

Music Overview

Music Yearly Overview							
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Nursery	Myself	Traditional Tales	Planet Protectors	Super scientists	Builders	Fantasy Fun	
	Life and Dignity of the Human Person		Care for God's Creation	Care for God's Creation	Dignity of Work		
			Super heroes	Habitat Hunters	Amazing Animals	Pesky Pirates	
			Care for God's Creation	Care for God's Creation	Care for God's Creation		
Reception	Myself	Traditional Tales	To the Rescue	Changes	All Creatures Great and Small	Happy Holidays	
	Life and Dignity of the Human Person		Care for God's Creation	Life and dignity as a human person	Care for God's Creation	Care for God's Creation	
		The Musical Classroom		Musical Patterns and Performing		Sound Stories	
		The term begins with activities perfect for getting the class settled into school life! The children will learn simple welcome songs and have fun working as a class to create simple actions to accompany songs and nursery rhymes . They will learn to follow musical instructions and explore creative movement – jumping like a jack-in-the-box or dancing like a rock 'n' roll teddy bear! Active listening activities are used throughout the term and the children will experience a range of music from West African dance to the sound of Norwegian ice instruments! As the term progresses, they will learn to recognize simple classroom percussion instruments and compare their sounds . They will compose simple sound sequences and represent them using objects and pictures. To round the term off, why not 'take a song for a walk' by singing a song to different people and in different places in the school?		Music is full of patterns! This term begins with activities designed to get children recognizing musical patterns in songs and music. They will add actions to match song lyrics, play listening games to develop recall of sound sequences, and have fun exploring music-and-movement patterns through songs such as The Mouse And The Giant . The children will develop their recognition of classroom percussion instruments , using them to play simple accompaniments and simple rhythm patterns . They will also begin to explore ways to change sounds and create simple patterns , e.g. playing loudly, quietly, slowly or quickly. Composing music inspired by transport, machines and robots provides an opportunity to explore descriptive sounds and to develop an understanding of pictorial notations. From 'Fossils' (Carnival Of The Animals by Saint-Saëns) to Don't Stop Me Now (Freddie Mercury), every lesson has an active listening activity , providing the children with regular opportunities to experience music through movement, dance, art or role-play . A simple performance is a fitting way to end the term. From a choice of activities, the children can create their own dances , perform the I Don't Want To Be A Frog's Egg story or learn a playground singing game to share with their school community		From simple singing games to wiggly snail trails, this term begins with opportunities to tell playful stories using voices and tuned instruments. Heading outdoors is encouraged with musical storytelling inspired by the natural environment. From sound sticks to journey sticks, the children will learn to create musical patterns , using natural objects as a musical score. Listening choices also reflect the outdoors theme – the perfect opportunity to learn about instruments made from wood such as the didgeridoo, the log drum, the courting flute and temple blocks. An introduction to musical timbre is explored through fairy-tale characters as the children learn to associate characters with instruments – they might even meet them at a Fairytale Tea Party! They will explore the effect of layering instrumental sounds , developing an understanding of musical texture . The story theme continues as children learn to use simple sound effects and pictorial notation to accompany a story or song. From a choice of activities, the children can retell The Three Billy Goats Gruff , create a fairy-tale sound map , or create a class song box for <i>Come With Me To The Beach</i> .	
