

Music Whole School Overview

EYFS

| El values | Be respectful | Be understanding | Be compassionate | Be responsible | Be patient | Be positive |
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| EYFS Theme | All About Us (Diversity) | Celebrations and Festivals (Values and Perception) | Friendship and Fairness (Social Justice) | Caring for our Environment (Sustainable development) | People who Help Us (Interdependence) | Changes (Aspirations) |
| Nursery LQ | What Makes Me Special? | What Are Special Times for Me and My Family? | What Makes a Good Friend? | What is the Environment? | Who Helps Us? | How Have I Changed? |
| Ongoing Nursery Development Matters Objectives | <ul style="list-style-type: none"> Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Create their own songs or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas. | | | | | |
| Termly Units | <p>This is me</p> <p>This unit is all about exploring who we are! How we say hello, how old we are, our families, our likes and dislikes, and what makes us special and unique.</p> <ul style="list-style-type: none"> 1 welcome song – I say hello like this 2 warm-up songs – The family song and Questions 2 songs – Yes I can! and We're all amazing 1 musical activity – This is me, I am 3 | <p>Animal tea party</p> <p>This unit is all about an animal tea party! We'll be asking the children to invite their own cuddly toys, as well as baking some delicious cakes for the party. We'll also be exploring animal movements and sounds, and will be discovering some musical terms through the song and activity Bang my drum.</p> <ul style="list-style-type: none"> 1 physical warm-up – I see animals! 1 circle time song – Animal circle time 2 songs – Bake, bake, bake and Animal tea party | <p>Let's be friends</p> <p>This unit is all about making friends, turn-taking, sharing, working together, and building confidence and unity in a classroom full of new faces.</p> <ul style="list-style-type: none"> 2 songs – Hello, let's go and Let's be friends 1 circle time 'chant' – The high 5 chant 1 circle time instrument activity – Pass the secret round 1 small group activity – Let's be composers! | <p>I've got feelings</p> <p>This unit is all about exploring our feelings and emotions. Music is an incredible tool to express our feelings through song, which we will do in some of the songs and warm ups, but we'll also be exploring the breadth of different emotions through sounds and music that we listen to. What do certain sounds make us feel? How could we express our own feelings through the sounds and music that we make?</p> <ul style="list-style-type: none"> 1 welcome song – How are you? 1 focus builder – A stormy soundscape 2 songs – Happy | <p>Travel and movement</p> <p>This unit is all about different ways that we can move and travel from one place to another. Whether we move our bodies in different ways to get around, or if we get on a train, bus, or car... What about if we could fly? Let's see where our imaginations take us!</p> <ul style="list-style-type: none"> 1 warm-up rhythm chant – How did you get to school today? 2 songs – This is my walking song and Get on the train. 1 listening, | <p>Let's jam!</p> <p>This unit is all about developing our love for music, exploring different sounds and instruments, as well as playing together as a 'band' and in small groups. In a culture where often being a 'singer' or a musician is associated with TV auditions, pop stars, and celebrities, we want to emphasise the importance of enjoying music for music's sake! There's so much joy to be found in taking part in ensembles, singing together, and freedom in playing freely through improvisation. Having fun making music can have a</p> |

