

Music overview Updated for 2023-2024

Nursery

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Marvellous Me! / Africa	Brilliant Bears	Amazing Animals	Are We There Yet?	A Garden Adventure	
Core texts: Handa's Surprise by Eileen Browne Tanka Tanka Skunk Steve Webb	Core text: We're Going on a Bear Hunt by Michael Rosen & Helen Oxenbury	Core text: Dear Zoo by Rod Campbell	Core text: Whatever Next by Jill Murphy	Core text: Jasper's Beanstalk by Nick Butterworth & Mick Inkpen	Core text: The Very Hungry Caterpillar by Eric Carle
<p>Expressive Arts and Design -Creating with Materials -Being Imaginative and Expressive Three and four year-olds will be learning to:</p> <p>Hearing and listening – Can distinguish between the sounds of instruments / dynamics / rhythm Vocalising and singing – Sings songs / rhymes and make up own songs Moving and dancing – claps/moves to a beat / moves in different ways in response to music Exploring and playing – explores different instruments</p> <p>Please note: Nursery follows Little Wandle Foundation for Phonics (Phase1) The focus is on listening, distinguishing between sounds and rhymes.</p>					
<p>Expressive Arts and Design -Creating with Materials -Being Imaginative and Expressive</p> <p>*Sing a range of themed songs and rhymes.</p> <p>*Clap/ use instruments – rhythm/beat of Tanka Tanka Skunk.</p> <p>* Expectations for using instruments.</p> <p>*Names of instruments and how to play.</p> <p>*African music and instruments</p>	<p>Expressive Arts and Design -Creating with Materials -Being Imaginative and Expressive</p> <p>*Sing a range of themed songs and rhymes.</p> <p>*Use instruments to represent different parts of Bear hunt and incorporate movement.</p> <p>*Indian music/dance Diwali</p> <p>* Xmas Performance</p>	<p>Expressive Arts and Design -Creating with Materials -Being Imaginative and Expressive</p> <p>*Sing a range of themed songs and rhymes.</p> <p>*Listening and moving to different representations of animals using music (Carnival of the animals).</p> <p>*Guess the instrument.</p> <p>*Chinese New Year – Chinese instruments– Lion dance.</p>	<p>Expressive Arts and Design -Creating with Materials -Being Imaginative and Expressive</p> <p>*Sing a range of themed songs and rhymes.</p> <p>*Nursery's Got Talent Performance</p> <p>*Pitch match – high/low</p> <p>*Respond to different genres of music using movement, materials and art.</p>		

Reception

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
My community and me <i>Different members of our community</i>	Belonging <i>Fitting in</i>	Pets, pets, pets <i>Caring for pets</i>	Go wild <i>Nature</i>	Family <i>African Culture and transition</i>	
Text: The Everywhere Bear by Julia Donaldson & Rebecca Cobb	Texts: Ladybird First Favourite Tales: The Three Billy Goats Gruff by Irene Yates Blue Penguin by Petr Horacek	Texts: Our Very Own Dog: Taking Care of Your First Pet by Amanda McCardie & Salvatore Rubbino Stanley's Stick by John Hegley & Neal Layton	Texts: Wild by Emily Hughes A Brave Bear by Sean Taylor & Emily Hughes	Texts: Little Red Riding Hood (My First Fairy Tales) by Mara Alperin & Loretta Schauer Anna Hibiscus' Song by Atinuke & Lauren Tobia	Texts: No Dinner! The Story of the Old Woman and the Pumpkin by Jessica Souhami Ruby's Worry by Tom Percival

