



Music Curriculum Overview 2025-26

Year	Term 1 and Term 2		Term 3 and Term 4		Term 5 and Term 6		
FS	Unit: Me Main songs: Pat-a-cake. 1, 2, 3, 4, 5, Once I Caught a Fish Alive. This Old Man. Five Little Ducks. Name Song. Things For Fingers Cross-curricular / topic-based focus: Growing, homes, colour, toys, how I look.		Unit: Everyone Main songs: Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping On The Bed Twinkle Twinkle If You're Happy And You Know It Head, Shoulders, Knees And Toes Cross-curricular / topic-based focus: Family, friends, people, music from around the world.		Unit: Big Bear Funk Main songs: Big Bear Funk Cross-curricular / topic-based focus: Transition unit		
Skills and Knowledge	<u>Listen and Respond Knowledge</u> <ul style="list-style-type: none">• To know twenty nursery rhymes off by heart.• To know the stories of some of the nursery rhymes. <u>Skills</u> <ul style="list-style-type: none">• To learn that music can touch your feelings.• To enjoy moving to music by dancing, marching, being animals or Pop stars.		<u>Explore and Create Knowledge</u> <ul style="list-style-type: none">• To know that we can move with the pulse of the music.• To know that the words of songs can tell stories and paint pictures. <u>Skills</u> There are progressive Music Activities within each unit that embed pulse, rhythm and pitch. Children listen to and work with the Games Track to complete the following in relation to the main song:	<u>Singing Knowledge</u> <ul style="list-style-type: none">• To sing or rap nursery rhymes and simple songs from memory.• Songs have sections. <u>Skills</u> <ul style="list-style-type: none">• To sing along with a pre-recorded song and add actions.• To sing along with the backing track.	<u>Share and Perform Knowledge</u> <ul style="list-style-type: none">• A performance is sharing music. <u>Skills</u> <ul style="list-style-type: none">• Perform any of the nursery rhymes by singing and adding actions or dance.• Perform any nursery rhymes or songs adding a simple instrumental part.• Record the performance to talk about.		
1	Unit: Hey You! By Joanna Mangona Style of main song: Old School Hip – Hop Unit Theme: How pulse, rhythm and pitch work together. Supporting songs: Me, Myself And I by De La Soul Fresh Prince Of Bel-Air by Will Smith Rapper's Delight by The Sugarhill Gang U Can't Touch This by MC Hammer It's Like That by Run DMC		Unit: In the Groove Style of main song: Blues, Baroque, Latin, Bhangra, Folk, Funk Unit Theme: How to be in the groove with different styles of music. Supporting songs: How Blue Can You Get by B.B. King (Blues) Let The Bright Seraphim by Handel (Baroque) Livin' La Vida Loca by Ricky Martin (Latin/Pop) Jai Ho by J.R. Rahman (Bhangra/Bollywood) Lord Of The Dance by Ronan Hardiman (Irish) Diggin' On James Brown by Tower Of Power (Funk)		Unit: Your imagination Style of main song: Pop Unit Theme: Using your imagination. Supporting songs: Supercalifragilisticexpialidocious from Mary Poppins Pure Imagination from Willy Wonka & The Chocolate Factory soundtrack Daydream Believer by The Monkees Rainbow Connection from The Muppet Movie A Whole New World from Aladdin		
Skills and Knowledge	<u>Listen and Appraise Knowledge</u> <ul style="list-style-type: none">• To know what the songs are about.• To know and recognise the sound and names of some of the instruments they use.	<u>Games Knowledge</u> <ul style="list-style-type: none">• To know that music has a steady pulse, like a heartbeat.• To know that we can create rhythms from words, our names.	<u>Singing Knowledge</u> To confidently sing or rap songs from memory and sing them in unison. <u>Skills</u>	<u>Playing instruments Knowledge</u> <ul style="list-style-type: none">• Learn the names of the notes in their instrumental part from memory or when written down.	<u>Improvisation Knowledge</u> <ul style="list-style-type: none">• Improvisation is about making up your own tunes on the spot.• When someone improvises, they make up their own tune that	<u>Composition Knowledge</u> <ul style="list-style-type: none">• Composing is like writing a story with music.• Everyone can compose <u>Skills</u>	<u>Performance Knowledge</u> A performance is sharing music with other people, called an audience <u>Skills</u> Choose a song they have learnt from the



