

Music – Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS Topic	Musical equipment available as part of outdoor provision; accessible to children at all times, stays the same throughout the year. Indoor provision to be enhanced throughout the year by adding additional resources to support projects, but the foundation resources should always be available outside.					
Key Skills	<p>Support children in their use of music as part of child-led play, whether singing songs, listening to music, dancing or playing instruments. Thus, allowing them to express their creativity and emotions, as well as reaching a deeper level of musical understanding.</p> <ul style="list-style-type: none"> • Perform together as a group. • Sing a familiar song and play instruments with others. • Clapping or tapping out a beat. • Learn lyrics to songs. • Use familiar, everyday objects to create new instruments and sounds (junk modelling). • Use your body and voice as instruments. • Learn and practise traditional dances. • Search for and listen to music together. • Find out about different music relating to customs and festivals that are important to the children. 					
<i>Prior Learning</i>	New learning					
<i>Future Learning</i>	Year 1 Curriculum					
Year 1 Topic	Musical Vocabulary (Under the Sea)	Pulse and Rhythm (All About Me)	Classical Music, Dynamics and Tempo (Animals)	Timbre and Rhythmic Patterns (Fairy-tales)	Pitch and Tempo (Superheroes)	Vocal and Body Sounds (By the sea)
<i>Overview</i>	Children explore the 'under the sea' theme through music, movement, chanting and the playing of tuned percussion instruments.	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.	Children use their bodies and instruments to listen and respond to pieces of classical music that represent animals. They learn and perform a song as a class and compose a short section of music as a	Through fairy tales, children are introduced to the concept of timbre; learning that different sounds can represent characters and key moments in a story. They explore clapping along to the syllables of words	Learning how to identify high and low notes and to compose a simple tune, children investigate how tempo changes help tell a story and make music more exciting.	Children make links between music, sounds and environments and use percussion, vocal and body sounds to represent calm or stormy seas.

			group, with a focus on dynamics and tempo.	and phrases before creating rhythmic patterns to tell a familiar fairy tale.		
<i>Prior Learning</i>	Children experiment with a variety of instruments in continuous provision in EYFS.	Children join in with whole class singing and clapping activities in EYFS.	Performance opportunities in Y1 units ' Musical Vocabulary ' and ' Pulse and Rhythm '.	Children are exposed to different instruments using different qualities of sound in EYFS and Y1. In this unit they identify how Timbre can be used effectively to represent different characters.	Tempo is introduced in Y1 unit – ' Classical Music, Dynamics and Tempo '.	Children use a variety of percussion throughout Y1 units.
<i>Future Learning</i>	In Y2 units – ' West African Call and Response Song ' and ' On this Island ', children explore chanting and movement skills further.	In Y2 unit – ' West African Call and Response Song ', children explore the idea of pulse and rhythm further by creating their own call and response rhythms using percussion instruments.	In Y2 unit – ' Orchestral Instrument's ', children listen to classical music and learn how tempo changes can be used effectively.	In Y2 unit – ' Orchestral Instruments ', children learn how characters can be represented by different timbres using orchestral instruments.	In Year 2 unit – ' Dynamics, Timbre, Tempo and Motifs ', children further explore the idea of tempo to when composing motifs. In Year 2 Unit ' Myths and Legends ', children further explore the use of timbre to create a mood.	In Year 2 unit – ' West African Call and Response Song ', children use vocals and clapping to create their own call and response rhythms.
Year 2 Topic	West African Call and Response Song (Animals)	Orchestral Instruments (Traditional Western Stories)	Musical Me	Dynamics, Timbre, Tempo and Motifs (Space)	On this Island (British Songs and Sounds)	Myths and Legends
<i>Overview</i>	Using instruments to represent animals, copying rhythms,	Children are introduced to the instruments of the	Children learn to sing the song 'Once a Man Fell in a Well' and to	Developing knowledge and understanding of	Creating sounds to represent three contrasting	Developing understanding of musical language and

