

Music Overview

| Year Group | Autumn 1  | Autumn 2   | Spring 1   | Spring 2  | Summer 1  | Summer 2   |
|------------|---|--|--|---|---|--|
| EYFS       | <p><b><u>We All Belong Here</u></b><br/><b><u>The Sorcerer's Apprentice</u></b><br/>Explore storytelling elements in the music and create a class story inspired by the piece. Identify and describe contrasts in tempo and dynamics.<br/>Begin to use musical terms (e.g. louder/quieter, faster/slower, higher/lower). Respond to music in a range of ways (e.g. movement, talking, writing).</p> | <p><b><u>Why Do Squirrels Hide Their Nuts</u></b><br/><b><u>Row, row, row your boat</u></b><br/>Make up new lyrics and vocal sounds for different kinds of transport.<br/>Sing a tune with 'stepping' and 'leaping' notes.<br/>Play a steady beat on percussion instruments.</p>   | <p><b><u>Winter Wonderland</u></b><br/><b><u>Up and Down</u></b><br/>Make up new lyrics and accompanying actions.<br/>Sing and play a rising and falling melody, following the shape with voices and on tuned percussion.<br/>Use appropriate hand actions to mark a changing pitch.</p>   | <p><b><u>Dinosaur Stomp</u></b><br/><b><u>Five Fine Bumble Bees</u></b><br/>Improvise a vocal/physical soundscape about minibeasts. Sing in call-and-response and change voices to make a buzzing sound.<br/>Play an accompaniment using tuned and untuned percussion, and recognise a change in tempo.<br/>Listen to a piece of classical music and respond through dance.</p>   | <p><b><u>The Sights and Sounds of Africa</u></b><br/><b><u>Down There Under the Sea</u></b><br/>Develop a song by composing new words, and adding movement and props.<br/>Sing a song using call-and-response structure.<br/>Play sea sound effects on percussion instruments.<br/>With some support, play a call-and-response phrase comprising a short stepping tune (C-D-E).<br/>Listen to a range of sea-related pieces of music and respond with movement.</p> | <p><b><u>Mad About Minibeasts</u></b><br/><b><u>It's Oh so Quiet</u></b><br/>Improvise music with different instruments, following a conductor. Compose music based on characters and stories developed through listening to Beethoven's 5<sup>th</sup> <i>symphony</i>.<br/>Play different instruments with control. Explore dynamics with voices and instruments.<br/>Develop listening skills, identifying dynamics (<i>forte</i>, <i>piano</i>, <i>crescendo</i>, and <i>diminuendo</i>) across a range of different musical styles.</p> |
| 1          | <p><b><u>Everyday Materials</u></b><br/><b><u>Menu Song</u></b><br/>Listen and move in time to the song. Sing this cumulative song from memory, remembering the order of the verses. Play classroom instruments to accompany the song.<br/>Compose and devise a dramatic group performance using props and kitchen sound-makers.</p>  | <p><b><u>School Days</u></b><br/><b><u>Colonel Hathi's March</u></b><br/>Compose music to march to using tuned and untuned percussion.<br/>Respond to musical characteristics through movement.<br/>Describe the features of a march using music vocabulary (e.g. that it has a steady beat, that soldiers 'march' to music, naming the instruments playing in the clips).</p>   | <p><b><u>No Place Like Home</u></b><br/><b><u>Football</u></b><br/>Compose word patterns in groups and melodies in pairs using mi-re-do (E-D-C). Chant together rhythmically, marking rests accurately.<br/>Play a simple ostinato on untuned percussion. Sing an echo song while tapping the beat, and clap the rhythm of the words, understanding there is one beat for each syllable.<br/>Recognise the difference between a pattern with notes (pitched) and without (unpitched).</p>  | <p><b><u>Monarchs</u></b><br/><b><u>Sea Interludes</u></b><br/>Sing a simple singing game, adding actions to show a developing sense of beat.<br/>Listen actively by responding to musical signals and musical themes using appropriate movement.<br/>Create a musical movement picture.</p>  | <p><b><u>Rio de Vida</u></b><br/><b><u>Cat and Mouse</u></b><br/>Create rhythm patterns, sequencing them, and 'fixing' them as compositions using simple notation. Attempt to record compositions with stick and other notations.<br/>Sing and chant songs and rhymes expressively.<br/>Listen and copy rhythm patterns.</p>  | <p><b><u>Enchanted Woodland</u></b><br/><b><u>Come Dance with Me</u></b><br/>Create musical phrases from new word rhythms that children invent. Sing either part of a call-and-response song.<br/>Play the response sections on tuned percussion using the correct beater hold. Echo sing a line independently with teacher leading, then move on to pair singing in echo format.<br/>Copy call-and-response patterns with voices and instruments.</p>   |
