



St. Augustine of Canterbury Catholic Primary School

“Created by God to love and learn”

Our Music Curriculum

Our Core Values:

St Augustine of Canterbury Catholic Primary School provides an education that inspires and nurtures God’s children to succeed to their full potential as we are **Created by God to love and learn.**

We believe in the concept of lifelong learning, and in the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone. Through our teaching we strive to equip children with the skills, knowledge and understanding necessary to make informed choices about the important things in their lives. We believe that effective and stimulating teaching will lead to consistent and quality learning experiences to help children to lead happy and rewarding lives.

We consider the following ten values as instrumental when framing the life of the school.

- **Respect:** of ourselves and our neighbour both near and far from every culture and faith.
- **Love:** of everyone and everything God created.
- **Humility:** knowing that we are one of many and avoid selfishness
- **Courage:** in the face of the unknown or meeting a new challenge or just having a go!
- **Responsibility:** for our actions or inaction
- **Compassion:** showing care and support to others
- **Perseverance:** never giving up
- **Service:** supporting others by giving of our time, organising charitable activities
- **Honesty:** in thought and deed
- **Curiosity:** a pre-requisite for learning about the world about us

Our Approach, Aim, and Curriculum

Our key curriculum drivers are determined by our values and the needs of our learners:

Inclusivity Creativity Curiosity Oracy

We do this by following the Charanga scheme of work.

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Area of learning	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listen and appraise	<ul style="list-style-type: none"> ● To learn that music can touch your feelings. ● To enjoy moving to music by dancing, marching, being animals or Pop stars. 	<ul style="list-style-type: none"> ● To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. 	<ul style="list-style-type: none"> ● To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. ● To learn how songs can tell a story or describe an idea. 	<ul style="list-style-type: none"> To know the style of the five songs To choose one and be able to talk about it musically 	<ul style="list-style-type: none"> ● To confidently identify and move to the pulse. ● To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics). ● Talk about the music and how it makes them feel. ● Listen carefully and respectfully to other people’s thoughts about the music. ● When you talk try to use musical words 	<ul style="list-style-type: none"> ● To identify and move to the pulse with ease. ● To think about the message of songs. ● To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. ● Listen carefully and respectfully to other people’s thoughts about the music. ● When you talk try to use musical words. ● To talk about the musical dimensions 	<ul style="list-style-type: none"> ● To identify and move to the pulse with ease. ● To think about the message of songs. ● To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. ● Listen carefully and respectfully to other people’s thoughts about the music. ● Use musical words when talking about the songs. ● To talk about the musical dimensions working

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						working together in the Unit songs. ● Talk about the music and how it makes you feel.	together in the Unit songs. ● Talk about the music and how it makes you feel, using musical language to describe the music.
Musical activities	<ul style="list-style-type: none"> ● To know that we can move with the pulse of the music. ● To know that the words of songs can tell stories and paint pictures. 	<ul style="list-style-type: none"> ● To know that music has a steady pulse, like a heartbeat. ● To know that we can create rhythms from words, our names, favourite food, colours and animals. 	<ul style="list-style-type: none"> ● To know that music has a steady pulse, like a heartbeat. ● To know that we can create rhythms from words, our names, favourite food, colours and animals. ● Rhythms are different from the steady pulse. ● We add high and low sounds, pitch, when we sing and play 	<p>To know the difference between pulse and rhythm</p> <p>To know how pulse, rhythm and pitch work together to create a song</p>	<p>1. Find the Pulse</p> <p>2. Rhythm Copy Back: a. Bronze: Clap and say back rhythms b. Silver: Create your own simple rhythm patterns c. Gold: Perhaps lead the class using their simple rhythms</p> <p>3. Pitch Copy Back Using 2 Notes a. Bronze: Copy back – ‘Listen and sing back’</p>	<ul style="list-style-type: none"> ● Bronze Challenge ○ Find the pulse ○ Copy back rhythms based on the words of the main song, that include syncopation/off beat ○ Copy back one-note riffs using simple and syncopated rhythm patterns ● Silver Challenge ○ Find the pulse ○ Lead the class by inventing 	<ul style="list-style-type: none"> ● Bronze Challenge ○ Find the pulse ○ Copy back rhythms based on the words of the main song, that include syncopation/off beat ○ Copy back one-note riffs using simple and syncopated rhythm patterns ● Silver Challenge ○ Find the pulse ○ Lead the class by inventing rhythms for others to copy

