

Curriculum overview music

EYFS					
<p>Performance opportunities: Christmas Play</p> <p>Content:</p> <p><i>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</i></p> <ul style="list-style-type: none"> • <i>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</i> • <i>Create collaboratively, sharing ideas, resources and skills.</i> • <i>Listen attentively, move to and talk about music, expressing their feelings and responses.</i> • <i>Watch and talk about dance and performance art, expressing their feelings and responses.</i> • <i>Sing in a group or on their own, increasingly matching the pitch and following the melody.</i> • <i>Develop storylines in their pretend play.</i> • <i>Explore and engage in music making and dance, performing solo or in groups.</i> 					
Year 1					
<p>Performance opportunities: Class led worship Christmas play</p>					
<p>Keeping the pulse</p> <p>Theme: My favourite things</p> <p>In this new unit, children explore keeping the pulse together through music and movement, by exploring their favourite things.</p>	<p>Christmas play</p> <p><i>Cover objectives:</i></p> <p><i>Move to reflect a character.</i></p> <p><i>Create sounds to reflect a character</i></p> <p><i>Move at a speed that reflects the tempo of the audio.</i></p> <p><i>Respond to dynamic changes without prompting.</i></p>	<p>Tempo: Snail and the mouse</p> <p>In this updated unit, children use bodies and instruments to listen and respond to pieces of music with fast and slow speeds; learn and perform a rhyme and a song focussing on fast and slow.</p>	<p>Sound patterns</p> <p>Theme: Fairytales</p> <p>This new unit uses fairytales to introduce children 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</p> <p>Theme: Superheroes</p> <p>This new unit helps the children learn how to identify high and low notes and to compose a simple tune to represent a superhero.</p>	<p>Dynamics</p> <p>Theme: Seaside</p> <p>In this new unit, children make links between music, sounds and environments and use percussion, vocal and body sounds to represent the seaside.</p>

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	Demonstrate a sound pattern correctly to a pulse. Sing and play high and low sounds. Read symbols representing high and low sounds correctly. Demonstrate an awareness of pitch, rhythm and dynamics within a performance and recognise the symbols representing these.				
Instruments: Body to clap rhythmic patterns	Instruments: using voices	Instruments: n/a	Instruments: body percussion	Instruments: glockenspiel	Instruments: voice, body sounds, percussion
Cross-curricular: Pop Art	Cross-curricular: RE	Cross-curricular: Geography	Cross-curricular:	Cross-curricular:	Cross-curricular: Geography
Year 2					
Performance opportunities: Christmas play Harvest performance					
Call and response Rhythm Theme: Animals In this unit, the children use	Xmas play <i>Cover objectives:</i> Pupils who are secure will be able to:	Instruments Theme: Musical storytelling This new unit helps the children learn how	Handbells scheme of work	Contrasting dynamics Theme: Space This new unit helps children with developing knowledge	Pitch Theme: Musical Me In this new unit, children are exploring the song 'Once a Man

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instruments to represent animals, copying rhythms and creating call and response rhythms.	Breathe after each phrase in a song when singing. Sing a song from memory. Use different pitches while singing (high and low notes). Sing lyrics accurately. Perform actions that match lyrics. Collaborate and communicate within a group.	events, actions and feelings within stories can be represented by pitch, dynamics and tempo.		and understanding of dynamics using instruments; learning to compose and play rhythms to represent planets.	Fell in a Well', playing it using tuned percussion and reading simple symbols representing pitch.
Instruments :n/a	Instruments: using voices	Instruments: tuned	Instruments: Handbells	Instruments: untuned	Instruments: tuned percussion
Cross-curricular:	Cross-curricular: RE	Cross-curricular: Reading/ literacy	Cross-curricular: Literacy	Cross-curricular: science	Cross-curricular:
Year 3					
Performance opportunities: Christingle Concert					
Ballads	Christingle Concert	Pentatonic melodies and composition Theme: Chinese New Year	Handbells and performance unit	Jazz	Traditional instruments and improvisation Theme: India
Instruments:	Instruments:	Instruments:	Instruments:	Instruments:	Instruments:

