

 Music Curriculum Overview						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pre-3			Exploring Sound KLP: <ul style="list-style-type: none"> Join in singing songs. Create sounds by rubbing, shaking, tapping, striking or blowing. Create rhythmic sounds and movements. 	Exploring Feelings and Ideas KLP: <ul style="list-style-type: none"> Begin to describe sounds and music imaginatively, happy, scary etc. loud/quiet, fast/slow. Understand and represent their world-their ideas, interests and fascinations by pretending using sounds and movements. 		
Nursery	Musical Movement and Ideas KLP: <ul style="list-style-type: none"> Initiates movement to music including Indian music. Have favourite songs. pitch matching parts with others. Explore instruments and expressing feelings and ideas. 		Songs and Rhythms KLP: <ul style="list-style-type: none"> Copy simple melodic pattern and match voice pitch in singing songs. Using different instruments (manmade v natural) create or improvise own melody or song. Creating simple rhythms showing increasing control of instruments. 		Pitch and Melodic Pattern KLP: <ul style="list-style-type: none"> Showing emotion through music. Respond to what they hear in music from other cultures (Africa). Exploring simple pitch, melodic shape, pattern and sound through singing full songs. 	
Reception	Solos and Groups KLP: <ul style="list-style-type: none"> Sing favourite/familiar songs solo or in a group then matching pitch, melody, rhythm and pulse. Listen and give a view of favourite songs. Listen to new lyrics and co-ordinate moves, following pulse, pitch and rhyme. 	Lyrics and Action KLP: <ul style="list-style-type: none"> Listening to lyrics. Listen and give a view on Andy's BBC Teach raps. Song repertoire: create class disco playlists. Christmas songs and coordinated actions in a group. 	Feelings and Responses KLP: <ul style="list-style-type: none"> Performing a weather song and expressing emotion in sound. Perform rowing songs. Watch celebration music/ live to express feelings and response. Zen music; taking part in meditation. 	Pitch and Melody – Performance KLP: <ul style="list-style-type: none"> Learn “The Enormous Turnip Song”. Listen and explore water music; including learning Sea Shanties. 	Story Telling in Song KLP: <ul style="list-style-type: none"> Rainforest Rap and sounds. Extended linked performances of songs using BBC Jack and the Beanstalk. 	
Year 1	Hey You KLP: <ul style="list-style-type: none"> To compose your own rap. Listen and appraise. To understand how pulse, rhythm and pitch work together. To know what the terms ‘pulse’, ‘rhythm’ and ‘pitch’ mean. 	Rhythm in the Way We Walk and The Banana Rap KLP: <ul style="list-style-type: none"> Explore pulse, rhythm and pitch. Explore rapping, dancing and singing. Singing – Christmas production. KLP: <ul style="list-style-type: none"> Learn to sing and use their voices. Perform to music. Learn to sing in a choir context. 	In the Groove KLP: <ul style="list-style-type: none"> To move to the beat of a piece of music. 	Round and Round KLP: <ul style="list-style-type: none"> To identify pulse, rhythm and pitch in different styles of music. 	Your Imagination KLP: <ul style="list-style-type: none"> To listen to a piece of music. To know and recognise the sound and names of some instruments. 	Reflect, Rewind and Replay KLP: <ul style="list-style-type: none"> The history of music. To learn some of the language related to music.
Year 2	Hands, Feet and Heart KLP: <ul style="list-style-type: none"> Find the pulse or a piece of music and recognise it is the heartbeat of the song. Recognise instruments that they can hear in a piece of music. 	Performance and Production KLP: <ul style="list-style-type: none"> Learn and perform Christmas Songs How to effectively practise, rehearse and present performances to audiences with a 	I ‘Wanna’ Play in a Band KLP: <ul style="list-style-type: none"> Copy and clap back rhythms. Make up your own rhythms and perform to a group. Playing instruments using up to 	Friendship Song KLP: <ul style="list-style-type: none"> Move to the pulse and rhythm of the music. Sing in two parts in groups and as a class. Play the glockenspiel 	Recorder KLP: <ul style="list-style-type: none"> How to read music. Following and repeating a pattern. How to instruments using the correct 	Reflect, Rewind and Replay KLP: <ul style="list-style-type: none"> Revisit songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.