	Step 1 Hear My Voice Here I am My Voice Can Singing Puppets Step 2 What's the Music Saying	Step 3 Instruments Everywhere Spy and Instrument Autumn Leaves Play the Rhythm Step 4 Playing with Songs	Step 1 What's the Pattern What's the Weather Today? A Week of Sounds Mouse and Giant Music	Step 3 Exploring Descriptive Sounds Traffic Sounds Train Music Rockets, Robots and Monsters Step 4 Let's Perform	Step 1 Pitch Play and Changing Sounds Sound Books Snail Trails (over 2 sessions) Step 2 Patterns and Sequences	Step 3 Meet the Characters Come to the Party Who's in the Forest (over 2 sessions) Step 4 Perform a Story	

	Stretch, Flop, Jig and Rock Sound and Silence Jack In the Hole	Find the Rhyme (over 2 sessions) Take a Song For a Walk	Step 2 Playing Musical Instruments and Accompaniments Pass the Parcel Spider Beats (over 2 sessions)	Frog Performance (over 3 sessions)	Journey Sticks (over 2 sessions) Nature Patterns and Sounds	Story Sound Effects (over 3 sessions)
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Move to the Beat For children to understand pulse, they need to <i>feel</i> it and the songs and activities suggested for this term will help them do just that! This term, the children will learn to recognize pulse , matching movements to music. They will explore percussion instruments and perform simple instrumental accompaniments to familiar songs. The children will progress to copying and creating simple rhythm patterns , eventually using simple graphic notations to represent these sounds. Throughout the term, they will be introduced to a range of music and create simple choreography for music such as <i>Radetzky March</i> by Strauss and <i>Mattachins</i> by Peter Warlock, as well as learning about different dance traditions such as South African Gumboot Dancing and North Indian Kathak Dance		Exploring Sounds This term, the children will be exploring how sounds can be produced in different ways using voices and instruments. They will listen to a variety of music including <i>Flight Of The Bumblebee</i> and <i>William Tell Overture</i> , and will begin to recognize how composers use dynamics, tempo and timbre to bring a character or theme to life! They will learn to sing simple songs as a class, adding facial expressions and actions to enhance a performance. The children will explore song lyrics and use these as a basis for their own compositions. Working as a class and in small groups, they will compose short sound sequences to tell a story or reflect a character and perform these to each other. They will learn to follow musical instructions and invent their own musical notation to represent a sequence of sounds.		High and Low – Exploring Pitch This term, the children will be identifying and describing pitch. They will explore the sounds created by a variety of different instruments and voices, describing their pitch and timbre. They will play simple listening games and identify simple pitch patterns in a range of songs and music, recognizing when the pitch gets higher or lower. They will use a variety of tuned and untuned percussion instruments and compose simple sound effects to accompany sections of a story. They will compose pitch patterns and represent these using creative graphic notation tools such as pipe cleaners and coloured cubes! They will finish the term by preparing songs and music for a class performance	
	Step 1 Exploring Pulse What is Pulse? Copy Me Music and Movement Step 2 Controlling Pulse Move together Pass it On Play to the pulse	Step 3 Pulse and Rhythm Playing Like Clockwork Body Rhythm (over 2 sessions) Step 4 Copying and creating rhythmic patterns Clockwork Rhythms Long or Short? (over 2 sessions)	Step 1 Exploring How Sounds Can be Changed Fast or Slow? Sound Collectors Ways to Play Step 2 Exploring timbre Musical Characters Sounds From Words (2 sessions)	Step 3 sequencing Sounds to tell Stories Create a character Character Motifs Step 4 Copying and creating rhythmic patterns Inventing Notation Musical Storyboard (2 sessions)	Step 1 Recognizing changes in pitch High or Low Up to the Sky Down to the ground (over 2 sessions) Step 2 Performing simple melodic patterns Sound effects (1 or 2 sessions) Songs with percussion (1 or 2 sessions)	Step 3 Representing Pitch Pipe Cleaners Build a melody Step 4 Creating music for performance Show time or Musical Sandwich
