• Using claves/sticks.</li> <li>• Listening and moving to Music.</li> </ul> <p>Vocal Skills - Exploring Pitch patterns. Using Voice in different ways</p>	<p><b>Composing</b></p> <ul style="list-style-type: none"> <li>• Composing - choosing sounds to accompany stories.</li> <li>• Use of Percussion Instruments.</li> <li>• Exploring and classifying different sounds.</li> <li>• Loud and Quiet.</li> <li>• Fast/Slow.</li> <li>• Lycra/scrunchy/parachute songs.</li> <li>• Using claves/sticks.</li> <li>• Listening and moving to Music.</li> </ul> <p>Vocal Skills - Exploring Pitch patterns. Using Voice in different ways</p>	<p><b>Composing</b></p> <ul style="list-style-type: none"> <li>• Composing - choosing sounds to accompany stories.</li> <li>• Use of Percussion Instruments.</li> <li>• Exploring and classifying different sounds.</li> <li>• Loud and Quiet.</li> <li>• Fast/Slow.</li> <li>• Lycra/scrunchy/parachute songs.</li> <li>• Using claves/sticks.</li> <li>• Listening and moving to Music.</li> </ul> <p>Vocal Skills - Exploring Pitch patterns. Using Voice in different ways.</p>

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	<ul style="list-style-type: none"> <li>• I can sing with an awareness of pitch and phrase, following the shape of melody using big, clear mouth shapes to form words</li> <li>• I can control changes in dynamics with my voice and instruments, e.g. louder/quieter</li> </ul>	<p><b>Christmas production</b></p> <p><b>Traditional carols and production songs</b></p> <p>Focus on Performance: Working as an ensemble, good posture and warm up exercises for our singing. Considering the difference between singing for our own pleasure and singing to communicate a story to an audience.</p>	<ul style="list-style-type: none"> <li>• I can differentiate between high and low sounds and can show changes in pitch using tuned percussion e.g. steps, slides, jumps</li> <li>I can control changes in tempo with my body, and instruments, e.g. faster/slower</li> <li>I can control changes in dynamics with my voice and instruments, e.g. louder/quieter</li> <li>• I can sit silently with an instrument and can perform to people I don't know</li> <li>• I can keep a steady pulse and play at different speeds</li> </ul>	<ul style="list-style-type: none"> <li>• I can choose and order sounds and patterns and use pictures to represent the sounds</li> <li>• I can differentiate between long and short sounds and use them when composing, notating my patterns</li> <li>• I can choose sounds to represent ideas (eg shakers for leaves falling off a tree)</li> <li>• I can differentiate between high and low sounds and can show changes in pitch using tuned percussion e.g. steps, slides, jumps</li> <li>I can control changes in tempo with my body, and</li> </ul>	<ul style="list-style-type: none"> <li>• I can describe music and express my feelings and opinions through various means eg words, thumbs up</li> <li>• I can choose and order sounds and patterns and use pictures to represent the sounds</li> <li>• I can differentiate between long and short sounds and use them when composing, notating my patterns</li> <li>• I can choose sounds to represent ideas (eg shakers for leaves falling off a tree)</li> <li>• I can differentiate between high and low sounds and can show changes in pitch using tuned percussion e.g. steps, slides,</li> </ul>	<ul style="list-style-type: none"> <li>• I can describe music and express my feelings and opinions through various means eg words, thumbs up</li> <li>• I can choose and order sounds and patterns and use pictures to represent the sounds</li> <li>• I can differentiate between long and short sounds and use them when composing, notating my patterns</li> <li>• I can choose sounds to represent ideas (eg shakers for leaves falling off a tree)</li> <li>• I can differentiate between high and low sounds and can show changes in pitch using tuned percussion e.g. steps, slides, jumps</li> <li>I can control</li> </ul>

