

Music Overview



'Working together to achieve success'

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Nursery Rhymes & Action Songs Goldilocks & the Three Bears – Pulse & Pitch Three Billy Goats Gruff – Pulse & Dynamics	Christmas Songs	The Gruffalo Song & improvising rhythms	Continuous Provision – revisiting prior learning	We're Going on a Bear Hunt – Storytelling & Music (Rhythm & Timbre) Che Che Kule (African Call & Response)	Creating rhythms linked to minibeast names & Enormous Turnip story
Music/Genre	R&B/Soul - Happy Birthday – Stevie Wonder Jazz/Funk - Don't You Worry 'Bout a Thing - Incognito Indian Music (Diwali)	Romantic - Dance of the Sugar Plum Fairy - Tchaikovsky 20 th Century Orchestral - Walking in the Air - Howard Blake	Electronic Jazz - Spiderman – Michael Buble Disco - We are Family – Sister Sledge Soul - ABC – The Jackson 5 Latin Dance Pop - Conga - Miami Sound Machine Classical - Horn Concerto No.4 – Mozart Romantic – William Tell Overture - Rossini	Classical - Flight of the Bumblebee by Rimsky Korsakov Classical - E.T Flying Theme by John Williams Pop - Our House – Madness Funk - I Feel Good – James Brown 20 th Century Orchestral - Mars from The Planets - Gustav Holst My Mum is Amazing – Zain Bhika	Thula Baba – South African Lullaby Contemporary - Ain't no Mountain High Enough – Marvin Gaye & Tammy Terrell Rock - Roll Alabama - Bellowhead Folk - Sea Shanties – Wellerman Pop Soul - Heal the World – Michael Jackson	Soul - Lovely Day by Bill Withers Pop (Big band) - Beyond the Sea by Robbie Williams Folk - Frogs Legs & Dragon's Teeth by Bellowhead Musical - Singing in the Rain by Gene Kelly Disco - Boogie Wonderland – Earth, Wind & Fire Disco - Celebration by Kool & the Gang
Year 1	x	Little Red Hen – explore & develop the skill of maintaining pulse with body percussion & instruments	Combine musical sound effects & short sequences of sounds in response to stimuli e.g. a space journey to make a story, choosing & playing classroom instruments (e.g. rainmaker) or sound-makers (e.g. rustling leaves)		Fast & Slow Animals	Create musical sound effects & short sequences of sounds in response to stimuli e.g. Jack climbing the Beanstalk
Music/Genre	Hip Hop The Fresh Prince of Bel Air Will Smith	x	Disco Le Freak Chic	Classical Rondo Alla Turca Mozart	20 th Century The Planets Gustav Holst	Revisiting
Year 2	x	The Elves & the Shoemaker – learn to play a rhythmic accompaniment whilst singing	x	The Pied Piper – create the Piper's Magical Melody	x	Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch)
Music/Genre	Pop With a Little Help from My Friends/When I'm 64 The Beatles	x	Rock 'n' Roll Let's Twist Again Chubby Checker	20 th Century Orchestral Bolero Maurice Ravel	Revisiting	Reggae Three Little Birds Bob Marley
Year 3	x	Play a pitched accompaniment to a Christmas Song – Deck the Halls	Stone Soup – accompany the song with repeating rhythms (ostinato) & actions. Then build up layers of rhythms to make textures	x	Play simple tunes with crotchets, rests & quavers – linked to well-known songs & invented ones	x
Music/Genre	Romantic Night on a Bare Mountain Mussorgsky	x	Ragtime (1890-1920's Dance) Maple Leaf Rag Scott Joplin	Funk I Got You James Brown	Revisiting	Folk My Bonnie Lies over the Ocean
Year 4	x	Play a pitched accompaniment to a Christmas Song – Rudolph	x	Compose a short piece to match the mood from a story or part/event of a story – Sho & the Demons of the Deep	Begin to play simple tunes with crotchets, rests, quavers, minims & semi-breves – linked to well-known songs & invented ones	x
Music/Genre	Jazz Take the A Train Billy Strayhorn/Duke Ellington Orchestra	x	Classical Symphony No.5 Beethoven	Soul & Gospel Lean on Me Bill Withers + Gospel Choir	Revisiting	Rock 'n' Roll Suspicious Minds + others Elvis Presley
Year 5	x	Play a pitched accompaniment to a Christmas Song – Jingle Bells	x	Create a piece of music (soundscape) to represent an environment (Amazon Rainforest)	x	Play simple tunes with crotchets, rests, quavers, minims & semi-breves – linked to well-known songs & invented ones
Music/Genre	Baroque Hallelujah Chorus from Messiah Handel	x	Jazz When you're Smiling Frank Sinatra	Brazilian Samba – Bossa Nova	Revisiting	Pop Ballads Make you feel my love Adele
Year 6	x	Play a pitched accompaniment to a Christmas Song – Feliz Navidad	x	Create a piece of music (soundscape) to represent an atmosphere (WWII)	x	Create a piece/pieces of music to represent the theme of "Leaving School/Life's Journey"
Music/Genre	Romantic 1812 Overture Tchaikovsky	x	20 th /21 st Century Film Music John Williams	Revisiting	Rock Livin' on a Prayer Bon Jovi	Hip Hop Old Town Road Lil Nas X feat Billy Ray Cyrus