Year 2	Time to Play From body percussion to disco music, this term develops children's understanding of pulse and rhythm . The term begins with songs and activities to get children performing together rhythmically. The children will perform actions and movements to a steady pulse and play simple musical passing games . They will learn songs such as <i>March To The Beat</i> to explore the difference between pulse and rhythm , and investigate different ways to play rhythms , varying instrumental timbre and dynamics. Working as a class and in small groups, the children will learn to play a simple accompaniment to a song or poem , selecting suitable sounds and timbre. They will learn to create simple four-beat rhythms and represent these using graphic notations such as Beat Monsters!		Musical Words and Pictures This term, the children will learn how songs and music can communicate different moods and emotions . They will investigate different ways to express the mood of a song by adding facial expressions and changing the timbre and dynamics of their voice. They will develop their understanding of musical mood through simple songs, where they will be introduced to major and minor tonality . Throughout the term, the children will listen and talk about a wide variety of music including <i>Can-Can</i> from <i>Orpheus in the Underworld</i> by Offenbach and <i>Fanfarra Cabua-Le-Le</i> by Sergio Mendes/Carlinhos Brown. They will learn to represent the sounds they hear using graphic symbols and musical doodles! Working as a class and in small groups, they will compose and improvise music on the theme of weather. They will learn to give musical instructions , taking the role of a conductor in a small group performance . They will create descriptive sounds inspired by a song and create a simple soundscape		Patterns with Pitch – Exploring Patterns and Melody This term, the children will be exploring pitch and melody . From the octobass to the piccolo , they will find out about a variety of instruments and learn to describe their pitch and timbre . They will play simple listening games and recall a pitch sequence, recognizing where the pitch gets higher, lower or stays the same . Through a range of songs, they will develop their pitch-matching skills , performing them with actions and movement. They will learn to use their voices creatively, creating sounds to match graphic notations such as vocal story maps and pipe-cleaner notation. They will play simple melodies using tuned percussion and be introduced to the pentatonic scale with songs such as <i>Just Five Notes</i> . They will finish the term by preparing songs and music for a class performance	

	<p>Step 1 Performing Rhythms and Movement to a Steady Beat Exercise Rhythms Musical Instructions Pass the Ball</p> <p>Step 2 Copying and Creating Rhythmic Patterns Foodie Rhythms Song Tennis How Will You Play</p>	<p>Step 3 Combining Rythmic Patterns Body Percussion Combining Rythmn (Over 2 sessions)</p> <p>Step 4 Representing Rhythmic Patterns Choose Your Beat Meet the Beat Monsters (over 2 sessions)</p>	<p>Step 1 Recognizing and exploring musical mood How do you Feel? Walk like This (2 sessions)</p> <p>Step 2 Choosing sounds to match a character, mood, theme Peaceful; percussion Calm and Cross Musical Doodle Boards</p>	<p>Step 3 Sequencing and combining to tell stories and create effects stormy Weather Weather Improvisation</p> <p>Step 4 Creating and performing Spring Soundscapes Morning Soundscapes</p>	<p>Step 1 Identify and describe change sin pitch Pitch Doodles Pitch Perfect High Middle Low</p> <p>Step 2 Copying Pitch patterns Up and Down Copy My Action (2 sessions)</p>	<p>Step 3 Creating and notating simple melodies Just 5 notes Pentatonic Play (2 sessions)</p> <p>Step 4 Perorming simple musical accompanments Meet the Dragons (3 sessions)</p>
Year 3	<p>Hear It, Play It</p> <p>This term, the children will be exploring rhythmic patterns. With activities designed to get everyone up and moving, the children will learn to identify rhythms and play them using body percussion, instruments and plastic cups! They will explore call-and-response techniques used in a range of songs and have fun creating their own call-and-response (question and answer) phrases. The children will develop their ensemble skills, learning to perform simple rhythmic ostinatos to accompany a song or poem. They will sing songs influenced by different musical styles such as Blues and Rock 'n' Roll and listen out for simple stylistic features in music such as <i>Hound Dog</i> by Elvis Presley and <i>Rock Around The Clock</i> by Bill Haley & His Comets. The children will move on to composing and notating simple rhythmic patterns using different forms of graphic notation</p>		<p>Painting Pictures with sounds Whether performing actions to match dynamics in Beethoven's 5th Symphony or creating doodles in response to Vivaldi's Winter from The Four Seasons, this term begins with activities designed to help children identify and describe the ingredients (dimensions) that make up music. The children will explore instruments, learning about instrumental timbres associated with different countries and use this knowledge to create simple accompaniments to songs such as We're Going Round The World. As the term moves on, the children will learn how to vary the dimensions of music to evoke mood and atmosphere. They will create suitable music to accompany song lyrics and poetry, as well as improvising a musical phone call to express a suggested mood! The term ends with an opportunity to compose music inspired by stories and settings. The children will create and organize layers of musical sound to create interesting textures and have fun representing these sounds using different forms of notation such as storyboards and composition wheels</p>		Ukelele Whole Class lessons	
