



# Woolton Primary School

## Curriculum Overview

## MUSIC

| Class/Term | Autumn   |   | Spring  |  | Summer  |   |
|------------|--|---|---|--|---|---|
| Nursery    | <b>22-36 months</b> – Describes music e.g. scary, happy, sad. Can identify specific sounds in the environment e.g. sound of cars, water running etc.<br>Joins in singing favourite songs. Creates sounds by banging, shaking, tapping or blowing. Shows an interest in the way musical instruments sound.  |   |   |  |   |   |
|            | <b>30-50 months</b> – Can identify and match an instrument to its sound e.g. hear a shaker and understand that it is a shaker. Matches music to visual resources. Describes the sound of instruments and can make a visual representation of sounds, instruments or pieces of music. Enjoys joining in with dancing and singing games. Has a few familiar songs. Imitates movement in response to music and can tap out simple repeated rhythms. |   |   |  |   |   |
|            | <b>40-60 months</b> – Thinks abstractly about music and expresses this physically or verbally. Distinguishes and describes changes in music and is able to compare pieces of music. Associates genres of music with characters/stories. Anticipates changes in music e.g. when music is going to get faster, louder, slower. Begins to build a repertoire of songs and dances. Explores the different sounds of instruments.                     |   |   |  |   |   |
|            | <b>ELG</b> – Children sing songs, make music and dance, and experiment with ways of changing them.   |   |   |  |   |   |
| Reception  | Exploring sound<br><br><i>Exploring how to use voices and bodies to make sounds. Experimenting with tempo and dynamics when playing instruments and identifying sounds in the environment.</i>   | Celebration music<br><br><i>Learning about the music from a range of cultural and religious celebrations.</i> | Music and movement<br><br><i>Creating simple actions to songs, learning how to move to a beat and expressing feelings and emotions.</i> | Musical stories<br><br><i>Learning that music and instruments can be used to convey moods or represent characters.</i> | Transport<br><br><i>Using voices, bodies and instruments to explore different types of transport, identify and mimic transport sounds and interpret and perform a simple score.</i> | Big band<br><br><i>Learning about the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience.</i> |



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| <b>Year 1</b> | <p>Keeping the pulse<br/>(My favourite things)</p> <p><i>Exploring keeping the pulse together through music and movement, by exploring their favourite things.</i></p> | <p>Tempo (Snail and mouse)</p> <p><i>Using bodies and instruments to listen and respond to pieces of music with fast and slow speeds; learn and perform a rhyme and a song focusing on fast and slow.</i></p> | <p>Dynamics (Seaside)</p> <p><i>Making links between music, sounds and environments and use percussion, vocal and body sounds to represent the seaside.</i></p>     | <p>Sound patterns<br/>(Fairytale)</p> <p><i>Using fairytales to introduce children to the concept of sound patterns (rhythms). Explore clapping along to repeated words and phrases, creating rhythmic patterns to tell a familiar fairytale.</i></p> | <p>Pitch (Superheroes)</p> <p><i>Children learn to identify high and low notes and compost a simple tune to represent a superhero.</i></p> | <p>Musical symbols<br/>(Under the sea)</p> <p><i>Children combine all the musical concepts from year 1 for an underwater-themed performance incorporating instrumental, vocal and body sounds.</i></p> |
| <b>Year 2</b> | <p>Call and response<br/>(animals)</p> <p><i>Children use instruments to represent animals, copying rhythms and creating call and response rhythms.</i></p>            | <p>Instruments (musical storytelling)</p> <p><i>Children learn how events, actions and feelings within stories can be represented by pitch, dynamics and tempo.</i></p>                                       | <p>Singing (On this island)</p> <p><i>Children learn folk songs and create sounds to represent three contrasting landscapes: seaside, countryside and city.</i></p> | <p>Contrasting dynamics (space)</p> <p><i>Children develop knowledge and understanding of dynamics using instruments; learning to compose and play rhythms to represent planets.</i></p>  | <p>Structure (Myths and legends)</p> <p><i>Children develop an understanding of structure by exploring and ordering rhythms.</i></p>       | <p>Pitch (Musical me)</p> <p><i>Children explore the song Once a Man Fell in a Well, playing it using tuned percussion and reading simple symbols representing pitch.</i></p>                          |



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| <b>Year 3</b> | <p>Ballads</p> <p><i>Children learn what ballads are, how to identify their features and how to convey different emotions when performing them.</i></p>   | <p>Creating compositions in response to an animation (Mountains)</p> <p><i>Children listen to music and consider the narrative it could represent. They create compositions to match an animation.</i></p>   | <p>Developing singing technique (The Vikings)</p> <p><i>Children develop their singing technique learning to keep in time and work on musical notation and rhythm.</i></p>  | <p>Pentatonic melodies and composition (Chinese New Year)</p> <p><i>Revising key musical terminology, playing and creating pentatonic melodies, composing a piece of music using layered melodies.</i></p>   | <p>Jazz</p> <p><i>Learning about ragtime style music, traditional jazz and scat singing.</i></p>  | <p>Traditional instruments and improvisation (India)</p> <p><i>Children listen to a range of rag and tal music, identifying traditional instruments as well as creating their own improvisations and performing.</i></p> |
| <b>Year 4</b> | <p>Body and tuned percussion (Rainforests)</p> <p><i>Children will explore the rainforest and be introduced to new musical terms. They will also use a mixture of body percussion and tuned percussion instruments to create their own rhythms of the rainforest, layer by layer.</i></p> | <p>Rock and Roll</p> <p><i>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.</i></p> | <p>Changes in pitch, tempo and dynamics (Rivers)</p> <p><i>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.</i></p> | <p>Haiku, music and performance (Hanami festival)</p> <p><i>This Japanese inspired topic looks at the springtime festival of Hanami. 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.</i></p> | <p>Samba and carnival sounds and instruments (South America)</p> <p><i>Getting a feel for the music and culture of South America, children are introduced to samba and the sights and sounds of the carnival.</i></p> | <p>Adapting and transposing motifs (Romans)</p> <p><i>Drawing upon their understanding of repeating patterns in music, pupils are introduced to the concept of motifs.</i></p>   |



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| <b>Year 5</b> | <p>Composition notation (Ancient Egypt)</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>Blues</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 scale, and combine these to create an improvised piece with a familiar, repetitive backing.</p> | <p>South and West Africa</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 traditional West African drum and add some dance moves ready to perform the song in its entirety.</p> | <p>Composition to represent the festival of colour (Holi festival)</p> <p>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.</p> | <p>Looping and remixing</p> <p>In this engaging topic, children learn about how dance music is created, focusing particularly on the use of loops.</p>    | <p>Musical theatre</p> <p>Children learn how singing, acting, and dancing combine to create an overall performance.</p>   |
| <b>Year 6</b> | <p>Dynamics, pitch and texture (Coast)</p> <p>Exploring 'Fingal's Cave' by Felix Mendelssohn and further developing improvisation and composition skills.</p>   | <p>Songs of World War 2</p> <p>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>Film music</p> <p>Exploring and identifying the characteristics of film music; creating a composition and graphic score to perform alongside a film.</p>   | <p>Theme and variations (Pop Art)</p> <p>Children explore the musical concept of theme and variations and discover how rhythms can 'translate' onto different instruments.</p>  | <p>Baroque</p> <p>Unit exploring the music and composers of the Baroque Period and investigating the structural and stylistic features of their work.</p> | <p>Composing and performing a Leavers' song</p> <p>Children spend the topic creating their very own leavers' song personal to their experiences as a class.</p> |