

**MUSIC NEW CURRICULUM OVERVIEW: TERMLY COVERAGE**

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Autumn 1</b>	<p><b><u>Aliens are Coming!</u></b></p> <p><b>Exploring sounds – Music Express topic ‘Ourselves’</b></p> <p><u>Using Voices/Sounds</u></p> <ul style="list-style-type: none"> <li>• Creating and responding to vocal sounds</li> <li>• Exploring how to change sounds</li> <li>• Using parts of the body to make sounds</li> <li>• Exploring descriptive sounds</li> </ul> <p><u>Listening and Understanding</u></p> <ul style="list-style-type: none"> <li>• Recognising and developing a sense of steady beat using voices and percussion</li> </ul>	<p><b><u>Exciting Elements</u></b></p> <p>Music practice and singing for the end of term performance</p> <p><u>Play Instruments and perform</u></p> <ul style="list-style-type: none"> <li>• Practice, rehearse and perform to an audience</li> <li>• Play instruments using the correct technique (if applicable in performance)</li> </ul> <p><u>Listening and Understanding</u></p> <ul style="list-style-type: none"> <li>• Develop an understanding of melody and the words and their importance in music</li> </ul>	<p><b><u>Tomb Raiders</u></b></p> <p>All year 3 children to learn to play the recorders during this half term</p>	<p><b><u>Lights, Camera, Action!</u></b></p> <p>4H clarinets</p> <p>Music practice and singing for the end of term performance</p> <p><u>Using Voices/Sounds</u></p> <ul style="list-style-type: none"> <li>• Listen to and recall sounds with increasing aural memory</li> </ul> <p><u>Play Instruments and Perform</u></p> <ul style="list-style-type: none"> <li>• Play and perform in solo or ensemble contexts</li> <li>• Perform to an audience with increasing confidence</li> </ul>	<p><b><u>Plague, Pestilence and Pursuit of Power</u></b></p> <p>All year 5 children to learn to play the Ukulele</p>	<p><b><u>A Child’s War</u></b></p> <p><b>Performance – Music Express topic ‘World Unite’</b></p> <p><u>Exploring, Improvising and Composing</u></p> <ul style="list-style-type: none"> <li>• Explore beat and rhythm through a song and body percussion</li> <li>• Create rhythm patterns</li> </ul> <p><u>Play Instruments and perform</u></p> <ul style="list-style-type: none"> <li>• Perform a rhythmic sequence to a piece of music</li> <li>• Develop coordination and rhythm skills</li> <li>• Develop the idea of pitch and relate it to movement</li> <li>• Understand pitch through movement and notation</li> <li>• Arranging different musical sections to build larger scale performance</li> <li>• Explore rhythm through dance</li> </ul>
<b>Autumn 2</b>	<p><b><u>Toy Story</u></b></p> <p><b>Beat – Music Express topic ‘Machines’</b></p> <p><u>Listening and Understanding</u></p> <ul style="list-style-type: none"> <li>• Understand the terms beat, pitch, tempo and volume</li> </ul> <p><u>Exploring, Improvising and Composing</u></p> <ul style="list-style-type: none"> <li>• Playing and maintaining a steady beat</li> <li>• Sequencing sounds</li> <li>• Playing to a steady beat</li> <li>• Playing at different speeds (tempo)</li> <li>• Identify changes in pitch and respond to them with movement</li> </ul>	<p><b><u>Healthy Party Planners</u></b></p> <p>Music practice and singing for the end of term performance cont.</p>	<p><b><u>Tomb Raiders</u></b></p> <p><b>Composition – Music Express topic ‘Environment’</b></p> <p><u>Exploring, Improvising and Composing</u></p> <ul style="list-style-type: none"> <li>• Selecting descriptive sounds to accompany a poem</li> <li>• Creating a musical retelling of a poem</li> <li>• Explore timbre to create a descriptive piece of music</li> <li>• Develop the lyrics of a song</li> </ul>	<p><b><u>Lights, Camera, Action!</u></b></p> <p>4H clarinets</p> <p>Music practice and singing for the end of term performance cont.</p>	<p><b><u>Plague, Pestilence and Pursuit of Power</u></b></p> <p>Cont. Ukuleles</p>	<p><b><u>A Child’s War</u></b></p> <p><b>Performance – Music Express topic ‘Journeys’</b></p> <p><u>Play Instruments and Perform</u></p> <ul style="list-style-type: none"> <li>• Sing in three-part harmony</li> <li>• Explore expressive singing</li> <li>• Develop planning, directing and rehearsing skills</li> <li>• Learning to sing minor and major note patterns</li> </ul>

