



# Music Curriculum Overview Map

## EYFS Statements:

Development Matters statements for Reception:

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Explore and engage in music making and dance, performing solo or in groups.

### Early Learning Goals (Being Imaginative)

- Sing a range of well-known nursery rhymes and song
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

### This should be covered by:

- Beginning to build a repertoire of songs and dances.
- Exploring the different sounds of instruments.

## National Curriculum Objectives KS1

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

## National Curriculum Objectives KS2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

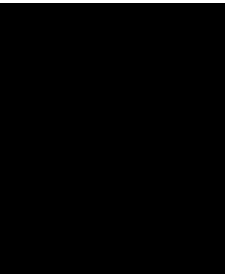
Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception Sparkyard	<b>Me &amp; My Community</b>	<b>Traditions</b>	<b>Fantastic Planet</b>	<b>Nature Detectives</b>	<b>Animal Safari</b>	<b>Let's Explore</b>
	<b>My Musical Classroom:</b> - Hear my Voice - What's the Music saying? - Instruments Everywhere - Playing with Songs		<b>Musical Patterns and Performing:</b> - What's the Pattern? - Playing Musical Patterns and Accompaniments - Exploring Descriptive Sounds - Let's Perform		<b>Sound Stories:</b> - Pitch Play and Changing Sounds - Patterns and Sequences - Meet the Characters - Perform a Story!	
Year 1 Sparkyard	Autumn <b>Childhood</b>		Spring <b>Our Wonderful World</b>		Summer <b>School Days</b>	
	<b>Move to the Beat</b> The children will learn to recognize pulse, matching movements to music. They will explore percussion instruments and perform simple instrumental accompaniments to familiar songs. The children will progress to copying and creating simple rhythm patterns, eventually using simple graphic notations to represent these sounds. They will be introduced to a range of music and create simple choreography for music such as <i>Radetzky March</i> by Strauss and <i>Mattachins</i> by Peter Warlock, as well as learning about different dance traditions such as South African Gumboot Dancing and North Indian Kathak Dance.		<b>Exploring Sounds</b> The children will be exploring how sounds can be produced in different ways using voices and instruments. They will listen to a variety of music including <i>Flight Of The Bumblebee</i> and <i>William Tell Overture</i> , and will begin to recognize how composers use dynamics, tempo and timbre to bring a character or theme to life! They will learn to sing simple songs as a class, adding facial expressions and actions to enhance a performance. The children will explore song lyrics and use these as a basis for their own compositions. They will compose short sound sequences to tell a story or reflect a character and perform these to each other. They will learn to follow musical instructions and invent their own musical notation to represent a sequence of sounds.		<b>High or Low?</b> The children will be identifying and describing pitch. They will explore the sounds created by a variety of different instruments and voices, describing their pitch and timbre. They will play simple listening games and identify simple pitch patterns in a range of songs and music, recognizing when the pitch gets higher or lower. They will use a variety of tuned and untuned percussion instruments and compose simple sound effects to accompany sections of a story. They will compose pitch patterns and represent these using creative graphic notation tools such as pipe cleaners and coloured cubes!	
Year 2 Sparkyard	Autumn <b>Bright Lights, Big City</b> <b>Magnificent Monarchs 1</b>		Spring <b>Let's explore the World</b>		Summer <b>Movers &amp; Shakers</b> <b>Magnificent Monarchs 2</b>	
	<b>Time To Play – Exploring Pulse and Rhythmic Patterns</b> From body percussion to disco music, this term develops children's understanding of pulse and rhythm. The term begins with songs and activities to get children performing together rhythmically. The children will perform actions and movements to a steady pulse and play simple musical passing games. They will learn songs such as <i>March To The Beat</i> to explore the difference between pulse and rhythm, and investigate different ways to play rhythms, varying instrumental timbre and dynamics. Working as a class and in small groups, the children will learn to play a simple accompaniment to a song or poem, selecting suitable sounds and timbre. They will learn to create simple four-beat rhythms and represent these using graphic notations such as Beat Monsters!		<b>Musical Moods</b> The children will learn how songs and music can communicate different moods and emotions. They will investigate different ways to express the mood of a song by adding facial expressions and changing the timbre and dynamics of their voice. They will develop their understanding of musical mood through simple songs, where they will be introduced to major and minor tonality. The children will listen and talk about a wide variety of music including <i>Can-Can</i> from <i>Orpheus in the Underworld</i> by Offenbach and <i>Fanfarra Cabua-Le-Le</i> by Sergio Mendes/Carlinhos Brown. They will learn to represent the sounds they hear using graphic symbols and musical doodles! They will compose and improvise music on the theme of weather. They will learn to give musical instructions, taking the role of a conductor in a small group performance. They will create descriptive sounds inspired by a song and create a simple soundscape.		<b>Patterns with Pitch – Exploring Pitch and Melody</b> The children will be exploring pitch and melody. From the octobass to the piccolo, they will find out about a variety of instruments and learn to describe their pitch and timbre. They will play simple listening games and recall a pitch sequence, recognizing where the pitch gets higher, lower or stays the same. Through a range of songs, they will develop their pitch-matching skills, performing them with actions and movement. They will learn to use their voices creatively, creating sounds to match graphic notations such as vocal story maps and pipe-cleaner notation. They will play simple melodies using tuned percussion and be introduced to the pentatonic scale with songs such as <i>Just Five Notes</i> .	

