



# Music

We love music and recognise the contribution that music makes to the social, emotional, mental, physical and academic development of our pupils.

Our overall intent is:

**To inspire pupils to cultivate a love of music and develop their knowledge, understanding and skills as musicians**

It is our desire that all pupils have opportunities to develop their musicianship and reach their own potential through progressive delivery of the music curriculum and other musical opportunities that we offer

**To develop a strong sense of community and well-being through participation in Music lessons and activities**

We recognise that music can have a significant impact on the mental and emotional well-being of adults and pupils. Our intent is that all pupils enjoy a breadth of Music activities and that, in doing so, develop confidence, happiness and self-esteem



Reception			
Featured Composers: Aaron Copland (1900-1990) & Johannes Brahms (1833-1897)			
<b>EYFS</b>	<p><b>Expressive arts and design</b> involves enabling pupils to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.</p> <p><b>Exploring and using media and materials:</b> pupils sing songs, make music and dance, and experiment with ways of changing them.</p> <p><b>Being imaginative:</b> They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories</p>		
	<b>Performing</b>	<b>Improvising and Composing</b>	<b>Listening and reviewing</b>
<b>Skills – What?</b>	Join in with songs and rhymes Clap along to a song or rhyme Copy and repeat a given rhythm using body sounds or un-tuned instruments Follow signals to start and stop when singing and playing	Make sounds and explore ways of making body sounds and playing un-tuned instruments Begin to create own patterns and rhythms using body sounds and un-tuned instruments Choose sounds – body sounds, objects or un-tuned instruments to create effects e.g. for a sound story	Say how a piece of music makes them feel. Create a visual representation of a piece of music Use simple musical vocabulary to describe music they have or have listened to. E.g quiet/loud, fast/slow Name some of the instruments they can hear in a piece of music.
<b>Inter-related dimensions</b>	<ul style="list-style-type: none"> <li>• Pitch – recognise and respond to high, low sounds</li> <li>• Duration - recognise and respond to a pulse</li> <li>• Dynamics – recognise and play loud and quiet sounds</li> <li>• Tempo- recognise and play loud and quiet sounds</li> <li>• Timbre – identify different percussion sounds</li> <li>• Texture – recognise how sounds and instruments being added creates a different effect</li> <li>• Structure – understand beginning and end</li> </ul>		
<b>Possible Coverage</b>	Warm ups. Class songs and rhymes (on-going) Rhythm games (on-going) Christmas production	Sound stories e.g. Polar Bear, Polar Bear (Spring2) Learn 'I Went to Visit a Farm One Day' song. Use song as a stimulus for composition.(Summer 1)	Listening to different types and genres of music from different periods and composers. Responding with words, visuals and pictures (on-going with emphasis in Autumn 1 and Summer 1)
<b>Key Vocabulary</b>	<b>Song</b> <b>Rhyme</b> <b>Loud</b> <b>quiet</b> <b>Start</b> <b>Stop</b> <b>rhythm</b>	<b>Loud</b> <b>Quiet</b> <b>Fast</b> <b>Slow</b> <b>Names of un-tuned instruments</b>	<b>Composer</b> <b>Instruments</b> <b>Loud</b> <b>Quiet</b> <b>Fast</b> <b>slow</b>



### Our Youngest Musicians should know how to

- use their voice to speak, sing and chant
- use instruments to perform
- clap short rhythmic patterns
- make different sounds with their voice and with instruments
- repeat short rhythmic and melodic patterns
- make a sequence of sounds
- respond to different moods in music
- say whether they like or dislike a piece of music
- choose sounds to represent different things
- follow instructions about when to play and sing