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			our instruments.		(no notation) b. Silver: Copy back with instruments, without then with notation c. Gold: Copy back with instruments, without and then with notation 4. Pitch Copy Back and Vocal Warm-ups	rhythms for others to copy back ○ Copy back two-note riffs by ear and with notation ○ Question and answer using two different notes ● Gold Challenge ○ Find the pulse ○ Lead the class by inventing rhythms for them to copy back ○ Copy back three-note riffs by ear and with notation ○ Question and answer using three different notes	back ○ Copy back two-note riffs by ear and with notation ○ Question and answer using two different notes ● Gold Challenge ● Find the pulse ● Lead the class by inventing rhythms for them to copy back ● Copy back three-note riffs by ear and with notation ● Question and answer using three different notes
Singing	● To sing along with a pre-recorded song and add actions. ● To sing along with	● Learn about voices, singing notes of different pitches (high and low). ● Learn that they can make	● Learn about voices singing notes of different pitches (high and low). ●	● To sing in unison and in simple two-parts. ● To demonstrate a good singing	● To sing in unison and in simple two-parts. ● To demonstrate a good singing	● To sing in unison and to sing backing vocals. ● To enjoy exploring singing solo. To	● To sing in unison and to sing backing vocals. ● To demonstrate a good singing

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	the backing track.	different types of sounds with their voices – you can rap or say words in rhythm. ● Learn to start and stop singing when following a leader.	Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm). ● Learn to find a comfortable singing position. ● Learn to start and stop singing when following a leader	posture. ● To follow a leader when singing. ● To enjoy exploring singing solo. ● To sing with awareness of being ‘in tune’. ● To have an awareness of the pulse internally when singing.	posture. ● To follow a leader when singing. ● To enjoy exploring singing solo. ● To sing with awareness of being ‘in tune’. ● To rejoin the song if lost. ● To listen to the group when singing.	listen to the group when singing. ● To demonstrate a good singing posture. ● To follow a leader when singing. ● To experience rapping and solo singing. ● To listen to each other and be aware of how you fit into the group. ● To sing with awareness of being ‘in tune’.	posture. ● To follow a leader when singing. ● To experience rapping and solo singing. ● To listen to each other and be aware of how you fit into the group. ● To sing with awareness of being ‘in tune’.
Playing	N/A	● Treat instruments carefully and with respect. ● Play a tuned instrumental part with the song they perform. ● Learn to play an instrumental part that matches their musical	● Treat instruments carefully and with respect. ● Learn to play a tuned instrumental part that matches their musical challenge, using one of	● To treat instruments carefully and with respect. ● Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or	● To treat instruments carefully and with respect. ● Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or	● Play a musical instrument with the correct technique within the context of the Unit song. ● Select and learn an instrumental part that	● Play a musical instrument with the correct technique within the context of the Unit song. ● Select and learn an instrumental part that matches their

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		challenge, using one of the differentiated parts (a one-note part, a simple part, medium part). ● Listen to and follow musical instructions from a leader.	the differentiated parts (a one-note, simple or medium part). ● Play the part in time with the steady pulse. ● Listen to and follow musical instructions from a leader.	the melody of the song) from memory or using notation. ● To rehearse and perform their part within the context of the Unit song. ● To listen to and follow musical instructions from a leader.	medium part or the melody of the song from memory or using notation. ● To rehearse and perform their part within the context of the Unit song. ● To listen to and follow musical instructions from a leader. ● To experience leading the playing by making sure everyone plays in the playing section of the song.	matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. ● To rehearse and perform their part within the context of the Unit song. ● To listen to and follow musical instructions from a leader. ● To lead a rehearsal session.	musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. ● To rehearse and perform their part within the context of the Unit song. ● To listen to and follow musical instructions from a leader. ● To lead a rehearsal session.
Improvisation	N/A	1. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). 2. Sing,	1. Clap and Improvise – Listen and clap back, then listen and clap your own answer	Improvise using instruments in the context of the song they are learning to perform	Bronze Challenge: ○ Copy Back – Listen and sing back melodic patterns ○ Play and Improvise	1. Play and Copy Back ○ Bronze – Copy back using instruments. Use one note. ○ Silver – Copy	1. Play and Copy Back ○ Bronze – Copy back using instruments. Use one note. ○ Silver – Copy

