



MUSIC Overview 2024/2025

	Unit 1	Unit 2	Unit 3	Unit 4
EYFS	<p>Exploring Sound</p> <p>Children explore how they can use their voice and bodies to make sounds, experiment with tempo and dynamic when playing instruments, identify sounds in the environment and differentiate between them.</p>	<p>Music and Movement</p> <p>Children come up with simple actions to well-known songs, learn how to move to a beat and express feelings and emotions through movement to music.</p>	<p>Transport</p> <p>Using 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 what makes a musical instrument, the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience.</p>
Year 1	<p>Keeping The Pulse (My Favourite Things)</p> <p>Children explore keeping the pulse together through music and movement, by exploring their favourite things.</p>	<p>Sound Patterns (Fairytale)</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>Pitch (Superheroes)</p> <p>Learning how to identify high and low notes and to compose a simple tune to represent a superhero.</p>	<p>Musical Symbols (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>
Year 2	<p>Call and response (Theme: Animals)</p> <p>Using instruments to represent animals, copying rhythms and creating call and response rhythms</p>	<p>Instruments (Musical Storytelling)</p> <p>Children learn how events, actions and feelings within stories can be represented by pitch, dynamics and tempo.</p>	<p>Structure (Myths and Legends)</p> <p>Developing an understanding of structure by exploring and ordering rhythms.</p>	<p>Pitch (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>
Year 3	<p>South Africa (Instrumental Teaching- Glockenspiel)</p> <p>Whole-class instrumental lessons on tuned percussion. This South Africa-themed unit develops pupils' rhythmic, singing and notation skills.</p>	<p>South America (Instrumental Teaching- Glockenspiel)</p> <p>Whole class instrumental lessons on tuned percussion. This unit develops notation reading and ensemble skills using salsa rhythms and improvisation.</p>	<p>Whole Class Recorder Lessons</p> <p>Children will apply the previous skills of notation reading and ensemble skills when learning the recorder. Lessons will focus on posture, tone, notation, melody, accuracy and both solo and ensemble skills. These skills will then be used in lessons as they move up through school.</p>	



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Year 4	<p>Body and Tuned 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>Changes in pitch, tempo and dynamics (Theme: Rivers)</p> <p>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.</p>	<p>Samba and carnival sounds and instruments</p> <p>Getting a feel for the music and culture of South America, children are introduced to samba and the sights and sounds of the carnival.</p>	<p>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>
Year 5	<p>Blues</p> <p>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 piece with a familiar, repetitive backing.</p>	<p>South and West Africa</p> <p>Children learn 'Shosholozza', 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.</p>	<p>Composition to represent the festival of colour (Theme: Holi Festival)</p> <p>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.</p>	<p>Dynamics, pitch and tempo (Theme: Fingal's Cave)</p> <p>Appraising the work of Mendelssohn and further developing improvisation and composition skills.</p>
Year 6	<p>Theme and Variations (Theme: Pop Art)</p> <p>Theme and Variations (Theme: Pop Art) Children explore the musical concept of theme and variations and discover how rhythms can 'translate' onto different instruments.</p>	<p>Baroque</p> <p>A unit exploring the music and composers of the Baroque Period and investigating the structural and stylistic features of their work.</p>	<p>Composing and performing a Leaver's Song</p> <p>Children spend the topic creating their very own leavers' song personal to their experiences as a class. Use drones, loops and pentatonic techniques in a computer program to create more lengthy compositions.</p>	<p>Leaver's Musical</p> <p>Children to work as a class to learn, rehearse and prepare a celebratory musical including singing, drama and dance performance.</p>