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	Skills To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.	favourite food, colours and animals. Skills There are progressive Warm-up Games and Challenges within each Unit that embed pulse, rhythm and pitch.	<ul style="list-style-type: none"> Learn about voices, singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm. Learn to start and stop singing when following a leader 	<ul style="list-style-type: none"> Learn the names of the instruments they are playing. Skills <ul style="list-style-type: none"> Treat instruments carefully and with respect. Play a tuned instrumental part with the song they perform. Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part). Listen to and follow musical instructions from a leader 	has never been heard before. It is not written down and belongs to them. <ul style="list-style-type: none"> Everyone can improvise! Skills <ol style="list-style-type: none"> Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. Improvise! – Take it in turns to improvise using one or two notes. 	<ul style="list-style-type: none"> Help to create a simple melody using one, two or three notes. Learn how the notes of the composition can be written down and changed if necessary. 	Scheme and perform it. <ul style="list-style-type: none"> They can add their ideas to the performance. Record the performance and say how they were feeling about it
2	Unit: Hands, feet, heart Style of main song: Afropop, South African Unit theme: South African music Supporting main songs: The Click Song sung by Miriam Makeba The Lion Sleeps Tonight sung by Soweto Gospel Choir Bring Him Back by Hugh Masekela You Can Call Me Al by Paul Simon Hlokoloza by Arthur Mafokate		Unit: I Wanna Play in a Band by Joanna Mangona Style of main song: Rock Unit theme: Playing together in a band. Supporting main songs: We Will Rock You by Queen Smoke On The Water by Deep Purple Rockin' All Over The World by Status Quo Johnny B.Goode by Chuck Berry I Saw Her Standing There by The Beatles		Unit: Friendship song by Joanna Mangona and Pete Readman Boomwhackers Style of main song: Pop Unit theme: A song about being friends Supporting main songs: Count On Me by Bruno Mars We Go Together (from the Grease soundtrack) You Give A Little Love (from Bugsy Malone) That's What Friends Are For by Gladys Knight, Stevie Wonder, Dionne Warwick with Elton John You've Got A Friend In Me by Randy Newman		
Skills and Knowledge	Listen and Appraise Knowledge <ul style="list-style-type: none"> To know the songs off by heart. To know some songs have a chorus or a response/answer part. To know that songs have a musical style. Skills <ul style="list-style-type: none"> To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. 	Games Knowledge <ul style="list-style-type: none"> To know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, our names, favourite food, colours and animals. Rhythms are different from the steady pulse. We add high and low sounds, pitch, when we sing and play our instruments. 	Singing Knowledge <ul style="list-style-type: none"> To confidently know and sing five songs from memory. To know that unison is everyone singing at the same time. Songs include other ways of using the voice e.g. rapping (spoken word). To know why we need to warm up our voices. Skills	Playing instruments Knowledge <ul style="list-style-type: none"> Learn the names of the notes in their instrumental part from memory or when written down. Know the names of untuned percussion instruments played in class. Skills <ul style="list-style-type: none"> Treat instruments carefully and with respect. 	Improvisation Knowledge <ul style="list-style-type: none"> Improvisation is making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Everyone can improvise, and you can use one or two notes. 	Composition Knowledge <ul style="list-style-type: none"> Composing is like writing a story with music. Everyone can compose Skills <ul style="list-style-type: none"> Help create three simple melodies with the Units using one, three or five different notes. Learn how the notes of the composition can be written down and changed if necessary 	Performance Knowledge <ul style="list-style-type: none"> A performance is sharing music with an audience. A performance can be a special occasion and involve a class, a year group or a whole school. An audience can include your parents and friends Skills <ul style="list-style-type: none"> Choose a song they have learnt from the Scheme and perform it.



