



St John's CE (VC) Primary School

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## Music Curriculum Overview 24-25

### Schemes of work

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p>Keeping pulse</p> <p>Pupils who are <b>secure</b> will be able to: Clap the rhythm of their name in time to the pulse. Sway or tap in time to the pulse. Sing a rhythm in time with the pulse. Copy rhythms based on word patterns using an instrument. Keep the pulse while playing a rhythm on an instrument.</p>	<p>Tempo</p> <p>Pupils who are <b>secure</b> will be able to: Demonstrate slow and fast with their bodies and voices. Demonstrate slow and fast beats while saying a rhyme and using an instrument. Perform a song using a singing voice. Perform with an instrument. Observe others and move, speak, sing and play appropriately.</p>	<p>Dynamics</p> <p>Children make links between music, sounds and environments and use percussion, vocal and body sounds to represent the seaside.</p>	<p>Sound patterns</p> <p>Through fairytales, children are introduced to the concept of sound patterns (rhythms). They explore clapping along to repeated words and phrases, creating rhythmic patterns to tell a familiar fairytale.</p>	<p>Pitch</p> <p>Learning how to identify high and low notes and to compose a simple tune to represent a superhero.</p>	<p>Musical symbols</p> <p>Children combine all the musical concepts learned throughout Year 1 for an underwater-themed performance incorporating instrumental, vocal and body sounds.</p>

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	Follow instructions during a performance.	Sing in time from memory, with some accuracy. Keep a steady pulse. Move, speak, sing and play demonstrating slow and fast beats.				
Year 2	<p><b>Musical me</b></p> <p>Children learn to sing the song 'Once a Man Fell in a Well' and to play it using tuned percussion. Using letter notation to write a melody.</p>	<p><b>West African call and response song</b></p> <p>Using instruments to represent animals, copying rhythms, learning a traditional Ghanaian call and response song and recognising simple notation, progressing to</p>	<p>Myths and legends</p> <p>Create rhythms and arrange them in a particular order or structure.</p> <p>Identify the structure of a piece of music and write it down.</p> <p>Describe whether a musical texture is thick or thin.</p>	<p><b>On this island song</b></p> <p>Pupils who are secure will be able to: Sing, play and follow instructions to perform as a group. Describe music using simple musical vocabulary. Explore multiple ways of making the same sound. Represent the same sound in different ways. Describe how they have adapted a sound using musical vocabulary.</p>	<p><b>Dynamics, timbre, tempo and motifs</b></p> <p>Pupils who are secure will be able to:</p> <p>Use their voice to create a variety of sounds.</p> <p>Use dynamics to create atmosphere. Correctly identify some instruments and changes in dynamics in a piece.</p>	<p><b>Dynamics, timbre, tempo and motifs</b></p> <p>Pupils who are secure will be able to:</p> <p>Use their voice to create a variety of sounds.</p> <p>Use dynamics to create atmosphere. Correctly identify some instruments and changes in dynamics in a piece. Explain how</p>

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		<b>creating call and response rhythms.</b>	<p>Explore ways of writing down different textural layers.</p> <p>Follow a given structure for a composition. Write a structure score accurately.</p> <p>Compose music with several layers. Perform their composition accurately, following the structure score.</p>	<ul style="list-style-type: none"> <li>• <b>Contribute musically to a final performance.</b></li> </ul> <p><b>Create a piece that clearly represents a particular environment.</b></p> <p><b>Extend a piece of music so that it represents three distinct environments.</b></p>	<p>Explain how the same instrument can have many different sounds. Compare two pieces of music using some musical vocabulary to describe the changes in tempo, dynamics and timbre. Successfully create and play a motif. Notate and write down their motif in some form.</p>	<p>the same instrument can have many different sounds. Compare two pieces of music using some musical vocabulary to describe the changes in tempo, dynamics and timbre. Successfully create and play a motif. Notate and write down their motif in some form.</p>
Year 3	<p>Ballads</p> <p>Children learn what ballads are, how to identify their features and how to convey different emotions when performing them. Using an animation as</p>	<p>Composition</p> <p>Learning to tell stories through music. Listening to music and considering the narrative it could represent. Paying close attention to the dynamics, pitch and</p>	<p>Singing</p> <p>The children develop their singing technique. Learning to keep in time and work on musical notation and rhythm, the unit finishes with a group performance</p>	<p>Pentatonic melodies</p> <p>Revising key musical terminology, playing and creating pentatonic melodies, composing a piece of</p>	<p>Jazz</p> <p>Learning about ragtime style music, traditional jazz and scat singing. Children create a jazz motif</p>	<p>Traditional instruments</p> <p>Children listen to a range of rag and tal music, identifying traditional instruments as well as creating their own</p>

