

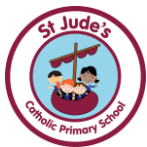


# St. Jude's Catholic Primary School

## Music Scheme Overview



|   | Autumn  | Spring   | Summer  |
|---|---|--|---|
| 1 | <b>Hey You!</b><br>Listening: <b>Hip Hop/Rap</b><br><br>Learning Focus: Explore using the voice to create different sounds.<br>Begin to pitch-match                           | <b>In the Groove</b><br>Listening: <b>Blues, Latin, Folk, Funk, Baroque, Bhangra</b><br>Learning Focus: Explore how sounds can be changed.<br>Play an instrument as part of a group.                     | <b>BBC Ten Pieces Classical</b><br>Listening: <b>No Place Like</b> – Kerry Andrew<br><br>Learning Focus: Explore and create sounds using the voice, instruments or found sounds<br>Improvise simple sounds with my voice                                      |
|   | <b>Key Stage &amp; Whole School Singing</b>   |  |   |
| 2 | <b>Hands, Feet Heart</b><br>Listening: South African Music<br><br>Learning Focus: Sing songs with a wider pitch range<br>Pitch-match simple 2 and 3 note melodies accurately  | <b>Zootime</b><br>Listening: Reggae<br><br>Learning Focus: Play an instrument in a group, showing awareness of other performers.<br>Develop an understanding of the difference between pulse and rhythm. | <b>BBC Ten Pieces Classical</b><br>Listening: <b>The Little Train of the Caipira</b> – Heitor Villa-Lobos<br><br>Learning Focus: explore and create sounds with the voice and instruments in response to a stimulus.<br>Play fast/slow, loud/quiet/high/low . |
|   | <b>Key Stage &amp; Whole School Singing</b>   |  |   |
| 3 | <b>Glockenspiel Stage 1</b><br><br>Learning Focus: Play simple melodic patterns on tuned instruments.<br>Play a simple part in a group showing awareness of other performers. | <b>3 Little Birds</b><br>Listening: Reggae<br><br>Learning Focus: Keep a steady pulse accurately on an instrument<br>Play simple repeating rhythms on percussion instruments.                            | <b>BBC Ten Pieces Classical</b><br>Listening: <b>Hall of the Mountain King</b> – Edvard Grieg<br><br>Learning Focus: Sequence and combine sounds to create special effects, moods and atmospheres using the interrelated dimensions of music.                 |



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| Key Stage & Whole School Singing |   |   |  |
|----------------------------------|---|---|--|
| 4                                | <b>Whole Class Ukulele Ensemble Introduction</b><br>Learning Focus:<br>Good playing position, basic strumming & finger picking techniques. Simple chords.   | <b>Whole Class Ukulele Ensemble Basics</b><br>Learning Focus: playing in ensemble and solo contexts. Learn to play and perform a selection of songs as an ensemble, with increasing accuracy and expression.  | <b>BBC Ten Pieces Classical</b><br>Listening: <b>Symphony No 1</b> - Florence Price<br><br>Learning Focus: Create and develop musical ideas within given structures (e.g., Rondo form)<br>Improvise rhythmic phrases using body percussion and instruments.                                  |
| Key Stage & Whole School Singing |   |   |  |
| 5                                | <b>Finish This...! English National Opera Composing Project.</b><br>Learning Focus: Develop listening and composition skills using voice, body and instruments. Work as an ensemble to create a new piece of music.   | <b>Classroom Jazz 1</b><br>Listening: Jazz<br><br>Learning Focus: Play melodic and rhythmic parts as part of an ensemble, keeping in time with other players.<br>Play in solo and ensemble contexts with fluency and expression.  | <b>BBC Ten Pieces Classical</b><br>Listening: <b>Short Ride in a Fast Machine</b> – John Adams<br><br>Learning Focus: Compose music using a range of devices (e.g., ostinato and repetition).<br>Play melodic and rhythmic parts as part of an ensemble, keeping in time with other players. |
| Key Stage & Whole School Singing |   |   |  |
| 6                                | <b>Classroom Jazz 2</b><br>Listening: Jazz, Latin Blues<br><br>Learning Focus: Play melodic and rhythmic parts as part of an ensemble, keeping in time with other players.<br>Improvise longer melodic and rhythmic phrases using the interrelated dimensions of music with confidence and control. | <b>BBC Ten Pieces Classical</b><br>Listening: <b>Doctor Who Theme</b> - Delia Derbyshire<br><br>Learning Focus: Compose music using a range of devices and/or for different purposes demonstrating an increased understanding of how the interrelated dimensions of music have been used to achieve intended effects. | <b>YuStudio</b><br><br>Learning Focus: Combine, manipulate and refine musical sounds using appropriate music technology.<br>Learn to arrange and mix a composition using a Digital Audio Workstation (DAW).  |
| Key Stage & Whole School Singing |   |   |  |



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### **Listening Calendar:**

Listening to different genres of music is a regular activity. Listening to music increases happiness, strengthens learning and generally improves mental well-being. The Listening Calendar brings together interesting facts related to the songs and the composer of each song.

**Singing** is key to developing musicianship and is a core part of the music curriculum at St Jude's. In addition to dedicated curriculum singing time, children sing in assembly, as whole school or in year groups and perform at significant events throughout the school year. Children regularly use their voices as a vehicle for composition and are encouraged to develop vocal confidence as they progress through the music curriculum. Children in KS2 have the opportunity to sing in the school choir to further develop vocal skills and part-singing through regular performances in school and in the local community.

### **Music Technology used in each key stage:**

**Rhythm Squares, Quickbeats , Yu Studio (KS2)      Chrome Music Lab   Rhythm Squares (KS1)**