	<p>Step 1 Feeling the Pulse and Copying Rhythmic Patterns Stretch, Stamp and Clap Find the Beat How Does the Rhythm Go?</p> <p>Step 2 Exploring Call and Response Copy Cups Hear the Call Musical Jokes</p>	<p>Step 3 Performing a Simple Rhythmic Ostinato Ostinato Blues Mystery Number (optional) It's Wicked at Gran's (2 sessions)</p> <p>Step 4 Composing and Notating Rhythmic Patterns Cube Notation Beat Monsters Christmas Improvisations (2 sessions)</p>	<p>Step 1 Identifying he inter related dimensions of music Dynamic Actions Dynamic Improvisation Musical Doodling</p> <p>Step 3 Creating Sound in response to a stimulus Sound Actions Poetry in Motion (2 sessions)</p>	Ukelele Whole Class lessons		Ukelele Whole Class lessons
Year 4	Ukelele Whole Class lessons		<p>Musical Contrasts</p> <p>Staccato or legato, forte or piano, major or minor - this term is all about musical contrasts. Beginning with songs and activities which explore different instrumental timbres, the children will learn how instruments can be grouped and classified in different ways. They will listen to music such as The Young Person's Guide To The Orchestra by Benjamin Britten and identify orchestral families (i.e. string, woodwind, brass, percussion).</p>		<p>Melody Builders</p> <p>The term begins with a range of songs and activities to get the children describing and internalizing pitch. As well as singing aloud, they will also learn to use their 'thinking voice', exploring games and songs such as <i>That's The Way We're Put Together</i> and <i>Moving To The Music</i>. From a pentatonic lucky dip to call-and-response melodies, the children will develop</p>	

		<p>As well as comparing instrumental timbre, they will also learn to identify changes in tonality through singing songs such as <i>The King’s Feelings</i>, as well as developing recognition of major and minor chords through simple listening games.</p> <p>Playing together as an ensemble is a key focus for the term. The children will learn to lead and follow musical instructions and understand the importance of keeping an eye on the conductor! They will explore contrasts between staccato and legato articulation when singing and playing and learn to vary dynamics, tempo, timbre and pitch through a Kandinsky-inspired improvisation!</p> <p>The children will end the term by developing their understanding of musical structure. With a selection of activities to choose from, they can create music in AB or rondo form or explore motifs with a game of Musical Top Trumps!</p>	<p>their composition and improvisation skills as they learn to create simple melodies using a given range of notes.</p> <p>As the term moves on, the children will compose and notate melodies using graphic and letter notation. They will identify how melodies can be organized in different ways, exploring cumulative structure in songs such as <i>In The Jungle</i> and identifying the use of call and response in the Papageno/Papagena duet from <i>The Magic Flute</i> by Mozart.</p> <p>Using song structure as inspiration, the term ends with an opportunity to compose lyrics and create simple musical arrangements, preparing them for performance. From a choice of activities, the children can write a new verse for a song, create and notate performance directions to accompany sections of a song or plan a class performance</p>			
	Ukelele Whole Class lessons	Ukelele Whole Class lessons	Ukelele Whole Class lessons	Step 1 Exploring instrumental timbre and instrument families Instruments Of The Orchestra (2 sessions) A Musical Journey Step 4. Composing in a structure Musical Antonyms Ideal for 2 sessions	Step 1 Describing and internalizing pitch Up and down the steps Ascending or descending Step 2 Composing and improvising with a given range of notes Pentomic Lucky Dip (1 session) Flowers in Spring (2 sessions) Call and Response Lucky Dip (2 sessions)	Step 3 Composing and notating melodies Leading and stepping Two Bar Melodies (2 sessions) Step 4 Exploring song structure and preparing for performance Songwriter Let’s Perform