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| | | <ul style="list-style-type: none"> - 2 musical activities – Animal rhythms and Bang my drum | | <ul style="list-style-type: none"> happy happy and I've got feelings - 1 musical activity – Musical feelings | <ul style="list-style-type: none"> mindfulness activity – How would it feel? - 1 group listening and instrumental song – Red, red scooter | <ul style="list-style-type: none"> huge impact on cohesion of your class, and the wellbeing of the children. - 1 welcome song – Tap your name - 1 warm-up – This is what it sounds like - 1 song – Let's jam! - 3 musical instrument activities – Who's in the band, Shake and stop, and Drum kit |
| Reception LQ | How Are We All Different? | Why Do We Celebrate? | How Can I Be Fair? | How do I Look After the Environment? | How Do People Help Us? | Do I Notice How Things Have Changed? |
| Ongoing Reception Development Matters Objectives | <ul style="list-style-type: none"> • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Explore and engage in music making and dance, performing solo or in groups. | | | | | |
| Termly Units | <p>I've got a grumpy face</p> <ul style="list-style-type: none"> • Make up new words and actions about different emotions and feelings. • Explore making sound with voices and percussion instruments to create different feelings and moods. • Sing with a sense of pitch, following the shape of the melody with voices. • Mark the beat of the song with actions. <p>The Sorcerer's Apprentice</p> <ul style="list-style-type: none"> • Explore storytelling elements in the music and create a class story inspired by the piece. • Identify and describe contrasts in tempo and dynamics. • Begin to use musical terms | <p>Nativity Production</p> <ul style="list-style-type: none"> • Join in singing simple repetitive songs and melodic patterns • Explore using the voice in different ways (e.g. whispering, singing, speaking, animal/sounds.) | <p>Bird spotting: Cuckoo polka</p> <ul style="list-style-type: none"> • Explore the range and capabilities of voices through vocal play. • Develop a sense of beat by performing actions to music. • Develop active listening skills by recognising the 'cuckoo call' in a piece of music (so-mi). • Enjoy moving freely and expressively to music. <p>Shake my sillies out</p> <ul style="list-style-type: none"> • Create a sound story using instruments to represent different animal sounds/ movements. • Sing an action song with changes in speed. • Play along with percussion instruments. • Perform the story as a class. • Listen to music and show the | <p>Up and Down</p> <ul style="list-style-type: none"> • Make up new lyrics and accompanying actions. • Sing and play a rising and falling melody, following the shape with voices and on tuned percussion. • Use appropriate hand actions to mark a changing pitch. <p>Five Fine Bumble bees</p> <ul style="list-style-type: none"> • Improvise a vocal/physical soundscape about minibeasts. • Sing in call-and-response and change voices to make a buzzing sound. • Play an accompaniment using tuned and untuned percussion, and recognise a change in tempo. | <p>Down there under the sea.</p> <ul style="list-style-type: none"> • Develop a song by composing new words and adding movements and props. • Sing a song using a call-and-response structure. • Play sea sound effects on percussion instruments. • With some support, play a call-and-response phrase comprising a short, stepping tune (C-D-E). • Listen to a range of sea-related pieces of music and respond with movement. <p>It's oh so quiet</p> <ul style="list-style-type: none"> • Improvise music with different instruments, following a conductor. • Compose music based on characters and stories developed through listening to | <p>Slap clap clap</p> <ul style="list-style-type: none"> • Compose a three-beat body percussion pattern and perform it to a steady beat. • Sing a melody in waltz time and perform the actions. • Transfer actions to sounds played on percussion instruments. • Listen actively to music in 3/4 time. • Find the beat and perform a clapping game with a partner. <p>Bow, bow, bow Belinda</p> <ul style="list-style-type: none"> • Invent and perform actions for new verses. • Sing a song while performing a sequence of dance steps. <ul style="list-style-type: none"> - Play a two-note accompaniment, playing the beat, on tuned or untuned percussion. |

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| | (louder/quieter, faster/slower, higher/lower). · Respond to music in a range of ways e.g. movement, talking, writing. | | beat with actions. | · Listen to a piece of classical music and respond through dance. | Beethoven's 5th symphony. · Play different instruments with control. · Explore dynamics with voices and instruments. · Develop listening skills, identifying dynamics (forte, piano, crescendo, and diminuendo) across a range of different musical styles. | · Listen to and talk about folk songs from North America. |
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KS1/2

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| EI values | Be respectful | Be understanding | Be compassionate | Be responsible | Be patient | Be positive |
| Whole School Theme | Diversity | Values & Perceptions | Social Justice | Sustainable Development | Interdependence | Aspirations |
| KS1 KQ | Can I recognise the beauty of different people and places? | Can I understand that people have different values? | Do I understand and value fairness? | Do I understand the origins of what I have? | Who do I depend on and who depends on me? | Who should we admire? |
| Year 1 | <p>Musical Menus</p> <ul style="list-style-type: none"> · Create a dramatic group performance · Sing a cumulative song from memory, remembering the order of the verses. · Play classroom instruments on the beat. <ul style="list-style-type: none"> · Copy a leader in a call-and-response song · Show the shape of the pitch moving with actions, and sing using mi-re-do. · Listen and move in time to the song. <p><i>Key Listening:</i> · 'Be our guest' from Beauty</p> | <p>Musical Marches</p> <ul style="list-style-type: none"> · Compose music to march to using tuned and untuned percussion. <ul style="list-style-type: none"> · Respond to musical characteristics through movement. · Describe the features of a march using music vocabulary (e.g. that it has a steady beat, that soldiers 'march' to music, naming the instruments playing in the clips). <p><i>Key Listening:</i> · 'Colonel Hathi's march' from The Jungle Book (Sherman &</p> | <p>Football!</p> <ul style="list-style-type: none"> · Compose word patterns in groups and melodies in pairs using mi-re-do (E-D-C). · Chant together rhythmically, marking rests accurately · Play a simple ostinato on untuned percussion. · Sing an echo song while tapping the beat, and clap the rhythm of the words, understanding there is one beat for each syllable. · Recognise the difference between a pattern with notes (pitched) and without (unpitched). | <p>Musical Conversations</p> <ul style="list-style-type: none"> · Compose musical sound effects and short sequences of sounds in response to a stimulus. <ul style="list-style-type: none"> · Improvise question-and-answer conversations using percussion instruments. · Create, interpret, and perform from simple graphic scores. <ul style="list-style-type: none"> · Recognise how graphic symbols can represent sound. <p><i>Key Listening:</i> · <i>Duelling banjos</i> (Eric Dunbar & Stephen Baime).</p> | <p>Come dance with me</p> <ul style="list-style-type: none"> · Create musical phrases from new word rhythms that children invent. <ul style="list-style-type: none"> · Sing either part of a call-and-response song · Play the response sections on tuned percussion using the correct beater hold. <ul style="list-style-type: none"> · Echo sing a line independently with teacher leading, then move on to pair singing in echo format. · Copy call-and-response patterns with voices and instruments. | <p>Musical Tales</p> <ul style="list-style-type: none"> · Respond to simple visual directions(eg stop, start, loud, quiet) and counting in. · Recognise and respond to changes in dynamics, tempo and timbre. · Follow graphic notations and symbols when playing and performing. · Explore and understand the difference between creating a rhythm pattern and a pitch pattern <p><i>Key Listening:</i> · <i>Sleeping Beauty Waltz</i> (Tchaikovsky)</p> |

