



St Antony's Music Curriculum - Overview

Curious, Loving, Independent, Creative, Knowledgeable



(Curriculum Drivers: Global Goals, Laudato Si', Catholic Social Teaching, Creativity)

Year	Autumn	Curriculum Drivers links	Spring	Curriculum Drivers links	Summer	Curriculum Drivers links
Nursery	Enquiry Question/topic All About Me Colours		Enquiry Question/topic Superhero's Growing		Enquiry Question/topic Traditional Tales Under The Sea	
	EY Framework Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star' Explore a range of soundmakers and instruments and play them in different ways Join in with songs and rhymes, making some sounds Explore their voices and enjoy making sounds Move and dance to music Remember and sing entire songs Listen with increased attention to sounds		EY Framework Respond to what they have heard, expressing their thoughts and feelings Sing the pitch of a tone sung by another person ('pitch match').		EY Framework Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs Play instruments to express their feelings and ideas	
Reception	Enquiry Question/topic Myself and My Family Light And Dark		Enquiry Question/topic People Who Help Us Food		Enquiry Question/topic Animals The Next Step	
	EY Framework		EY Framework		EY Framework	



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	Explore and engage in music making and dance, performing solo or in groups Sing in a group or on their own, increasingly matching the pitch and following the melody ELG: Sing a range of well-known nursery rhymes and songs		Listen attentively, move to and talk about music, expressing their feelings and responses. ELG: Children perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.			
Year 1	Topic Hey You (Charanga)		Topic In The Groove (Charanga)		Topic Your Imagination (Charanga)	
	NC Programme of Study: Use voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments. Listen to music with concentration and understanding to a range of high quality live and recorded music.		NC Programme of Study: Use voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments. Listen to music with concentration and understanding to a range of high quality live and recorded music.		NC Programme of Study: Use voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments. Listen to music with concentration and understanding to a range of high quality live and recorded music.	



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	Experiment with, create, select and combine sounds using the interrelating dimensions of music.		Experiment with, create, select and combine sounds using the interrelating dimensions of music.		Experiment with, create, select and combine sounds using the interrelating dimensions of music.	
	Vocabulary: Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, deck, perform.		Vocabulary: Blues, baroque, latin, folk, funk, pulse, rhythm, pitch, compose, improvise, perform, groove.		Vocabulary: Keyboard, drums, bass, pulse, rhythm, pitch, compose, perform, audience, imagination.	
Year 2	Topic Hands, Feet, Heart (Charanga)		Topic I Wanna Play In A Band (Charanga)		Topic Friendship (Charanga)	Catholic Social Teaching – The Common Good (Solidarity)
	NC Programme of Study: Use voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments. Listen to music with concentration and understanding to a range of		NC Programme of Study: Use voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments. Listen to music with concentration and understanding to a range of		NC Programme of Study: Use voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments. Listen to music with concentration and understanding to a range of	



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	high quality live and recorded music. Experiment with, create, select and combine sounds using the interrelating dimensions of music.		high quality live and recorded music. Experiment with, create, select and combine sounds using the interrelating dimensions of music.		high quality live and recorded music. Experiment with, create, select and combine sounds using the interrelating dimensions of music.	
	Vocabulary: Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, perform, audience, question and answer, melody, dynamics, tempo.		Vocabulary: Keyboard, drums, bass, electric guitar, rock, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo.		Vocabulary: Keyboard, drums, bass, glockenspiel, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo.	
Year 3	Topic Three Little Birds (charanga)	Global Goals - Reduced inequalities 	Topic Bring Us Together (charanga)	Catholic Social Teaching – The Common Good (Solidarity) 	Topic Glockenspiel 1 (charanga)	
	NC Programme of Study: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.		NC Programme of Study: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.		NC Programme of Study: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.	



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	Improvise and compose music for a range of purposes using the inter-related dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations. Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians. Develop an understanding of the history of music.		Improvise and compose music for a range of purposes using the inter-related dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations. Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians. Develop an understanding of the history of music.		Improvise and compose music for a range of purposes using the inter-related dimensions of music. Use and understand staff and other musical notations.	
	Vocabulary: Introduction, verse, chorus, bass, drums, electric guitar, keyboard, organ, backing vocals, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, reggae		Vocabulary: Keyboard, drums, bass, imagination, improvise, compose, disco, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture structure, hook, riff, melody		Vocabulary: Improvise, compose, pulse, rhythm, pitch, tempo, dynamics, texture structure, melody	



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Year 4	Topic Blackbird (charanga)		Topic Mamma Mia (charanga)		Topic Glockenspiel 2 (charanga)	
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	Develop an understanding of the history of music.		Develop an understanding of the history of music.			
	Vocabulary: Acoustic guitar, percussion, birdsong, civil rights, racism, equality, pentatonic scale, unison, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo		Vocabulary: Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison		Vocabulary: Rhythm patterns, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture structure,	
Year 5	Topic Living On A Prayer (charanga)		Topic Fresh Prince of Bel Air (charanga)	Global Goals - Reduced inequalities	Topic Recorders	
	NC Programme of Study: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the inter-related dimensions of music.		NC Programme of Study: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the inter-related dimensions of music.		NC Programme of Study: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the inter-related dimensions of music.	



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	Vocabulary: Rock, structure, pulse, rhythm, pitch, bridge, backbeat, amplifier, tempo, texture, dynamics, chorus, bridge, riff, hook, improvise, compose		Vocabulary: Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure		Vocabulary:	
Year 6	Topic Happy (charanga)	Global Goals - Reduced inequalities	Topic You've Got a Friend (charanga)	Catholic Social Teaching – The Common	Topic Summer Performance	



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				Good (Solidarity) 		
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	Develop an understanding of the history of music.		Develop an understanding of the history of music.			
	Vocabulary: style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, neo soul, producer, groove, Motown, hook, riff, solo		Vocabulary: Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo, civil rights, gender equality, unison, harmony		Vocabulary:	