	<ul style="list-style-type: none"> • Create simple rhythms recognising this is different to the pulse. • Use a glockenspiel to play G, A and C during an instrumental section of music. 	<p>growing awareness of the people watching.</p> <ul style="list-style-type: none"> • Understand that structure describes how different sections of music are ordered. 	<p>three notes F or D and C.</p> <ul style="list-style-type: none"> • Perform as a class and introduce your performance to an audience. 	<p>using C, E and G.</p> <ul style="list-style-type: none"> • Compose a simple melody using simple rhythms, choosing from the notes C + D or C, D or E. 	<p>techniques with respect.</p> <ul style="list-style-type: none"> • The pulse and internalise it when listening to a piece of music. 	<ul style="list-style-type: none"> • Listen and Appraise Classical music. • Play instruments within a song. Improvisation using voices and instruments.
Year 3	<p>Musical skills/concepts KLP:</p> <ul style="list-style-type: none"> • Begin to recognise styles, find the pulse, recognise instruments, discuss why you like/do not like particular styles of music. • Continue to play a classroom instrument in a group. • Continue to explore and create own responses, melodies and rhythms. • Continue to create your own responses, melodies and rhythms and record them in some way. 	<p>Glockenspiel Stage 1 KLP:</p> <ul style="list-style-type: none"> • Focus on clapping rhythms and finding the pulse. • Christmas songs. • Understand harmony and performing. • Learning basic instrumental skills by playing tunes in various styles. • Start to introduce noted music and encourage children to use the correct vocabulary e.g. minim, crotchet, quaver. • Introduce and experiment with the notes C,D,E,F. • Learn basic instrumental skills by playing tunes in various styles. 	<p>Three Little Birds KLP:</p> <ul style="list-style-type: none"> • Understand the terms dynamics, pitch and tempo. • They will identify the musical instruments in each song each week. • Recap on finding the pulse. • Investigate how various songs are structured. • Recap on last terms notes and introduce the new notes G, A, B. • Improvise to “Three little birds” using the notes they have learnt and perform to each other. 	<p>The Dragon Song KLP:</p> <ul style="list-style-type: none"> • Appraise “The dragon song” and link with PSHE as this song is about kindness, respect, friendship, acceptance and happiness. • Take over the role of the teacher and design a clapping rhythm which the other children will copy. • Learn to sing “The Dragon Song”. • Explore and create own responses, melodies and rhythms to “the dragon song”. 	<p>Bringing Us Together KLP:</p> <ul style="list-style-type: none"> • Understand the idea that “Bringing us together” is a disco song. Link it with PSHE as it is about friendship, peace hope and unity. • Learn to sing ‘Bringing us Together’. • Look at how the song is structured. Look at singing in parts and encourage children to take a solo or small group challenge. • Play the glockenspiel and recap on musical vocabulary and reading musical notes. 	<p>Reflect, Rewind and Replay KLP:</p> <ul style="list-style-type: none"> • Think about the songs they have sung during the year. Choose the most popular and sing a variety. • Include singing solos, in small groups and whole classes. • Perform the song to an audience. • Use the glockenspiels to play with the song they have chosen Use notes learnt throughout the year. • Continue to explore and create own responses to a range of music.