	learning a traditional Ghanaian call and response song and recognising simple notation, progressing to creating call and response rhythms	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	play it using tuned percussion. Using letter notation to write a melody.	dynamics, timbre, tempo and instruments. Learning to compose and play motifs.	landscapes: seaside, countryside and city	how timbre, dynamics and tempo affect the mood of a song
<i>Prior Learning</i>	In Y1 units ' Musical Vocabulary ' and ' Vocal and Body Sounds ', children explore rhythm and vocal percussion.	In Year 1 Units, ' Classical Music ', ' Dynamics and Tempo ' and ' Timbre and Rhythmic Patterns ' children explore the idea or timbre and tempo.	In Year 1 Unit ' Pitch and Tempo ', children use tuned percussion instruments to create their own super-hero melody.	In Y1 unit ' Pitch and Tempo ', these themes are explored through composing super-hero theme tunes.	In Y1 unit ' Vocal and Body Sounds ', children learn how different timbres can be used to represent different environments.	In Y1 unit ' Pitch and tempo ', children discuss how these interrelated dimensions of music can affect make a piece feel more exciting.
<i>Future Learning</i>	In Y3 Unit ' Developing Singing Technique ', children hone their vocal skills and work towards a group performance with actions.	In Y3 unit ' Creating Compositions in Response to an Animation ', children learn to use their knowledge of timbre, dynamics and tempo to create compositions that match and animation.	In Y3 unit ' Pentatonic Melodies and Composition ' children move on to create their own melodies using tuned percussion.	In Y3 units ' Pentatonic Melodies and Composition ' and ' Creating Compositions in Response to an Animation ', children develop their composition skills using tuned percussion instruments.	In Y3 unit ' Creating Compositions in Response to an Animation ' children use their knowledge of the interrelated dimensions of music to represent an animation.	In Y3 unit ' Creating Compositions in Response to an Animation ', children use their knowledge of timbre and how this can be used to create a certain mood to compose in response to animations.
Year 3 Topic	Creating Compositions in Response to an	Developing Singing Technique (The Vikings)	Ballads	Pentatonic Melodies and Composition	Jazz	Traditional Instruments and

	Animation (Mountains)			(Chinese New Year)		Improvisation (India)
<i>Overview</i>	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.	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.	Children learn what ballads are, how to identify their features and how to convey different emotions when performing them. 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.	Revising key musical terminology, playing and creating pentatonic melodies, composing a piece of music using layered melodies.	Learning about ragtime style music, traditional jazz and scat singing. Children create a jazz motif using a swung rhythm.	Children listen to a range of rag and tal music, identifying traditional instruments as well as creating their own improvisations and performing as a class.
<i>Prior Learning</i>	In Y2 units ' Orchestral Instruments ', ' On this Island ' and ' Myths and Legends ' children started to work on their composition skills and related these to the interrelated dimensions of music.	In Y2 unit ' West African Call and Response Song ', children started to develop their singing techniques through call and response.	Cross-curricular: In KS1 Literacy children learn how to use rhyming words. In Y2 unit ' Myths and Legends ', children learn how different features of music can effect the mood of the piece.	In Y2 units ' Musical Me ' and ' Dynamics, Timbre, Tempo and Motifs ', children begin creating their own melodies using untuned percussion instruments.	In Y2 unit ' Dynamics, Timbre, Tempo and Motifs (Space) ' children composed their own motifs. In this unit they build on their rhythmic knowledge to learn to play motifs with a swung rhythm.	In Y2 unit ' West African Call and Response Song ' and across a variety of units children have worked on their performance skills. Now they will build on this skill by learning how to improvise.
<i>Future Learning</i>	In Y4 unit ' Changes in Pitch, Tempo and Dynamics ' children use their knowledge	In Y4 unit ' Rock and Roll ' children build on their singing techniques by	In Y4 unit ' Haiku Music and Performance ', children build on	In Y4 unit ' Body and Tuned Percussion ', children build on their knowledge of	In Y4 unit ' Adapting and Transposing Motifs ', children build on their	In Y4 unit ' Samba and Carnival Sounds and Instruments ', children develop

	of the interrelated dimensions of music and how we can use these to represent something to represent the different stages of a river.	learning to sing and play popular rock n roll songs.	their knowledge of lyric writing and use this to create a Haiku performance.	layering melodies and compose their own piece by layering rhythms to represent an environment.	knowledge of motifs and learn how to adapt and transpose motifs.	their knowledge of music form different cultures around the world.
Year 4 Topic	Body and Tuned Percussion (Rainforests)	Rock and Roll	Changes in Pitch, Tempo and Dynamics (Rivers)	Haiku Music and Performance (Hanami Festival)	Samba and Carnival Sounds and Instruments (South America)	Adapting and Transposing Motifs (Romans)
<i>Overview</i>	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.	Learning about the origin and features of rock and roll music, 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.	Learning to listen to changes in pitch, tempo 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.	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.	Getting a feel for the music and culture of South America, children are introduced to samba and the sights and sounds of the carnival.	Drawing upon their understanding of repeating patterns in music, pupils are introduced to the concept of motifs.
<i>Prior Learning</i>	In Y3 unit ' Pentatonic Melodies and Composition ', children began to learn how to layer rhythms to create a final piece.	In Y3 unit ' Developing Singing Technique ', children develop their singing skills through working towards a	In Y3 unit ' Creating Compositions in Response to an Animation ', children learn how to compose to an animation by	In Y3 unit ' Ballads ', children explored lyric writing and different features used in music to evoke emotion.	In Y3 unit ' Traditional Instruments and Improvisation ', children learnt about different music and instruments from another part of the	In Y3 unit ' Jazz ', children learn how to create a motif using a swung rhythm. Children know what a motif is.

