



(Music) Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	<p>Exploring sound</p> <p>Exploring how to use our voice and bodies to make sounds, experimenting with tempo and dynamic when playing instruments and identifying sounds in the environment</p>	<p>Celebration music</p> <p>Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwanzaa and Christmas</p>	<p>Music and movement</p> <p>Creating simple actions to songs, learning how to move to a beat and expressing feelings and emotions through movement to music.</p>	<p>Musical stories</p> <p>A unit based on traditional childrens' tales and songs, where pupils learn that music and instruments can be used to convey moods or represent characters.</p>	<p>Transport</p> <p>Using their voices, bodies and instruments to explore different types of transport, identify and mimic transport sounds and interpret and perform a simple score.</p>	<p>Big band</p> <p>Learning about the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience</p>
Y1/2 (A)	<p>Y1 Pulse and rhythm: All about me</p> <p>Children learn to identify the difference between the pulse and rhythm of a song and consolidate their understanding of these concepts through listening and performing activities.</p>	<p>Y1 Tempo: Snail and mouse</p> <p>Use bodies and instruments to listen and respond to pieces of music with fast and slow speeds; learn and perform a rhyme and a song focussing on fast and slow.</p>	<p>Y1 Pitch and tempo: Superheroes</p> <p>Learning how to identify high and low notes and to compose a simple tune to represent a superhero.</p>	<p>Y2 Musical Me</p> <p>Exploring the song 'Once a Man Fell in a Well', playing it using tuned percussion and reading simple symbols representing pitch.</p>	<p>Y2 On the Island: British songs and sounds</p> <p>Creating sounds to represent three contrasting landscapes: seaside, countryside and city.</p>	<p>Y2 Orchestral instruments</p> <p>Children are introduced to the instruments of the orchestra and practice identifying these within a piece of music. They learn how different characters can be represented by timbre, how emotions can be represented by pitch and how changes in tempo can convey action.</p>

<p>Y1/2 (B)</p>	<p>Y1*NEW* Keeping the pulse (Theme: My favourite things)</p> <p>Children explore keeping the pulse together through music and movement, by exploring their favourite things.</p>	<p>Y1 NEW* Sound patterns (Theme: Fairytales)</p> <p>Through fairytales, children are introduced to the concept of sound patterns (rhythms). They explore clapping along to repeated words and phrases, creating rhythmic patterns to tell a familiar fairytale.</p>	<p>Y1*NEW* Musical symbols (Theme: Under the sea)</p> <p>Children combine all the musical concepts learned throughout Year 1 for an underwater-themed performance incorporating instrumental, vocal and body sounds.</p>	<p>Y2 NEW* Call and response (Theme: Animals)</p> <p>Using instruments to represent animals, copying rhythms and creating call and response rhythms.</p>	<p>Y2 *NEW* Contrasting dynamics (Theme: Space)</p> <p>Developing knowledge and understanding of dynamics using instruments; learning to compose and play rhythms to represent planets.</p>	<p>Y2 Structure (Myths and legends)</p> <p>Developing an understanding of structure by exploring and ordering rhythms.</p>
<p>Y3/4 (A)</p>	<p>Instrumental Lessons Unit: Caribbean*</p>	<p>Y3: Jazz Learning about ragtime style music, traditional jazz and scat singing. Children create a jazz motif using a swung rhythm.</p>	<p>Y4: Body and turned percussion (Theme: Rainforests)</p> <p>A topic of discovery; children will explore the rainforest through music and be introduced to new musical terms. They will also use a mixture of body percussion and tuned percussion instruments as the children create their own rhythms of the rainforest, layer by layer</p>	<p>Y4: Adapting and transposing motifs (Theme: Romans)</p> <p>Drawing upon their understanding of repeating patterns in music, pupils are introduced to the concept of motifs</p>	<p>Instrumental Lessons Unit: South Africa*</p>	<p>Y3: Developing singing technique (Theme: Vikings) The children develop their singing technique. Learning to keep in time and work on musical notation and rhythm, the unit finishes with a group performance of a song with actions</p>
<p>Y3/4 (B)</p>	<p>Y3: Creating a composition in response to an animation</p>	<p>Y4: Rock and Roll Learning about the origin and features of rock and roll music,</p>	<p>Y3: Children learn what ballads are, how to identify their features and how to convey different emotions when performing them.</p>	<p>Y4: Haiku, music and performance</p>	<p>Y4: Changes in pitch, tempo and dynamics (Theme: Rivers)</p> <p>Learning to listen to changes in pitch, tempo</p>	<p>Y4: Samba and carnival sounds and instruments (Theme: South America)</p>

	(Theme: Mountains) Learning to tell stories through music. Listening to music and considering the narrative it could represent. Paying close attention to the dynamics, pitch and tempo and how they change. Creating original compositions to match an animation, building up layers of texture.	pupils learn how to play the Hand Jive and Rock Around the Clock, looking specifically at a walking bass line, before performing a piece as a class.	Using an animation as inspiration, children carefully select vocabulary to describe the story, before turning them into lyrics by incorporating rhyming words and following the structure of a traditional ballad Ballads	(Theme: Hanami festival) This Japanese inspired topic looks at the springtime festival of Hanami, which celebrates the fleeting beauty of spring flowers. Children use descriptive vocabulary to create a Haiku, put it to music and finally add percussion sound effects to bring all elements together before a final, group performance	and dynamics and relate it to something tangible and familiar. Linking to their geography learning, the pupils represent different stages of the river through vocal and percussive ostinatos, culminating in a final group performance.	Getting a feel for the music and culture of South America, children are introduced to samba and the sights and sounds of the carnival
Y5/6 (A)	Y6: Film music	Year 5: Composition notation (Theme: Ancient Egypt) Based on the theme of Ancient Egypt, children learn to identify the pitch and rhythm of written notes and experiment with notating their compositions, developing their understanding of staff notation	Year 5: Musical theatre Children are introduced to musical theatre, learning how singing, acting and dancing can be combined to give an overall performance.	Year 6: Theme and variations (Theme: Pop Art) Children explore the musical concept of theme and variations and discover how rhythms can 'translate' onto different instruments	Year 6: Songs of World War 2 Developing greater accuracy in pitch and control; identifying pitches within an octave when singing and using knowledge of pitch to develop confidence when singing in parts	Year 6: Baroque *New* unit exploring the music and composers of the Baroque Period and investigating the structural and stylistic features of their work
Y5/6 (B)	Year 5: Looping and remixing In this engaging topic, children learn about how dance music is	Year 5: Blues Children are introduced to this famous genre of music and its history, and learn to identify	Year 6: Dynamics, pitch and texture (Theme: Coast - Fingal's Cave by Mendelssohn)	Year 5: Composition to represent the festival of colour (Theme: Holi festival)	Year 5: South and West Africa Children learn 'Shosholoza', a traditional South	Year 6: Composing and performing a Leavers' song** Children spend the topic creating their very

	created, focusing particularly on the use of loops	the key features and mood of Blues music and its importance and purpose. They also get to grips with the 12-bar Blues and the Blues scale, and combine these to create an improvised piece with a familiar, repetitive backing	Appraising the work of Mendelssohn and further developing improvisation and composition skills	Exploring the associations between music, sounds and colour; composing and performing their own musical composition to represent Holi, the Hindu festival of colour that celebrates the beginning of spring and the triumph over good and evil	African song, play the accompanying chords using tuned percussion and learn to play the djembe. They will also learn a traditional West African drum and add some dance moves ready to perform the song in its entirety	own leavers' song personal to their experiences as a class
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