Year 1			
Featured Composers: Hans Zimmer (1957) & Debussy (1862-1918)			
	Performing	Improvising and Composing	Listening and reviewing
Skills – What?	Sing different songs and chants (using actions) Use voices to create sounds e.g. humming, clicks Start and stop together on direction	Create simple rhythms Make a sequence of sounds Use instruments to reflect a topic or add sound effects to a story	Talk about music heard with appropriate vocabulary Begin to explore how music makes you feel Say whether they like or dislike a piece of music
Inter-related dimensions	<ul style="list-style-type: none"> <li>• Pitch – recognise and respond to high, low and middle sounds</li> <li>• Duration - recognise and respond to a pulse and patterns of long and short sounds</li> <li>• Dynamics – understanding sound and silence</li> <li>• Tempo- understanding fast and slow</li> <li>• Timbre – identify different percussion sounds and how they are made</li> <li>• Texture – recognise and respond to one sound leading to many sounds</li> <li>• Structure – understand beginning, middle and end and use of repetition</li> </ul>		
Possible Coverage	Warm ups and rhythm games Call and response Christmas performance Learn and perform Pirate songs Perform rhythm patterns and class composition based on the story ‘Handa’s Surprise’ Playing African instruments Exploring and playing ocarinas On-going singing assemblies	Creating space sounds using un-tuned percussion and objects Create sounds of the sea using voices, un-tuned and tuned percussion Create a class composition based on ‘Handa’s Surprise’ (Bristol Music) Create sounds of nature using un-tuned and tuned percussion	Space music -Compare Hans Zimmer ‘Where we’re going’ (Interstellar) and Strauss ‘Also Sprach Zarathustra’ Debussy ‘La Mer’ African music Medieval music
Key Vocabulary	Verse Chorus Repeat Loud – getting louder Quiet – getting quieter Pulse	Ocarina Tuned/Un-tuned percussion instruments Dynamics – loud/quiet Pitch – high/low Tempo – fast/slow Sound story	Composer Instruments Loud – getting louder Quiet – getting quieter Pitch – high/low Tempo – fast/slow



### Year 1 Musicians should know how to

- use their voice to speak, sing and chant
- use instruments to perform
- clap short rhythmic patterns
- make different sounds with their voice and with instruments
- repeat short rhythmic and melodic patterns
- make a sequence of sounds
- respond to different moods in music
- say whether they like or dislike a piece of music
- choose sounds to represent different things
- follow instructions about when to play and sing



Year 2			
Featured Composers: John Williams (1932-) & George Gershwin (1898-1937)			
	Performing	Improvising and Composing	Listening and reviewing
Skills – What?	<p>Begin to use correct techniques when playing a range of un-tuned percussion instruments</p> <p>Keep a steady pulse and copy simple rhythm patterns</p>	<p>Create and perform own rhythms</p> <p>Create patterns of sound – long/short, high/low, loud/quiet</p> <p>Create music in response to different starting points</p> <p>Invent symbols to represent sound and create simple sound stories which are transcribed using symbols</p>	<p>Talk about music heard with appropriate vocabulary</p> <p>Compare 2 contrasting pieces of music for pitch, dynamics or tempo</p> <p>Think of ways to improve their compositions</p>
Inter-related dimensions	<ul style="list-style-type: none"> <li>• Pitch – recognise and respond to high, low and middle sounds</li> <li>• Duration - recognise and respond to a pulse and patterns of long and short sounds</li> <li>• Dynamics – understanding sound and silence</li> <li>• Tempo- understanding fast and slow</li> <li>• Timbre – identify different percussion sounds and how they are made</li> <li>• Texture – recognise and respond to one sounds leading to many sounds</li> <li>• Structure – understand beginning, middle and end and use of repetition</li> </ul>		
Possible Coverage	<p>Warm ups and rhythm games; call and response</p> <p>Copy, repeat and create carnival rhythms.</p> <p>Christmas performance</p> <p>Exploring and playing ocarinas</p> <p>Perform ‘Minibeast’ compositions</p> <p>Perform songs and animal rhythm patterns</p> <p>On-going singing assemblies</p>	<p>Create ‘minibeast’ compositions. Choose instruments to accompany ‘Minibeast’ song (SingUp). Create and transcribe sound story</p> <p>Create digital sounds</p> <p>Copy and create rhythms – introduce pictures/symbols to represent rhythms (Bristol Music pack)</p> <p>Create musical patterns and pathways</p>	<p>Carnival music</p> <p>Listen to and review film music by ‘John Williams’ compare and evaluate mood created</p> <p>George Gershwin – ‘Rhapsody in Blue’ – Sounds of the City (BBC Ten Pieces)</p>
Key Vocabulary	<p><b>Melody</b></p> <p><b>Rhyme</b></p> <p><b>Rounds</b></p>	<p><b>Ocarina</b></p> <p><b>Tuned/Un-tuned percussion instruments</b></p> <p><b>Symbol cards</b></p> <p><b>Sequence</b></p>	<p><b>Orchestra</b></p> <p><b>Mood</b></p>



