



Our Lady of Lourdes RC Primary School

Let your lights shine!



**Bishop Chadwick**  
Catholic Education Trust

Our Lady of Lourdes Catholic Primary School

Music Curriculum Year Group End Points

Year Group Phases	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Active listening and Describing music		Improvise simple rhythms based on a given stimuli (e.g rhythm grids)	Repeat back longer basic rhythms from memory (at least 2 bars) and add imitations of the rhythms as improvisation.	Create basic 3 note tunes and simple rhythms using crotchet, quavers minims and their rests.	Improvise and compose tunes using 5 notes based on basic note values; create more developed rhythmic patterns (around 4 bars)	Create four bar melodies in different tempos and time signatures that can be performed and include some off-beat rhythms.	Improvise and compose extended pieces of music using up to 8 notes and a variety of rhythms, tempos and time signatures.
These concepts involves listening to music and responding by doing something e.g. clapping back rhythms and appreciating the features and effectiveness of musical elements.	To recognise the sound	Use musical vocabulary such as: pulse rhythm, pitch.	Use musical vocabulary such as: pulse, tempo, rhythm, pitch.	Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.	To confidently identify and move to the pulse.	To identify and move to the pulse with ease.	To identify and move to the pulse with ease.
	Recognise changes in pulse, rhythm, dynamics and pitch.	Recognise changes in pulse, rhythm, dynamics and pitch.	Recognise changes in pulse, rhythm, timbre, dynamics and pitch.	To confidently identify and move to the pulse.	To talk about the musical dimensions working together in a given songs eg if the song gets louder in the chorus (dynamics).	To think about the message of songs and how it makes them feel.	To think about the message of songs and how it makes them feel.
	To recognise the sound			To think about what the words of a song mean.	Talk about the music and how it makes	To compare two songs in the same style, talking about what stands out musically in each of them, their	To compare two songs in the same style, talking about what stands out musically in each



<p><b>Composing and Improvising</b></p>		<p>and name some of the instruments in a piece of music.</p> <p>To begin to describe how a piece of music makes them feel and begin to describe why.</p> <p>To begin to think about whether or not they like/dislike a piece of music and begin to describe why.</p> <p>To keep a steady pulse and be able to pick out two different tempos in music.</p>	<p>To recognise the sound and name some of the instruments in a piece of music.</p> <p>Identify where elements change in a piece of music e.g tempo, dynamics.</p> <p>To describe how a piece of music makes them feel and begin to describe why.</p> <p>To think about whether or not they like/dislike a piece of music and describe why.</p>	<p>To take it in turn to discuss how the song makes them feel.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p> <p>Identify and describe musical features in pieces from different traditions.</p>	<p>them feel.</p> <p>Listen carefully and respectfully to other people's thoughts about a give piece of music.</p> <p>When talking try to use musical vocabulary.</p>	<p>similarities and differences.</p> <p>Listen carefully and respectfully to other people's thoughts about a piece of music.</p> <p>Talk about musical dimensions working together in a given song.</p>	<p>of them, their similarities and differences.</p> <p>To talk about the musical dimensions working together in songs.</p> <p>Talk about the music and how it makes you feel, using musical language to describe the music.</p>
		<p>Play longer phrases on tuned and untuned</p>	<p>Use tuned percussion/melodic instruments as well as the voice to</p>	<p>Perform 5+note melodies (or 4+chords) and more complex rhythms on</p>	<p>Create and perform 8 note melodies or developed chord progressions (e.g.</p>	<p>Create and perform confidently and accurately individually and as</p>	