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	<ul style="list-style-type: none"> <li>Contrasting changes in pitch to changes in dynamics (volume)</li> </ul>		<u>Using Voices/Sounds</u> <ul style="list-style-type: none"> <li>Sing in a two-part harmony</li> <li>Sing a song with expression</li> <li>Combining chants and sound pieces in a class performance</li> </ul>			
<b>Spring 1</b>	<p><b><u>Once Upon a Time</u></b></p> <p>Exploring sounds – Music Express topic ‘Story Time’</p> <p><u>Listening and Understanding</u></p> <ul style="list-style-type: none"> <li>Broadening musical language and vocabulary – fast, slow, loud quiet</li> <li>Discuss feelings and emotions linked to pieces of music</li> </ul> <p><u>Exploring, Improvising and Composing</u></p> <ul style="list-style-type: none"> <li>Create music that matches and event in a story</li> </ul>	<p><b><u>Planes, Trains and Automobiles</u></b></p> <p>Exploring Sounds - Music Express Unit ‘Ourselves’</p> <p><u>Experiment, Improvise and Compose</u></p> <ul style="list-style-type: none"> <li>Creating and responding to vocal sounds and body percussion</li> </ul> <p><u>Using Sounds/Voices</u></p> <ul style="list-style-type: none"> <li>Developing the use of vocal sounds to express feelings</li> </ul> <p><u>Listening and Understanding</u></p> <ul style="list-style-type: none"> <li>Exploring expression in a conversation without words</li> <li>Notating pitch shape and duration using simple line graphs</li> </ul> <p><u>Play Instruments and Perform</u></p> <ul style="list-style-type: none"> <li>Develop an expressive song performance with voices and instruments</li> </ul> <p><b>Beat – Music Express topic ‘Toys’</b></p> <p><u>Listening and Understanding</u></p> <ul style="list-style-type: none"> <li>Marking a beat within a four beat metre</li> </ul> <p><u>Using Voices/Sounds</u></p> <ul style="list-style-type: none"> <li>Keeping a steady beat at different speeds (stamping, marching etc)</li> <li>Developing a steady beat through chants, actions and instruments</li> </ul>	<p><b><u>Vicious Vikings</u></b></p> <p>Recorders cont.</p>	<p><b><u>Chocolate</u></b></p> <p>4B Clarinets</p> <p>Performance – Music Express topic ‘Food and Drink’</p> <p><u>Using Voices/Sounds</u></p> <ul style="list-style-type: none"> <li>Combining expressive use of the voice with physical movement</li> <li>Responding to sound with visual signals</li> <li>Singing a call and response chant</li> <li>Learning a traditional West African call and response song</li> </ul> <p><u>Play Instruments and Perform</u></p> <ul style="list-style-type: none"> <li>Performing sequences of sounds matched to visual sequences</li> <li>Understanding and performing rondo structure</li> </ul> <p><u>Experiment, Improvisation and Composition</u></p> <ul style="list-style-type: none"> <li>Composing and playing sequences of word rhythms</li> </ul>	<p><b><u>Scream Machine</u></b></p> <p>Composition – Music Express topic ‘At the Movies’</p> <p><u>Listening and Understanding</u></p> <ul style="list-style-type: none"> <li>Understand music narrative</li> <li>Interpreting notation</li> <li>Listening to and learning about sound effects in movies</li> <li>Identifying changes in tempo and their effects</li> <li>Exploring and understanding phrase structure of a song melody</li> <li>Exploring techniques used in movie soundtracks</li> </ul> <p><u>Play Instrument and Perform</u></p> <ul style="list-style-type: none"> <li>Interpreting notation</li> <li>Creating and performing a sequence of melodic phrases with a movie</li> </ul> <p><u>Experiment, Improvisation and Composition</u></p> <ul style="list-style-type: none"> <li>Composing sound effects to perform with a movie</li> <li>Creating and performing a sequence of melodic phrases with a movie</li> <li>Using the musical dimensions to create and perform music for a movie</li> </ul> <p><u>History and Context of Music</u></p> <ul style="list-style-type: none"> <li>Exploring