



## Music Whole School Overview 2024 - 2025

Our goal for Music education is that children are confident to appreciate, create and perform music, developing:

- practical musical knowledge and understanding of the raw materials of music;
- an increasing body of musical skills, perceptions and theoretical knowledge, through direct engagement with musical processes; and
- increasing personal independence and discrimination as performers, composers or listeners of music, enabling them to make well-informed musical choices.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Right of the month</b>	September: Article 28 – the right to learn and go to school October: Article 12 – the right to be listened to	November: Article 19 – the right not to be harmed and to be looked after and kept safe December: Article 13 – the right to follow your own religion	January: Article 29 – the right to become the best you can be February: Article 42 – the right to learn about your rights	March: Article 7 – the right to a name and a nationality April: Article 24 – the right to food, water and medical care	April: Article 24 – the right to food, water and medical care May: Article 20 – the right to practice your own culture, language and religion	June: Article 22 – the right to special protection and help if you are a refugee July: Article 31 – the right to play and rest
<b>Skill of the month</b>	September: Listening October: Speaking	November: Teamwork December: GLOBAL GOALS	January: Problem Solving February: Staying Positive	March: Creativity April: GLOBAL GOALS	April: GLOBAL GOALS May: Aiming High	June: Leadership July: GLOBAL GOALS
<b>FS/KS1</b>	Foundation Stage and KS1 – Unaccompanied singing to train the inner musical ear using a wide range of two and three note songs and singing games. Well-known songs from song bank are performed and accompanied by untuned and tuned percussion instruments. Resources include Pippa’s Poppets, ABRSM, Charanga					
<b>Nursery</b>	Listen to songs attentively and join in with singing games; being to show the beat with locomotor movement.	Actively join in with singing. Show some physical reaction/ manifestation of beat.	Play simple rhythmic motifs on untuned percussion.	React to musical cues; march the beat; tap the beat; sing whilst tapping or marching the beat.	Explore and recognise the sound qualities of percussion instruments.	Choosing and ordering sounds and sound qualities; adding sounds to stories; making sounds to achieve intended effects.
<b>Reception</b>	Participate in Action songs; Learn simple songs and chants with accurate rhythm and some pitch accuracy.	Show the beat with physical gestures; transfer the beat to untuned percussion; practice starting and stopping.	Show strong/ weak iterations of the beat by alternating two physical gestures: tap+clap. Start to sing while keeping a beat on untuned percussion.	Copy and invent simple rhythmic motifs; Move to music in simple and compound time signatures.	Develop active listening skills by recognising learned songs from picture cues or clapped rhythms; examine musical concepts of low/high and loud/quiet.	Develop control of hand held percussion instruments; control the sound of beater-struck instruments; create a sequence of sounds; layer or combine two or more sounds.
<b>Year 1</b>	Learn how to keep a pulse through actions and body percussion. Exploring high/low and loud/quiet sounds.	Follow a pulse at varying tempos. Learn the difference between pulse and rhythm and explore crotchet and quavers.	Pitch match and sing solos using two-note songs.	Relate crotchets and quavers to known chants. Read 4 beat rhythm patterns. Gain accuracy in pitch matching two note songs. Play tuned instruments as accompaniment to singing,	Transfer experience of rhythm patterns onto percussion instruments. Perform in a group starting and stopping at same time. Pitch match and sing solos using three note songs.	Learn the place of a rest in music. Concentrate and internalise lyrics playing instruments on specific cue words. Improvise simple melodies on tuned percussion. Sing three note songs with increasing