<p>The concept of composition involves the process of coming up with your own musical ideas that may or may not be written down, whilst improvisation is the process of making music up on the spot.</p>	<p>percussion instruments and using body percussion.</p> <p>Compose music with one note(C)up to 5 notes (C,D,E,F,G) based on a given stimuli.</p> <p>Clap rhythms.</p> <p>Create a mixture of different sounds (long and short, loud and quiet, high and low).</p> <p>Choose sounds to create an effect.</p> <p>Sequence sounds to create an overall effect.</p> <p>Create longer, musical patterns drawing on knowledge of musical elements e-g dynamics,</p>	<p>instruments and body percussion.</p> <p>Compose music with up to 7 notes (C,D,E,F,G,A Bb) based on a given stimuli.</p> <p>Create a mixture of different sounds (long and short, loud and quiet, high and low).</p> <p>Choose sounds to create an effect.</p> <p>Sequence sounds to create an overall effect.</p> <p>Create longer, musical patterns drawing on knowledge of musical elements e-g dynamics,</p>	<p>perform 3+note melodies and simple rhythms.</p> <p>Help create at least one simple melody using one, three or five different notes.</p> <p>Plan and create a section of music that can be performed within the context of a given song/stimuli.</p> <p>Talk about how the music was created.</p> <p>Listen to and reflect upon the developing composition and make decisions about pulse, rhythm, dynamics and tempo.</p> <p>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>	<p>tuned instruments.</p> <p>Plan and create a section of music that can be performed within the context of a given song.</p> <p>Talk about how their music (individual or group) was created.</p> <p>Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</p> <p>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>	<p>2+chords per bar) and more complex rhythms.</p> <p>Explain the keynote or home note (<i>the note which we normally expect a song to finish on</i>) and the structure of the melody.</p> <p>Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</p> <p>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>	<p>part of a group.</p> <p>Create simple melodies using up to five different notes and simple rhythms that work musically with the style of a given song.</p> <p>Explain the keynote or home note (<i>the note which we normally and the structure of the melody.</i></p> <p>Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</p> <p>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>
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<b>Performing</b> This concept involves understanding that music is created to be performed (both playing and/or singing) to other people.	Explore and engage in music making and dance, performing solo or in groups. Watch and talk about dance and performance art.	<b>overall effect.</b> Create short, musical patterns. Create a sequence of long and short sounds. Learn how the notes of a composition can be written down and changed if necessary.	<b>tempo.</b> Create sequences of long and short sounds.	between sound and symbol (e.g. graphic/pictorial notation).		
		Sing simple folk tunes in unison both with and without accompaniment or backing tracks. To play untuned / untuned instruments. Play the glockenspiel with focus on the notes	Sing simple songs and folk songs in rounds. Perform from rhythmic notation including crotchets, quavers and minims. Play longer rhythms on tuned and untuned percussion and	Sing songs and folk rounds whilst accompanied by ostinatos from the group. To choose what to perform and create a programme. To perform more extended rhythms that use crotchets, quavers, minims and rests. To communicate	Sing pieces in two parts that have melodies and counter melodies. To rehearse and choose what to perform and create a programme. Present a musical performance designed to capture the audience. To communicate the meaning of the words	Sing musically responding to the directions of the piece e.g. phrasing; sing more extended harmony parts. To rehearse then choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them.





<p>expressing their feelings and responses</p> <p>Perform songs, rhymes, poems and stories with others</p>	<p>C,D,E,F,G</p> <p>Recognise how pulse, rhythm and pitch work together.</p> <p>Listen to and follow musical instructions from a leader.</p> <p>Learn to play a tuned/untuned instrumental part alongside a given backing track.</p> <p>Treat instruments carefully and with respect.</p> <p>Use symbols to represent a composition and use them to help with a performance.</p>	<p>body percussion.</p> <p>Treat instruments carefully and with respect.</p> <p>Play the part in time with the steady pulse.</p> <p>Listen to and follow musical instructions from a leader.</p> <p>Record a performance and say how they feel about it.</p>	<p>the meaning of the words and clearly articulate them.</p> <p>To talk about the best place to be when performing and how to stand or sit.</p> <p>To record the performance and say how they were feeling, what they were pleased with and why.</p>	<p>and clearly articulate them.</p> <p>To talk about the best place to be when performing and how to stand or sit.</p> <p>To record the performance and say how they were feeling, what they were pleased with and why.</p> <p>To listen to and follow musical instructions from a leader.</p> <p>To experience leading the playing.</p>	<p>To talk about the venue and how to use it to best effect. (e.g. hall, classroom, gazebo etc)</p> <p>To record the performance and compare it to a previous performance.</p> <p>To discuss and talk musically about it – “What went well?” and “It would have been even better if...?” (trying to use musical vocabulary)</p>	<p>To talk about the venue and how to use it to best effect. (e.g. hall, classroom, gazebo etc)</p> <p>To record the performance and compare it to a previous performance.</p> <p>To discuss and talk musically about it – “What went well?” and “It would have been even better if...?” (trying to use musical vocabulary)</p>	<p>To talk about the venue and how to use it to best effect. (e.g. hall, classroom, gazebo etc)</p> <p>To record the performance and compare it to a previous performance.</p> <p>To discuss and talk musically about it – “What went well?” and “It would have been even better if...?” (trying to use musical vocabulary)</p>
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## Singing