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	<ul style="list-style-type: none">● To learn how songs can tell a story or describe an idea.	Skills There are progressive Warm-up Games and Challenges within each Unit that embed pulse, rhythm and pitch.	<ul style="list-style-type: none">● Learn about voices singing notes of different pitches (high and low).● Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm).● Learn to find a comfortable singing position.● Learn to start and stop singing when following a leader.	<ul style="list-style-type: none">● Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part).● Play the part in time with the steady pulse.● Listen to and follow musical instructions from a leader.	Skills 1. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). 2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. 3. Improvise! – Take it in turns to improvise using one or two notes.		<ul style="list-style-type: none">● They can add their ideas to the performance.● Record the performance and say how they were feeling about it
3	Asia: Strings (OCMS) Europe Unit: Let Your Spirit Fly	Asia: Strings (OCMS) Europe Unit: Dragon Song Christmas Production	Asia: Strings (OCMS) Europe Unit: Brining us together	Europe: Strings (OCMS) Asia Unit: Let Your Spirit Fly	Europe Strings (OCMS) Asia Unit: Dragon Song	Europe: Strings (OCMS) Asia Unit: Brining us together	
	Unit: Let your spirit fly Style of main song: RnB Unit theme: RnB and other styles Supporting songs: Colonel Bogey March by Kenneth Alford (Film) Consider Yourself from the musical 'Oliver!' (Musicals) Ain't No Mountain High Enough by Marvin Gaye (Motown) You're The First, The Last, My Everything by Barry White (Soul)		Unit: The Dragon Song by Joanna Mangona and Pete Readman Style of main song: A Pop song that tells a story Unit theme: Music from around the world, celebrating our differences and being kind to one another Supporting songs: Birdsong – Chinese Folk Music Vaishnava Java – A Hindu Song A Turkish Traditional Tune Aitutaki Drum Dance from Polynesia Zebaidir Song from Sudan		Unit: Bringing Us Together by Joanna Mangona and Pete Readman Style of main song: Disco Unit theme: Disco, friendship, hope and unity Supporting songs: Good Times by Nile Rodgers Ain't Nobody by Chaka Khan We Are Family by Sister Sledge Ain't No Stopping Us Now by McFadden and Whitehead Car Wash by Rose Royce		
Skills and Knowledge	Listen and Appraise Knowledge <ul style="list-style-type: none">● To know five songs from memory and who sang them or wrote them.● To know the style of the five songs.● To choose one song and be able to talk about:<ul style="list-style-type: none">○ Its lyrics: what the song is about	Games Knowledge <ul style="list-style-type: none">● Know how to find and demonstrate the pulse.● Know the difference between pulse and rhythm.● Know how pulse, rhythm and pitch work together to create a song.● Know that every piece of music has a pulse/steady beat.	Singing Knowledge Singing in a group can be called a choir <ul style="list-style-type: none">● Leader or conductor: A person who the choir or group follow● Songs can make you feel different things e.g. happy, energetic or sad● Singing as part of an ensemble or large group is fun, but that you must listen to each other	Playing instruments Knowledge: To know and be able to talk about: <ul style="list-style-type: none">● The instruments used in class (Violin) Skills <ul style="list-style-type: none">● To treat instruments carefully and with respect.● Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or	Improvisation Knowledge To know and be able to talk about improvisation: <ul style="list-style-type: none">● Improvisation is making up your own tunes on the spot● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them	Composition Knowledge To know and be able to talk about: <ul style="list-style-type: none">● A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.● Different ways of recording compositions	Performance Knowledge <ul style="list-style-type: none">● Performing is sharing music with other people, an audience● A performance doesn't have to be a drama! It can be to one person or to each other● You need to know and have planned everything that will be performed



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	<ul style="list-style-type: none">Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch)Identify the main sections of the song (introduction, verse, chorus etc.)Name some of the instruments they heard in the song Skills <ul style="list-style-type: none">To confidently identify and move to the pulse.To think about what the words of a song mean.To take it in turn to discuss how the song makes them feel.Listen carefully and respectfully to other people's thoughts about the music	<ul style="list-style-type: none">Know the difference between a musical question and an answer. Skills <p>Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges.</p>	<ul style="list-style-type: none">To know why you must warm up your voice Skills <p>To sing in unison and in simple two-parts.</p> <ul style="list-style-type: none">To demonstrate a good singing posture.To follow a leader when singing.To enjoy exploring singing solo.To sing with awareness of being 'in tune'.To have an awareness of the pulse internally when singing.	medium part or the melody of the song) from memory or using notation. <ul style="list-style-type: none">To rehearse and perform their part within the context of the Unit song.To listen to and follow musical instructions from a leader	<ul style="list-style-type: none">To know that using one or two notes confidently is better than using fiveTo know that if you improvise using the notes you are given, you cannot make a mistake Skills <p>Improvise using instruments in the context of the song they are learning to perform.</p>	(letter names, symbols, audio etc.) Skills <ul style="list-style-type: none">Help create at least one simple melody using one, three or five different notes.Plan and create a section of music that can be performed within the context of the unit song.Talk about how it was created.Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).	<ul style="list-style-type: none">You must sing or rap the words clearly and play with confidenceA performance can be a special occasion and involve an audience including of people you don't knowIt is planned and different for each occasionIt involves communicating feelings, thoughts and ideas about the song/musicSkillsTo choose what to perform and create a programme.To communicate the meaning of the words and clearly articulate them.To talk about the best place to be when performing and how to stand or sit.To record the performance and say how they were feeling, what they were pleased with what they would change and why.