Year 5	Rhythm Builders- Exploring Rhythmic Layers This term the children will develop their understanding of rhythm and rhythmic notation . They will get to grips with time signatures, learning to ‘feel’ the difference between three and four beats in a bar. They will explore folk traditions such as Morris dancing and Basque dance and have fun creating and performing their own dances. From a Tabletop Percussion Machine to rhythmic motifs , learning to play rhythms expressively, is a focus for the term as the children will learn to choose suitable timbre and dynamics when playing and composing. They will also learn the importance of following the conductor! As the term moves on, they will learn how composers create interesting textures by combining layers of musical sound. They will identify		Music and Words This term is all about music and words! The children will brush up their Italiano, improvise musical conversations, scat like Ella Fitzgerald and compose music inspired by poetry! Songs such as <i>Music Italiano</i> and <i>I’ll Sing This Song</i> will teach the class to recognize the inter-related dimensions of music as well as develop their understanding of Italian musical vocabulary. Through creative listening activities, the children will learn to represent expressive features of music in a graphic score and then use musical vocabulary to describe their creations! Improvisation skills will be developed through call-and-response activities where the children will create rhythmic and melodic patterns to a four-beat pulse. From the classical cadenza to the Be-bop scat of Ella Fitzgerald, the children will also develop an understanding of how improvisation has been used throughout musical history. Learning about musical styles such as jazz gives the class an opportunity to find out about influential musicians such as Louis Armstrong, and of		Song Ingredients – Exploring melody, Harmony and Lyrics This term, the children will learn about the key ingredients used in songs: rhythm, melody, harmony and lyrics! They will begin to learn rounds and part songs such as <i>School Is Nearly Over</i> and <i>I Got A Little Dog</i> and identify how layers of melody can be combined to create a polyphonic texture . They will identify these features in music from the past and present, listening to traditional songs such as <i>Frère Jacques</i> and <i>Three Country Dances In One</i> , alongside contemporary music created and performed with a loop pedal! As the term progresses, they will develop their understanding of intervals, scales and chords and learn to notate pitches using staff and letter notation. Playing together as an ensemble remains a key focus and they will accompany song melodies using chords, drones and basslines .	

	<p>the use of ostinato in pieces such as <i>Bolero</i> by Ravel and will use ostinato to accompany songs such as <i>I Have A Song To Sing</i> and <i>Time For Everything</i>, creating interesting polyrhythmic textures!</p> <p>The term ends by exploring ways to represent musical textures through notation. With a selection of activities to choose from, the children can explore rhythm grids or create a layered composition inspired by composers taking part in a video call.</p>		<p>course, it's the perfect reason to sing songs written in 'jazzy' style such as <i>Jazz Is Cool</i>, <i>In The Band</i> and <i>Shoo-Be-Doo-Ah</i>. The children will end the term by creating music inspired by lyrics, words and poetry, exploring techniques to establish mood and atmosphere</p>		<p>The term ends with a chance to explore the songwriting process. The children will learn how songs can reflect the time and place in which they are written, and may be sung to mark a social or cultural occasion. With a selection of activities to choose from, the children can write their own song inspired by the structure of <i>Take A Major Scale</i>, compose a school jingle or collaborate to write a song to celebrate their school community.</p>	
	<p>Step 1 Exploring Time Signatures and Performing Together Pass the Beanbag The Rhythm of Life Noodle Dance Step 2 Performing Rhythms expressively Colour Palette Dynamics Musical Motifs (over 2 sessions)</p>	<p>Step 3 Exploring Rhythmic Texture Rhythm Wall Watch the Conductor (over 2 sessions) Step 4 Creating and Notating Musical Texture Crazy Clapping Improvisation Video Call Composition (over 2 sessions)</p>	<p>Step 1 Developing an Understanding of the inter relate dimensions and musical vocabulary Symbols and Colours Meet the Artists (2) Step 2 Improvising Musical Patterns Beat Improvisation mind the Gap (2)</p>	<p>Step 3 Exploring Jazz That's Jazz Scatt (2) Step 4 Composing and Notating music inspired by lyrics and poetry Volcano (3 sessions)</p>	<p>Step 1 Exploring Melodic Layers Round we Go Layers (2) Step 2 Exploring Scales, Intervals and Chords Melodies from Words (2) Exploring Intervals</p>	<p>Step 3 Creating and Playig Harmonic accominaments Drones and melodies Playing with Chords (2) Step 4 Combining Lyrics Melodies and Harmony Class Jingle (2) Lyrics and Melodies (2)</p>