| 2          | <p><b><u>Bright Lights, Big City</u></b><br/><b><u>Tony Chestnut</u></b><br/>Improvise rhythms along to a backing track using the note C or G.<br/>Compose call-and-response music. Play the melody on a tuned percussion instrument.<br/>Sing with good diction.<br/>Recognise and play echoing phrases by ear.</p>  | <p><b><u>Significant People</u></b><br/><b><u>Carnival of the Animals</u></b><br/>Select instruments and compose music to reflect an animal's character. Listen with increased concentration to sounds/music and respond by talking about them using music vocabulary, or physically with movement and dance. Identify different qualities of sound (timbre) e.g. smooth, scratchy, clicking, ringing, and how they are made. Recognise and respond to changes of speed (tempo), the length of notes (duration – long/short), short/detached/smooth (articulation), and pitch (high/low) using music vocabulary and/or movement.</p> | <p><b><u>Alive and Kicking</u></b><br/><b><u>Grandma Rap</u></b><br/>Compose 4-beat patterns to create a new rhythmic accompaniment, using a looping app.<br/>Chant <i>Grandma rap</i> rhythmically, and perform to an accompaniment that children create.<br/>Chant and play rhythms using the durations of 'walk' (crotchet), 'jogging' (quavers), and 'shh' (crotchet rest) from stick notation.<br/>Learn a clapping game to <i>Hi lo chicka lo</i> that shows the rhythm.<br/>Show the following durations with actions: 'walk' (crotchet) and 'jogging' (quavers).</p> | <p><b><u>Under the Canopy</u></b><br/><b><u>Trains</u></b><br/>Begin to understand duration and rhythm notation. Structure musical ideas into a whole-class composition. Learn a simple rhythm pattern and perform it with tempo and volume changes.<br/>Learn about the musical terms <i>crescendo</i>, <i>diminuendo</i>, <i>accelerando</i>, <i>ritenuto</i>.<br/>Follow signals from a conductor. Listen to and analyse four pieces of music inspired by travel/vehicles.</p> | <p><b><u>Land Ahoy!</u></b><br/><b><u>Time</u></b><br/><b><u>Play Percussion</u></b></p>  | <p><b><u>Beside the Seaside</u></b><br/><b><u>Time</u></b><br/><b><u>Play Percussion</u></b></p>   |
| 3          | <p><b><u>Road Trip USA!</u></b><br/><b><u>I've been to Harlem</u></b><br/>Compose a pentatonic ostinato. Sing a call-and-response song in groups, holding long notes confidently. Play melodic and rhythmic accompaniments to a song.<br/>Listen and identify where notes in the melody of the song go down and up.</p>   | <p><b><u>Stone Age, Bronze Age and Iron Age</u></b><br/><b><u>From a Railway Carriage</u></b><br/>Explore ways to create word-based pieces of music.<br/>Explore ways to communicate atmosphere and effect.<br/>Listen and compare how different composers have approached creating word-based patterns.</p>   | <p><b><u>Forces, Magnets and Metals</u></b><br/><b><u>Mangrove Twilight</u></b><br/><b><u>Play Percussion</u></b></p>  | <p><b><u>Volcanoes and Earthquakes</u></b><br/><b><u>Mangrove Twilight</u></b><br/><b><u>Play Percussion</u></b></p>  | <p><b><u>Ancient Greece</u></b><br/><b><u>Just Three Notes</u></b><br/>Invent simple patterns using rhythms and notes C-D-E. Compose music, structuring short ideas into a bigger piece.<br/>Notate, read, follow, and create a 'score'.<br/>Recognise and copy rhythms and pitches C-D-E.</p>  | <p><b><u>Take One Author: Roald Dahl</u></b><br/><b><u>Fly with the Stars</u></b><br/>Play the chords of <i>Fly with the stars</i> on tuned percussion as part of a whole-class performance. Sing solo or in a pair in call-and-response style.<br/>Respond to and recognise crotchets and quavers and make up rhythms using these durations to create accompaniment ideas for the song.</p>   |