4	Unit: Glockenspiel Stage 1 Style of main song: N/A Unit theme: Exploring & developing playing skills Supporting songs: Easy E Strictly D Drive D-E-F-inately Roundabout March of the Golden Guards Portsmouth	Unit: Three Little Birds by Bob Marley Performance Style of main song: Reggae Unit theme: Reggae and animals Supporting songs: Jamming by Bob Marley Small People by Ziggy Marley 54-56 Was My Number by Toots and The Maytals Ram Goat Liver by Pluto Shervington Our Day Will Come by Amy Winehouse	Unit: Blackbird Style of main song: The Beatles/Pop Unit theme: The Beatles, equality and civil rights Supporting songs: Yellow Submarine by The Beatles Hey Jude by The Beatles Can't Buy Me Love by The Beatles Yesterday by The Beatles Let It Be by The Beatles				
Skills and Knowledge	<u>Listen and Appraise Knowledge</u> Name some of the instruments they heard in the song	<u>Games Knowledge</u> <ul style="list-style-type: none">How pulse, rhythm and pitch work together	<u>Singing Knowledge</u> Singing in a group can be called a choir	<u>Playing instruments Knowledge</u> <ul style="list-style-type: none">The instruments used in class (a glockenspiel, a recorder)	<u>Improvisation Knowledge</u> <ul style="list-style-type: none">Improvisation is making up your own tunes on the spot	<u>Composition Knowledge</u> <ul style="list-style-type: none">A composition: music that is created by you and kept in some way. It's like writing a story. It	<u>Performance Knowledge</u> <ul style="list-style-type: none">Performing is sharing music with other people, an audience



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	<p>Skills</p> <ul style="list-style-type: none">● To confidently identify and move to the pulse.● To think about what the words of a song mean.● To take it in turn to discuss how the song makes them feel.● Listen carefully and respectfully to other people's thoughts about the music.● When you talk try to use musical words.	<ul style="list-style-type: none">● Pulse: Finding the pulse – the heartbeat of the music● Rhythm: the long and short patterns over the pulse● Know the difference between pulse and rhythm● Pitch: High and low sounds that create melodies● How to keep the internal pulse● Musical Leadership: creating musical ideas for the group to copy or respond to <p>Skills</p> <p>Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges.</p>	<ul style="list-style-type: none">● Leader or conductor: A person who the choir or group follow● Songs can make you feel different things e.g. happy, energetic or sad● Singing as part of an ensemble or large group is fun, but that you must listen to each other● Texture: How a solo singer makes a thinner texture than a large group● To know why you must warm up your voice <p>Skills</p> <ul style="list-style-type: none">● To sing in unison and in simple two-parts.● To demonstrate a good singing posture.● To follow a leader when singing.● To enjoy exploring singing solo.● To sing with awareness of being 'in tune'.● To rejoin the song if lost.● To listen to the group when singing.	<ul style="list-style-type: none">● Other instruments they might play or be played in a band or orchestra or by their friends. <p>Skills</p> <ul style="list-style-type: none">● To treat instruments carefully and with respect.● Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation.● To rehearse and perform their part within the context of the Unit song.● To listen to and follow musical instructions from a leader.● To experience leading the playing by making sure everyone plays in the playing section of the song.	<ul style="list-style-type: none">● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.● To know that using one or two notes confidently is better than using five● To know that if you improvise using the notes you are given, you cannot make a mistake● To know that you can use some of the riffs you have heard in the Challenges in your improvisations <p>Skills</p> <p>Improvise using instruments in the context of a song they are learning to perform.</p>	<p>can be played or performed again to your friends.</p> <ul style="list-style-type: none">● Different ways of recording compositions (letter names, symbols, audio etc.) <p>Skills</p> <ul style="list-style-type: none">● Help create at least one simple melody using one, three or all five different notes.● Plan and create a section of music that can be performed within the context of the unit song.● Talk about how it was created.● Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).	<ul style="list-style-type: none">● A performance doesn't have to be a drama! It can be to one person or to each other● You need to know and have planned everything that will be performed● You must sing or rap the words clearly and play with confidence● A performance can be a special occasion and involve an audience including of people you don't know● It is planned and different for each occasion● It involves communicating feelings, thoughts and ideas about the song/music <p>Skills</p> <ul style="list-style-type: none">● To choose what to perform and create a programme.● Present a musical performance designed to capture the audience.● To communicate the meaning of the words and clearly articulate them.● To talk about the best place to be when performing and how to stand or sit.● To record the performance and say how they were feeling, what they were pleased with what they would change and why
