****

**Yearly Subject Leader Overview: Music**

**Cycle A**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **EYFS** | **Autumn**  **(Reception, Unit 7)**  Children will learn a number of chants and simple songs developing their sense of pulse and their singing voice. | **Celebrations**  **(Reception, Unit 8)**  Children will compose a piece of music in response to a picture or photograph. They will learn simple songs about Diwali, Bonfire Night and Christmas. | **Weather**  **(Reception, Unit 9)**  Children will use the weather as a stimulus to compose music using percussion instruments. | **Animals**  **(Reception, Unit 10)**  To listen to a range of music about different animals and use percussion instruments to create an animal themed composition. | Awaiting Units | Awaiting Units |
| **Year 1** | **Tell Me a Story**  **(Year 1, Unit 1)**  To compose a piece of music based on a fairy tale and notate using a storyboard. | **Fireworks and Fantasy**  **(Year 1, Unit 2)**  To explore long and short sounds and compose a piece of firework music.  **And/Or**  **Christmas Capers**  **(Year 1, Unit 7)**  Children will learn a range of Christmas songs and accompany with a pulse on percussion instruments. | **Get On Board**  **(Year 1, Unit 3)**  To develop listening skills and explore sounds. | **Changes**  **(Year 1, Unit 4)**  To learn spring-themed songs and compose a piece of springtime music. | **Under the Sea**  **(Year 1, Unit 5)**  Pupils will create new lyrics to fit a known melody and rhythm. They will accompany their singing with percussion instruments and compose a piece of music describing the sea. | **Blast Off!**  **(Year 1, Unit 6)**  Pupils are to create lyrics for their own space song and accompany with percussion instruments. They will use a selection of tuned and untuned instruments to compose a piece of space music. |
| **Year 2** | **Down in the woods**  **(Year 2, Unit 1)**  To accompany a song using tuned percussion and compose a piece of music using a story as a stimulus which includes a steady pulse and ostinato. | **Fire, Fire!**  **(Year 2, Unit 2)**  To accompany a song with untuned and tuned percussion instruments and to compose a piece of music about the Great Fire of London.  **And/Or**  **Festive Fun**  **(Year 2, Unit 7)**  Children will learn a range of Christmas songs and use rhythmic notation to compose an accompaniment for percussion instruments. | **Round the World**  **(Year 2, Unit 3)**  To develop singing skills and learn a range of traditional songs from around the world. | **Whatever the Weather**  **(Year 2, Unit 4)**  To sing songs about the weather, in unison and as a round, and accompany with percussion instruments. Use symbols to notate a weather composition. | **Down in the Jungle**  **(Year 2, Unit 5)**  Pupils will sing animal themed songs in unison and accompany with percussion instruments; they will compose a piece of jungle music and notate using symbols on a grid. | **Moon and Stars**  **(Year 2, Unit 6)**  Pupils listen to various movements from Holst's The Planets Suite and identify the features which create the desired mood, and to then use these features to compose and notate their own piece of space music. |
| **Year 3/4** | **Stone Age Man**  **(Year 3, Unit 4)**  Using Stone Age as a stimulus create their own lyrics to a known melody to create a new version of a song; use rhythmic notation to write short rhythmic phrases | **Countdown to Christmas**  **(Year 4, Unit 2)**  To sing a Scottish folk round in two parts and compose own rhythmic accompaniment. Learn and adapt a Christmas cumulative song. | **Folk Music**  **(Year 4, Unit 1)**  To learn about British folk music and use its characteristics to create a class performance. | **Paint a Picture**  **(Year 4, Unit 3)**  To discuss artists’ work, classical composers and film clips and respond to them by composing music to represent ideas, action and mood. | **Advertising**  **(Year 4, Unit 7)**  Children will listen to a range of music used in advertising and evaluate how the inter-related dimensions of music are used to create a particular effect before composing their own advertising jingle. | **Say Hello, Wave Goodbye**  **(Year 4, Unit 6)**  To investigate the different emotions evoked by music associated with meeting and parting and to use these to construct two contrasting raps. |
| **Year 5 and 6** | **Getting Loopy**  **(Year 5, Unit 1)**  To create and use patterns of sound as loops in a musically expressive way. | **Samba**  **(Year 5, Unit 2)**  To introduce pupils to samba, a lively street and party music from Brazil. | **Performance Poetry**  **(Year 5, Unit 3)**  For pupils to explore performance poetry and sound poetry as two distinct forms of contemporary performance and utilise techniques from each in the production of an original performance poem of their own | **Music From Around the World**  **(Year 5, Unit 4)**  Pupils will explore the stylistic features of different pieces from around the world. | **Improvising Colours**  **(Year 5, Unit 5)**  Pupils will learn some basic skills of musical improvisation through various games and exercises based around colour. They will use rhythmic and melodic improvisations as a source for compositions completed in small groups. | **Newsbeat!**  **(Year 5, Unit 6)**  Pupils will construct their own radio broadcast based around a news story. There is an opportunity here to link this work to broader themes or topics being studied in the curriculum. They will consider how music can support and extending key messages in audio or video broadcast media. |