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		<p>Play and Improve – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. 3. Improve! – Take it in turns to improvise using one or two notes.</p>	<p>(rhythms of words). 2. Sing, Play and Improve – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. 3. Improve! – Take it in turns to improvise using one or two notes.</p>		<p>– Using instruments, listen and play your own answer using one note. ○ Improve! – Take it in turns to improvise using one note. ● Silver Challenge: ○ Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes. ○ Play and Improve – Using your instruments, listen and play your own answer using one or two notes. ○ Improve! – Take it in turns to improvise</p>	<p>back using instruments. Use the two notes. ○ Gold – Copy back using instruments. Use the three notes. 2. Play and Improve You will be using up to three notes: ○ Bronze – Question and Answer using instruments. Use one note in your answer. ○ Silver – Question and Answer using instruments. Use two notes in your answer. Always start on a G. ○ Gold – Question and Answer using instruments. Use three notes in your answer.</p>	<p>back using instruments. Use the two notes. ○ Gold – Copy back using instruments. Use the three notes. 2. Play and Improve You will be using up to three notes: ○ Bronze – Question and Answer using instruments. Use one note in your answer. ○ Silver – Question and Answer using instruments. Use two notes in your answer. Always start on a G. ○ Gold – Question and Answer using instruments. Use three notes in your answer. Always start on</p>
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					<p>using one or two notes. ● Gold Challenge: ○ Sing, Play and Copy Back – Listen and copy back using instruments, two different notes. ○ Play and Improve – Using your instruments, listen and play your own answer using two different notes. ○ Improve! – Take it in turns to improvise using three different notes.</p>	<p>Always start on a G. 3. Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan: ○ Bronze – Improve using one note. ○ Silver – Improve using two notes. ○ Gold – Improve using three notes</p>	<p>a G. 3. Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan: ○ Bronze – Improve using one note. ○ Silver – Improve using two notes. ○ Gold – Improve using three notes.</p>
Composition	N/A	<p>● Help to create a simple melody using one, two or three notes. ● Learn how the notes of the composition can</p>	<p>● Help create three simple melodies with the Units using one, three or</p>	<p>● Help create at least one simple melody using one, three or five different notes. ● Plan and create a</p>	<p>● Help create at least one simple melody using one, three or all five different notes. ● Plan and create a section of music that can</p>	<p>1. Play and Copy Back ○ Bronze – Copy back using instruments. Use one note. ○ Silver – Copy</p>	<p>● Create simple melodies using up to five different notes and simple rhythms that work musically</p>

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		<p>be written down and changed if necessary.</p>	<p>five different notes. ● Learn how the notes of the composition can be written down and changed if necessary.</p>	<p>section of music that can be performed within the context of the unit song. ● Talk about how it was created. ● Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. ● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>	<p>be performed within the context of the unit song. ● Talk about how it was created. ● Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. ● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>	<p>back using instruments. Use the two notes. ○ Gold – Copy back using instruments. Use the three notes. 2. Play and Improvise You will be using up to three notes: ○ Bronze – Question and Answer using instruments. Use one note in your answer. ○ Silver – Question and Answer using instruments. Use two notes in your answer. Always start on a G. ○ Gold – Question and Answer using instruments. Use three notes in your answer.</p>	<p>with the style of the Unit song. ● Explain the keynote or home note and the structure of the melody. ● Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. ● 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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						<p>Always start on a G. 3. Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan: ○ Bronze – Improvise using one note. ○ Silver – Improvise using two notes. ○ Gold – Improvise using three notes</p>	
Performing and Sharing	<ul style="list-style-type: none"> ● Perform any of the nursery rhymes by singing and adding actions or dance. ● Perform any nursery rhymes or songs adding a simple instrumental part. ● Record 	<ul style="list-style-type: none"> ● Choose a song they have learnt from the Scheme and perform it. ● They can add their ideas to the performance. ● Record the performance and say how they were feeling about it. 	<ul style="list-style-type: none"> ● Choose a song they have learnt from the Scheme and perform it. ● They can add their ideas to the performance. ● Record the performance and say how they were 	<ul style="list-style-type: none"> ● To choose what to perform and create a programme. ● To communicate the meaning of the words and clearly articulate them. ● To talk about the best place to be when 	<ul style="list-style-type: none"> ● To choose what to perform and create a programme. ● Present a musical performance designed to capture the audience. ● To communicate the meaning of 	<ul style="list-style-type: none"> ● To choose what to perform and create a programme. ● To communicate the meaning of the words and clearly articulate them. ● To talk about the 	<ul style="list-style-type: none"> ● To choose what to perform and create a programme. ● To communicate the meaning of the words and clearly articulate them. ● To talk about the venue and how to use it to

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	<p>the performance to talk about.</p>		<p>feeling about it.</p>	<p>performing and how to stand or sit. ● To record the performance and say how they were feeling, what they were pleased with what they would change and why.</p>	<p>the words and clearly articulate them. ● To talk about the best place to be when performing and how to stand or sit. ● To record the performance and say how they were feeling, what they were pleased with what they would change and why.</p>	<p>venue and how to use it to best effect. ● To record the performance and compare it to a previous performance. ● To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</p>	<p>best effect. ● To record the performance and compare it to a previous performance. ● To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</p>
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