		final group performance.	exploring timbre, tempo, dynamics, pitch etc.		world. Here they will further develop this knowledge through looking at Samba music.	
<i>Future Learning</i>	In Y5 unit ' South and West Africa ', children will further develop their knowledge of rhythm and percussion through using African drums and working towards a final performance.	In Y5 unit ' Blues ', children build on their knowledge of structure and work towards performing a piece of blues music.	In Y5 unit ' Composition to Represent the Festival of Colour ', children further build on their compositional skills and learn how to compose music to represent a season and the triumph of good over evil.	In Y5 unit ' Composition to Represent the Festival of Colour ', children use their composition skills to create music for a different festival around the world.	In Y5 unit ' Composition to Represent the Festival of Colour ', children build on their listening and composition skills by learning about music from around the world.	In Y5 unit ' Looping and Remixing ', children learn how to apply their knowledge of repeated rhythms and melodies to creating electronic dance music.
Year 5 Topic	Composition Notation (Ancient Egypt)	Blues	South and West Africa	Composition to Represent the Festival of Colour (Holi Festival)	Looping and Remixing	Musical Theatre
<i>Overview</i>	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.	Children are introduced to this famous genre of music and its history, and learn to identify 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	Children learn 'Shosholoza', a traditional South 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.	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.	In this engaging topic, children learn about how dance music is created, focusing particularly on the use of loops.	Children are introduced to musical theatre, learning how singing, acting and dancing can be combined to give an overall performance.

		piece with a familiar, repetitive backing.				
<i>Prior Learning</i>	In Y2 unit ' West African Call and Response Song ', and Y3 unit, Developing Singing Technique children begin to look at forms of notation.	In Y3 unit ' Traditional Instruments and Improvisation ', children are introduced to the idea of improvisation. In Y4 unit ' Rock n Roll ', children look at structure within a specific style of music.	In Y4 unit ' Body and Tuned Percussion ', children develop their skills and knowledge of rhythm and percussion.	In Y4 unit ' Haiku Music and Performance ', children learn about the music related to a different festival around the world. In this unit they learn about music from another culture.	In Y4 unit ' Adapting and Transposing Motifs ', children learn about repeating rhythmic and melodic patterns.	Throughout a variety of units across year groups, children work towards final performances where skills such as movement and singing are combined.
<i>Future Learning</i>	In Y6 unit ' Film Music ', children build on their knowledge of notation and create a graphic score.	In Y6 unit ' Dynamics, Pitch and Texture ', children build on their improvisation skills when learning about Mendelssohn.	In Y6 unit ' Theme and Variations ', children build on their knowledge of rhythm and learn how rhythms can translate from instrument to instrument.	In Y6 unit ' Composing and Performing a Leavers Song ', children build on their composition skills, using the interrelated dimensions of music to create and perform a leavers song.	In Y6 unit ' Theme and Variations ', children build on their knowledge of layering and repeating patterns when learning how rhythms translate from instrument to instrument.	In Y6 unit ' Songs of World War 2 ', children develop their singing skills and learn how to sing in parts.
Year 6 Topic	Dynamics, Pitch and Texture (Coast – Fingal's Cave by Mendelssohn)	Songs of World War 2	Film Music	Theme and Variations (Pop Art)	Baroque	Composing and Performing a Leavers Song
<i>Overview</i>	Appraising the work of Mendelssohn and further developing improvisation and composition skills	Developing greater accuracy in pitch and control; identifying pitches within an octave when singing and using knowledge	Exploring and identifying the characteristics of film music. Creating a composition and graphic score to	Children explore the musical concept of theme and variations and discover how rhythms can 'translate' onto	Children explore the music and composers of the Baroque Period and investigating the structural and	Children spend the topic creating their very own leavers' song personal to their experiences as a class.