**A logo with red text

Description automatically generated**

**Yearly Subject Leader Overview: Music**

**Cycle B**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **EYFS** | **Autumn**  **(Reception, Unit 7)**  Children will learn a number of chants and simple songs developing their sense of pulse and their singing voice. | **Celebrations**  **(Reception, Unit 8)**  Children will compose a piece of music in response to a picture or photograph. They will learn simple songs about Diwali, Bonfire Night and Christmas. | **Weather**  **(Reception, Unit 9)**  Children will use the weather as a stimulus to compose music using percussion instruments. | **Animals**  **(Reception, Unit 10)**  To listen to a range of music about different animals and use percussion instruments to create an animal themed composition. | Awaiting Units | Awaiting Units |
| **Year 1** | **Tell Me a Story**  **(Year 1, Unit 1)**  To compose a piece of music based on a fairy tale and notate using a storyboard. | **Fireworks and Fantasy**  **(Year 1, Unit 2)**  To explore long and short sounds and compose a piece of firework music.  **And/Or**  **Christmas Capers**  **(Year 1, Unit 7)**  Children will learn a range of Christmas songs and accompany with a pulse on percussion instruments. | **Get On Board**  **(Year 1, Unit 3)**  To develop listening skills and explore sounds. | **Changes**  **(Year 1, Unit 4)**  To learn spring-themed songs and compose a piece of springtime music. | **Under the Sea**  **(Year 1, Unit 5)**  Pupils will create new lyrics to fit a known melody and rhythm. They will accompany their singing with percussion instruments and compose a piece of music describing the sea. | **Blast Off!**  **(Year 1, Unit 6)**  Pupils are to create lyrics for their own space song and accompany with percussion instruments. They will use a selection of tuned and untuned instruments to compose a piece of space music. |
| **Year 2** | **Down in the woods**  **(Year 2, Unit 1)**  To accompany a song using tuned percussion and compose a piece of music using a story as a stimulus which includes a steady pulse and ostinato. | **Fire, Fire!**  **(Year 2, Unit 2)**  To accompany a song with untuned and tuned percussion instruments and to compose a piece of music about the Great Fire of London.  **And/Or**  **Festive Fun**  **(Year 2, Unit 7)**  Children will learn a range of Christmas songs and use rhythmic notation to compose an accompaniment for percussion instruments. | **Round the World**  **(Year 2, Unit 3)**  To develop singing skills and learn a range of traditional songs from around the world. | **Whatever the Weather**  **(Year 2, Unit 4)**  To sing songs about the weather, in unison and as a round, and accompany with percussion instruments. Use symbols to notate a weather composition. | **Down in the Jungle**  **(Year 2, Unit 5)**  Pupils will sing animal themed songs in unison and accompany with percussion instruments; they will compose a piece of jungle music and notate using symbols on a grid. | **Sun, Moon and Stars**  **(Year 2, Unit 6)**  Pupils listen to various movements from Holst's The Planets Suite and identify the features which create the desired mood, and to then use these features to compose and notate their own piece of space music. |
| **Year 3/4** | **Peter and the Wolf**  **(Year 3, Unit 1)**  Through a range of performance, composition and listening activities, pupils will explore how music can be used to develop different characters in sound. Key listening will include Prokofiev & Peter and the Wolf and Saint-Saen’s Carnival of the Animals. This will also be used to stimulate a range of classroom composition activities. | **Christmas Singing**  **(Year 3, Unit 2)**  To sing songs with expression and stage presence, being aware of meaning and to review their own performances in order to improve them. Have some understanding of musical elements such as dynamics, duration, metre and pitch. Perform to an audience during week 6. | **Vikings**  **(Year 4, Unit 4)**  To learn about Grieg’s Hall of the Mountain King and to compose their own piece of music to accompany a clip from How to Train your Dragon using Grieg as a stimulus. | **Planet Exploration**  **(Year 3, Unit 3)**  Using Holst’s Planet suite as a stimulus children will create and perform a short composition about a planet using percussion instruments. | **Sporting Themes**  **(Year 3, Unit 7)**  Children will listen to a range of sporting themes and anthems before composing their own ostinato, chordal accompaniment, and melody to reflect a chosen sport. | **Meet and Greet**  **(Year 3, Unit 6)**  Pupils will investigate how music can be used to represent people and allow them to interact with each other. |
| **Year 5 and 6** | **Codebreakers**  **(Year 6, Unit 1)**  Pupils will explore a range of codes and how they can be used to create rhythms and melodies. They will used these codes to produce a range of original music individually, in pairs and in groups. | **Musical Recycling**  **(Year 6, Unit 2)**  Pupils will consider a range of ways that recycling can apply to musical performance and composition. They will recycle their own instruments, voices and found sounds within a group composing task. | **Sounds of the Future**  **(Year 6, Unit 3)**  Pupils will explore the world of the contemporary sound designer. They will produce their own sound design for a short film using a range of instruments and found sounds. | **Getting the maximum out of the minimum**  **(Year 6, Unit 4)**  Pupils will learn about the contemporary style of music known as minimalism. They will use rhythmic and melodic techniques for various composition and performance pieces and learn about the music of Steve Reich.  **Or**  **Music from the Stage and Screen**  **(Year 6, Unit 7)**  Pupils will learn about the different features of music from the stage and screen. They will use different techniques to compose their own melody for a set of lyrics. | **Your Song**  **(Year 6, Unit 5)**  Pupils will write their own songs in groups and perform them together in a class concert. | **Lights, Camera, Action**  **(Year 6, Unit 6)**  Pupils will create a multimedia production on a chosen or given topic of theme. Working as a production crew, they will construct, sequence and perform video, visual and musical content within a short performance. |