**St Paul’s CE Primary School Music Curriculum**

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|  | Charanga Units | | | To Perform | To Compose | To Transcribe | To Describe Music |
| 1W | Hey You | In The Groove | Your Imagination | • Take part in singing, accurately following the melody.  • Follow instructions on how and when to sing or play an instrument.  • Make and control long and short sounds, using voice and instruments.  • Imitate changes in pitch | • Create a sequence of long and short sounds.  • Clap rhythms.  • Create a mixture of different sounds (long and short, loud and quiet, high and low).  • Choose sounds to create an effect.  • Sequence sounds to create an overall effect.  • Create short, musical patterns.  • Create short, rhythmic phrases. | • Use symbols to represent a composition and use them to help with a performance. | • Identify the beat of a tune.  • Recognise changes in timbre, dynamics and pitch |
| 2G | Hands, Feet, Heart | I wanna Play in a Band | Friendship Song |
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| 3W | Let your Spirit Fly | The Dragon Song | Ocarinas or Glockenspiel Stage 1 | • Sing from memory with accurate pitch.  • Sing in tune.  • Maintain a simple part within a group.  • Pronounce words within a song clearly.  • Show control of voice.  • Play notes on an instrument with care so that they are clear.  • Perform with control and awareness of others. | • Compose and perform melodic songs.  • Use sound to create abstract effects.  • Create repeated patterns with a range of instruments.  • Create accompaniments for tunes.  • Use drones as accompaniments.  • Choose, order, combine and control sounds to create an effect.  • Use digital technologies to compose pieces of music | • Devise non-standard symbols to indicate when to play and rest.  • Recognise the notes EGBDF and FACE on the musical stave.  • Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent | • Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.  • Evaluate music using musical vocabulary to identify areas of likes and dislikes.  • Understand layers of sounds and discuss their effect on mood and feelings |
| 4M | Stop! | Lean on Me | Recorders  Blow Away Book 1 |
| 4T | Mamma Mia! | Blackbird | Ukuleles or Recorders Book 2 |
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| 5B | Living on a Prayer | Violins 9 weeks in spring term. | Motown | • Sing or play from memory with confidence.  • Perform solos or as part of an ensemble.  • Sing or play expressively and in tune.  • Hold a part within a round.  • Sing a harmony part confidently and accurately.  • Sustain a drone or a melodic ostinato to accompany singing.  • Perform with controlled breathing (voice) and skilful playing (instrument). | • Create songs with verses and a chorus.  • Create rhythmic patterns with an awareness of timbre and duration.  • Combine a variety of musical devices, including melody, rhythm and chords.  • Thoughtfully select elements for a piece in order to gain a defined effect.  • Use drones and melodic ostinati (based on the pentatonic scale).  • Convey the relationship between the lyrics and the melody.  • Use digital technologies to compose, edit and refine pieces of music | • Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.  • Read and create notes on the musical stave.  • Understand the purpose of the treble and bass clefs and use them in transcribing compositions.  • Understand and use the # (sharp) and ♭ (flat) symbols.  • Use and understand simple time signatures. | • Choose from a wide range of musical vocabulary to accurately describe and appraise music including:  • pitch  • dynamics  • tempo  • timbre  • texture  • lyrics and melody  • sense of occasion  • expressive  • solo  • rounds  • harmonies  • accompaniments  • drones  • cyclic patterns  • combination of musical elements  • cultural context.  • Describe how lyrics often reflect the cultural context of music and have social meaning |
| 6N | Trumpets with John Rudkin |  |  |