5	<p>Unit: ENO competition</p> <p>Style of main song: Opera</p> <p>Unit theme: Opera</p> <p>Supporting songs: Nessun Dorma – Luciano Pavarotti Largo al factotum – Gioachino Rossini Habanera – Georges Bizet The Flower duet – Leo Delibes O Fortuna – Carl Orff</p>	<p>Unit: Make you feel my love by Adele</p> <p>Style of main song: Pop Ballads</p> <p>Unit theme: Pop Ballads</p> <p>Supporting songs: Make You Feel My Love by Bob Dylan So Amazing by Luther Vandross Hello by Lionel Ritchie The Way You Look Tonight by Tony Bennett</p>	<p>Unit: Battle of the Bands!</p> <p>Style of main song: N/A</p> <p>Unit theme: How does music connect us with the environment?</p> <p>Supporting songs: Big Yellow Taxi Earth Song Three R's What a wonderful world.</p>				



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Skills and Knowledge	<p><u>Listen and Appraise Knowledge</u></p> <ul style="list-style-type: none"> ● To know five songs from memory, who sang or wrote them, when they were written and, if possible, why? ○ Name some of the instruments they heard in the songs ○ The historical context of the songs. What else was going on at this time? <p><u>Skills</u></p> <ul style="list-style-type: none"> ● To identify and move to the pulse with ease. ● To think about the message of songs. ● To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. ● Listen carefully and respectfully to other people's thoughts about the music. ● When you talk try to use musical words. ● To talk about the musical dimensions working together in the Unit songs. ● Talk about the music and how it makes you feel 	<p><u>Games Knowledge</u></p> <ul style="list-style-type: none"> ● How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song ● How to keep the internal pulse ● Musical Leadership: creating musical ideas for the group to copy or respond to <p><u>Skills</u></p> <p>Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges</p>	<p><u>Singing Knowledge</u></p> <ul style="list-style-type: none"> ● To choose a song and be able to talk about: <ul style="list-style-type: none"> ○ Its main features ○ Singing in unison, the solo, lead vocal, backing vocals or rapping ○ To know what the song is about and the meaning of the lyrics ○ To know and explain the importance of warming up your voice <p><u>Skills</u></p> <ul style="list-style-type: none"> ● To sing in unison and to sing backing vocals. ● To enjoy exploring singing solo. To listen to the group when singing. ● To demonstrate a good singing posture. ● To follow a leader when singing. ● To experience rapping and solo singing. ● To listen to each other and be aware of how you fit into the group. ● To sing with awareness of being 'in tune'. 	<p><u>Playing instruments Knowledge</u></p> <ul style="list-style-type: none"> ● Different ways of writing music down – e.g. staff notation, symbols ● The notes C, D, E, F, G, A, B + C on the treble stave ● The instruments they might play or be played in a band or orchestra or by their friends <p><u>Skills</u></p> <ul style="list-style-type: none"> ● Play a musical instrument with the correct technique within the context of the Unit song. ● Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. ● To rehearse and perform their part within the context of the Unit song. ● To listen to and follow musical instructions from a leader. ● To lead a rehearsal session 	<p><u>Improvisation Knowledge</u></p> <ul style="list-style-type: none"> ● Improvisation is making up your own tunes on the spot ● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. ● To know that using one or two notes confidently is better than using five ● To know that if you improvise using the notes you are given, you cannot make a mistake ● To know that you can use some of the riffs you have heard in the Challenges in your improvisations ● To know three well-known improvising musicians <p><u>Skills</u></p> <p>Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</p>	<p><u>Composition Knowledge</u></p> <ul style="list-style-type: none"> ● A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. ● A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure ● Notation: recognise the connection between sound and symbol <p><u>Skills</u></p> <ul style="list-style-type: none"> ● Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. ● Explain the keynote or home note and the structure of the melody. ● Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. ● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). 	<p><u>Performance Knowledge</u></p> <ul style="list-style-type: none"> ● Performing is sharing music with other people, an audience ● A performance doesn't have to be a drama! It can be to one person or to each other ● Everything that will be performed must be planned and learned ● You must sing or rap the words clearly and play with confidence ● A performance can be a special occasion and involve an audience including of people you don't know ● It is planned and different for each occasion ● A performance involves communicating ideas, thoughts and feelings about the song/music <p><u>Skills</u></p> <ul style="list-style-type: none"> ● To choose what to perform and create a programme. ● To communicate the meaning of the words and clearly articulate them. ● To talk about the venue and how to use it to best effect. ● To record the performance and compare it to a previous performance. ● To discuss and talk musically about it – "What went well?" and "It would have been even better if...?"
