**St Helens Primary School**

**Whole School Music Curriculum**

**Year A**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **R** | Topic Songs: AnimalsSongs and activities based on a familiar theme to be used for short musical moments, preferably daily  | Christmas Presentation Unit learning and performing a presentation which includes singing, optional instrumental parts, acting, movement and dance  | Topic Songs: NumbersCollection of songs to support basic numeracy and explore musical repetition | Topic Songs: Nursery RhymesSongs and activities to familiarise children with some well-known traditional rhymes | **Topic Songs: Journeys**Explore the concept of travel through a range of songs and activities | Topic Songs: Healthy LivingOpportunity to explore Healthy Living through movement, songs and activities with optional performance as part of Sports Day |
| **1 & 2** | **OURSELVES**Musical focus: Exploring soundsSubject link: EnglishThe children explore ways of using their voices expressively. They develop skills of singing while performing actions, and create an expressive story. **NUMBER**Musical focus: BeatSubject link: MathematicsThe children develop a sense of steady beat through using movement, body percussion and instruments. | **ANIMALS**Musical focus: PitchSubject link: PEThe children develop pitch through using movement, voices and instruments. They identify contrasts of high and low pitches, and create animal chant sounds and sequences. **WEATHER**Musical focus: Exploring soundsSubject link: GeographyThe children use voices, movement and instruments to explore different ways that music can be used to describe the weather. | **MACHINES**Musical focus: BeatSubject link: PSHEThe children explore beat through movement, body percussion and instruments. They combine steady beat with word rhythms and explore changes in tempo.**SEASONS**Musical focus: PitchSubject link: ScienceThe children develop further their vocabulary and understanding of pitch movements, exploring pitch through singing, tuned percussion and listening games. | **OUR SCHOOL**Musical focus: Exploring soundsSubject link: GeographyThe children explore sounds found in their school environment. They investigate ways to produce and record sounds, using IT to stimulate musical ideas related to geography.**PATTERN**Musical focus: BeatSubject link: MathematicsThe children develop an understanding of metre – groups of steady beat – through counting, body percussion and readying scores. | **STORYTIME**Musical focus: Exploring soundsSubject link: EnglishThe children learn how music can be used to tell a story. They identify contrasts of fast and slow, loud and quiet, leading to a performance.**OUR BODIES**Musical focus: BeatSubject link: ScienceThe children respond with their bodies to steady beat and rhythm in music. They experience combining rhythm patterns with steady beat, using body percussion. | **TRAVEL**Musical focus: PerformanceSubject link: PEThe children develop their performance skills and learn songs about travel and transport from around the world.**WATER**Musical focus: PitchSubject link: ArtThe children use voices, movement and instruments to explore changes of pitch. They develop a performance with different vocal pitch shapes and tuned percussion. |
| **3 & 4** | **ANCIENT WORLDS**Musical focus: StructureSubject link: HistoryExplore ancient Greece with music inspired by Orpheus, Echo and Theseus. The children perform a song cycle and a round, and compose their own ostinati.**ENVIRONMENT**Musical focus: CompositionSubject link: GeographyThe children explore songs and poems about places. They create accompaniments and sound pictures to reflect sounds in their local environment. | **SOUNDS**Musical focus: Exploring soundsSubject link: GeographyHow are sounds produced and classified? The children explore timbre and structure through musical conversations in music from around the world.**POETRY**Musical focus: PerformanceSubject link: EnglishThree contrasting poems are explored and developed. The children use voices, body percussion, instruments and movement to create their own expressive performances. | **CHINA**Musical focus: PitchSubject link: MathematicsThe children explore the pentatonic scale and ways of notating pitch. They listen to traditional Chinese music, sing, read and compose music, ending in a musical celebration of Chinese New Year.**TIME**Musical focus: BeatSubject link: MathematicsThe children develop their understanding of beat, metre and rhythm. They combine melodic and rhythmic patterns, and use staff notation as part of a final performance. | **IN THE PAST**Musical focus: PitchSubject link: PEThe origins of pitch notations are introduced as the children make hand signals and compose three-note melodies. They learn basic dance steps and prepare a performance.**COMMUNICATION**Musical focus: CompositionSubject link: ComputingThe children learn to make music inspired by technology and computing. They explore and compose sounds for icons, emoticons, mobile phone ringtones, computer games and apps. | **HUMAN BODY**Musical focus: StructureSubject link: ScienceSkeleton dances and songs teach the children about the human body. Percussion instruments are used to improvise, create word rhythms, and build a final skeleton dance.**SINGING FRENCH**Musical focus: PitchSubject link: LanguagesUn, deux, trois and away we go to e enhance language learning through songs. Children are introduced to French greetings, vocabulary and numbers as they play lively singing games. | **BUILDING**Musical focus: BeatSubject link: DTThe sights and sounds of a building site provide the inspiration for exploring and creating rhythms. The children play games, sing and compose music to build into a performance.**FOOD AND DRINK**Musical focus: PerformanceSubject link: DTA feast of chants, songs and performances. Composing word rhythms, singing a round, and creating musical recipes will develop the children’s skills from breakfast through to dinner time! |