techniques used in movie soundtracks</li> <li>Exploring a range of movie soundtracks from different</li> </ul>	<p><b><u>Darwin’s Delight</u></b></p> <p>Performance – Music Express topic ‘Roots’</p> <p><u>History/Context of Music</u></p> <ul style="list-style-type: none"> <li>Sing a traditional Ghanaian song</li> </ul> <p><u>Experiment, Improvisation and Composition</u></p> <ul style="list-style-type: none"> <li>Improvising descriptive music</li> <li>Develop a descriptive composition</li> </ul> <p><u>Play Instrument and Perform</u></p> <ul style="list-style-type: none"> <li>Developing a performance of a musical</li> <li>Playing rhythm cycles</li> <li>Combining rhythm cycles in a percussion piece</li> <li>Singing call and response songs in two groups</li> <li>Devising rhythmic movement</li> <li>Planning and structuring pieces to make a finale</li> <li>Rehearsing for a performance</li> <li>Performing to an audience</li> </ul>

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		<ul style="list-style-type: none"> <li>Respond to an image e.g. uphill = up tempo, down hill = down tempo</li> </ul> <p><u>Play Instruments and Perform</u></p> <ul style="list-style-type: none"> <li>Perform a steady beat</li> <li>Changing tempo</li> </ul>			decades	
<b>Spring 2</b>	<p><b><u>Where the Wild Things Are!</u></b></p> <p><b>Beat – Music Express topic ‘Our Bodies’</b></p> <p><u>Listening and Understanding</u></p> <ul style="list-style-type: none"> <li>Discuss feelings and emotions linked to pieces of music</li> <li>Respond to change of mood in a piece of music with slow and fast beat</li> <li>Identify a rhythm pattern and a steady beat</li> <li></li> </ul> <p><u>Using Voices/Sounds</u></p> <ul style="list-style-type: none"> <li>Explore and describe sounds including sound words e.g. glug, bump, scratch</li> <li>Perform rhythm patterns on body percussion to a steady beat</li> </ul>	<p><b><u>Magical Mapping</u></b></p> <p><b>Exploring Sounds – Music Express ‘Our Land’</b></p> <p><u>Listening and Understanding</u></p> <ul style="list-style-type: none"> <li>Exploring timbre and texture to understand how sounds can be descriptive</li> <li>Matching sounds to images</li> <li>Listening to and identifying contrasting sections of descriptive music</li> <li>Matching descriptive sounds to images</li> </ul> <p><u>Using Sounds/Voices</u></p> <ul style="list-style-type: none"> <li>Creating and performing descriptive instrumental music inspired by British myths and legends</li> <li>Identifying ways of producing sounds</li> </ul> <p><u>Playing Instruments and Performing</u></p> <ul style="list-style-type: none"> <li>Creating and performing descriptive instrumental music inspired by British myths and legends</li> <li>Rehearsing and refining to develop a performance</li> </ul> <p><b>Pitch – Music Express topic ‘Seasons’</b></p> <p><u>Using Sounds/Voices</u></p> <ul style="list-style-type: none"> <li>Singing with expression, paying attention to pitch and shape of the melody</li> <li>Accompanying a song</li> </ul>	<p><b><u>Feel the Force</u></b></p> <p>Exploring sounds – Music Express topic ‘Sounds’</p>	<p><b><u>Italian Invader</u></b></p> <p>4B Clarinets</p> <p><b>Pitch – Music Express topic ‘Around the World’</b></p> <p><u>Play and Perform</u></p> <ul style="list-style-type: none"> <li>Playing leaps</li> <li>Reading graphic notation</li> <li>Playing a pentonic song with leaps</li> <li>Combining tuned and untuned percussion and singing</li> </ul> <p><u>Listening and Understanding</u></p> <ul style="list-style-type: none"> <li>Developing listening skills</li> <li>Describing music using musical terms</li> </ul> <p><u>Experiment, Improvisation and Composing</u></p> <ul style="list-style-type: none"> <li>Composing and notating pentonic melodies</li> </ul>	<p><b><u>It’s All Greek To Me</u></b></p> <p>Composition – Music Express topic ‘At the Movies cont.</p>	<p><b><u>Revision Unit</u></b></p> <p>ukuleles</p>

