



## Music Curriculum Overview (LTP)

**EYFS Expressive Arts and Design** – Pupils should be taught to:

- **34A** – Listen with increased attention to sounds.
- **34B** – Respond to what they have heard, expressing their thoughts and feelings.
- **34C** – Remember and sing entire songs.
- **34D** – Sing the pitch of a tone sung by another person ('pitch match').
- **34E** – Sing the melodic shape (moving melody, such as up and down, down and up) or familiar songs.
- **34F** – Create their own songs or improvise a song around one they know.
- **34G** – Play instruments with increasing control to express their feelings and ideas.
- **RA** – Listen attentively, move to and talk about music, expressing their feelings and responses.
- **RB** – Watch and talk about dance and performance art, expressing their feelings and responses.
- **RC** – Sing in a group or on their own, increasingly matching the pitch and following the melody.
- **RD** – Explore and engage in music making and dance, performing solo or in groups.

Links are also made to other areas of learning.

Links to wider curriculum (where appropriate)

Skills are progressive throughout the unit of work.

| EYFS      | Autumn               |   | Spring  |  | Summer   |   |
|-----------|----------------------|---|---|--|--|---|
| Nursery   | Continuous Provision | <b>Celebration Music</b><br><b>Special Times</b><br>Listen to celebration songs. Use instruments to accompany singing. Learning and performing Nativity songs which includes singing, instrumental parts, movement and dance.<br><b>34A, 34B, 34C</b> | <b>Musical Stories: Instrumental Sounds</b><br><b>Once Upon a Time</b><br>Choosing instruments based on different story characters. To develop awareness of rhythm and rhyme in speech. Experience a range of structures through simple songs and musical activities.<br><b>34A, 34B, 34C, 34D, 34E</b> | <b>Nursery Rhymes: Actions to Songs</b><br>Nursery Rhymes songs and activities to familiarise children with well-known traditional rhymes. To talk about sounds made with our bodies and experiment with them e.g. clapping. Explore pitch using body parts.<br><b>34A, 34B, 34C, 34D, 34E</b> | <b>Music and Movement: Listening &amp; Responding</b><br><b>Out and About</b><br>Make movements and sounds using tempo of different weather sounds. To imitate and create movements in response to music.<br><b>34A, 34B, 34E, 34F</b> | <b>Experimenting with Instruments to Express Feelings and Ideas</b><br>Explore how sounds can be changed using instruments. Experiment with different ways of playing instruments to express their feelings and ideas. Perform songs and music in class assembly.<br><b>34A, 34B, 34C, 34D, 34E, 34F, 34G</b> |
|           |                      | <b>Celebration Music</b><br><b>Celebrations</b><br>Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwanzaa and Christmas.<br><b>RA, RB, RC, RD</b>  | <b>Musical Stories</b><br><b>Traditional Tales</b><br>Moving to music with instruction, changing movements to match the tempo, pitch or dynamics and learning that music and instruments can convey moods or represent characters.<br><b>RA, RC, RD</b>   | <b>Exploring Sound</b><br>Exploring how we can use our voice and bodies to make sounds, experimenting with tempo and dynamics when playing instruments and identifying sounds in the environment.<br><b>RA, RD</b>   | <b>Music and Movement</b><br>Creating simple actions to well-known songs, learning how to move to a beat and expressing feelings and emotions through movement to music.<br><b>RA, RC, RD</b>  | <b>Big Band</b><br>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.<br><b>RA, RC, RD</b>   |
| Reception |                      |   |   |  |  |   |

**Key Stage 1** – Pupils should be taught to:

- **1-M1:** use their voices expressively and creatively by singing songs and speaking chants and rhymes
- **1-M2:** play tuned and untuned instruments musically
- **1-M3:** listen with concentration and understanding to a range of high-quality live and recorded music
- **1-M4:** experiment with, create, select and combine sounds using the inter-related dimensions of music.

