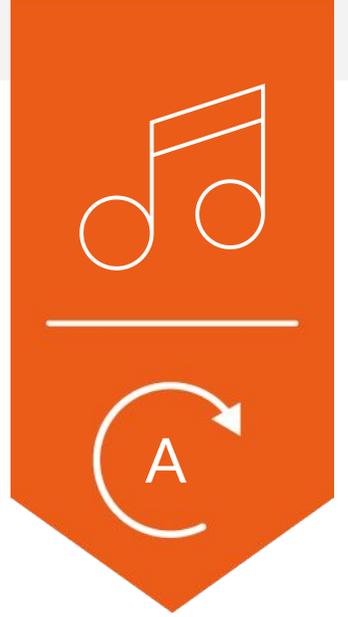


Curriculum overview for parents and carers

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 A

<p>Autumn 1</p>	<p>Keeping the pulse (My favourite things)</p>	<p>Autumn 2</p>	<p>Tempo (Snail and mouse)</p>
<p>Spring 1</p>	<p>Pitch (Superheroes)</p>	<p>Spring 2</p>	<p>Instruments (Musical storytelling)</p>
<p>Summer 1</p>	<p>Singing (On this island)</p>	<p>Summer 2</p>	<p>Pitch (Musical Me)</p>
<p>Exploring the concept of keeping a steady pulse together, children engage in music and movement activities inspired by their favourite things. They participate in different activities, moving to the beat of the music while thinking about and expressing their favourite objects or experiences.</p>	<p>Identifying high and low notes, children use this knowledge to compose a simple tune that represents a superhero. They then listen to different pitches, recognising the difference between high and low sounds. After identifying these notes, pupils experiment with combining different pitches to create a melody that represents their chosen superhero.</p>	<p>Using voices, bodies and instruments to listen and respond to different pieces of music, children learn and perform a rhyme and song with a focus on tempo. They focus on the adventures of the Snail and mouse to understand how tempo can shape a musical story,</p>	<p>Exploring longer pieces of music, children look at how music can tell a story through the use of different instruments. They think creatively, considering how sounds can represent characters, actions, and emotions when creating a soundscape to tell the story of Jack and the Beanstalk.</p>
<p>Learning songs and creating sounds to represent three contrasting landscapes—seaside, countryside, and city—children explore how music can evoke different environments. They sing folk songs to reflect the different environments and use instruments and body percussion to create soundscapes representing one of the environments.</p>	<p>Learning to sing and play the song ‘Once a Man Fell in a Well,’ children learn to connect the melody to specific pitches. They explore how different notes correspond to different parts of the song, using their instruments to recreate the tune accurately. Additionally, they begin to recognise how simple symbols can represent pitch, developing their ability to read and interpret musical notation.</p>		

Year 3/4 Cycle A

Autumn 1	South Africa	Autumn 2	Developing singing technique (Theme: The Vikings)
	Learning about South African music, singing and playing a gumboot dance-style piece in two parts, as well as learning the basics of staff notation.		Developing singing technique; learning to keep in time, musical notation and rhythm, culminating in a group performance of a song with actions.
Spring 1	Caribbean	Spring 2	Body and tuned percussion (Theme: Rainforests)
	Learning about Calypso music, singing and playing a calypso song in two parts from staff notation and adding their own improvisations.		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.
Summer 1	Jazz	Summer 2	Adapting and transposing motifs (Theme: Romans)
	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.		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.

Year 5/6 Cycle A

	Year 5/6 Cycle A		
Autumn 1	Film music	Autumn 2	Composition notation (Theme: Ancient Egypt)
	Exploring and identifying the characteristics of film music. Creating a composition and graphic score to perform alongside a film.		Identifying the pitch and rhythm of written notes and experimenting with notating their compositions in different ways to further develop understanding of staff notation.
Spring 1	Musical theatre	Spring 2	Theme and Variations (Theme: Pop Art)
	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.		Exploring the musical concept of theme and variations and discovering how rhythms can 'translate' onto different instruments
Summer 1	Songs of WW2	Summer 2	Composing and performing a Leavers' Song
	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.		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.