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6	Unit: Happy – Pharrell Williams Style of main song: Pop/Neo Soul Unit theme: Being Happy Supporting songs: Top Of The World sung by The Carpenters Don't Worry, Be Happy sung by Bobby McFerrin Walking On Sunshine sung by Katrina And The Waves When You're Smiling sung by Frank Sinatra Love Will Save The Day sung by Brendan Reilly	Unit: Glockenspiel 2 Style of main song: Mixed styles Unit theme: Exploring and developing playing skills using the glockenspiel Supporting songs: Mardi Gras Groovin' Two-Way Radio Flea, Fly, Mosquito Rigadoon Mamma Mia Portsmouth Strictly D Play Your Music Drive	Unit: Fresh Prince of Bel-Air Style of main song: Old school Hip-Hop Unit theme: Old school Hip-Hop Supporting songs: Me Myself and I by De La Soul Ready or Not by Fugees Rapper's Delight by The Sugarhill Gang U Can't Touch This by M C Hammer				
Skills and Knowledge	Listen and Appraise Knowledge <ul style="list-style-type: none"> Name some of the instruments they heard in the songs The historical context of the songs. What else was going on at this time? Skills <ul style="list-style-type: none"> To identify and move to the pulse with ease. To think about the message of songs. To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Listen carefully and respectfully to other people's thoughts about the music. When you talk try to use musical words. To talk about the musical dimensions working together in the Unit songs. Talk about the music and how it makes you feel. 	Games Knowledge <ul style="list-style-type: none"> How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song How to keep the internal pulse Musical Leadership: creating musical ideas for the group to copy or respond to Skills Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges	Singing Knowledge <ul style="list-style-type: none"> To choose a song and be able to talk about: <ul style="list-style-type: none"> Its main features Singing in unison, the solo, lead vocal, backing vocals or rapping To know what the song is about and the meaning of the lyrics To know and explain the importance of warming up your voice Skills <ul style="list-style-type: none"> To sing in unison and to sing backing vocals. To enjoy exploring singing solo. To listen to the group when singing. To demonstrate a good singing posture. <ul style="list-style-type: none"> To follow a leader when singing. To experience rapping and solo singing. To listen to each other and be aware of how you fit into the group. To sing with awareness of being 'in tune' 	Playing instruments Knowledge <ul style="list-style-type: none"> Different ways of writing music down – e.g. staff notation, symbols The notes C, D, E, F, G, A, B + C on the treble stave The instruments they might play or be played in a band or orchestra or by their friends Skills <ul style="list-style-type: none"> Play a musical instrument with the correct technique within the context of the Unit song. Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To lead a rehearsal session. 	Improvisation Knowledge <ul style="list-style-type: none"> Improvisation is making up your own tunes on the spot When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. To know that using one or two notes confidently is better than using five To know that if you improvise using the notes you are given, you cannot make a mistake To know that you can use some of the riffs you have heard in the Challenges in your improvisations To know three well-known improvising musicians Skills Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.	Composition Knowledge <ul style="list-style-type: none"> A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure Notation: recognise the connection between sound and symbol Skills <ul style="list-style-type: none"> Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. Explain the keynote or home note and the structure of the melody. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. Record the composition in any way appropriate that recognises the 	Performance Knowledge <ul style="list-style-type: none"> Performing is sharing music with other people, an audience A performance doesn't have to be a drama! It can be to one person or to each other Everything that will be performed must be planned and learned You must sing or rap the words clearly and play with confidence A performance can be a special occasion and involve an audience including of people you don't know It is planned and different for each occasion A performance involves communicating ideas, thoughts and feelings about the song/music Skills <ul style="list-style-type: none"> To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them.



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						connection between sound and symbol (e.g. graphic/pictorial notation).	<ul style="list-style-type: none">• To talk about the venue and how to use it to best effect.• To record the performance and compare it to a previous performance.• To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”
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