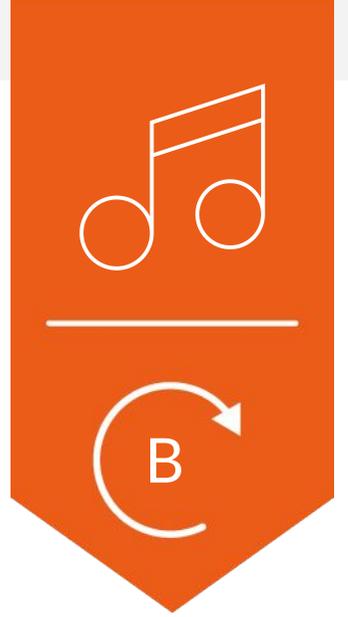


Curriculum overview for parents and carers

Music

Summary of key Music learning for Reception to Year 5/6.



<p>Unit 1</p>	<p>Exploring sound Exploring how we can use our voice, bodies and instruments to make sounds, and identifying sounds in the environment.</p>	
<p>Unit 2</p>	<p>Celebration music Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwanzaa and Christmas.</p>	
<p>Unit 3</p>	<p>Music and movement Creating simple actions to well-known songs, learning how to move to a beat and expressing feelings and emotions through movement to music.</p>	
<p>Unit 4</p>	<p>Musical stories 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.</p>	
<p>Unit 5</p>	<p>Transport Identifying and copying sounds produced by different vehicles using voices, bodies and instruments, demonstrating tempo changes and understanding how symbols can represent sound.</p>	
<p>Unit 6</p>	<p>Big band 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.</p>	

Year 1/2 Cycle B

<p>Autumn 1</p>	<p><u>Dynamics (Seaside)</u></p>	<p>Autumn 2</p>	<p><u>Sound patterns (Fairytale)</u></p>
<p>Exploring the connections between music, sounds, and environments, children aim to represent the seaside. They use percussion instruments, vocal sounds, and body percussion to create sounds like crashing waves, calling seagulls, and rustling sand. They use voices and instruments to practice varying dynamics—showing a contrast between loud and soft sounds.</p>			<p>Examining different favourite fairy tales, children discuss the key moments in these stories. They are guided to clap and read simple sound patterns, matching the different characters of the story. Pupils then use these sound patterns to retell the fairy tale, bringing the story to life through sound and movement.</p>
<p>Spring 1</p>	<p><u>Call and response (Animals)</u></p>	<p>Spring 2</p>	<p><u>Musical symbols (Under the sea)</u></p>
<p>Chanting different call and response sound patterns, children progress to creating their own call and response patterns using untuned percussion instruments. They practise rhythm and pulse as they echo and respond to each other's chants, building a strong sense of musical communication.</p>			<p>Diving into the unknown, children explore the depths of the sea through music, movement, musical symbols, and the playing of tuned percussion instruments. They engage in activities that allow them to express the mysterious underwater world, such as using their bodies to mimic the movement of sea creatures. They learn to interpret musical symbols to translate visual cues into sounds and play tuned percussion instruments, to represent the wonders of the underwater world.</p>
<p>Summer 1</p>	<p><u>Contrasting dynamics (Space)</u></p>	<p>Summer 2</p>	<p><u>Structure (Myths and legends)</u></p>
<p>Developing knowledge and understanding of contrasting dynamics, children listen to different pieces of music that represent planets and use these musical examples to inspire their own compositions. They explore how varying loud and soft sounds can capture the unique characteristics of two different planets.</p>			<p>Exploring structure through listening, analysing, and performing, children engage with a song about a well-known myth to understand its composition. They listen to identify sections, analyse simple sound patterns, and see how these elements tell the story of the myth. Pupils then perform short sound patterns in a simple structure using instruments and voices.</p>

Year 3/4 Cycle B

	Year 3/4 Cycle B		
Autumn 1	Creating compositions in response to an animation (Theme: Mountains)	Autumn 2	Rock and Roll
	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.		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.
Spring 1	Ballads	Spring 2	Haiku, music and performance (Theme: Hanami)
	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.		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.
Summer 1	Changes in pitch, tempo and dynamics (Theme: Rivers)	Summer 2	Samba and carnival sounds and instruments
	Representing the different stages of a river through vocal and percussive ostinatos, culminating in a final group performance.		Introducing samba and the sights and sounds of the carnival. Learning about the traditional sounds and instruments, syncopated rhythms and composing their samba breaks.

Year 5/6 Cycle B

	Year 5/6 Cycle B		
Autumn 1	Looping and remixing	Autumn 2	Blues
	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 spin on it to create their own versions.		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.
Spring 1	Dynamics, pitch and tempo (Theme: Fingal's Cave)	Spring 2	Composition to represent the festival of colour (Theme: Holi festival)
	Appraising the work of Mendelssohn and further developing the skills of improvisation and composition.		Exploring the associations between music, sounds and colour, composing and, as a class and performing their own musical composition.
Summer 1	South and West Africa	Summer 2	Composing and performing a Leavers' Song
	Learning 'Shosholoza', a traditional South African song, playing the accompanying chords using tuned percussion and learning to play the djembe and some dance moves.		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.