

Music Overview 2024-25					
Autumn		Spring		Summer	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1					
Pulse and Rhythm; All about me Identifying the difference between the pulse and rhythm of a song and consolidating understanding of these concepts through listening and performing activities.	Tempo; Snail and the mouse Using voices, bodies and instruments to listen and respond to different pieces of music. Learning and performing a rhyme and song with a focus on tempo.	Musical Vocabulary; Under the Sea Exploring key musical vocabulary, through making visits to underwater worlds and a coral reef. Listening and moving to different types of sea themed music.	Timbre and Rhythmic Patterns; Fairy tales Introducing the concept of timbre; learning that different sounds can represent characters and key events in a story. Clapping to the syllables of words and phrases before creating rhythmic patterns.	Pitch and Tempo; Superheroes Link to topic Learning how to identify high and low notes and to compose a simple tune, exploring some different instruments and investigating how tempo changes help tell a story and make music more exciting.	Vocal and Body Sounds; By the Sea Children are encouraged to feel pieces of music, conveying mood through movement and making links between music, sounds and environments.
Year 2					
On this island; British Songs and Sounds Link to Topic Taking inspiration from the British Isles, exploring how to create sounds to represent three contrasting landscapes: seaside, countryside and city, creating their own soundscapes.	Orchestral Instruments; Traditional stories Introducing the instruments of the orchestra. Learning how different characters can be represented by timbre, how emotions can be represented by pitch and how changes in tempo can convey action.	Musical Me Learning to sing the song 'Once a Man Fell in a Well' and to play it using tuned percussion, adding sound effects, experimenting with timbre and dynamics and using letter notation to write a melody	Dynamics, Timbre and Motifs; Space Identifying dynamics, timbre, tempo and instruments in music heard and comparing pieces by the same composer. Visually representing music in creative and more formal ways and learning to play and compose motifs.	Myths and Legends Developing understanding of musical language and how timbre, dynamics and tempo affect the mood of a song. Learning to create music through the use of a graphic score.	West African Call and Response; Animals Link to topic Using instruments to represent animals, copying rhythms, learning a traditional African call and response song and recognising simple notation, progressing to creating animal-based call and response rhythms.
Year 3					
Ballads	Jazz	South Africa; Instrumental Unit	Caribbean; Instrumental Unit	Pentatonic Melodies and Composition; Chinese New Year	Creating compositions in response to animations; Mountains

Learning what ballads are, how to identify their features and how to convey different emotions when performing... Selecting vocabulary to describe a story, before turning it into lyrics following the structure of a traditional ballad.	Learning about ragtime style music, traditional jazz music and scat singing. Children create a jazz motif using a swung rhythm and play a jazz version of a nursery rhyme using tuned percussion.	Learning about South African music, singing and playing a gumboot dance-style piece in two parts, as well as learning the basics of staff	Learning about Calypso music, singing and playing a calypso song in two parts from staff notation and adding their own improvisations	Using the story of Chinese New Year as a stimulus: revising key musical terminology, playing and creating pentatonic melodies, composing a piece of music in a group using layered melodies and performing a finished piece.	Listening to music and considering the narrative it represents by paying close attention to the dynamics, pitch and tempo and how they change throughout the piece. Creating original compositions to match an animation.
Year 4					
Adapting and Transposing Motifs; The Romans Link to Topic Drawing upon their understanding of repeating patterns in music, pupils are introduced to the concept of motifs and adapt and transpose motifs and perform them to their peers.	Rock and Roll Learning about the origin and features of rock and roll music, playing the Hand Jive and Rock Around the Clock, looking specifically at a walking bass line, and performing a while-class piece.	South Africa; Instrumental Unit Learning about South African music, singing and playing a gumboot dance-style piece in two parts, as well as learning the basics of staff	Samba and Carnival Sounds and Instruments Link to Topic Introducing samba and the sights and sounds of the carnival. Learning about the traditional sounds and instruments, syncopated rhythms and composing their samba breaks.	Caribbean; Instrumental Unit Learning about Calypso music, singing and playing a calypso song in two parts from staff notation and adding their own improvisations	Changes in Pitch, Tempo and Dynamics; Rivers Linking to geography learning, pupils represent different stages of the river through vocal and percussive ostinatos, culminating in a final group performance.
Year 5					
Blues Identifying the key features and mood of Blues music and its importance and purpose. Learning the 12-bar Blues and the Blues scale, and combining these to create an improvised piece with a familiar, repetitive backing.	Looping and Remixing Learning how dance music is created, focusing particularly on the use of loops, and learning how to play a well known song before putting a dance music	South Africa; Instrumental Unit Learning about South African music, singing and playing a gumboot dance-style piece in two parts, as well as learning the basics of staff	Caribbean; Instrumental Unit Learning about Calypso music, singing and playing a calypso song in two parts from staff notation and adding their own improvisations	Composition Notation; Ancient Egypt Identifying the pitch and rhythm of written notes and experimenting with notating their compositions in different ways to help develop their understanding of staff notation.	Musical Theatre An introduction to musical theatre, learning how singing, acting and dancing can be combined to give an overall performance, exploring how music can be used to tell a story and learning about performance aspects.

	spin on it to create their own versions.				
Year 6					
Songs of WW2 Link to Topic Developing greater accuracy in pitch and control. Identifying pitches within an octave when singing and using knowledge of pitch to develop confidence when singing in parts.	Dynamics, Pitch and Tempo; Fingal's Cave Appraising the work of Mendelssohn and further developing the skills of improvisation and composition.	Baroque Exploring music of the Baroque Period (from 1600-1750). Looking at the great Baroque composers and musicians and at the structural and stylistic features of the music that they wrote and performed.		Theme and Variations; Pop Art Exploring the musical concept of theme and variations and discovering how rhythms can 'translate' onto different instruments	Composing and performing a leavers song Creating their own leavers' song personal to their experiences as a class; listening to and critiquing well known songs, writing the lyrics,, exploring the concept of the four chord backing track and composing melodies.