Year 4	<p>Mamma Mia KLP:</p> <ul style="list-style-type: none"> • Listen to a variety of music from different styles, traditions and times, and begin to place the music in its historical context. • Start to recognise / identify different style indicators and different instruments used. • Find and internalise the pulse through body movement. • Explore and create music using percussion, tuned and un-tuned, to play melodies, tunes and accompaniment. 	<p>Christmas Performance Rehearsals KLP:</p> <ul style="list-style-type: none"> • Work together as part of a group and with their friends, developing the confidence to sing alone. • Recognise the importance of warming up our voices and to establish a good singing position. • Perform a song as stylistically and musically as you can. • Sing with a good sense of the pulse internally and sing together and in time. • Follow a leader/conductor with confidence. 	<p>Glockenspiel Stage 2 KLP:</p> <ul style="list-style-type: none"> • Understand that pulse is the foundation of music upon which all the other dimensions are built. • Continue to play and move between differentiated parts. • Make up own tune or rhythm within boundaries given. • Compose using two notes, increasing to three notes and beyond. 	<p>Stop! KLP:</p> <ul style="list-style-type: none"> • Continue to use correct musical language to describe the music you are listening to and your feelings towards it. • Understand pulse, rhythm and beat. • Continue to play together in a band or ensemble, following a leader / conductor. • Improvise simple solo melodies. • Record the composition in any way that is appropriate. 	<p>Lean on Me KLP:</p> <ul style="list-style-type: none"> • Listen, with respect, to other people’s ideas and feelings towards the music you have listened to • Clap a rhythm; improvising a rhythm; using pitch; improvising using the voice. • Learn to treat each instrument with respect and use the correct techniques to play them. • Create own rhythmic patterns that lead to melodies 	<p>Blackbird KLP:</p> <ul style="list-style-type: none"> • Discuss other dimensions of music and how they fit into the music being listened to. • Begin to understand how the other dimensions of music are sprinkled through songs and pieces of music. • Begin to recognise / identify and musically demonstrate awareness of a link between shape and pitch graphic notations. • Start to understand

	<ul style="list-style-type: none"> Explore and create musical sound with voices and instruments. Begin to create more complex tunes and melodies as part of a group or whole class. 				<ul style="list-style-type: none"> Use of the interrelated dimensions of music. Describe the quality of sounds and how they are made (timbre). 	<p>the basics and foundations of notations.</p> <ul style="list-style-type: none"> Start to perform rhythms and melodies with confidence and understanding. Start improvising using two notes, increasing to three notes Start to use voice, sounds, technology and instruments in creative ways. Begin to use graphic notations.
Year 5	<p>Livin' On A Prayer KLP</p> <ul style="list-style-type: none"> Know five songs from memory, who sang or wrote them. Know the style of the five songs and to name other songs from the Units in those styles. Recognise some of the style indicators of the songs (musical characteristics that give the songs their style). Explore musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch). Identify the main sections of the songs (intro, verse, chorus etc.) Name some of the instruments they heard in the songs and explain historical context of the songs. Talk about the music and how it makes you feel using musical terms. 	<p>Classroom Jazz 1 KLP:</p> <ul style="list-style-type: none"> Understand how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song. Keep the internal pulse. Create musical ideas for the group to copy or respond to. Use different ways of writing music down – e.g. staff notation, symbols. Play the notes C, D, E, F, G, A, B + C on the treble stave. Select the instruments they might play or be played in a band or orchestra or by their friends. Understand that when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Know that using fewer notes confidently is better than using more and improvise using the notes they 	<p>Make You Feel My Love KLP:</p> <ul style="list-style-type: none"> To know three well-known improvising musicians. Understand that through composing music, it's like writing a story. It can be played or performed again to your friends. Understand that a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure. Recognise the connection between sound and symbol. Understand that performing is a planned and learned sharing of music with other people, an audience. You must sing or rap the words clearly and play with confidence. Recognise that a performance involves communicating ideas, 	<p>The Fresh Prince of Bel Air KLP:</p> <ul style="list-style-type: none"> Sing in unison and to sing backing vocals. Explore singing solo and listen to a group when singing to develop an awareness of how you fit into a group. Demonstrate a good singing posture. Follow a leader when singing. Sing with awareness of being 'in tune' and finding the pulse. Copy back rhythms based on the words of the main song, that include syncopation/off beat and one-note riffs using simple and syncopated rhythm patterns. Lead the class by inventing rhythms for others to copy back. Copy back two and three note riffs by ear and with notation. 	<p>Dancing in The Street KLP:</p> <ul style="list-style-type: none"> Talk about how composition is when music that is created by you and kept in some way. Recognise a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure. Understand notation and recognise the connection between sound and symbol. Understand that everything that be performed must be planned and learned. Understand a performance involves communicating ideas, thoughts and feelings about the song/music. 	<p>Reflect, Rewind, Replay KLP:</p> <ul style="list-style-type: none"> Listen and Appraise Classical music. Continue to embed the foundations of the interrelated dimensions of music using voices and instruments. Improvise using voices and instruments while sharing and performing a composition of the learning that has taken place.