Year 6	<p>We've got Rhythm – Rhythmic Devices and Structure</p> <p>The term begins with an exploration of time signatures. Through songs and collaborative rhythm games, the class will get a feel for 6/8 rhythms and learn to identify changes in time signature and musical style in the song <i>Take Five Styles</i>.</p> <p>Performing rhythms expressively is a focus for the term and the children will explore rhythmic poems and songs such as <i>Plastic Wrap</i> and <i>1066 Rap</i>. They will experiment with vocal and instrumental effects by varying articulation, dynamics and timbre and learn to identify these features when listening to each other perform.</p> <p>Throughout the term, the children will listen to rhythms from around the world such as djembe drumming from West Africa, Latin American rhythms such as tango, salsa and samba and Konnakal from South India. Using songs as inspiration, the children will learn to play polyrhythms and experiment with creating different polyrhythmic textures.</p> <p>The term ends with an opportunity to capture rhythmic ideas in a musical structure. From a choice of activities, the children can write a short rap, choreograph a routine with plastic cups or create a 16-beat (four bar) body percussion break to accompany the song, <i>Fiesta!</i></p>		<p>Musical Effects and Moods</p> <p>Whether 'Mickey Mousing', singing like a Silly Donkey or creating a vocal firework display inspired by Tchaikovsky's 1812 Overture, the term begins with an opportunity to get creative with vocal and instrumental sounds. The children will develop improvisation skills, learning how to make subtle changes to vocal timbre as well as exploring dynamics, pitch, tempo and articulation to achieve effects.</p> <p>Songs such as Ear Warm and Crying Out For Love are a great opportunity to learn about intervals and through simple tuned percussion activities, the children will explore how consonant and dissonant sounds in harmony can create moods and atmosphere.</p> <p>Throughout the term, the children will explore how composers use music to communicate characters, settings, and moods, identifying and exploring techniques such as leitmotifs used by film composer, John Williams.</p> <p>As the term moves on, it's time to take to the stage! The children will learn about key features of musical theatre, identifying the role of actors, musicians, and audience! Working in small groups, they will explore ways to interpret and convey the lyrical meaning of a song effectively, adding appropriate dynamics, vocal timbre, facial expression, and movement.</p> <p>The term ends with an opportunity to compose, notate and perform! From a choice of activities exploring graphic and</p>		<p>Celebrating Songs</p> <p>Whether they are listening out for that catchy hook, performing a chord progression, or composing the next hit song, this term the children will develop their knowledge of song ingredients!</p> <p>The children will learn how composers use the dimensions of music to communicate the message of a song as well as identify structural features such as verse, chorus and bridge.</p> <p>As the term progresses, they will learn to identify and describe melodic patterns and sequences in songs, playing them by ear on melodic instruments. They can learn to identify chromatic melodies with songs such as <i>Happiness is Not...</i> or compose and notate simple melodies inspired by <i>Ring Out The Bells</i> and <i>London Bells</i>.</p> <p>Ensemble playing remains a key focus and the children will develop their understanding of chords, learning to play simple chord progressions and basslines to accompany songs such as <i>This Is The Blues</i> or <i>When We Celebrate</i>.</p> <p>Throughout the term, the children will listen to a range of music from protest songs to royal fanfares and understand how composers find their inspiration from specific events and situations in the world.</p> <p>The term ends with a chance to create music for a specific occasion. With a selection of activities to choose from, the children can write a song of celebration, a leavers song or a</p>	

		standard notations, the children could create film soundtracks, leitmotifs, sound-effect rhythms or perhaps try a musical rollercoaster ride!			school fanfare!	
	Step 1 Exploring Time Signatures and Performing Together Rumpty Tumpty Pass the Pebble (Over 2 sessions) Step 2 Performing Rhythms expressively Mad on Popping Plastic Wrap (Over 2 sessions)	Step 3 Performing Polyrythms with Expression African Drums Latin Rhythms (Over 2 sessions) Step 4 Organizing rhythmic ideas in a Structure Write a Rap (Over 2 sessions) Cup Choreography (Over 2 sessions)	Step 1 Improvising and exploring vocal and instrumental effects Sound Effects Fireworks Step 2 Using harmony to create moods The Power of Intervals Dark and Light (2)	Step 3 Exploring Musical Styles On with the Show (2) Take to the Stage (2) Step 4 composing and Performing Music Comedy Sound Effects (2)	Step 1 Investigating Song Ingredients Song Structures Song and Dance Step 2 Exploring Scales Spot the Sequence (2)	Step 3 Playing and Creating Chord sequences Leavers Ensemble (2) Leavers assembly