### Year 2 Musicians should know how to

- sing and follow a melody
- perform simple patterns and accompaniments keeping a steady pulse
- play simple rhythmic patterns on an instrument
- sing or clap increasing and decreasing tempo
- order sounds to create a beginning, middle and an end
- create music in response to different starting points
- choose sounds which create an effect
- use symbols to represent sounds
- make connections between notations and musical sounds
- listen out for particular things when listening to music
- improve their own work



Year 3				
Featured Composers: Monteverdi (1567-1643) & Saint Saens (1835 – 1921)				
	Performing	Improvising and Composing	Listening and reviewing	History of Music
Skills – What?	Sing rounds (canons) and partner songs, maintaining own part with some support Sing with a developing understanding of expression and dynamics Read and play 3 notes on an instrument – glockenspiel – with care and a degree of accuracy	Represent sounds on a graphic score with symbols for a group performance Combine sounds to create a soundscape using tuned and un-tuned percussion Staff notation, recognise notes on the staff and note values of quaver, crotchet and minim Begin to take part in improvisation sessions	Describe and give opinions of the music heard with some use of musical vocabulary Discuss the emotional impact of a piece Share ways to improve the compositions of others	Identify and name instruments used in the past
Inter-related dimensions	<ul style="list-style-type: none"> <li>• Pitch – recognise and respond to higher and lower middle sounds and general shapes of a melody. Begin to recognise steps, leaps and repeated notes</li> <li>• Duration – distinguish between a pulse and rhythm. Understand that rhythmic patterns fit to the beat. Begin to understand 4 metre rhythm patterns and syncopated rhythms</li> <li>• Dynamics – understanding getting louder and getting quieter</li> <li>• Tempo- understanding faster and slower</li> <li>• Timbre – identify a range of instruments by name and how they are played</li> <li>• Texture – recognise different combinations of layers in music</li> <li>• Structure – develop an understanding of repetition (ostinato) and contrast (verse/chorus) structures and repeat signs</li> </ul>			
Possible Coverage	Warms ups. Copy, follow and play rhythms using quavers, crotchets, minims Perform group Viking songs Play junk percussion inspired by Stomp Make and play metal objects/instruments On-going singing assemblies Key Stage Performance	Compose a Viking song and add simple percussion accompaniment. Improvisation using junk objects Use metal objects and instruments to create sounds, rhythms and soundscapes Learn to play the glockenspiel – teach 5 notes and use staff notation	Listen and respond to ‘La Mourisque’ by Tielman Susato & ‘Carnival of the Animals’ Saint Saens Listen to Viking music Listen to the work of ‘Stomp’ Listen to city inspired music. Compare Gerschwin “ Rhapsody in Blue” (Y2) with Philip Lane ‘London Salute’	Identify Renaissance instruments and compare with those used today Identify Viking instruments and compare with Renaissance and those used today
Key Vocabulary	<b>Duet</b> <b>Dynamics</b> <b>Forte - loud</b> <b>Piano - quiet</b>	<b>Notes</b> <b>Staff, Minim, Crotchet, Quaver</b> <b>Rest</b> <b>Texture</b> <b>Timbre</b> <b>Duration – long/short sounds</b>	<b>Texture</b> <b>Timbre</b> <b>Atmosphere</b> <b>Faster/slower</b> <b>Higher/lower</b> <b>Louder/quieter</b>	<b>Renaissance</b> <b>Viking</b> <b>Instruments types and names</b>





### Year 3 Musicians should know how to

- sing a tune with expression
- play clear notes on instruments
- use different elements in their compositions
- create repeated patterns with different instruments
- compose melodies and songs
- create accompaniments for tunes
- combine different sounds to create a specific mood or feeling
- use musical words to describe a piece of music and compositions
- use musical words to describe what they like and do not like about a piece of music
- recognise the work of at least one famous composer
- improve their work; explaining how it has been improved