Expressive Arts and Design

-Creating with Materials

-Being Imaginative and Expressive

Four and five year-olds will be learning to:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.
- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Expressive Arts and Design -Creating with Materials -Being Imaginative and Expressive	Expressive Arts and Design -Creating with Materials -Being Imaginative and Expressive	Expressive Arts and Design -Creating with Materials -Being Imaginative and Expressive	Expressive Arts and Design -Creating with Materials -Being Imaginative and Expressive	Expressive Arts and Design -Creating with Materials -Being Imaginative and Expressive
<p>*To listen with increased attention to sounds</p> <p>*To learn class rhymes, poems and songs including daily hand- action songs to develop fine motor skills</p> <p>*To begin to express feelings and ideas through music and dance</p> <p>*Listen to and trace music to</p>	<p>*To explore and engage in music making and dance</p> <p>*To create a penguin song and dance using instruments</p> <p>*To learn and perform songs and actions for the Nativity play</p> <p>*EYFS musical storyland BBC.co.uk - The Three Billy Goat's Gruff</p>	<p>*To express feelings through music and movement</p> <p>*To move to music inspired by the stories we are sharing</p> <p>*To listen attentively, move to and talk about music, expressing feelings and responses</p> <p>*Learning animal and pets songs and rhymes, e.g. Bingo-</p>	<p>*To express feelings through music and movement</p> <p>*To move to music inspired by the stories we are sharing</p> <p>*To explore travelling through a forest on a journey and to describe these movements</p> <p>*Make music inspired by forest sounds</p>	<p>*To confidently sing/perform a wide repertoire of rhymes and songs and create own versions</p> <p>*EYFS musical storyland BBC.co.uk - Little Red Riding Hood (Musical Series)</p> <p>*Singing with musical expression, improving with instruments, exploring, explaining ideas and feelings about music</p> <p>*To listen to and respond to African music and music from other cultures in our class, e.g. listening to and moving to the beat of African drumming based on Uncle Tunde's dance in the text "Anna Hibiscus' Song"</p> <p>*To try and move in time to the music</p>

Mozart-Mozart musical tracing maps *We're Going On a Bear Hunt- musical version- adding musical instruments and actions	*Using voices. expressively, playing instruments musically, experimenting, creating, selecting and combining sounds	changing the list of animals to match the theme	*To listen to and identify animal sounds in the wilderness	*To design and make own instruments, e.g shakers, drums, rain makers and to create music in small groups *Reception's Got Talent Performances
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Year 1

Autumn 2	Spring 1	Summer 1	Summer 2
Let's Remember <i>The events of the Great War and the importance of remembering.</i>	Extreme Weather <i>Weather throughout the seasons in the UK and extreme weather around the world.</i>	Animal Antics <i>Literacy and Science topic that looks at new life and animal behaviour.</i>	African Adventure <i>Focus on the continent of Africa, countries, culture and traditions.</i>
Performing – WW1 songs Describing music – WW1 songs, bugle calls Composing – bugle calls (tuned & untuned percussion) Texts: The Little Hen and the Great War by Jennifer Beck Where the Poppies Now Grow by Hilary Robinson The Christmas Truce by Hilary Robinson	Performing – singing, body percussion and untuned percussion Composing – weather sounds Describing music – elements of music Texts: The Wind Blew by Pat Hutchins Percy the park keeper – After the Storm by Nick Butterworth Percy the park keeper – One Snowy night by Nick Butterworth	Describing music – Carnival of the Animals Texts: A Squash and a Squeeze by Julia Donaldson & Axel Scheffler	Performing – African drumming Describing music – music from Africa Texts: Bringing the Rain to Kapiti Plain by Verna Aardema & Beatriz Vidal Jamela's Dress by Niki Daly

Year 2

Autumn 1	Autumn 2	Spring 1	Summer 2
Express Yourself <i>An opportunity for pupils to show their talents in creative ways whilst reflecting on their achievements.</i>	Great and Ghastly Events <i>A journey through British history looking at the great and ghastly events.</i>	Great and Ghastly Events <i>A journey through British history looking at the great and ghastly events.</i>	Amazing Place and Space <i>What makes the UK an amazing place and space? Focus on different countries in the UK, cultures and traditions.</i>
Describing music – how musical elements convey mood in music Performing, composing and transcribing music –mood music, creating a graphic score	Composing – soundscape for fireworks Performing – songs about the Great Fire of London and Christmas Texts:	Describing music – music about battle and space Composing – using musical elements to create battle and space music Texts:	Performing – United Kingdom's National Anthem

	Mr Fawkes, the king and the gunpowder plot by Tom & Tony Bradman	Time travelling Toby and the Battle of Trafalgar by Graham Jones & Neil Parkinson Time travelling Toby and the Apollo Moon Landing by Graham Jones & Neil Parkinson	
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Year 3