	Autumn	Spring	Summer
Year 3 Sparkyard	<b>Through the Ages</b>	<b>Rocks, Relics &amp; Rumbles</b>	<b>Emperors &amp; Empires</b>
	<p><b>Hear It, Play It! Exploring Rhythmic Patterns</b></p> <p>This term, the children will be exploring rhythmic patterns. With activities designed to get everyone up and moving, the children will learn to <b>identify rhythms and play them using body percussion, instruments and plastic cups!</b> They will explore call-and-response techniques used in a range of songs and <b>have fun creating their own call-and-response (question and answer) phrases.</b> The children will <b>develop their ensemble skills</b>, learning to perform simple rhythmic ostinatos to accompany a song or poem. They will sing songs influenced by <b>different musical styles</b> such as Blues and Rock 'n' Roll and listen out for simple stylistic features in music such as <i>Hound Dog</i> by Elvis Presley and <i>Rock Around The Clock</i> by Bill Haley &amp; His Comets. The children will move on to <b>composing and notating simple rhythmic patterns</b> using different forms of <b>graphic notation.</b></p>	<p><b>Painting Pictures with Sound</b></p> <p>Whether <b>performing actions to match dynamics</b> in Beethoven's <i>5th Symphony</i> or <b>creating doodles in response</b> to Vivaldi's <i>Winter</i> from <i>The Four Seasons</i>, this term begins with activities designed to help children <b>identify and describe the ingredients (dimensions) that make up music.</b> The children will <b>explore instruments</b>, learning about <b>instrumental timbres</b> associated with <b>different countries</b> and use this knowledge to <b>create simple accompaniments to songs</b> such as <i>We're Going Round The World.</i></p> <p>The children will learn how to <b>vary the dimensions of music to evoke mood and atmosphere.</b> They will <b>create suitable music to accompany song lyrics and poetry</b>, as well as <b>improvising a musical phone call</b> to express a suggested mood!</p> <p>The children will have an opportunity to <b>compose music inspired by stories and settings.</b> The children will create and organize <b>layers of musical sound</b> to create interesting <b>textures</b> and have fun representing these sounds using <b>different forms of notation</b> such as <b>storyboards</b> and <b>composition wheels!</b></p>	<p><b>Sing, Play, Notate!</b></p> <p>Whether it's hopping, leaping, ascending or descending, this term begins with <b>songs and activities to get children listening and describing pitch and melody.</b> Using their voice as an instrument, they can <b>create simple soundscapes</b> or <b>develop solo singing</b> with songs such as <i>The Losing Things Song.</i></p> <p>The children will learn to represent melodies from songs such as <i>Healthy Heart</i> and <i>Un, Deux, Trois</i>, exploring <b>different forms of graphic notation such as dots, coins and pipe cleaners!</b></p> <p>The class will develop their knowledge of the <b>pentatonic scale</b>, singing songs and working in small groups to <b>compose and improvise simple melodies.</b></p> <p>The term ends with an <b>opportunity to learn about performance.</b> They will listen and compare versions of music such as <i>March Of The Trolls</i> by Grieg or <i>There's No Business Like Show Business</i> by Irving Berlin, learning how music can be arranged for different instruments and voices.</p>
Year 4 Sparkyard	<b>Ancient Civilisations</b>	<b>Misty Mountain, Winding River, Ancient Rainforests</b>	<b>Achievers &amp; Inventors</b>
	<p><b>Playing With Rhythm – Playing Together and Rhythmic Structures</b></p> <p>This term you can <b>rustle up rhythm pizza</b> and <b>beatbox with Beardyman!</b> Beginning with activities to get children <b>performing together rhythmically</b>, the children will learn to follow musical instructions and experience how it feels to be the conductor! Throughout the term, the children will develop their <b>knowledge of rhythmic notation</b> and use movement to express these concepts. They will have fun exploring songs such as <i>Harvest Samba</i> and will learn how music can be built by <b>combining layers of rhythm.</b> Developing <b>ensemble skills</b> is a key focus and the children will learn to stick to their own part in a group as well as thinking about ways to improve their group performances. The term ends with children <b>composing music within a rhythmic framework</b> with a selection of activities to choose from – the children could write new lyrics to a song, explore rhythm grid notation or create a class composition using rhythmic motifs.</p>	<p><b>Musical Contrasts</b></p> <p>Staccato or legato, forte or piano, major or minor - this term is all about <b>musical contrasts.</b> Beginning with songs and activities which explore different <b>instrumental timbres</b>, the children will <b>learn how instruments can be grouped and classified</b> in different ways. They will <b>listen to music</b> such as <i>The Young Person's Guide To The Orchestra</i> by Benjamin Britten and <b>identify orchestral families</b> (i.e. string, woodwind, brass, percussion). They will also <b>learn to identify changes in tonality</b> through singing songs such as <i>The King's Feelings</i>, as well as developing recognition of <b>major and minor chords</b> through <b>simple listening games.</b> <b>Playing together as an ensemble</b> is a key focus for the term. The children will learn to <b>lead and follow musical instructions</b> and understand the importance of <b>keeping an eye on the conductor!</b> They will <b>explore contrasts</b> between <b>staccato and legato articulation</b> when singing and playing and learn to <b>vary dynamics, tempo, timbre and pitch</b> through a <b>Kandinsky-inspired improvisation!</b> The children will end the term by developing their understanding of <b>musical structure.</b> With a selection of activities to choose from, they can <b>create music in AB or rondo form</b> or <b>explore motifs</b> with a game of <b>Musical Top Trumps!</b></p>	<p><b>Melody Builders – Exploring Melodies and Song Structures</b></p> <p>The term begins with a <b>range of songs and activities to get the children describing and internalizing pitch.</b> As well as singing aloud, they will also learn to use their <b>'thinking voice'</b>, exploring games and songs such as <i>That's The Way We're Put Together</i> and <i>Moving To The Music.</i> From a <b>pentatonic lucky dip to call-and-response melodies</b>, the children will develop their <b>composition and improvisation skills</b> as they learn to create simple melodies using a given range of notes. The children will <b>compose and notate melodies using graphic and letter notation.</b> They will identify how melodies can be organized in different ways, <b>exploring cumulative structure</b> in songs such as <i>In The Jungle</i> and identifying <b>the use of call and response</b> in the Papageno/Papagena duet from <i>The Magic Flute</i> by Mozart. Using song structure as inspiration, the term ends with an <b>opportunity to compose lyrics and create simple musical arrangements</b>, preparing them for performance. From a choice of activities, the children can <b>write a new verse for a song</b>, create and notate performance directions to accompany sections of a song or <b>plan a class performance.</b></p>