This concept involves the act of producing musical sounds with the voice.

Sing a range of well-known nursery rhymes and song

Sing back short melodies that use 1-2 different pitches and develop the concept of pattern work in music using rhythm grids.

Sing back short melodies that use around 2-3 notes; Perform from rhythmic notation including crotchets and minims.

Perform from and compose using 3 pitched notes and simple rhythms (crotchets, quavers, minims and rests)

Perform from and compose using 5 pitched notes (or 4 chords)

Perform from and compose with 5-8 different notes; capture the work in different formats so it can be recreated.

Perform from and compose with 8 different notes; Capture the work in different formats including staff notation so it can be recreated.

Sing in a group or on their own, increasingly matching the pitch and following the melody.

Learning by heart then singing songs from a selection of styles: *afropop, South African, rock, reggae, pop and classical.*  
**Christmas:** *learning up to two traditional carols as well as Christmas play songs.*  
**Hymn Practise:** *learning and then singing both traditional and modern hymns.*

Sing from memory songs from a selection of styles with accurate pitch: *R&B reggae, disco, classical, music from around the world and a pop song that tells a story.*  
**Christmas:** *learning a variety of traditional and modern carols*  
**Hymn Practise:** *learning and then singing both traditional and modern hymns.*

Sing from memory songs from a selection of styles with accurate pitch: *pop grime, gospel and classical,*  
**Christmas:** *learning a variety of traditional and modern carols*  
**Hymn Practise:** *learning and then singing both traditional and modern hymns.*

Sing from memory songs from a selection of styles with accurate pitch: *rock bossa nova, swing, pop, motown, old school hip hop and classical,*  
**Christmas:** *learning a variety of traditional and modern carols*  
**Hymn Practise:** *learning and then singing both traditional and modern hymns.*

Sing from memory songs from a selection of styles with accurate pitch: *pop neo soul, blues, classical as well as looking at the music of Benjamin Britten and Carole King.*  
**Christmas:** *learning a variety of traditional and modern carols*  
**Hymn Practise:** *learning and then singing both traditional and modern hymns.*

two traditional carols as well as Christmas play songs.  
**Hymn Practise:** *learning and then singing both traditional and modern hymns.*

Pronounce words clearly and show control of voice.  
 To demonstrate a good singing posture.

To follow a leader when singing.  
 To enjoy exploring singing solo.  
 To re-join the song if lost.

To sing in unison and to sing backing vocals.  
 To enjoy exploring singing solo.  
 To listen to the group when singing.  
 To experience rapping and solo singing.

To sing in unison and to sing backing vocals.  
 To demonstrate a good singing posture.

Learn about voices singing notes of

To listen to the group

To listen to others and



<p>both <i>traditional and modern</i> hymns.</p> <p>Learn about voices, singing notes of different pitches (high and low).</p> <p>Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm.</p> <p>Learn to start and stop singing when following a leader.</p> <p>Imitate changes in pitch.</p>	<p>different pitches (high and low)</p> <p>Learn that they can make different types of sounds with their voices e.g rap</p> <p>Learn to find a comfortable singing position.</p> <p>Learn to start and stop singing when following a leader.</p>	<p>To follow a leader when singing.</p> <p>To have an awareness of the pulse internally when singing.</p>	<p>when singing.</p>	<p>be aware of how they fit into a group.</p>	<p>To follow a leader when singing.</p> <p>To experience rapping and solo singing.</p>
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