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| 4 | <p><b>Roman Britain</b><br/><b>This Little Light of Mine</b><br/>Improvise with the voice on the notes of the pentatonic scale D-E-G-A-B (and B flat, if you have one).<br/>Sing in a Gospel style with expression and dynamics.<br/>Play a bass part and rhythms ostinato along with <i>This little light of mine</i>.<br/>Sing Part 1 of partner song rhythmically.<br/>Listen and move in time to songs in a Gospel song.</p>   | <p><b>Anglo- Saxons</b><br/><b>Pink Panther Theme</b><br/>Improvise and compose, creating atmospheric music for a scene with scene with a given set of instruments<br/>Listen and appraise, recognising elements of the music that establishes the mood and character e.g. the rhythm.<br/>Talk about the effect of particular instrument sounds (timbre).</p>   | <p><b>Misty Mountains, Winding Rivers</b><br/><b>Global Pentatonic</b><br/>Compose a pentatonic melody.<br/>Improvise and create pentatonic patterns.<br/>Use notation to represent musical ideas.<br/>Compare music extracts and understand that the pentatonic scale features in lots of music traditions and cultures.</p> | <p><b>Take One Author: Michael Morpurgo</b><br/><b>Favourite Song</b><br/>Sing with expression and sense of the style of the music.<br/>Understand triads and play C, F, G major, and A minor.<br/>Play an instrumental part as part of a whole-class performance.<br/>Sing a part in a partner song, rhythmically and from memory.<br/>Identify similarities and differences between pieces of music in a folk/folk-rock style.</p> | <p><b>Vikings</b><br/><b>Ripples</b><br/>Play Percussion</p>  | <p><b>Living Things and their Habitats</b><br/><b>Ripples</b><br/>Play Percussion</p>   |
| 5 | <p><b>Marvellous Mechanisms</b><br/><b>What Shall we do with the Drunken Sailor</b><br/>Compose body percussion patterns to accompany a sea shanty. Write these out using rhythm girds.<br/>Sing a sea shanty expressively, with accurate pitch and a strong beat.<br/>Play bass notes, chords, or rhythms to accompany singing.<br/>Sing in unison while playing an instrumental beat (untuned).<br/>Keep a beat playing a 'cup' game.<br/>Talk about the purpose of sea shanties and describe some of the features using music vocabulary.</p> | <p><b>The Solar System</b><br/><b>Why we Sing</b><br/>Develop and practise techniques for singing and performing in a Gospel style.<br/>Recognise individual instruments and voices by ear.<br/>Listen to a selection of Gospel music and spirituals, and identify key elements that give the music its unique sound.<br/>Talk about music using appropriate music vocabulary (e.g. the ways the voices are used, the contrasting texture of solo voice and choir, singing in harmony, the lyrics etc.).</p> | <p><b>English Civil War</b><br/><b>Rosewood Gratitude</b><br/>Play Percussion</p>   | <p><b>Polesworth and Coal Mining</b><br/><b>Rosewood Gratitude</b><br/>Play Percussion</p>   | <p><b>Take One Author: Kwame Alexander</b><br/><b>Madina tun Nabi</b><br/>Improvise freely over a drone.<br/>Sing a song in two parts with expressions and an understanding of its origins.<br/>Sing a round and accompany themselves with a beat.<br/>Play a drone and chords to accompany singing.<br/>Listen and copy back simple rhythmic and melodic patterns.</p> | <p><b>Ancient Egypt</b><br/><b>Building a Groove</b><br/>Show understanding of how a drum pattern, bassline and riff fit together to create a memorable and catchy groove.<br/>Compose and perform drum patterns, basslines, and riffs on a variety of instruments as part of a group.<br/>Identify drum patterns, basslines, and riffs and play them using body percussion and voices.</p> |
| 6 | <p><b>Darwin's Delight</b><br/><b>Race</b><br/>Create an accompaniment.<br/>Create an extended melody with four distinct phrases.<br/>Experiment with harmony.<br/>Structure ideas into a full soundtrack.</p>   | <p><b>World War 2</b><br/><b>Hey, Mr Miller</b></p> <ul style="list-style-type: none"> <li>• Compose a syncopated melody using the notes of the C major scale.</li> <li>• Sing a syncopated melody accurately and in tune.</li> <li>• Sing and play a class arrangement of the song with a good sense of ensemble.</li> <li>• Listen to historical recordings of big band swing and describe features of the music using music vocabulary.</li> </ul>  | <p><b>Frozen Kingdom</b><br/><b>Play Percussion</b><br/>Calypso Soley Leve</p>  | <p><b>Tales of Terror</b><br/><b>Play Percussion</b><br/>Calypso Soley Leve</p>  | <p><b>Mayans</b><br/><b>Nobody knows</b><br/>In groups, compose a short song on the theme of leavers.<br/>Create an arrangement of a song considering the texture and structure.<br/>Perform expressively as part of a group and make a recording of their songs.</p>   | <p><b>Mayans</b><br/>Year 6 end of year production</p>  |

Blue – progression units – include revisiting of prior learning to aid retention and recall and to show progression.

Green – play percussion – whole class instrument teaching in place from Y2-Y6.

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