Year 5 Sparkyard	<p style="text-align: center;">Autumn <b><u>Invasion</u></b></p> <p><b>Exploring Rhythmic Layers</b></p> <p>This term the children will develop their understanding of <b>rhythm</b> and <b>rhythmic notation</b>. They will <b>get to grips with time signatures</b>, learning to ‘feel’ the difference between three and four beats in a bar. They will <b>explore folk traditions</b> such as Morris dancing and Basque dance and have fun creating and performing their own dances. From a Tabletop Percussion Machine to rhythmic motifs, <b>learning to play rhythms expressively</b>, is a focus for the term as the children will learn to <b>choose suitable timbre and dynamics</b> when playing and composing. They will also learn the <b>importance of following the conductor!</b> As the term moves on, they will learn how composers <b>create interesting textures</b> by combining <b>layers of musical sound</b>. They will <b>identify the use of ostinato</b> in pieces such as <i>Bolero</i> by Ravel and will use ostinato to accompany songs such as <i>I Have A Song To Sing</i> and <i>Time For Everything</i>, <b>creating interesting polyrhythmic textures!</b> The term ends by exploring ways to <b>represent musical textures through notation</b>. With a selection of activities to choose from, the children can <b>explore rhythm grids</b> or <b>create a layered composition</b> inspired by composers taking part in a video call!</p>	<p style="text-align: center;">Spring <b><u>Waste not, Want not!</u></b></p> <p><b>Music and Words</b></p> <p>This term is all about <b>music and words!</b> The children will brush up their Italiano, improvise musical conversations, scat like Ella Fitzgerald and compose music inspired by poetry! Songs such as <i>Music Italiano</i> and <i>I’ll Sing This Song</i> will teach the class to <b>recognize the inter-related dimensions of music</b> as well as develop their understanding of <b>Italian musical vocabulary</b>. Through creative listening activities, the children will learn to represent expressive features of music in a <b>graphic score</b> and then <b>use musical vocabulary to describe their creations!</b> <b>Improvisation skills</b> will be developed through call-and-response activities where the children will create rhythmic and melodic patterns to a four-beat pulse. From the <b>classical cadenza</b> to the <b>Be-bop scat</b> of Ella Fitzgerald, the children will also develop an understanding of how improvisation has been used throughout <b>musical history</b>. Learning about <b>musical styles</b> such as <b>jazz</b> gives the class an opportunity to find out about <b>influential musicians</b> such as Louis Armstrong, and of course, it’s the perfect reason to sing songs written in ‘jazzy’ style such as <i>Jazz Is Cool</i>, <i>In The Band</i> and <i>Shoo-Be-Doo-Ah</i>. The children will end the term by <b>creating music</b> inspired by lyrics, words and poetry, exploring techniques to establish <b>mood and atmosphere</b>.</p>	<p style="text-align: center;">Summer <b><u>Ground-breaking Greeks</u></b></p> <p><b>Song Ingredients – Exploring Melody, Harmony and Lyrics</b></p> <p>This term, the children will learn about the key ingredients used in songs: <b>rhythm, melody, harmony and lyrics!