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| | <p><i>and the Beast.</i></p> <ul style="list-style-type: none"> · 'Food, glorious food' from <i>Oliver!</i> · <i>The herring song (Traditional arr. Chris Haslam)</i> · <i>Rain is falling down (mi-re-do)</i> | <p><i>Sherman).</i></p> <ul style="list-style-type: none"> · <i>Royal Marines massed bands – beating retreat 2018.</i> · <i>'March of the toy soldiers' from The nutcracker (Pyotr Ilyich Tchaikovsky - versions by George Balanchine and the Royal Ballet</i> · <i>Marche Militaire (Schubert)</i> | <p><i>Key Listening:</i></p> <ul style="list-style-type: none"> · Rain is falling down: matching pitch using body ladders (mi-re-do) | | | |
| Year 2 | <p>Music & Nature</p> <ul style="list-style-type: none"> · Invent simple patterns using voices, body percussion, and then instruments. · Follow signals given by a conductor/leader. · Structure compositional ideas into a bigger piece. · Improvise solos using instruments. <p><i>Key listening:</i></p> <ul style="list-style-type: none"> · <i>Skylark – singing and chirping birds in the spring sky (Wildlife World).</i> · <i>The birds (P.154 – V. The cuckoo) (Ottorino Respighi).</i> · <i>Oiseaux exotiques (Olivier Messiaen).</i> · <i>The lark ascending (Ralph Vaughan Williams).</i> | <p>Musical Machines</p> <ul style="list-style-type: none"> · Invent simple patterns using voices, body percussion, and then instruments. · Follow signals given by a conductor/leader. · Structure compositional ideas into a bigger piece. · Improvise solos using instruments. <p><i>Key Listening:</i></p> <ul style="list-style-type: none"> · <i>Ravel - Bolero</i> · <i>Short ride in a fast machine (John Adams)</i> | <p>Tony Chestnut</p> <ul style="list-style-type: none"> · Improvise rhythms along to a backing track using the note C or G. · Compose call-and-response music. · Play the melody on a tuned percussion instrument. · Sing with good diction. · Recognise and play echoing phrases by ear. <p><i>Key Listening:</i></p> <ul style="list-style-type: none"> · <i>I want you to be my baby (Louis Jordan & his Tympany Five).</i> · <i>Hi lo chicka lo</i> · <i>Fanfarra (Cabua-le-le) (Sérgio Mendes).</i> | <p>Grandma Rap!</p> <ul style="list-style-type: none"> · Compose 4-beat patterns to create a new rhythmic accompaniment, using a looping app. · Chant Grandma rap rhythmically, and perform to an accompaniment children create. · Chant and play rhythms using the durations of 'walk' (crotchet), 'jogging' (quavers), and 'shh' (crotchet rest) from stick notation. · Learn a clapping game to Hi lo chicka lo that shows the rhythm. · Show the following durations with actions 'walk' (crotchet) and 'jogging' (quavers). <p><i>Key Listening:</i></p> <ul style="list-style-type: none"> · <i>Marble machine (Wintergatan).</i> · <i>Supercalifragilistic-expialidocious (Sherman & Sherman).</i> | <p>Swing-along with Shostakovich</p> <ul style="list-style-type: none"> · Create action patterns in 2- and 3-time. · Listen actively and mark the beat by tapping, clapping, and swinging to the music. · Listen and move, stepping a variety of rhythm patterns ('walk', 'jogging', 'skipty'). · Understand and explain how beats can be grouped into patterns and identify them in familiar songs. · Move freely and creatively to music <p><i>Key Listening:</i></p> <ul style="list-style-type: none"> · <i>Jazz suite No. 1 – 2. 'Polka' (Dmitri Shostakovich).</i> · <i>Jazz suite No. 2 – 6. 'Waltz II' (Dmitri Shostakovich).</i> | <p>Polish Traditions</p> <ul style="list-style-type: none"> · Demonstrate an internalised sense of pulse through singing games. · Sing confidently in Polish, and play a cumulative game with spoken call-and-response sections. · Play an accompaniment on tuned percussion and invent a 4-beat body percussion pattern. · Listen and match the beat of others and recorded music, adapting speed accordingly. · Listen to traditional and composed music from Poland. Begin to understand how music helps people share tradition and culture. <p><i>Key Listening:</i></p> <ul style="list-style-type: none"> · <i>Rondo à la Krakowiak in F major (Op.14) (Frédéric Chopin).</i> · <i>Hi lo chicka lo</i> · <i>Polish folk music, performed live (FisBanda).</i> · <i>Polish traditional folk dance: Krakowiak (Lublin, Folk Dances Around the World).</i> |
| LKS2 KQ | Can I find out what draws groups of people to certain places? | Can I understand how our values affect the way we live? | Do I recognise that actions have intended and unintended consequences? | Do I appreciate the value that sustainable resource use has on us and future generations? | Do I understand how action and choices made in the UK impact on the rest of the world? | Who do I want to be and what do I want to achieve? |