Year 4				
Featured Composers: Wolfgang Amadeus Mozart (1756-1791) & Carl Orff (1895-1982)				
	Performing	Improvising and Composing	Listening and reviewing	History of Music
Skills – What?	Sing songs from memory with accurate pitch Sing songs with a simple ostinato part Sing with a developing understanding of expression and dynamics Perform simple rhythmic and melodic patterns on a variety of percussion instruments	Represent sounds on a graphic score with symbols for a group performance Compose 4 bars of music using 3 notes with an understanding of note value and time signature Understand and use Italian musical terminology within vocal and instrumental composition	Recognise the family groups within the orchestra and the importance of the conductor Identify some of the structural and expressive aspects of the music heard (starts slowly and gets faster) Share ways to improve the composition of others	Recognise the work of at least one composer Compare and contrast music from different periods e.g. Williams/Dukas
Inter-related dimensions	<ul style="list-style-type: none"> <li>• Pitch – recognise and respond to higher and lower middle sounds and general shapes of a melody. Begin to recognise steps, leaps and repeated notes.</li> <li>• Duration – distinguish between a pulse and rhythm. Understand that rhythmic patterns fit to the beat. Begin to understand 4 metre rhythm patterns and syncopated rhythms.</li> <li>• Dynamics – understanding getting louder and getting quieter</li> <li>• Tempo- understanding faster and slower</li> <li>• Timbre – identify a range of instruments by name and how they are played.</li> <li>• Texture – recognise different combinations of layers in music</li> <li>• Structure – develop an understanding of repetition (ostinato) and contrast (verse/chorus) structures and repeat signs</li> </ul>			
Possible Coverage	<p>Warms ups. Copy, follow and play rhythms using quavers, crotchets, minims</p> <p>Perform group spell compositions</p> <p>Learn and perform Sea Shanties in 2 parts</p> <p>Learn and perform raps and chants</p> <p>Perform group compositions</p> <p>On-going singing assemblies</p> <p>Key Stage Performance</p>	<p>Write spells and add instruments – compose/create/score sounds.</p> <p>Choose instruments to accompany a spell dance</p> <p>Compose a ‘Storm’ soundscape with a graphic score (Bristol Music)</p> <p>Rhyme patterns – create patterns and record on 4x4 grids.</p> <p>Add words/phrases</p> <p>Create raps/chants</p> <p>Create ‘Volcanic soundscapes’ using pitched and unpitched instruments. Create ostinato riff on keyboards and add volcanic sounds above. Score notation</p> <p>Use Carl Orff ‘Carmina Burana. O Fortuna’ as a stimulus for group compositions</p>	<p>Listen to soundtrack from ‘Harry Potter’ – John Williams (refer to Y2 learning)</p> <p>Compare with Paul Dukas ‘The Sorcerer’s Apprentice’ used in Fantasia</p> <p>Benjamin Britten – ‘Sea Interludes’ – ‘Storm’. Compare with ‘La Mer’ – Debussy (studied in Y1)</p> <p>Mozart Horn Concerto No4– identify family groups in the orchestra-</p> <p>Summer - extended piece - Listen to and review Carl Orff ‘Carmina Burana. O Fortuna’ (Ten Pieces). Identify instrumentation</p>	<p>Link listening to previous learning e.g. John Williams/Debussy</p> <p>Learn about the origins of Sea shanties</p>
Key Vocabulary	<p><b>Rap</b></p> <p><b>Chant</b></p> <p><b>Ostinato</b></p>	<p><b>Graphic Score</b></p> <p><b>Piano/forte</b></p> <p><b>Semibreve</b></p> <p><b>Largo/Allegro</b></p> <p><b>Pitched percussion</b></p>	<p><b>Conductor</b></p> <p><b>Brass</b></p> <p><b>Wind</b></p> <p><b>Rondo</b></p> <p><b>Crescendo/diminuendo</b></p> <p><b>Orchestra - Strings</b></p> <p><b>Percussion</b></p> <p><b>Concerto</b></p> <p><b>Solo</b></p>	<p><b>Sea shanties</b></p>



### Year 4 Musicians should know how to

- Perform a simple part rhythmically
- Sing songs from memory with accurate pitch
- Improvise using repeated patterns
- Use notation to record and interpret sequences of pitches
- Use notation to record compositions in a small group or on their own
- Explain why silence is often needed in music and explain what effect it has
- Identify the character in a piece of music
- Identify and describe the different purposes of music
- Begin to identify the style of work of Beethoven, Mozart and Elgar



