



Streethay Primary School

Music Unit Overview



Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Keeping the Pulse (My favourite things) In this unit, children explore keeping the pulse together through music and movement, by exploring their favourite things.	Tempo (Snail and Mouse) In this unit, children use bodies and instruments to listen and respond to pieces of music with fast and slow speeds; learn and perform a rhyme and a song focussing on fast and slow.	Dynamics (Seaside) In this unit, children make links between music, sounds and environments and use percussion, vocal and body sounds to represent the seaside.	Sound Pattern (Fairytale) This unit uses fairytales to introduce children to the concept of sound patterns (rhythms). They explore clapping along to repeated words and phrases, creating rhythmic patterns to tell a familiar fairytale.	Pitch (Superheroes) This unit helps the children learn how to identify high and low notes and to compose a simple tune to represent a superhero.	Musical Symbols (Under the Sea) In this unit, the children combine all the musical concepts learned throughout Year 1 for an underwater-themed performance incorporating instrumental, vocal and body sounds.
Year 2	Call and Response (Animals) In this unit, the children use instruments to represent animals, copying rhythms and creating call and response rhythms	Instruments (Musical Storytelling) This unit helps the children learn how events, actions and feelings within stories can be represented by pitch, dynamics and tempo	Singing (On This Island) In this unit, the children learn folk songs and create sounds to represent three contrasting landscapes: seaside, countryside and city	Contrasting Dynamics (Space) This unit helps children with developing knowledge and understanding of dynamics using instruments; learning to compose and play rhythms to represent planets.	Structure (Myths and Legends) This unit helps the children develop an understanding of structure by exploring and ordering rhythms.	Pitch (Musical Me) In this unit, children are exploring the song 'Once a Man Fell in a Well', playing it using tuned percussion and reading simple symbols representing pitch.
Year 3	Whole class Ukulele (ENTRUST Music Service)					
Year 4	Changes in Pitch, Tempo and Dynamics (Rivers) Learning to listen to changes in pitch, tempo and dynamics and relate it to something tangible and familiar. Linking to their geography learning, the pupils represent different stages of the river through vocal and percussive ostinatos, culminating in a final group performance.	Body and Tuned Percussion (Rainforests) A topic of discovery; children will explore the rainforest through music and be introduced to new musical terms. They will also use a mixture of body percussion and tuned percussion instruments as the children create their own rhythms of the rainforest, layer by layer.	Adapting and Transposing Motifs (Romans) Drawing upon their understanding of repeating patterns in music, pupils are introduced to the concept of motifs.	Haiku, Music and Performance (Hanami Festival) This Japanese inspired topic looks at the springtime festival of Hanami, which celebrates the fleeting beauty of spring flowers. Children use descriptive vocabulary to create a Haiku, put it to music and finally add percussion sound effects to bring all elements together before a final, group performance.	Samba, Carnival Sounds and Instruments Getting a feel for the music and culture of South America, children are introduced to samba and the sights and sounds of the carnival.	Rock and Roll Learning about the origin and features of rock and roll music, pupils learn how to play the Hand Jive and Rock Around the Clock, looking specifically at a walking bass line, before performing a piece as a class.
Year 5	Composition and Notation (Ancient Egypt) Based on the theme of Ancient Egypt, children learn to identify the pitch and rhythm of written notes and experiment with notating their compositions, developing their understanding of staff notation.	Blues Children are introduced to this famous genre of music and its history and learn to identify the key features and mood of Blues music and its importance and purpose. They also get to grips with the 12-bar Blues and the Blues scale and combine these to create an improvised piece with a familiar, repetitive backing.	South and West Africa Children learn 'Shosholoza', a traditional South African song, play the accompanying chords using tuned percussion and learn to play the djembe. They will also learn a traditional West African drum and add some dance moves ready to perform the song in its entirety.	Composition to Represent the festival of Colour (Holi Festival) Exploring the associations between music, sounds and colour; composing and performing their own musical composition to represent Holi, the Hindu festival of colour that celebrates the beginning of spring and the triumph over good and evil.	Looping and Remixing In this engaging topic, children learn about how dance music is created, focusing particularly on the use of loops.	Musical Theatre Children are introduced to musical theatre, learning how singing, acting and dancing can be combined to give an overall performance.
Year 6	Dynamics, Pitch and Texture (Fingal's cave by Mendelssohn) Appraising the work of Mendelssohn and further developing improvisation and composition skills,	Songs of World War 2 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	Film Music Exploring and identifying the characteristics of film music. Creating a composition and graphic score to perform alongside a film.	Theme and Variations (Pop Art) Children explore the musical concept of theme and variations and discover how rhythms can 'translate' onto different instruments.	Composing and Performing a Leavers' Song Children spend the topic creating their very own leavers' song personal to their experiences as a class.	Baroque In this unit, children explore the music and composers of the Baroque Period and investigate the structural and stylistic features of their work.