Autumn 2	Summer 1	Summer 2
Light <i>An exploration of light, expressing ideas through paint and music.</i>	Eurovision <i>Traditions and cultures in the countries of Europe.</i>	Buildings <i>A comparison of architectural designs of different buildings resulting in creating computer aided designs of their own building.</i>
Describing music – Christian worship songs and from other faiths, major and minor keys, effect on mood and feelings, musical elements Performing – This Little Light of Mine	Finlandia by Jean Sibelius (BBC Ten Pieces) <u>Describing music</u> – listen and reflect on a piece of orchestral music <u>Improvising and composing</u> – music inspired by Finlandia and using interrelated dimensions of music <u>Performing</u> – solo and ensemble context, using voices and musical instruments <u>Transcribing music</u> – simple diagrammatic notation	Performing – ocarina

Year 4

Autumn 1, Autumn 2, Spring 1 and Spring 2	Summer 1	Summer 2
Whole class recorder tuition from Enfield Music Service	Land of Hope & Glory <i>An in-depth study of the different areas within the UK and a focus on migration throughout the ages to the present day.</i>	The Arts <i>An analysis and creation of pieces of art and music in the style of different inspirational artists.</i>
Describing and transcribing music, performing – recorder	Performing – Land of Hope and Glory Texts: We are Britain! by Benjamin Zephaniah Windrush Child by Benjamin Zephaniah	Describing music – music of well-known composers from different time periods, Mussorgsky's Pictures at an Exhibition Composing and performing – music to reflect art by well-known artists Transcribing music – graphic score

Year 5

Autumn 1	Autumn 2	Summer 2
<p>Kingdom <i>Literacy, art and music unit based on the text Kensuke's Kingdom.</i></p>	<p>Achievements and Legacies <i>Achievements and legacies up to the present day including the suffragettes, key individuals that have changed society as we know it and advances in technology.</i></p>	<p>Angry Earth <i>Exploring the physical and human geography of earthquakes, zones and volcanoes.</i></p>
<p>Performing – Japanese song ‘Sakura’, including harmony and melodic drone</p> <p>Text: Kensuke's Kingdom by Michael Morpurgo</p>	<p>Describing music – music from different periods in history Performing – music from Medieval, Baroque, Classical and 20th century Improvising and Composing – Blues, Rap</p> <p>Text: Children of the Benin Kingdom by Dinah Orji</p>	<p>Earth by Hans Zimmer (BBC Ten Pieces – Trailblazers) <u>Describing music</u> – listen and reflect on a piece of orchestral music <u>Improvising and composing</u> – music inspired by Earth and using interrelated dimensions of music <u>Performing</u> – piece composed</p> <p>Text: Survivor: Escape from Pompeii by Jim Eldridge</p>

Year 6

Autumn 1	Autumn 2	Summer 1	Summer 2
<p>Land of the free <i>A geographical study of north America, including study of the importance of the underground railroad.</i></p>	<p>Land of the free <i>A historical and present day study of north America, including study of the civil rights movement and Black Lives Matter.</i></p>	<p>Conflict <i>Focus on World War 2 and the war effort in Britain.</i></p>	<p>Tomorrow's World <i>Transition unit that looks at preparing our young people for the future. Topical issues are raised and pupils demonstrate their thoughts and feelings through art, DT, music and performance. (Including online safety, climate change...)</i></p>
<p>Describing music – songs from the underground railroad Performing – Sweet Chariot</p> <p>Text: Oh, Freedom! by Francesco D'Adamo</p>	<p>Describing music – Civil Rights protest songs Performing – Protest songs to tune of ‘We Shall Overcome’ (singing, bass line, chords) Composing – Protest song lyrics to tune of ‘We Shall Overcome’</p> <p>Texts: Martin Luther King Jr ‘I have a dream’ speech</p> <p>500 Words: Black Lives Matter Various authors</p>	<p>Overture by Grażyna Bacewicz (BBC Ten Pieces – Trailblazers) <u>Describing music</u> – listen and reflect on a piece of orchestral music <u>Improvising and composing</u> – music inspired by Morse code and using interrelated dimensions of music <u>Performing</u> – solo and ensemble context, using voices and musical instruments <u>Transcribing music</u> – graphic score</p> <p>Text: Letters from the Lighthouse by Emma Carroll</p>	<p>Performing – end of year performances (showcase and leavers’ service)</p>