



Music Curriculum Overview

	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception	<p>Listen carefully to rhymes and songs, paying attention to how they sound. Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music. Watch and talk about dance and performance art, expressing their feelings and responses. Invent, adapt and recount narratives and stories with peers and their teacher Listen attentively, move to and talk about music, expressing their feelings and responses.</p>					
Year 1 / 2 Year A	<p>How can we make a call and response song using our voices and instruments? <i>Tony Chestnut</i></p>	<p>How can we compose music to represent the character of an animal? <i>Carnival of the Animals</i> How can we create complex music from simple motifs? <i>Music inspired by birdsong</i></p>	<p>Can we perform, compose and notate rhythmic patterns using crotchets, quavers and crotchet rests? <i>Grandma Rap</i></p>	<p>How can we use timbre to create chosen sound effects? <i>Minibeasts</i></p>	<p>Can we structure a piece of music in response to an external stimulus? <i>Swing along with Shostakovich</i> Can we identify different metres? <i>Orawa</i></p>	<p>Can we perform an accompaniment on tuned percussion, keeping to a steady pulse? <i>Tanczomy Labada</i></p>
Year 1 / 2 Year B	<p>How can we create an accompaniment that fits the beat of a song? <i>Menu Song</i></p>	<p>How can we keep in time with music? <i>Colonel Hathi's March</i> How can we use instruments to create a sound-picture? <i>Magical Musical Aquarium</i></p>	<p>Can we understand the difference between pitch and rhythm patterns? <i>Football</i></p>	<p>How can we use movement to show the features of a piece of music? <i>Dawn from Sea Interludes</i> How can we use symbols to represent sounds? <i>Musical Conversations</i></p>	<p>Can we show awareness of duration and pitch through movement and drawing? <i>Dancing and drawing to Nautilus</i> Can we create and notate simple rhythm patterns? <i>Cat & Mouse</i></p>	<p>Can we identify the difference between a march and a jig? <i>As I was walking down the street</i></p>
Year 3	<p>How can we combine chords and melodic ostinatos with a song to create a performance? <i>I've been to Harlem</i></p>	<p>How can we use musical vocabulary to describe the similarities and differences between songs? <i>Nao chariya de/Mingulay boat song</i> How can we use mathematical concepts to help us compose music? <i>Sound symmetry</i></p>	<p>Can we recognise the musical features and influences of Cuban music? <i>Latin Dance</i></p>	<p>How can we show the structure of music using movement and art? <i>March from The Nutcracker</i> How can we communicate atmosphere using word rhythms? <i>From a Railway Carriage</i></p>	<p>Can we recognise, perform, compose and notate using crotchets, quavers, semiquavers, crotchet rests and three pitches? <i>Just 3 notes</i> Can we recognise the features of Brazilian Samba? <i>Samba with Sergio</i></p>	<p>Can we create a class arrangement of a piece of pop music, including vocals, chords and rhythmic backing? <i>Fly with the stars</i></p>
Empathy		Honesty		Respect		Responsibility



<p>Year 4</p>	<p>How can we use features of Gospel music to create an arrangement of a song? <i>The little light of mine</i></p>	<p>How can we create sound effects to match a film sequence? <i>The pink panther theme</i> How can we transform visual colours into musical ideas? <i>Composing with colour</i></p>	<p>How can we create a fanfare for a special occasion? <i>Fanfare for the Common Man</i> How can we combine different rhythms to create the sounds of a Habanera? <i>Spain</i></p>	<p>Can we perform chords to accompany a popular song? <i>The Doot Doot Song</i></p>	<p>Can we understand the pentatonic scale, it's use in a wide range of cultures, and use it to compose their own melodies? <i>Global Pentatonics</i> Can we recognise, perform, compose and notate using crotchets, quavers, semiquavers, crotchet rests and three pitches? Just 3 notes</p>	<p>Can we perform using chords, vocals and rhythms as a class band? <i>Favourite Song</i></p>
<p>Year 5</p>	<p>How can we make a satisfying arrangement of a sea shanty? <i>What shall we do with the drunken sailor?</i></p>	<p>How can we use musical features to sing in a Gospel style? <i>Why we sing</i> How can we compose a strong hook for a pop song? <i>Introduction to songwriting</i></p>	<p>How is music used in a religious context? <i>Madina tun Nabi</i></p>	<p>Can we recognise and compose with the elements required to create a catchy groove? <i>Building a Groove</i> How do individual instrumental parts interact in Tango to create an interesting texture? <i>Epoca</i></p>	<p>How do interlocking rhythmic patterns and a cyclical structure create an effect in Balinese music? <i>Balinese gamelan</i> How can we structure music with a satisfying beginning, middle and end? <i>Empress of the Pagodas</i></p>	<p>How can we use our knowledge and skills to create an arrangement of a song? <i>Kisne Banaaya</i></p>
<p>Year 6</p>	<p>How can we use rhythm and pitch to perform in a Swing style? <i>Hey Mr Miller</i></p>	<p>How can we use the features of Scottish folk music to create our own arrangement of a folk song? <i>Touch the sky</i></p>	<p>How do changes in musical elements create different moods in different versions of the same song? <i>You to me are everything</i> How can we fit words to a melody? <i>Composing for Protest</i></p>	<p>How can we change a melody but ensure that it remains recognisable? <i>Twinkle Variations</i> How can we use short musical motifs to match a film scene? <i>Race</i></p>	<p>How can we compose music with the features of Indian musical styles? <i>Ame sau vala tara bal</i></p>	<p>Can we compose a song using appropriate textures and structures? <i>Nobody knows</i></p>

Empathy

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