</b> They will begin to learn rounds and part songs such as <i>School Is Nearly Over</i> and <i>I Got A Little Dog</i> and identify how <b>layers of melody can be combined</b> to create a <b>polyphonic texture</b>. They will identify these features in music from the past and present, listening to <b>traditional songs</b> such as <i>Frère Jacques</i> and <i>Three Country Dances In One</i>, alongside <b>contemporary music</b> created and performed with a loop pedal! They will <b>develop their understanding of intervals, scales and chords</b> and learn to <b>notate pitches</b> using staff and letter notation. <b>Playing together as an ensemble remains a key focus</b> and they will accompany song melodies using <b>chords, drones and basslines</b>. The term ends with a chance to <b>explore the songwriting process</b>. The children will learn how songs can reflect the time and place in which they are written, and may be sung to mark a social or cultural occasion. With a selection of activities to choose from, the <b>children can write their own song</b> inspired by the structure of <i>Take A Major Scale</i>, <b>compose a school jingle</b> or collaborate to <b>write a song to celebrate their school community</b>.</p>
	Year 6 Sparkyard	<p style="text-align: center;">Autumn <b><u>Britain at War</u></b></p> <p><b>We’ve Got Rhythm: Rhythmic Devices and Structure</b></p> <p>The term begins with an <b>exploration of time signatures</b>. Through songs and collaborative rhythm games, the class will get a feel for 6/8 rhythms and learn to identify changes in time signature and musical style in the song <i>Take Five Styles</i>. <b>Performing rhythms expressively</b> is a focus for the term and the children will explore <b>rhythmic poems and songs</b> such as <i>Plastic Wrap</i> and <i>1066 Rap</i>. They will experiment with <b>vocal and instrumental effects</b> by varying articulation, dynamics and timbre and learn to identify these features when <b>listening to each other perform</b>. The children will <b>listen to rhythms from around the world</b> such as djembe drumming from West Africa, Latin American rhythms such as tango, salsa and samba and Konnakal from South India. Using songs as inspiration, the children will <b>learn to play polyrhythms</b> and <b>experiment with creating different polyrhythmic textures</b>. The term ends with an opportunity to <b>capture rhythmic ideas in a musical structure</b>. From a choice of activities, the children can write a short rap, choreograph a routine with plastic cups or create a 16-beat (four bar) body percussion break to accompany the song, <i>Fiesta!</i></p>	<p style="text-align: center;">Spring <b><u>This is our World!</u></b></p> <p><b>Musical Effects and Moods</b></p> <p>Whether ‘<b>Mickey Mousing</b>’, <b>singing like a Silly Donkey</b> or <b>creating a vocal firework display</b> inspired by Tchaikovsky’s <i>1812 Overture</i>, the term begins with an <b>opportunity to get creative</b> with vocal and instrumental sounds. The children will <b>develop improvisation skills</b>, learning how to make subtle changes to vocal timbre as well as exploring dynamics, pitch, tempo and articulation to achieve effects. Songs such as <i>Ear Warm</i> and <i>Crying Out For Love</i> are a great opportunity to <b>learn about intervals</b> and through simple tuned percussion activities, the children will <b>explore how consonant and dissonant sounds</b> in harmony can <b>create moods and atmosphere</b>. The children will <b>explore how composers use music to communicate</b> characters, settings, and moods, identifying and exploring techniques such as <b>leitmotifs</b> used by film composer, John Williams. The children will <b>learn about key features of musical theatre</b>, identifying the role of actors, musicians, and audience! Working in small groups, they will <b>explore ways to interpret and convey the lyrical meaning of a song</b> effectively, adding appropriate dynamics, vocal timbre, facial expression, and movement. The term ends</p>



with **an opportunity to compose, notate and perform!** From a choice of activities exploring graphic and standard notations, the children could create film soundtracks, leitmotifs, sound-effect rhythms or perhaps try a musical rollercoaster ride!