

Music Curriculum Overview

	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception	Listen carefully to rhymes and songs, paying attention to how they sound. Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music. Watch and talk about dance and performance art, expressing their feelings and responses. Invent, adapt and recount narratives and stories with peers and their teacher Listen attentively, move to and talk about music, expressing their feelings and responses.					
Year 1	Menu Song Musicals <i>How can we create an accompaniment that fits the beat of a song?</i>	Colonel Hathi's March and Magical Musical Aquarium Musical Films <i>How can we keep in time with music? How can we use our instruments to create a sound picture?</i>	Football Chants and Rap <i>Can pupils understand the difference between pitch and rhythm patterns?</i>	Dawn from Sea Interludes and Musical Conversations Orchestral <i>How can we use movement to show the features of a piece of music? How can we use symbols to represent sounds?</i>	Nautilus, and Cat and Mouse Contemporary <i>Can pupils show awareness of duration and pitch through movement and drawing? Can pupils create and notate simple rhythm patterns?</i>	As I Was Walking Down the Street Dance and Irish Jig <i>Can pupils identify the different between a march (2/2) and jig (6/8)?</i>
Year 2	Tony Chestnut Action songs <i>How can we make a call and response song using voices and instruments?</i>	Carnival of Animals and Music Inspired by Birdsong Orchestral <i>How can we compose music to represent the character of an animal?</i>	Grandma Rap Rap, hip hop <i>Can pupils perform, compose and notate rhythmic patterns using crochets rests?</i>	Minibeast 19 th Century Romantic music <i>How can we use timbre to create chosen sound effects?</i>	Orawa, and Swing along with Shostakovich 20 th Century Film Music <i>Can pupil structure a piece of music in response to an external stimulus?</i>	Tanczyny Labada Dance and Polish folk <i>Can pupils perform an accompaniment on tuned percussion, keeping to a steady pulse?</i>
Year 3	I've been to Harlem Sea Shanties <i>How can we combine chords and melodic ostinatos with a song to create a performance?</i>	Nao Chariya de/Mingulary Boat Song and Sound Symmetry Scottish folk and Sea Shanty <i>How can we use musical vocabulary to describe the similarities and differences between songs?</i>	Latin Salsa <i>Can pupils recognise the musical features and influences of Cuban music?</i>	Match of The Nutcracker and From a Railway Carriage 19 th Century Romantic Music <i>How can we show the structure of music using movement and art?</i>	Just 3 Notes Samba with Sergio Samba <i>Can pupils recognise, perform, compose and notate using crotchets, quavers, semiquavers, crotchet rests and three pitches?</i>	Fly with the Stars EDM and Romantic Piano <i>Can pupils create a class arrangement of a piece of pop music, including vocals, chords and rhythmic backing?</i>
Year 4	This little light of mine Gospel and Jazz <i>How can we use features of Gospel music to create an arrangement of a song?</i>	The Pink Panther Theme and Composting with Colour Cartoon Music <i>How can we create sound effects to match a film sequence</i>	Fanfare for the Common Man and Spain 20 th Century Orchestral <i>How can we create a fanfare of a special occasion?</i>	The Doot Doot Song Acoustic Pop and Country <i>Can pupils perform chords to accompany a popular song?</i>	Global Pentatonic Just 3 Notes Scottish and American folk <i>Can pupils understand the pentatonic scale, it's use in a wide range of cultures, and use it to compose their own melodies?</i>	Favourite Song Folk Rock <i>Can pupils perform using chords, vocals and rhythms as a class band?</i>
Year 5	What Shall We Do with the Drunken Sailor? Sea Shanties <i>How can we make a satisfying arrangement of a sea shanty?</i>	Introduction to song writing Gospel and Pop <i>How can we use musical feature to sing in a Gospel style? How can we compose a strong hook for a pop song?</i>	Madina Tun Nabi Nasheed and Arabic <i>How is music used in a religious context?</i>	Building a Groove and Epoca Tango <i>How do individual instrumental parts interact in Tango to create an interesting texture?</i>	Balinese Gamelan and Empress of the Pagodas (Ternary Form) Balinese <i>How do Interlocking rhythmic patterns and a cyclical structure create an effect in Balinese music? How can we structure music with a satisfying beginning, middle and end?</i>	Kisne Banaaya <i>How can we use our knowledge and skills to create an arrangement of a song?</i>
Year 6	Hey Mr Miller Swing <i>How can we use rhythm and pitch to perform in a Swing style?</i>	Touch the Sky Scottish folk <i>How can we use the features of Scottish folk music to create our own arrangement of a folk song?</i>	You to Me Are Everything and Composing for Protest Soul and Protest <i>How do changes in musical elements create different moods in different versions of the same song? How can we fit words to a melody?</i>	Twinkle Variations and Race Classic, film music <i>How can we change a melody but ensure that it remains recognisable</i>	Ame sau vala tara bal Bollywood <i>How can we compose music with the features of Indian musical styles?</i>	Nobody Knows Pop song <i>Can pupils compose a song using appropriate textures and structures?</i>

Empathy

Honesty

Respect

Responsibility