Year 5				
Featured Composers: Gustav Holst ( 1874-1934) & Mason Bates (1977-)				
	Performing	Improvising and Composing	Listening and reviewing	History of Music
Skills – What?	<p>Confidently sing part songs with control and dynamics</p> <p>Play percussion instruments with an understanding of pitch, 2, 3, 4 metre and syncopated rhythms</p> <p>Accurately maintain an independent part within a group, instrumental and vocal performance</p> <p>Read and play at least 5 notes on an instrument</p>	<p>Represent sounds on a graphic score with symbols for group performance with an awareness of balance, tempo and dynamics.</p> <p>Group soundscape composition with instruments, vocals and conductor</p> <p>Compose 4 bars of music using up to 5 notes with an understanding of note value, time signature and melody</p> <p>Staff notation- recognise notes on the stave and note values – semi quaver, quaver, crotchet, minim and semibreve</p>	<p>Describe and give opinions of the music heard and with confident use of an extended range of musical terminology</p> <p>Discuss ways to improve the compositions of others using musical dimensions as a guide.</p>	<p>Recognise the work of at least one composer</p> <p>Contrast the work of a famous composer with another and explain preferences e.g. Holst/Mason Bates</p> <p>Place different compositions listened to on a timeline</p>
Inter-related dimensions	<ul style="list-style-type: none"> <li>• Pitch – identify steps, leaps and repeated notes. Identify a major scale pattern and use pitch knowledge to recreate a piece on tuned instruments</li> <li>• Duration – understand 2, 3, 4 metre and how rhythms fit in to a steady beat. Recognise and use a syncopated rhythm.</li> <li>• Dynamics – understand how a wider range of dynamics can be used for expressive effect</li> <li>• Tempo – understand how a wider range of tempi can be used for expressive effect</li> <li>• Timbre – discuss the quality of voice of vocal and instrumental pieces. Identify families of instruments and ensemble combinations e.g. choir, samba</li> <li>• Texture – begin to understand different types of harmonies –simple parts, use of chords</li> <li>• Structure – develop an understanding of conventional musical structure e.g. repeat signs, coda, drone ostinato, theme and variations</li> </ul>			
Possible Coverage	<p>Warm ups. Copy, follow and play rhythms using semi quavers, quavers, crotchets, minims, semibreves</p> <p>Play rhythm games with 2, 3, 4 metre and syncopated rhythms. Learn and perform World War 2 songs</p> <p>Learn and play recorder using notation</p> <p>Perform group compositions inspired by Mason Bart – Anthology of Fantastic Zoology</p> <p>On-going singing assemblies</p> <p>Key Stage Performance</p>	<p>Northern Lights inspired soundscapes with instruments, vocals and conductor</p> <p>Create graphic score</p> <p>Create Space inspired music and lyrics using tuned and un tuned instruments</p> <p>Blitz composition – create and notate at least 4 bars.</p> <p>Composition inspired by Mason Bart – Anthology of Fantastic Zoology</p>	<p>Aut 2 - Listen to and review Holst 'The Planets – Mars' (BBC Ten Pieces)</p> <p>Spring -Listen to a range of WW2 songs and music – compare and contrast</p> <p>Summer – Extended piece - Listen to and study Mason Bart – Anthology of Fantastic Zoology (BBC Ten Pieces)</p>	<p>Link listening to previous learning e.g. Holst</p> <p>Place different compositions listened to on a timeline</p> <p>Learn about the historical importance of WW2 songs and music</p>
Key Vocabulary	<p><b>Syncopation</b></p> <p><b>Canon</b></p> <p><b>Phrasing</b></p> <p><b>Expression</b></p> <p><b>Articulation</b></p> <p><b>Ensemble</b></p>	<p><b>Treble clef/bass clef</b></p> <p><b>Semiquaver</b></p> <p><b>Time signature</b></p> <p><b>Coda</b></p> <p><b>Motif</b></p> <p><b>Accent</b></p>	<p><b>Ensemble</b></p> <p><b>Palindrome</b></p> <p><b>Retrograde</b></p> <p><b>Faster/slower – accelerando/ritardando</b></p>	<p><b>Musical periods – classical, modern</b></p> <p><b>Timeline</b></p>