Inter-Related Dimensions of Music Progression

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	Pulse	Rhythm	Pitch	Duration	Tempo	Dynamics	Texture	Timbre	Structure
Definition	<i>Heartbeat of the music; steady beat that never stops Stays the same</i>	<i>Long & short sounds that happen over the pulse Changes</i>	<i>Refers to the complete range of sounds in a piece of music from the lowest to the highest</i>	<i>Length of a sound or silence</i>	<i>The speed at which music is performed, usually described in terms of fast/slow</i>	<i>The loudness of the music, usually described in terms of loud/quiet</i>	<i>Layers of sound, the difference between thick (many sounds) & thin (few) layers of sounds</i>	<i>All instruments, including voices, have a particular sound quality which is referred to as timbre, e.g. squeaky</i>	<i>Most music is underpinned by a structure which may be as simple as beginning, middle and end</i>
Y1	Find the pulse through body movement <i>Sometimes with support/help then independently</i>	Copy a simple rhythm Make up my own simple rhythm using rhythmic patterns found in speech – names, topic words	Identify high & low sounds	Identify silence		Identify the dynamics as loud/ quiet Copy then play simple patterns with loud & quiet sounds		Explore sounds of groups of musical instruments	Identify repetitive elements within a song or piece of music
Y2	Know that pulse means a steady beat that never stops	Know that rhythm means long & short sounds over the pulse Clap a simple rhythm over the pulse	Know that pitch means high/low	Identify sounds of long & short duration Know that duration means long & short sounds	Identify the tempo as fast/slow/ moderate, getting faster, getting slower Copy then play a pattern with fast & slow parts Know that tempo means fast/slow	Identify the dynamics as loud/ quiet, getting louder, getting quieter Know that dynamics means loud/quiet or volume		Explore sounds of groups of musical instruments	Identify sections of music which sound the same or different
Y3	Maintain a strong sense of pulse and recognise when you are going out of time.	Copy & make up more complex rhythms with crotchets, quavers & crotchet rests				Begin to learn forte & piano		Identify differences in sounds of different instruments Know that timbre means quality of sound	Know that structure means beginning, middle, end/how the piece is put together Explore working within whole class to create simple structures e.g. call & response, ABA ABABABABA, ABBA
Y4			Copy then play a more complex pitched pattern using 5 notes or a given range of notes e.g. pentatonic scales	Copy then play a more complex pattern with long & short sounds – crotchets, quavers, minims & semi-breves		Begin to learn the terms crescendo & decrescendo	Identify when the texture is thick or thin Identify when or if the texture changes – getting thicker or thinner Know that texture means thick/thin layers of sound Explore working within whole class to create thin/thick textures	Hear in a piece of music, refer to & compare the different sounds instruments make such as brass, woodwind & metallic/wooden percussion, string & electronic (keyboard)	
Y5		Maintain rhythmic accuracy holding my own part against another contrasting part	Maintain pitch accuracy holding my own part against another contrasting part				Explore working within groups to create thin/thick textures	Explore instruments for their sound quality within a composition	Explore working within groups to create simple structures
Y6		Maintain rhythmic accuracy holding my own part against another contrasting part	Maintain pitch accuracy holding my own part against another contrasting part	Compose music with a range of long & short sounds	Choose the tempo within a composition	Choose the dynamics within a composition	Choose to use thick/thin texture within own composition for a purpose	Choose instruments for their sound quality within a composition	Choose a simple structure to use for a composition

National Curriculum Aim - Understand & explore how music is created, produced & communicated through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure & appropriate musical notations. Improvise & compose music using the inter-related dimensions of music.