| **5 & 6** | **WORLD UNITE**Musical focus: Step dance performanceSubject link: PEGet into the groove by exploring rhythm and melody in singing, movement and dance. The children learn about beat, syncopation, pitch and harmony, and take a trip around the world to celebrate the universal language of music. | **JOURNEYS**Musical focus: Song cycle performanceSubject link: PSHEThe theme of challenging journeys in life resonates through this selection of songs with thoughts of change and transition, and binds them in an optimistic and uplifting song cycle performance. | **GROWTH**Musical focus: Street dance performanceSubject link: Geography‘The street’ is the setting for this unit of buskers and flash mobs. The children explore Ravel’s Bolero through rhythmical mine, learn songs with instrumental accompaniments, and create a dance to build into a thrilling street performance. | **ROOTS**Musical focus: Mini musical performanceSubject link: EnglishA complete musical performance about the effects of the slave trade on a West African village. The integrated music features traditional Ghanaian songs and percussion rhythms, and the infamous spiderman Anansi, who saves the day. | **CLASS AWARDS**Musical focus: Awards show performanceSubject link: Cross-curricularAn ideal opportunity to celebrate the children’s achievements at the end of primary school with a musical awards show customised for your class. Individual awards are presented along with fanfare, rap, song and famous music in a final grand ceremony. | **MOVING ON**Musical focus: Leavers’ assembly performanceSubject link: ComputingTwo songs, one looking back, one looking forward, and a musical device for linking them provide a moving celebration of the children’s happy memories and their hopes for the future. |

**St Helens Primary School**

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**Year B**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **R** | Topic Songs eg: AnimalsSongs and activities based on a familiar theme to be used for short musical moments, preferably daily  | Christmas PresentationLearning and performing a presentation which includes singing, optional instrumental parts, acting, movement and dance  | Topic Songs eg: NumbersCollection of songs to support basic numeracy and explore musical repetition | Topic Songs eg: Nursery RhymesSongs and activities to familiarise children with some well-known traditional rhymes | Topic Songs eg: JourneysExplore the concept of travel through a range of songs and activities | Topic Songs eg: Healthy LivingOpportunity to explore Healthy Living through movement, songs and activities with optional performance as part of Sports Day |
| **1 & 2** | **OURSELVES**Musical focus: Exploring soundsSubject link: EnglishThe children discover ways to use their voices to describe feelings and moods. They create and notate vocal sounds, building to a performance.**TOYS**Musical focus: BeatSubject link: PSHEThe children move and play to a steady beat and to sound sequences. They learn to control changing tempo as they take a scooter ride. | **OUR LAND**Musical focus: Exploring soundsSubject link: GeographyThe children explore timbre and texture as they explore descriptive sounds. They listen to, and perform, music inspired by myths.**OUR BODIES**Musical focus: BeatSubject link: MathematicsThe children develop a sense of steady beat through using their own bodies. They respond to music and play rhythm patterns on body percussion and instruments. | **ANIMALS**Musical focus: PitchSubject link: PEThe children link animal movement with pitch movement to help develop understanding and recognition of changing pitch. They interpret pitch line notation using voices and tuned instruments.**NUMBER**Musical focus: BeatSubject link: MathematicsThe children explore steady beat and rhythm patterns. They play beats and patterns from Renaissance Italy to West Africa and create their own body percussion, voices and instruments. | **STORY TIME**Musical focus: Exploring soundsSubject link: EnglishThe children are introduced to famous pieces to stimulate composition. The children interpret a storyboard with sound effects, and develop their own ideas using voices and percussion.**SEASONS**Musical focus: PitchSubject link: ScienceThe children develop understanding of pitch through movement, songs and listening games. They become familiar with pitch shapes and perform them in a variety of musical arrangements. | **WEATHER**Musical focus: Exploring soundsSubject link: GeographyThe children have opportunities to create descriptive sounds and word rhythms with raps and songs about weather. They create a descriptive class composition using voices and instruments.**PATTERN**Musical focus: BeatSubject link: MathematicsUsing simple notations, the children play, create and combine minibeast rhythms using body percussion and instruments. | **WATER**Musical focus: PitchSubject link: ScienceThe children sing and play a variety of pitch shapes, using movement and ready from scores. They create a class composition which describes the sounds and creatures of a pond.**TRAVEL**Musical focus: PerformanceSubject link: EnglishThe children learn a Tanzanian game song and accompany a travelling song using voices and instruments.They listen to an orchestral piece and improvise their own descriptive ‘theme park’ music. |