### Year 5 Musicians should know how to

- Breathe in the correct place when singing
- Maintain their part whilst others are performing their part
- Improvise within a group using melodic and rhythmic phrases
- Change sounds or organise them differently to change the effect
- Compose music which meets specific criteria
- Use notation to record groups of pitches (chords)
- Use their music diary to record aspects of the composition process
- Choose the most appropriate tempo for a piece of music
- Describe, compare and evaluate music using musical vocabulary
- Explain why they think music is successful or unsuccessful
- Suggest improvement to their own work and that of others
- Contrast the work of a famous composer with another, and explain their preferences



Year 6				
Featured Composers: Coldplay (present day) & Johann Sebastian Bach (1685-1750)				
	Performing	Improvising and Composing	Listening and reviewing	History of Music
Skills – What?	Confidently sing part songs and canons with control, expression, phrasing and dynamics Sing in harmony confidently and accurately Perform with control, dynamic and awareness of others	Improvise with confidence and an awareness of rhythm, context and purpose. Compose a simple melody showing an understanding of note value and time signature Use a digital composition programme	Identify different ensemble combinations and instruments heard and their role with in the melody .e.g. ostinato, melody Listen to music of differing genres and compare and contrast the different styles	Begin to identify Bach’s style of work Research and talk about the impact different composers have had on people of that time
Inter-related dimensions	<ul style="list-style-type: none"> <li>• Pitch – identify steps, leaps and repeated notes. Identify a major scale pattern and use pitch knowledge to recreate a piece on tuned instruments</li> <li>• Duration – understand 2. 3. 4 metre and how rhythms fit in to a steady beat. Recognise and use a syncopated rhythm.</li> <li>• Dynamics – understand how a wider range of dynamics can be used for expressive effect</li> <li>• Tempo – understand how a wider range of tempi can be used for expletive effect</li> <li>• Timbre – discuss the quality of voice of vocal and instrumental pieces. Identify families of instruments and ensemble combinations e.g. choir, samba</li> <li>• Texture – begin to understand different types of harmonies –simple parts, use of chords</li> <li>• Structure – develop an understanding of conventional musical structure e.g. repeat signs, coda, drone ostinato, theme and variations</li> </ul>			
Possible Coverage	Warms ups. Copy, follow and play rhythms using semi quavers, quavers, crotchets, minims, semibreves including syncopated rhythms Learn and perform ‘Clocks’ and ‘Viva la Vida’ Perform group compositions inspired by Bach On-going singing assemblies Key Stage Performance	Garage band compositions with vocals Learn to play ‘Tocatta and Fugue’ motif using stave notation. Improvise around this. Use as a basis for group composition	Listen to and compare a selection of Coldplay songs. Detailed analysis of ‘Clocks’ Listen to La Cucarcha and El Jarabe Tapatio. Identify Mexican instruments. Extended piece - Listen to and study Bach – ‘Tocatta and Fugue’ (BBC Ten Pieces). Compare with modern version performed by Sky	Identify distinguishing features of Bach’s work. Place different compositions listened to on a timeline
Key Vocabulary	<b>Harmony</b> <b>Repeated motif</b>	<b>Chords</b>	<b>Tocatta</b> <b>Fugue</b> <b>Band</b> <b>Accelerando/ritardando</b> <b>Mariachi</b> <b>Folk ensemble</b>	<b>Musical periods</b> <b>Baroque</b> <b>Modern</b>



### Year 6 Musicians should know how to

- Sing in harmony confidently and accurately
- Perform parts from memory
- Take the lead in a performance
- Use a variety of different musical devices in their composition (including melody, rhythms and chords)
- Evaluate how the venue, occasion and purpose affects the way a piece of music is created
- Analyse features within different pieces of music
- Compare and contrast the impact that different composers from different times have had on people of that time



## Whole School Overview

*Our curriculum document recognises the fact that the skills of performing, composing and improvising and listening and reviewing should be integrated, as much as possible, in to each unit of work. In this way, skills are revisited and mastered over time.*