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			<ul style="list-style-type: none"> <li>I can copy a simple rhythm and can differentiate between pulse and rhythm</li> <li>I can sing with an awareness of pitch and phrase, following the shape of melody using big, clear mouth shapes to form words</li> <li>I can control changes in dynamics with my voice and instruments, e.g. louder/quieter</li> </ul>	<p>instruments, e.g. faster/slower</p> <p>I can control changes in dynamics with my voice and instruments, e.g. louder/quieter</p> <ul style="list-style-type: none"> <li>I can sit silently with an instrument and can perform to people I don't know</li> <li>I can keep a steady pulse and play at different speeds</li> <li>I can copy a simple rhythm and can differentiate between pulse and rhythm</li> <li>I can sing with an awareness of pitch and phrase, following the shape of melody using big, clear mouth shapes to form words</li> </ul>	<p>jumps</p> <p>I can control changes in tempo with my body, and instruments, e.g. faster/slower</p> <p>I can control changes in dynamics with my voice and instruments, e.g. louder/quieter</p> <ul style="list-style-type: none"> <li>I can sit silently with an instrument and can perform to people I don't know</li> <li>I can keep a steady pulse and play at different speeds</li> </ul>	<p>changes in tempo with my body, and instruments, e.g. faster/slower</p> <p>I can control changes in dynamics with my voice and instruments, e.g. louder/quieter</p> <ul style="list-style-type: none"> <li>I can sit silently with an instrument and can perform to people I don't know</li> <li>I can keep a steady pulse and play at different speeds</li> <li>I can copy a simple rhythm and can differentiate between pulse and rhythm</li> <li>I can sing with an awareness of pitch and phrase, following the shape of melody using big, clear mouth shapes to form words</li> <li>I can control changes in dynamics with my voice and</li> </ul>
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## St. Joseph's Music 2023-2024

Year 2	<p style="text-align: center;"><b>Autumn 1</b></p> <p><b>Rhythm and pulse</b> - identifying the difference between rhythm and pulse          Insect notation          Ostinato          Exploring cross rhythm          Composing with rhythm</p>	<p style="text-align: center;"><b>Autumn 2</b></p> <p><b>Christmas production</b></p> <p><b>Traditional carols and production songs</b></p> <p>Focus on Performance:          Working as an ensemble, good posture and warm up exercises for our singing.          Considering the difference between singing for our own pleasure and singing to communicate a story to an audience.</p>	<p style="text-align: center;"><b>Spring 1</b></p> <p><b>Tuned percussion</b></p> <p><b>Charanga</b></p> <p><b>Act 1 - first notes</b></p> <p>Stick notation for rhythms, then formal staff notation.</p> <p>Playing together</p> <p>Begin to improvise</p>	<p style="text-align: center;"><b>Spring 2</b></p> <p><b>BBC Ten pieces - look at Hall of Mountain King</b></p> <p>Story behind music - what's it about?          Who was Grieg?          Show extracts from score - Grieg recording music using staff notation that ch. have seen and used.</p> <p>Accompany using tuned and untuned percussion - as a class, use stave notation to record chime bar parts</p> <p>Can we write words which fit the repeated melody?</p>	<p style="text-align: center;"><b>Summer 1</b></p> <p><b>Ocarinas</b></p> <p><b>Begin with notes A and B</b></p> <p><b>Mixture of tablature (finger diagrams) and stave notation.</b></p>	<p style="text-align: center;"><b>Summer 2</b></p> <p><b>Class orchestra?</b></p> <p><b>Use tuned and untuned percussion to perform ensemble pieces</b></p>
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## St. Joseph's Music 2023-2024