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| <p>Year 3</p> | <p>Wider Opportunities - whole class violin lessons (provided by Bolton Music Service)</p> | | | | <p>Further Opportunities - BMS</p> | | |
| | | | | | | <p>Just Three Notes</p> <ul style="list-style-type: none"> · Invent simple patterns using rhythms and notes C-D-E · Compose music, structuring short ideas into a bigger piece. · Notate, read, and follow a 'score'. · Recognise and copy rhythms and pitches C-D-E. | <p>Sound Symmetry</p> <ul style="list-style-type: none"> · Compose a simple song using symmetry to develop a melody, structure, and rhythmic accompaniment. · Sing by improvising simple melodies and rhythms. · Identify how the pitch and melody of a song has been developed using symmetry |
| <p>Year 4</p> | <p>Musical fairy tales & mythology</p> <ul style="list-style-type: none"> · Recognise orally and notate rhythmic motifs using stride, walk, jogging and shh · Recognise and name the different families of an orchestra · Recognise how crescendos and accelerandos change the mood of a piece of music and replicate in class performance · Create a graphic score of a coda section · Recognise the difference between major and minor | <p>Jazz</p> <ul style="list-style-type: none"> · Sing canons, rounds and other partner songs with increased control. · Compose in response to different stimuli (story of a journey) · Structure musical ideas to create music that has a beginning, middle and end. | <p>Fanfares</p> <ul style="list-style-type: none"> · Improvise and compose, exploring how timbre, dynamics, and texture can be used for impact in a fanfare. · Compose a fanfare using a small set of notes, and short, repeated rhythms. · Listen and appraise, recognising and talking about the musical characteristics of a fanfare using music vocabulary. | <p>Gospel Music</p> <ul style="list-style-type: none"> · Improvise with the voice on the notes of the pentatonic scale D-E-G-A-B (and B flat if you have one). · Sing in a Gospel style with expression and dynamics. · Sing Part 1 of a partner song rhythmically. · Play a bass part and rhythm ostinato along with This little light of mine. · Listen and move in time to songs in a Gospel style. | <p>Spanish Traditions</p> <ul style="list-style-type: none"> · Invent a melody. · Fit two patterns together. · Structure musical ideas into compositions. · Play repeating rhythmic patterns. · Count musically | <p>Folk-rock traditions</p> <ul style="list-style-type: none"> · Sing with expression and a sense of the style of the music. · Understand triads and play C, F, G major, and A minor. · Play an instrumental part as part of a whole-class performance. · Sing a part in a partner song, rhythmically and from memory. · Identify similarities and differences between pieces of music in a folk/folk-rock style. | |
| <p>UKS2 KQ.</p> | <p>Can I appreciate different perspectives on Global issues?</p> | <p>Can I understand the power of the media?</p> | <p>Am I motivated to assist equality?</p> | <p>Can one person make a difference?</p> | <p>Do I understand that the world is a global community and what it means to be a global citizen?</p> | <p>How do I become the person I want to be?</p> | |