<b>Reception</b>	<b>All About Me</b>	<b>Festivals and Celebrations</b>	<b>Toys</b>	<b>Traditional Tales</b>	<b>Where Do They Live?</b>	<b>Are We There Yet? Transport</b>
	Songs and rhymes. Body sounds	Christmas performance	Explore un-tuned percussion instruments	Create effects for a sound story	Use song as a stimulus for composition	Listen and play instruments along to songs and rhymes
<b>Year 1</b>	<b>Space</b>	<b>Muck, Mess and Mixtures</b>	<b>Pirates</b>	<b>Paws, Claws and Whiskers - Africa</b>	<b>Enchanted Woodland &amp; Garden</b>	<b>Tower, Turrets and Tunnels</b>
	Space inspired music	Paul Dukas 'The Sorcerer's Apprentice' 'Mixtures' chants	Sounds of the sea (Bristol Music – water) Debussy 'La Mer'	Handa's Surprise' (Bristol Music) African rhythms	Sounds of nature	Introduction to playing the ocarina Medieval music
<b>Year 2</b>	<b>Dinosaurs</b>	<b>Rio</b>	<b>Wriggle and Crawl</b>	<b>Super Heroes</b>	<b>Bright Lights</b>	<b>Street Detectives</b>
	High and low sounds (Bristol Music pack)	Carnival music and rhythms	Minibeast songs and music (Bristol Music pack)	Digital sounds Music of John Williams	Play ocarinas	George Gershwin– Rhapsody in Blue (Ten Pieces)
<b>Year 3</b>	<b>Tribal Tales</b>	<b>Predators</b>	<b>Weather and Climate</b>	<b>Traders and raiders</b>	<b>Mighty Metal</b>	<b>Towns and Cities</b>
	Renaissance music. 'La Mourisque' by Tielman Susato	'Carnival of the Animals' Saint Saens	Learn and play the glockenspiel.	Viking songs and instruments.	Stomp inspired music and rhythms	City inspired music.
<b>Year 4</b>	<b>Potions</b>	<b>Flow</b>	<b>I am Warrior</b>	<b>Tremors</b>	<b>Burps, Bottoms and Bile</b>	<b>Gods and Mortals</b>
	Spells inspired music	'Storm' soundscape and music (Bristol Music) Sea shanties	Rhythm patterns Raps/chants	'Volcanic soundscapes'	History of music – Mozart	Carl Orff 'Carmina Burana O Fortuna' (Ten Pieces).
<b>Year 5</b>	<b>Frozen Kingdom</b>	<b>Stargazers</b>	<b>Child's War</b>	<b>Allotment</b>	<b>Anglo Saxons - Scots</b>	<b>Beasts and Creatures</b>
	Northern Lights inspired soundscapes	Listen to and review Holst 'The Planets – Mars' (BBC Ten Pieces)	WW2 songs , music and history	Blitz composition	Learn and play recorder	Mason Bart – Anthology of Fantastic Zoology (BBC Ten Pieces)
<b>Year 6</b>	<b>Pharaohs</b>	<b>Hola Mexico and the Mayans</b>	<b>ID and Blood Hearts</b>	<b>Biomes and Globalisation</b>	<b>Revolution</b>	<b>Darwin's Delights</b>
	Coldplay songs	Mexican music instruments	Bach – 'Tocatta and Fugue' (BBC Ten Pieces).	Garage band compositions	Music from the Victorian period	Own musical projects