| **3 & 4** | **POETRY**Musical focus: PerformanceSubject link: EnglishThe children develop performances of continuing poems. They use their voices to speak expressively and rhythmically, and discover ways to create ostinato accompaniments to enhance their performances.**ENVIRONMENT**Musical focus: CompositionSubject link: ScienceSeasons and the environment provide the stimuli for compositions. The children make descriptive accompaniments and discover how the environment has inspired composers throughout history. | **SOUNDS**Musical focus: Exploring soundsSubject link: ScienceAfter exploring how sounds are produced and classified, the children use their voices to make beatbox sounds, sing four-part songs, and perform a jazzy round.**RECYCLING**Musical focus: StructureSubject link: ArtThe children make their own instruments from junk and use them to improviser, compose and play junk jazz music in a variet6y of different musical styles. | **BUILDING**Musical focus: BeatSubject link: PSHEBuilding-themed songs allow the children to explore how music can be structured to provide different textures. They use layers and rondo structure to combine ostinati played on body percussion and tuned instruments.**FOOD AND DRINK**Musical focus: PerformanceSubject link: DTThe children cook up a musical feast. They enjoy a varied diet of healthy beans, exotic Tudor banquets and DIY pizzas before celebrating in a song performance. | **ANCIENT WORLDS**Musical focus: StructureSubject link: HistoryThe children celebrate achievements of the ‘Amazing Egyptians’ and explore 20th century minimalistmusic inspired by the age of Akhenaten. They arrange and perform a layered pyramid structure.**IN THE PAST** Musical focus: NotationSubject link: PEThe children use a variety of notations to build performances from different periods and styles. They learna Renaissance dance, walk down the aisle to Wagner’s Bridal march and dance the mashed potato! | **COMMUNICATION**Musical focus: CompositionSubject link: EnglishChildren create a news programme, complete with theme music and school news headlines. Using songs and raps, this musical news bulletin will alert the school to the burning issues of the day!**TIME**Musical focus: BeatSubject link: MathematicsMusic featuring bells and clocks helps the children to understand rhythm and syncopation. They learn to sing and play bell patterns, listen to an orchestral clock piece, and create their own descriptive music. | **SINGING SPANISH**Musical focus: PitchSubject link: LanguagesA sample of the sights and sounds of the Spanish-speaking world, including greetings, counting to twelve and playing a singing game. The children explore part-singing and accompaniments in four contrasting songs.**AROUND THE WORLD**Musical focus: PitchSubject link: GeographyThe children explore pentatonic melodies and syncopated rhythms, learning that the fundamental dimensions of music are the same all over the world. |
| **5 & 6** | **LIFE CYCLES**Musical focus: StructureSubject link: PSHEExplore the human life cycle with music by Johannes Brahms, Luciano Berio, Franz Liszt and Claudio Monteverdi. The wide variety of musical moods, styles and genres inspires singing, performing and composing using new techniques and structures. | **OUR COMMUNITY**Musical focus: PerformanceSubject link: HistoryThe song Jerusalem provides the basis for looking at changes through time. The children are given opportunities to compose and perform music inspired by their local community, both past and present. | **SOLAR SYSTEM**Musical focus: ListeningSubject link: ScienceEmbark on a musical journey through the solar system, exploring how our universe inspired composers including Claude Debussy, Gustav Holst and George Crumb. The children learn a song, and compose pieces linked to space. | **KEEPING HEALTHY**Musical focus: BeatSubject link: PEFrom body-popping and gospel-singing to swimming and cycling, the children are taken through their paces, and they put together an invigorating performance using new musical techniques. | **AT THE MOVIES**Musical focus: CompositionSubject link: EnglishExplore music from 1920s animated films to present day movies. The children learn techniques for creating soundtracks and film scores, and they compose their own movie music. | **CELEBRATION**Musical focus: PerformanceSubject link: EnglishA lively celebration in song for the children to perform at a class assembly, a school concert or fete. The celebratory, upbeat mood will soon have the audience joining in. |