

Carter’s Charity Primary School				SUBJECT - Music		
				CURRICULUM OVERVIEW		
				2024 -2025		
	AUTUMN	SPRING	SUMMER			
In the EYFS, Music is part of the Expressive arts and design area of learning. The statements from the 2020 Development Matters which follow, are prerequisite skills for music within the national curriculum. Communication and Language- Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Physical development-Combine different movements with ease and fluency. Expressive arts and design- Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Explore, use and refine a variety of artistic effects to express their ideas and feelings.						
YR	I’ve got a grumpy face Timbre, beat, pitch 1 3 4	Witch, witch Call-and-response, pitch, timbre 1 2	Up and down Pitch contour, classical music 1 2 3	Shake my sillies out Timbre, pitch, tempo, beat 1 2 3 4	Slap clap clap Music in 3-time, beat, composing, playing 1 2 3	Bow, bow, bow Belinda Beat, active listening, instrumental accompaniment 1 2 3
At Key Stage 1, Pupils should be taught to: 1.use their voices expressively and creatively by singing songs and speaking chants and rhymes 2. play tuned and untuned instruments musically 3. listen with concentration and understanding to a range of high-quality live and recorded music 4. experiment with, create, select and combine sounds using the inter-related dimensions of music.						
Y1	Menu song Active listening, beat, progression snapshot 1 (echo singing, showing pitch moving) 1 2 3 4	Football Beat, ostinato, pitched/unpitched patterns, mi-re-do (notes E-D-C), progression snapshot 2 1 2 3 4	Come dance with me Call-and-response, echo singing and playing, playing percussion, developing beat skills, crotchet, quavers and crotchet rest, progression snapshot 3 1 2 3 4			
Y2	Tony Chestnut Beat, rhythm, melody, echo, call-and-response, tuned and untuned, progression snapshot 1 1 2 3 4	Grandma Rap Duration (crotchet, quavers, crotchet rest), unison, round, progression snapshot 2 1 2 3 4	Tańczymy labada Singing games, traditional Polish dances, follow a changing beat and tempo, playing a percussion accompaniment, body percussion patterns, progression snapshot 3 1 2 3			
At Key stage 2, Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to 1. play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 2. improvise and compose music for a range of purposes using the inter-related dimensions of music 3. listen with attention to detail and recall sounds with increasing aural memory 4. use and understand staff and other musical notations 5. appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 6. develop an understanding of the history of music.						
Y3	I’ve been to Harlem Pitch shape, ostinato, round, pentatonic, call-and-response, progression snapshot 1 1 2 3 4 5	Latin Dance Salsa, beat, clave rhythm, timbre, chords, rhythm pattern, progression snapshot 2 1 2 3 4 5 6	Fly with the stars Minor and major chords, arpeggio, dot notation, durations (crotchet, quavers), progression snapshot 3 1 2 3 4			
Y4	This little light of mine Pentatonic scale, gospel music, off-beat, rhythm, call-and-response, progression snapshot 1 1 2 3 5 6	Young Voices Singing, performing 1 3 5	The doot doot song Chords (A minor, C and F major), acoustic guitar style, song structure, relaxed swing feel, 2-bar phrases, progression snapshot 2 1 2 3 4 5 6			
Y5	What shall we do with a drunken sailor? Sea shanties, beat, rhythm, chords, bass, dot notation, progression snapshot 1 1 2 3 4 5 6	Young Voices Singing, performing 1 3 5	Madina tun Nabi Nasheed (Islamic song), drone, melody, harmony, chords, vocal decoration, microtones, progression snapshot 2 1 2 3 5 6			
Y6	Hey, Mr Miller Swing music, syncopation, swing rhythm, Big band instruments, scat singing, social and historical context (WWII, segregation), progression snapshot 1 1 2 3 4 5 6	Dona nobis pacem Texture (3-part round/polyphonic texture), monophonic, homophonic, 3/4 time, durations: crotchet, rest, quavers, minim, dotted minim, dotted crotchet, sacred vocal music, singing in harmony, progression snapshot 2 1 2 3 4 5 6	Leavers’ performance Singing, performing 1 3 5			