## Whole School Content Overview

	All About Me	Festivals and Celebrations	Toys	Traditional Tales	Where Do They Live?	Are We There Yet? Transport
Reception	Join in with songs and rhymes Clap along to a song or rhyme Copy and repeat a given rhythm	Christmas performance	Listen to different types of music and children respond with words and movement Explore percussion instruments and perform different sounds	Choose sounds – body sounds, objects or un-tuned instruments to create effects for a sound story	Learn 'I Went to Visit a Farm One Day' song. Use song as a stimulus for composition	Join in with songs and rhymes. Adapt well known rhymes. Play instruments along to songs and rhymes Listen to music and respond with pictures
Year 1	Space	Muck, Mess and Mixtures	Pirates	Paws, Claws and Whiskers - Africa	Enchanted Woodland and Garden	Tower, Turrets and Tunnels
	Create and perform Space sounds. Compare Hans Zimmer 'Where we're going' (Interstellar) and Strauss 'Also Sprach Zarathustra'	Listen to Paul Dukas 'The Sorcerer's Apprentice' – how is the music telling the story? Create and perform 'Mixtures' chants	Improvise and compose sounds of the sea (Bristol Music – water) Perform a Pirate song Listen to Debussy 'La Mer' and respond with pictures	Handa's Surprise' – create a class composition (Bristol Music) Listen to and recreate African rhythms	Listen to and compose sounds of nature. Create pictures to represent sounds	Introduction to playing the ocarina Listen to Medieval music
Year 2	Dinosaurs	Rio	Wriggle and Crawl	Super Heroes	Bright Lights	Street Detectives
	Recognise and explore high and low sounds Use graphic notation (Bristol Music)	Copy, create and perform carnival rhythms Listen and respond to Carnival music	Improvise, create and perform minibeast compositions Use pictures/symbols to represent rhythms (Bristol Music pack)	Create digital sounds Listen to and compare effects in the film music of John Williams	Play ocarinas	Listen and respond to George Gershwin– Rhapsody in Blue (Ten Pieces)
Year 3	Tribal Tales	Predators	Weather and Climate	Traders and raiders	Mighty Metal	Towns and Cities
	Renaissance music. Listen and respond to 'La Mourisque' by Tielman Susato	Listen and respond to 'Carnival of the Animals' Saint Saens Create group animal compositions	Learn to play the glockenspiel. Introduce notation Compose and transcribe simple melodies	Compose and perform Viking songs Investigate Viking instruments and compare to Renaissance.	Play junk percussion inspired by Stomp Create sounds, rhythms and soundscapes using junk. Graphic score	Listen to city inspired music. Compare Gershwin 'Rhapsody in Blue' (Y2) with Philip Lane 'London Salute'
Year 4	Potions	Flow	I am Warrior	Tremors	Burps, Bottoms and Bile	Gods and Mortals
	Write spells, + instruments – create score Choose instruments:spell dance Soundtrack 'Harry Potter' John Williams (re:Y2) Compare Paul Dukas'Sorcerer's Apprentice' used in Fantasia	Compose a 'Storm' soundscape with a graphic score (Bristol Music) Perform sea shanties in 2 parts Listen to Benjamin Britten – 'Sea Interludes' – 'Storm'. Compare with 'La Mer' – Debussy (studied in Y1)	Copy, follow and play rhythms using quavers, crotchets, minims Rhyme patterns – create patterns and record on 4x4 grids. Add words/phrases Create raps/chants	Create 'Volcanic soundscapes' using pitched and unpitched instruments. Create ostinato riff on keyboards and add volcanic sounds above. Score notation	History of music – Mozart Identify different instruments/sections in the orchestra	Summer - extended piece - Listen to and review Carl Orff 'Carmina Burana. O Fortuna' (Ten Pieces). Identify instrumentation

Music: Progression of Knowledge & Skills



Year 5	<b>Frozen Kingdom</b>	<b>Stargazers</b>	<b>Child's War</b>	<b>Allotment</b>	<b>Anglo Saxons - Scots</b>	<b>Beasts and Creatures</b>
	Northern Lights inspired soundscapes with instruments, vocals and conductor Create graphic score	Listen to and review Holst 'The Planets – Mars' (BBC Ten Pieces) Create and perform Space inspired music and lyrics using tuned and un tuned instruments	Listen to a range of WW2 songs and music – compare and contrast Learn about the historical importance of WW2 songs and music	Blitz composition – create and notate at least 4 bars perform and evaluate	Learn and play recorder using notation	Listen to and study Mason Bart – Anthology of Fantastic Zoology (BBC Ten Pieces) Create and transcribe group compositions
Year 6	<b>Pharaohs</b>	<b>Hola Mexico and the Mayans</b>	<b>ID and Blood Hearts</b>	<b>Biomes and Globalisation</b>	<b>Revolution</b>	<b>Darwin's Delights</b>
	Copy, follow and play rhythms using semi quavers, quavers, crotchets, minims, semibreves including syncopated rhythms Learn and perform 'Clocks' and 'Viva la Vida' in parts. Listen to and compare a selection of Coldplay songs. Detailed analysis of 'Clocks'	Listen and respond to La Cucaracha and El Jarabe Tapatio. Identify Mexican instruments and compare with traditional instruments.	Listen to and study Bach – 'Tocatta and Fugue' (BBC Ten Pieces). Compare with modern version performed by Sky Identify distinguishing features of Bach's work. Learn to play 'Tocatta and Fugue' motif using stave notation. Improvise around this. Use as a basis for group composition	Garage band compositions	Listen to some music and learn songs from the Victorian period Make a timeline of well known Victorian music / composers	Own musical projects e.g. Choose a genre of music - research and explore its history and development. Present to the class.