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| <p>Year 5</p> | <p>Journey to Africa</p> <ul style="list-style-type: none"> · Recognise orally and read stick notation of rhythms using walk, jogging, shh, stride, ski · Improve 4-beat patterns both rhythmically and using limited pitches · Begin to use dot notation to demonstrate changes in pitch in an ostinato · Perform and maintain a part in a multi-layered ensemble | <p>Looping & Remixing</p> <ul style="list-style-type: none"> · Perform a multi-part body percussion piece · Recognise orally the pitch pattern of a familiar tune and work with pitched percussion to discover how to play it (somewhere over the rainbow) · Follow a score to get to know rhythms and pitches on a stave · Input a melody to Chrome Music Lab · Create a remix version of a well-known song | <p>Nasheed Islamic Song</p> <ul style="list-style-type: none"> · Improvise freely over a drone. · Sing a song in two parts with expression and an understanding of its origins. <ul style="list-style-type: none"> · Sing a round and accompany themselves with a beat. · Play a drone and chords to accompany singing. · Listen and copy back simple rhythmic and melodic patterns. | <p>Sea Shanties</p> <ul style="list-style-type: none"> · Compose body percussion patterns to accompany a sea shanty. Write these out using rhythm grids. <ul style="list-style-type: none"> · Sing a sea shanty expressively, with accurate pitch and a strong beat. · Play bass notes, chords, or rhythms to accompany singing. · Sing in unison while playing an instrumental beat (untuned). · Keep the beat playing a 'cup' game. · Talk about the purpose of sea shanties and describe some of the features using music vocabulary. | <p>Music from India & Pakistan</p> <ul style="list-style-type: none"> · Compose a simple accompaniment using tuned instruments. · Create and perform their own class arrangement. · Sing and play the melody of Kisne banaaya. <ul style="list-style-type: none"> · Sing in a 4-part round accompanied with a pitched ostinato. | <p>Light Up!</p> <ul style="list-style-type: none"> · Use musical vocabulary to describe what they hear, compare and contrast similar and differing music and express their own opinions on the music. · Sing partner songs and hold own part in multi-part performance · Recognise dot notation including pitches on a stave · Compose piece in ternary form: A music will be the light sections, using consonant pairs of notes and B music will be the dark section, using dissonant pairs of notes. |
| <p>Year 6</p> | <p>Musical Code</p> <ul style="list-style-type: none"> · Understand how composers can hide secret messages in their music <ul style="list-style-type: none"> · Perform a 2 part rhythmic ostinato · Compose own rhythmic message using full range of rhythms of KS2 (walk, jogging, shh, running faster, stride, ski) using words to support composition · Follow dot notation on a stave <ul style="list-style-type: none"> · Transfer rhythmic compositions to melodic instruments showing greater awareness of 4 and 8 bar phrases · Write own compositions on | <p>Film music</p> <ul style="list-style-type: none"> · Create an accompaniment. · Create an extended melody with four distinct phrases. · Experiment with harmony. · Structure ideas into a full soundtrack. | <p>Dona Nobis Pacem</p> <ul style="list-style-type: none"> · Compose an 8-bar piece on percussion, in 3-time and using chords F and C major. · Sing a round accurately and in a legato style. <ul style="list-style-type: none"> · Sing a chorus in two-part harmony with dancing on the beat. · Identify changes in texture between parts moving together (homophonic texture) and parts moving independently (polyphonic texture). | <p>Composing for protest</p> <ul style="list-style-type: none"> · Create their own song lyrics. <ul style="list-style-type: none"> · Fit their lyrics to a pulse, creating a chant. · Write a melody and sing it. · Structure their ideas into a complete song. | <p>Indian Music</p> <ul style="list-style-type: none"> · Create a rhythmic piece for drums and percussion instruments. · Sing the chorus of Throw, catch in three-part harmony with dancing. · Develop knowledge and understanding of a variety of musical styles from India, talking about them using music vocabulary. · Demonstrate coordination and keeping a steady beat by dancing to bhangra music | <p>Leavers' Production</p> <ul style="list-style-type: none"> · Sing a broad range of songs within an appropriate vocal range, with clear diction, accurate tuning, control of breathing and phrasing and communicating an awareness of style. <ul style="list-style-type: none"> · Refine use of dynamics, tempo and articulation when performing · Play and perform in solo and ensemble contexts, playing and singing with increasing accuracy, fluency, control and expression. · Conform to the etiquette of performance situations as a musician and as an audience |

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