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		<p>with vocal and instrumental astinati</p> <p><u>Listening and Understanding</u></p> <ul style="list-style-type: none"> <li>Identifying rising and falling pitch</li> <li>Listening and responding to pitch changes with movements</li> </ul> <p><u>Experiment, improvisation and composition</u></p> <ul style="list-style-type: none"> <li>Perform a rising pitch sequence in a song</li> </ul>				
<b>Summer 1</b>	<p><b><u>Under the Sea</u></b></p> <p><b>Pitch – Music Express topic ‘water’</b></p> <p><u>Listening and Understanding</u></p> <ul style="list-style-type: none"> <li>Understanding musical structure by listening and responding</li> </ul> <p><u>Using Voices/Sounds</u></p> <ul style="list-style-type: none"> <li>Create a picture using sounds e.g. crashing of waves</li> <li>Perform a simple repeated pattern</li> </ul>	<p><b><u>All Creatures Great and Small</u></b></p> <p>All year 2s to learn to play the Ocarina</p>	<p><b><u>Bugs Life</u></b></p> <p>Cont. recorders</p>	<p><b><u>Fantastic Beasts and Where to Find Them</u></b></p> <p>Composition – Music Express topic ‘Environment’</p> <p><u>Experiment, Improvisation and Composing</u></p> <ul style="list-style-type: none"> <li>Listening and Understanding</li> <li>Exploring how different timbres can be descriptive</li> <li>Exploring combinations of different timbres to accompany a song</li> <li>Learning how to accompany a song with drone and ostinato on tuned percussion</li> <li>Composing an introduction for a song</li> </ul>	<p><b><u>Road Trip!</u></b></p> <p><b>Performance – Music Express topic ‘Our community’</b></p> <p><u>Play Instruments and Perform</u></p> <ul style="list-style-type: none"> <li>Learning to sing a song</li> <li>Understanding metre through singing and playing instruments</li> <li>Conducting a metre of two, three and four</li> <li>Developing accompaniments using ostinato and invented or improvised rhythms</li> <li>Rehearsing for a performance</li> <li>Develop a performance by adding other media</li> <li>Performance with awareness of audience</li> </ul> <p><u>Experiment, Improvisation and Composing</u></p> <ul style="list-style-type: none"> <li>Writing lyrics</li> <li>Extending arrangements of songs</li> </ul> <p><u>History and Context of Music</u></p> <ul style="list-style-type: none"> <li>Learning to sing a song from our musical heritage</li> </ul>	<p><b><u>Stepping into Business</u></b></p> <p>ukuleles</p>

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<p><b>Summer 2</b></p>	<p><b><u>A Grand Day Out</u></b></p> <p><b>Performance – Music Express topic ‘Travel’</b></p> <p><u>Listening and Understanding</u></p> <ul style="list-style-type: none"> <li>• Responding to music in movement</li> <li>• Understanding musical structure by listening and responding</li> </ul> <p><u>Using Voices/Sounds</u></p> <ul style="list-style-type: none"> <li>• Combine voices, movement and instruments to perform a chant or song</li> <li>• Creating word rhythms with movement</li> <li>• Playing and combining simple word rhythms</li> </ul>	<p><b><u>Oh I do Like to be Beside the Seaside</u></b></p> <p>Cont. Ocarina</p>	<p><b><u>Town Planning</u></b></p> <p><b>Beat – Music Express topic ‘Time’</b></p> <p><u>Listening and Understanding</u></p> <p>Identifying the metre in a piece of music          Identifying an ostinato          Recognising rhythm patterns</p> <p><u>Experiment, Improvisation and Composing</u></p> <p>Improvising to an ostinato</p> <p><u>Play Instrument and Perform</u></p> <p>Performing rhythmic ostinato individually and in combination          Layering rhythms</p>	<p><b><u>Fantastic Beasts and Where to Find Them</u></b></p> <p>Structure – Music Express topic ‘Recycling’</p> <p><u>Play Instruments and Perform</u></p> <ul style="list-style-type: none"> <li>• Making instruments</li> <li>• Performing verse and chorus structure</li> <li>• Interpreting notation</li> <li>• Performing repeated rhythms</li> </ul> <p><u>Using Voices</u></p> <ul style="list-style-type: none"> <li>• Chanting in three parts</li> </ul>	<p><b><u>Life in Cold Places</u></b></p> <p>Performance – Music Express topic ‘Our Community’ cont.</p>	<p><b><u>Extreme Earth</u></b></p> <p>Performance rehearsals</p>
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