				keeping steady pulse.		accuracy.
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<b>Year 2</b>	Consolidate understanding of pulse through practical activities e.g. clapping games with partners. To experiment with different timbres of voice and to pitch match.	To sing solos using two note songs. Clarify difference between rhythm and pulse, revise the rest, learn about ostinatos.	To sing two note songs with increasing accuracy. To start reading and singing from notation (with two note range and using crochet and quavers)	Transfer pulse and rhythm onto percussion instruments, work in groups and listen to each other starting and finishing at the same time keeping to a steady pulse. Read and sing from rhythm and pitch notation. Sing two note songs with accurate pitch.	Learn to internalise rhythms and phrases with increasing aural memory. Sing solos and recall melodic phrases. Improvise instrumental patterns. Play instruments using different timbres.	Compose and perform rhythm patterns in groups. Singing three note songs with accurate pitch, recognising changes in pitch. Play unturned and tuned percussion to accompany singing holding one rhythm pattern while others are playing different patterns. Compose 4 beat rhythm patterns.
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<b>KS2</b>	KS2 Music Making is resourced by Charanga. This includes listening to, appraising, singing and playing instruments from a wide range of musical genres.					
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<b>Year 3</b>	<b>Three Little Birds</b> - Learn to sing and play instrumental parts (using note range G,A,B,C,D,E,F and rhythm values quavers, crotchets, minims and rests). Explore Reggae genre in depth - appraise and recognise style indicators. Improvise within song.	<b>Glockenspiel 1</b> – Using multiple songs explore instrumental technique, reading notation and the language of music (using note range C,D,E,F and rhythm values crotchets, minims and rests).	<b>Let Your Spirit Fly</b> - Learn to sing and play instrumental parts (using note range E,F,G,A,B,C and rhythm values semibreves minims and rests). Explore R&B genre in depth - appraise and recognise style indicators. Improvise and compose within song structure.	<b>The Dragon Song</b> - Learn to sing and play instrumental parts for this song about kindness, respect, friendship (using note range B,C,D,E,F#,G and rhythm values quavers, crotchets), acceptance and happiness. Explore a range of music from across the globe.	<b>Bringing Us Together</b> - Learn to sing and play instrumental parts (using note range G,A,C and rhythm values crotchets and rests, quavers, dotted quavers). Explore disco genre in depth - appraise and recognise style indicators. Improvise and compose within song structure.	<b>Rehearse, Perform and Share</b> key song from Summer 1 (whole class orchestra). <b>Rewind and Replay</b> - learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.
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<b>Year 4</b>	<b>Mamma Mia</b> - Learn to sing and play instrumental parts (using note range G,A,B,C, and rhythm values quavers, crotchets and rests). Explore ABBA's music in depth— appraise and recognise style indicators. Improvise within song.	<b>Glockenspiel 2</b> – Using multiple songs explore instrumental technique, reading notation and the language of music (using note range C,D,E,F, G and rhythm values quavers crotchets, minims semibreves and rests).	<b>Stop!</b> – Composing a rap around the theme of anti bullying. Exploring the genres of Grime, hiphop, classical, pop and tango.	<b>Lean on Me</b> - Learn to sing and play instrumental parts (using note range G,A,B,C,D and rhythm values quavers, crotchets, dotted crotchets and minims). Explore Soul & Gospel genres in depth - appraise and recognise style indicators. Improvise and compose within song structure.	<b>Blackbird</b> - Learn to sing and play instrumental parts (using note range C,D,E,F,G and rhythm values crotchets, dotted minims, minims and semibreves). Explore The Beatle's music in depth - appraise and recognise style indicators. Improvise and compose within song structure.	<b>Rehearse, Perform and Share</b> key song from Summer 1 (whole class orchestra) <b>Rewind and Replay</b> - learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.
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<b>Year 5</b>	<b>Living on a Prayer</b> - Learn to sing and play instrumental parts (using note range D,E,F#,G,A,B,C and rhythm values quavers, crotchets, dotted quavers, dotted crotchets). Explore rock genre	<b>Classroom Jazz 1</b> – Using two tunes 'Three Note Bossa' and 'Five Note Swing' to explore jazz and improvisation (using the note range D,E,F,G,A,B and the rhythm values crotchets and rests).	<b>Make You Feel My Love</b> - Learn to sing and play instrumental parts (using note range B,C,D,E,F,G and rhythm values quavers, crotchets, minims and	<b>Fresh Prince of Bel Air</b> - Learn to sing and play instrumental parts (using note range C,D,E,F,G,A and rhythm values quavers, crotchets, minims and semibreves). Explore	<b>Dancing in the Street</b> - Learn to sing and play instrumental parts (using note range D,F,G,A and rhythm values quavers, crotchets, semibreves and rests). Explore motown	<b>Rehearse, Perform and Share</b> key song from Summer 1 (whole class orchestra) <b>Rewind and Replay</b> - learning is focused around revisiting songs and musical activities, a context for the History of
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	music in depth– appraise and recognise style indicators. Improvise within song.		semibreves). Explore pop ballad genre in depth - appraise and recognise style indicators. Improvise	hip-hop genre in depth - appraise and recognise style indicators. Improvise	genre - appraise and recognise style indicators. Improvise and compose within song structure.	Music and the beginnings of the Language of Music.
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			and compose within song structure.	and compose within song structure.		
<b>Year 6</b>	<b>Happy</b> - Learn to sing and play instrumental parts (using note range E,D,C,B,A,G,E and rhythm values of quavers, dotted crotchets, minims, semibreves and rests). Explore theme of happiness across a wide range of genres – appraise and recognise style indicators. Improvise within song.	<b>Classroom Jazz 2</b> – Using two tunes ‘Bacharach Anorak’ and ‘Meet The Blues’ to explore jazz and improvisation. Exploring the keys of C Major (using note range C,D,E,F,G,A,B,C and rhythm values crochets and quavers) and C Blues (note range C,Bb,G,F,C).	<b>A New Year Carol</b> – An exploration of a song, A New Year’s Carol, from Benjamin Britten’s Friday Afternoons including gospel and classical versions. Learn to sing and learn different rhythmic phrases from the song.	<b>Music and Me (Representation in Music)</b> - including contextual listening of the work of a range of empowering and inspirational female musical role models, video interviews and composition based on the topic using music technology programme.	<b>You’ve Got A Friend</b> - Learn to sing and play instrumental parts (using note range C,D,E,F,G,A,B and rhythm values crochets, quavers, dotted crotchets, minims, dotted minims, semibreves and rests). Explore pop and soft rock genres – appraise and recognise style indicators. Improvise and compose within song structure.	<b>Leavers’ Show Prep (programme tbc)</b>