<p>Year 3 Red Award Uke</p>	<p><b>Whole Class Ensemble - Uke</b></p> <p><b>Term one:</b> Good care of the instrument, correct posture and strumming technique, banjo style finger picking. Chords C, Am, F and G7 Difference between major and minor keys, how chords are created, songs. Simple finger picking</p>		<p><b>Whole Class Ensemble - Uke</b></p> <p><b>Term two:</b> introduce chords G, D7 Smooth changing between chords, open string melodies, more complicated songs. Song formats - blues</p> <p>Simple composition - ch. ordering chord sequences and performing them.</p>		<p><b>Whole Class Ensemble - Uke</b></p> <p><b>Term three:</b> Use all chords taught so far - introduce A, Dm</p> <p>Use finger picking to play simple melodies, accompanied by thumbed chords</p>	
<p>Year 4 Red and Orange Awards Recorder</p>	<p>Whole class ensemble - recorder</p> <p><b>Term 1:</b> Care of the instrument, correct blowing and holding technique Notes B A and C Notation - Crotchet, minim, semibreve, associated rests. 4/4 time signature</p>		<p>Whole class ensemble - recorder</p> <p><b>Term 2:</b> G and low E Quavers and dotted notes and their associated rests. <math>\frac{3}{4}</math> time signature, DS al fine, crescendo, diminuendo, F and P.</p>		<p>Whole class ensemble - recorder</p> <p><b>Term 3:</b> High D low F and F sharp</p> <p>2/4 time signature, reading in 2 parts, DC al fine, staccato and legato. Introducing phrasing. Composing pieces. Playing in 2 parts</p>	

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Year 5	<p><b>Autumn 1 - Focus on drumming - using sticks,</b> Strong and weak beats Metre 2,3,4 <b>Drumming</b> Chair drumming in a rock style William Tell's Overture African, Samba and Reggae rhythms Walking the dog/Meercat and Scooby solos, Jaba Djembe, Simple Reggae and Kpanllogo. Burundi</p> <p>Ch. compose won two-line drumming patterns - record and perform</p>	<p><b>Autumn 2</b></p> <p><b>Bamboo Tamboo</b></p> <p>Learn and perform range of simple BT pieces - look at how they're notated. Children take turns leading the class in call and response activities</p> <p>In small groups, compose simple BT patterns, using blank notation sheet or words</p> <p><b>PLUS - Christmas songs!</b></p>	<p><b>Spring 1</b> <b>BBC Ten Pieces Project</b> <b>Holst- 'Mars'</b></p> <p>Listening multiple times to get to know a piece and be able to pick out small details from a dense structure.</p> <p>Understanding how and why composers use different sounds, timbres, dynamics, tempos and what effect this has on the listener.</p> <p>Metre 5/4</p>	<p><b>Spring 2</b></p> <p>Revisit ukuleles - relate to staff notation, introduce finger picking.</p> <p>Revise C, F, G7/G, Am, Dm chords.</p> <p>In small groups, can ch. learn and perform a song?</p> <p>Perfecting performance</p>	<p><b>Summer 1</b></p> <p><b>BBC Ten Pieces - Mozart K495 Rondo</b></p> <p><b>Look at musical structures in popular and classical music.</b></p>	<p><b>End of year production</b></p> <p>- Is this a thing which Y5 and Y6 do together?</p>
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**Small Group Instrumental learning** is available to all children from Year 3 upwards in woodwind, brass, violins and guitar.

Year 6	<b>Autumn 1 - Musical genres - Blues</b>	<b>Autumn 2 Rounds</b>	<b>Spring 1 Samba!</b>	<b>Spring 2</b>	<b>Summer 1 ICT as a compositional aid?</b>	<b>End of year production</b>
	<p>Learn to sing a range of examples - make sure that children understand historical context, links with slavery.</p> <p>Look at how form has informed 20<sup>th</sup>/21<sup>st</sup> century popular music</p> <p>Ch. write own blues lyrics</p> <p>Work towards class performance, with instruments</p>	<p>Revisit rounds sung earlier in school - identify key features and accompany using tuned and untuned percussion.</p> <p>Compose own lyrics - Adapt melodies from known examples - 'Nanuma' useful example</p> <p><b>PLUS - Christmas songs!</b></p>	<p>Historical and geographical background.</p> <p>Teach a range of different samba patterns, with breaks, solos and a final performance</p>	<p>Composition - use BBC Ten Pieces Hans Zimmer extract as a stimulus - using tuned and untuned percussion to accompany a film clip.</p>		<p>- <b>Is this a thing which Y5 and Y6 do together?</b></p>

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