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	<p>inspiration, children carefully select vocabulary to describe the story, before turning them into lyrics by incorporating rhyming words and following the structure of a traditional ballad.</p>	<p>tempo and how they change. Creating original compositions to match an animation, building up layers of texture.</p>	<p>of a song with actions.</p>	<p>music using layered melodies.</p>	<p>using a swung rhythm.</p>	<p>improvisations and performing as a class.</p>
<p>Year 4</p>	<p>Rock and roll</p> <p>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</p>	<p>Samba</p> <p>Getting a feel for the music and culture of South America, children are introduced to samba and the sights and sounds of the carnival.</p>	<p>Changes in tempo</p> <p>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</p>	<p><b>Haiku, music and performance (Theme: Hanami festival)</b></p> <p>This Japanese inspired topic looks at the springtime festival of Hanami, which celebrates the fleeting beauty of spring flowers. Children use descriptive vocabulary to</p>	<p>Percussion</p> <p>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</p>	<p>Adapting and transposing motifs.</p> <p>Drawing upon their understanding of repeating patterns in music, pupils are introduced to the concept of motifs.</p>

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	performing a piece as a class.		ostinatos, culminating in a final group performance.	create a Haiku, put it to music and finally add percussion sound effects to bring all elements together before a final, group performance.	tuned percussion instruments as the children create their own rhythms of the rainforest, layer by layer.	
Year 5	<p>Composition</p> <p>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.</p>	<p><b>Blues</b></p> <p>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</p>	<p><b>South and West Africa</b></p> <p>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</p>	<p><b>Composition to represent the festival of colour (Theme: Holi festival)</b></p> <p>Exploring the associations between music, sounds and colour; composing and performing their own musical composition to</p>	<p><b>Looping and remixing</b></p> <p>In this engaging topic, children learn about how dance music is created, focusing particularly on the use of loops.</p>	<p><b>Musical theatre</b></p> <p>Children are introduced to musical theatre, learning how singing, acting and dancing can be combined to give an overall performance.</p>

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		scale, and combine these to create an improvised piece with a familiar, repetitive backing.	traditional West African drum and add some dance moves ready to perform the song in its entirety.	represent Holi, the Hindu festival of colour that celebrates the beginning of spring and the triumph over good and evil.		
Year 6	<p><b>Songs of World War 2</b> 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.</p>	<p><b>Film music</b> Exploring and identifying the characteristics of film music. Creating a composition and graphic score to perform alongside a film.</p>	<p><b>Theme and variations (Theme: Pop Art)</b> Children explore the musical concept of theme and variations and discover how rhythms can 'translate' onto different instruments.</p>	<p><b>Baroque</b> exploring the music and composers of the Baroque Period and investigating the structural and stylistic features of their work.</p>	<p><b>Composing and performing a Leavers' song</b> Children spend the topic creating their very own leavers' song personal to their experiences as a class.</p>	<p><b>Composing and performing a Leavers' song</b> Children spend the topic creating their very own leavers' song personal to their experiences as a class. Identify and evaluate the musical features of a song.  Contribute ideas to their group chorus,</p>

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						<p>suggesting how lines three and four could rhyme.</p> <p>Contribute ideas to their group verse, suggesting how lines one and four and five and eight could rhyme.</p> <p>Fit an existing melody over a four-chord backing track.</p> <p>Create a melody that fits both the lyrics and the four-chord backing track of the chorus, using tuned percussion instruments.</p>
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						Record melodies using letter notation. Perform the leavers' song with confidence.
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