| KS1    | Autumn   |   | Spring   |  | Summer   |  |
|--------|--|---|--|--|--|--|
| Year 1 | <b>Pulse and Rhythm (All About Me)</b><br><b>PSHE: All About Me, Friends, Feelings</b>   | <b>Classical Music, Dynamics and Tempo: Animals</b><br><b>Science: Animals including Humans</b>   | <b>Musical Vocabulary: Under the Sea</b>   | <b>Timbre and Rhythmic Patterns (Fairytales)</b><br><b>English: Traditional Tales (Autumn)</b>   | <b>Pitch and Tempo: Superheroes</b>  | <b>Vocal and Body Sounds: By the Sea</b>   |
|        | Identifying the difference between the pulse and rhythm of a song and consolidating understanding of these concepts through listening and performing activities.<br><b>1-M1, 1-M2, 1-M3, 1-M4</b>  | Using our bodies and instruments to listen and respond to pieces of classical music that represent animals. Learning and performing a song and composing a short section of music, with a focus on dynamics and tempo.<br><b>1-M1, 1-M2, 1-M3, 1-M4</b> | Exploring key musical vocabulary.<br><b>1-M2, 1-M3, 1-M4</b>   | 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.<br><b>1-M1, 1-M2, 1-M3, 1-M4</b> | 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.<br><b>1-M1, 1-M2, 1-M3, 1-M4</b>            | Children are encouraged to feel pieces of music, conveying mood through movement and making links between music, sounds and environments.<br><b>1-M1, 1-M2, 1-M3, 1-M4</b> |
| Year 2 | <b>African Call and Response Song: Animals</b><br><b>Geography: Africa (Year 1)</b>  | <b>Orchestral Instruments: Traditional Western Stories</b><br><b>English: Traditional Tales</b>   | <b>On this Island: British Songs and Sounds</b><br><b>Geography: The UK, Countries and Capital Cities (Autumn)</b>   | <b>Musical Me: Singing and Playing a Song</b>  | <b>Dynamics, Timbre, Tempo and Motifs: Space</b><br><b>History: First Flight</b>   | <b>Myths and Legends</b>   |
|        | 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.<br><b>1-M1, 1-M2, 1-M3, 1-M4</b> | 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.<br><b>1-M2, 1-M3, 1-M4</b>                           | Taking inspiration from the British Isles, exploring how to create sounds to represent three contrasting landscapes: seaside, countryside and city, creating their own soundscapes.<br><b>1-M1, 1-M2, 1-M3, 1-M4</b> | 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.<br><b>1-M1, 1-M2, 1-M3, 1-M4</b>  | 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.<br><b>1-M2, 1-M3, 1-M4</b> | Developing understanding of musical language and how timbre, dynamics and tempo affect the mood of a song.<br><b>1-M2, 1-M3, 1-M4</b>                                      |

- Key Stage 2-** Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.
- **2-M1:** play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
  - **2-M2:** improvise and compose music for a range of purposes using the inter-related dimensions of music
  - **2-M3:** listen with attention to detail and recall sounds with increasing aural memory
  - **2-M4:** use and understand staff and other musical notations
  - **2-M5:** appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
  - **2-M6:** develop an understanding of the history of music.

| KS2    | Autumn   |  | Spring  |   | Summer   |  |
|--------|--|--|---|---|--|--|
| Year 3 | Ballads  | Creating Compositions in Response to an Animation (Mountains)<br><i>Geography: Mapping Skills</i>  | Pentatonic Melodies and Composition:<br>Chinese New Year<br><i>Chinese New Year</i>   | Jazz<br>PE: Dance   | Traditional Instruments and Improvisation:<br>Around the World: India  | Adapting and Transporting Motifs:<br>Romans<br><i>History: Roman Britain</i>   |
|        | 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.<br><i>2-M1, 2-M2, 2-M3, 2-M5</i> | 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.<br><i>2-M1, 2-M2, 2-M3, 2-M5, 2-M6</i> | 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.<br><i>2-M1, 2-M2, 2-M3, 2-M4, 2-M5</i> | Learning about ragtime style music, Dixieland 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.<br><i>2-M1, 2-M2, 2-M3, 2-M4, 2-M5, 2-M6</i> | Introducing to traditional Indian music. Learning about the rag and tal, listening to a range of examples of Indian music, identifying traditional instruments and creating improvisations and performing<br><i>2-M1, 2-M2, 2-M3, 2-M4, 2-M5, 2-M6</i> | 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.<br><i>2-M1, 2-M2, 2-M3, 2-M4, 2-M5</i> |
| Year 4 | Haiku, Music and Performance: Hanami<br><i>English: Haiku (Year 3)</i>   | Rock and Roll<br>PE: Dance   | Developing Singing Techniques and Keeping in Time: The Vikings.<br><i>History: The Vikings</i>  | Changes in Pitch, Dynamics and Tempo:<br>Rivers<br><i>Geography: Rivers</i>   | Body and Tuned Percussion: Rainforests<br><i>Geography: South America/ Rainforests</i>   | Samba and Carnival Sounds and Instruments: South America<br><i>Geography: South America/ Rainforests</i>   |
|        | Using descriptive vocabulary to create a Haiku, putting it to music and adding percussion sound effects to bring all elements together before a final, group performance.<br><i>2-M1, 2-M2, 2-M3, 2-M5</i>   | 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.<br><i>2-M1, 2-M2, 2-M3, 2-M4, 2-M5, 2-M6</i>                    | Developing singing technique; learning to keep in time, musical notation and rhythm, culminating in a group performance of a song with actions.<br><i>2-M1, 2-M2, 2-M3, 2-M4, 2-M5</i>  | Linking to geography learning, pupils represent different stages of the river through vocal and percussive ostinatos, culminating in a final group performance.<br><i>2-M1, 2-M2, 2-M3, 2-M4, 2-M5</i>                                  | Exploring the rainforest through music whilst being introduced to new musical terms. Using a mixture of body percussion and tuned percussion instruments to create rhythms of the rainforest, layer by layer.<br><i>2-M1, 2-M2, 2-M3, 2-M5</i>         | Introducing samba and the sights and sounds of the carnival. Learning about the traditional sounds and instruments, syncopated rhythms and composing their samba breaks.<br><i>2-M1, 2-M2, 2-M3, 2-M5, 2-M6</i>        |