		<p>are given, without mistake.</p> <ul style="list-style-type: none"> • Know three well-known improvising musicians. 	<p>thoughts and feelings about the song/music.</p>			
Year 6	<p>Happy KLP:</p> <ul style="list-style-type: none"> • Identify style indicators in a piece of music focusing on; sounds, instruments and musical dimensions that can be heard. • Use glockenspiels or recorders to play and copy back using up to 3 notes. • Play instrumental parts with the song by ear and/or from notation using the easy or medium part. Improvise using up to 3 notes. • Compose a simple melody using simple rhythms choosing from the notes A, G + B or C, E, G, A + B. Listen to five other songs and recognise the style of music. • Perform and record a performance with accompanying instruments and choreography. 	<p>Classroom Jazz 2 KLP:</p> <ul style="list-style-type: none"> • Listen and appraise: Bacharach Anorak and Meet the Blues focusing on what style indicators can be heard. • Describe the structure and what instruments/voices you can hear. • Play instrumental parts with the music by ear using the notes C, D, E, F, G, A, B + C. And C, Bb, G, F + C (Meet the Blues). • Improvise in Bacharach Anorak using the notes C, D, E, F, G, A, B + C. • Improvise in a Blues style using the notes C, Bb, G, F + C. • Understand what Blues music is and listen to a variety of Blues music. • Improvise and compose music for a range of purposes using the inter-related dimensions of music to create a piece of Blues Music. 	<p>A New Year Carol KLP:</p> <ul style="list-style-type: none"> • Listen to music by Britten and alternative cover versions. • Discuss the mood and story told in a piece of music. • Participate in games exploring the pulse, rhythm and pitch. • Learn to clap some of the rhythms used in the song. • Learn some musical phrases that you will sing in the song including extension rhythm and pitch patterns. • Singing in unison in its original style, and the Urban Gospel version. 	<p>Music and Me KLP:</p> <ul style="list-style-type: none"> • Explore the concept of 'identity' – the various elements that shape us. - Understand how social and cultural differences influence music. • Try out different ways of making their own music, while exploring the work of some of the most influential women in music over the last 100 years. • Listen and explore the work of multiple musicians including; Shiva Feshareki, Eska Mtungwazi, Afrodeutsche, Anna Meredith. • Discover that music offers a way of exploring and expressing our identity, giving us confidence, power and purpose. • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. 	<p>You've Got A Friend KLP:</p> <ul style="list-style-type: none"> • Listen and appraise music by Carole King considering; style indicators, structure, instrument, voices and musical dimensions. • Play and copy back using up to 3 notes. • Play instrumental parts with the song by ear and/or from notation using the easy or medium part. • Improvise using up to 3 notes. • Compose a simple melody using simple rhythms choosing from the notes E, G + A or E, G, A, C + D. 	<p>Reflect, Rewind and Replay KLP:</p> <ul style="list-style-type: none"> • Revisit songs and musical activities, exploring a context for the History of Music and the beginnings of the Language of Music. • Listen with attention to detail and recall sounds with increasing aural memory. • Continue to embed the foundations of the interrelated dimensions of music using voices and instruments. • Sing and play instruments within a song. • Improvisation using voices and instruments. • Compose, share and perform the learning that has taken place. • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.