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			handbells		
singing / composing	Singing/ performing	Notation / composing	performing	singing / composing	Notation / singing / composing
Music style & artist: ballads	Music style & artist: carols	Music style & artist: Pentatonic	Music style & artist: rounds	Music style & artist: Jazz/ scat music	Music style & artist: Indian
Cross-curricular:	Cross-curricular: RE	Cross-curricular: China	Cross-curricular: History	Cross-curricular:	Cross-curricular: India
Year 4					
Performance opportunities: Flute concert to parents (July)					
Christingle Concert (December)					
Learn to play an instrument – flute					
Pupils engage in whole class instrumental lessons (flute) led by an external peripatetic.					
On the occasions when there is not a lesson led by the external teacher, children will complete the Kapow Year 4 unit on Rivers (see below)					
Changes in pitch, tempo & dynamics			Christingle Concert		
Theme: Rivers					
Instruments: n/a			Instruments: n/a		
Notation / singing / composing			Singing / performing		
Music style & artist: Vocal and percussive ostinatos			Music style & artist: Carols		

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Cross-curricular: Geography / water cycle			Cross curricular: RE		
Year 5					
Performance opportunities: Christmas carol service South & West Africa (in groups in class)					
Composition Notation <i>Theme: Ancient Egypt</i>	Christmas by candlelight service	Blues	Composition to represent the festival of colour <i>Theme: Holi festival</i>	South and West Africa	Looping and Remixing
Instruments: Tuned percussion	Instruments: N/A	Instruments: chromatic glockenspiel	Instruments: Variety of percussion instruments	Instruments: Percussion Djembes (traditional African drums) and/or any other drums you have access to	Instruments: N/A
Composing	Singing	Notation - graphic	Composing (vocal)	Notation / singing / composing	Notation & composing
Music style & artist: Pitch and rhythm	Music style & artist: Carols	Music style & artist: Rhythmic patterns (Ostinato)	Music style & artist: Responding to timbre of music	Music style & artist: South and West Africa	Music style & artist:
Cross-curricular: Ancient Egypt Computing – use of a tablet/camera	Cross-curricular: RE	Cross-curricular: Black History North America	Cross-curricular: Holi festival (religious)	Cross-curricular: South Africa - geography	Cross-curricular: computing – use of music package to compose
Year 6					
Performance opportunities: Christmas by candlelight service at church Leavers service at church					

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End of year production					
Dynamics, Pitch and Tempo <i>Theme: Fingal's Cave</i>	Christmas by candlelight service	Film music	Songs of WWII	Baroque	Play
Instruments: Tuned percussion instruments	Instruments : N/A	Instruments: N/A	Instruments: N/A	Instruments: Tuned percussion	Instruments: N/A
Notation / singing / composing	Singing and performing	Composing (graphic score)	Notation / singing / composing	Notation / singing / composing	Singing / performing
Music style & artist:	Music style & artist: Carols	Music style & artist:	Music style & artist:	Music style & artist:	Music style & artist:
Cross-curricular: geography – caves (Scotland wonder-spirituality)	Cross-curricular: RE	Cross-curricular: Computing – use of animation software	Cross-curricular: history unit about the War	Cross-curricular: Study of an aspect of a historical period in time	Cross-curricular: Drama
Key Stage 3					
Children should be taught to:					
<ul style="list-style-type: none"> • play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression • improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions • use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions • identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices • listen with increasing discrimination to a wide range of music from great composers and musicians • develop a deepening understanding of the music that they perform and to which they listen, and its history. 					
* Highlighted areas show where there is continuity of subjects taught across KS1-3					

Units highlighted in Red are replacing Kapow but still cover key skills.

Private music lesson opportunities in school

KS2:

- Flute
- Guitar
- Clarinet
- Ukulele