

# Music

# Music Whole School Topic Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>KS1 Cycle 1</b>	<b>The Magic Toymaker</b> Toys (Yr2 Aut 1) <i>Focus: Beat</i>	<b>People of the Past</b> Ourselves (Year 1 Aut1) <i>Focus: Exploring Sounds</i>	<b>Amazing Animals</b> Animals (Year 1 Aut1) <i>Focus: Pitch</i>	<b>Say Cheese</b> Number (Year 2 Spr 2) <i>Focus: Beat</i>	<b>Transport</b> Travel (Year 1 Summer 2) <i>Focus: Performance</i>	<b>Green Fingers</b> Seasons (Year 2 Spr 2) <i>Focus: Pitch</i>
<b>KS1 Cycle 2</b>	<b>Let's Celebrate!</b> Pattern (Year 1 Spr 2) <i>Focus: Beat</i>	<b>Dragons and Castles</b> Story time (Year 2 Spr 2) <i>Focus: Exploring Sounds</i>	<b>Materials</b> <i>Our Bodies</i> (Year 2 Aut 1) <i>Focus: Beat</i>	<b>Our World</b> Our Land (Year 2 Aut2) <i>Focus: Exploring Sounds</i>	<b>We are What We Eat</b> Weather (Year 2 Sum1) <i>Focus: Exploring Sounds</i>	<b>Hooray Let's go on Holiday</b> Water (Year 2 Sum 2) <i>Focus: Pitch And Performance</i>
<b>LKS2 Cycle 1</b>	<b>Scavengers and Settlers (Stone Age)</b> Human Body (Yr 3 Sum 1) <i>Focus: Exploring Structure</i>	In the past (Yr 3 Spr 2) <i>Focus: Exploring Pitch</i>	<b>Active Planet (Volcanoes)</b> Environment (Yr 3 Aut 1) <i>Focus: Exploring Composition</i>	Time (Yr 3 Spr 1) <i>Focus: Exploring Beat</i>	<b>Treasure</b> Sounds (Yr 3 Aut 2) <i>Focus: Exploring Sounds</i>	Food and Drink (Yr 3 Sum 2) <i>Focus: Performing</i>
<b>LKS2 Cycle 2</b>	<b>Explorers &amp; Adventurers</b> Around the world (Yr 4 Spr 1) <i>Focus: Exploring Pitch</i>	Ancient World (Yr 4 Spr 2) <i>Focus: Exploring Structure</i>	<b>Temples, Tombs &amp; treasures (Ancient Egypt)</b> Time (Yr 4 Sum 1) <i>Focus: Exploring Beat</i>	In the past (Yr 4 Sum 2) <i>Focus: Exploring Notation</i>	<b>Saving The World</b> Environment (Yr 4 Aut 1) <i>Focus: Exploring composition</i>	Sounds (Yr 4 Aut 2) <i>Focus: Exploring Sounds</i>
<b>UKS2 Cycle 1</b>	<b>Learning Brain/ The Great, Bold and Brave (Greeks)</b> World Unite (Yr 6 Aut 1) <i>Focus: Performance</i>	Journeys (Yr 6 Aut 2) <i>Focus: Performance</i>	<b>Space Explorers</b> Growth (Yr 6 Spr 1) <i>Focus: Street dance performance</i>	Growth (Yr 6 Spr 2) <i>Focus: Mini musical performance</i>	<b>Weather and Climate</b> Class awards (Yr 6 Sum 1) <i>Focus: Awards show performance</i>	Moving on (Yr 6 Sum 1) <i>Focus: Performance</i>
<b>UKS2 Cycle 2</b>	<b>Making the News</b> Solar System (Yr 5 Aut 2) <i>Focus: Listening</i>	<b>Moving People (migration)</b> Our Community (Yr 5 Aut 1) <i>Focus: Performance</i>	<b>History AD900 (Mayans)</b> Life Cycle (Yr 5 Spr 1) <i>Focus: Structure</i>	Keeping Healthy (Yr 5 Spr 2) <i>Focus: Beat</i>	<b>The Holiday Show</b> At the movies (Yr 5 Sum 1) <i>Focus: At the movies</i>	<b>Black Gold? The Oil Industry</b> Celebration (Yr 5 Sum 2) <i>Focus: Celebration</i>

Key Learning Intentions: Reception	Key Learning Intentions: Years 1 and 2	Key Learning Intentions: Years 3 and 4	Key Learning Intentions: Years 5 and 6
<p>ELG Children sing songs, make music and dance and experiment with ways of changing them Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories</p>	<ul style="list-style-type: none"> <li>• use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• play tuned and untuned instruments musically</li> <li>• listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>• experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul> <p><b>Key Skills:</b></p> <p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>• I recognise and explore how sounds can be made and changed</li> <li>• I use my voice in different ways such as speaking, singing and chanting</li> <li>• I repeat short rhythmic and melodic patterns</li> <li>• I create and choose sounds in response to given starting points</li> <li>• I try out my ideas and change as I go along</li> <li>• When performing I take account of musical instructions</li> <li>• I perform with awareness of others</li> <li>• I respond to different moods in music</li> <li>• I notice changes in sounds</li> <li>• I notice repeated patterns</li> </ul> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>• I recognise and explore how sounds can be organised</li> <li>• I respond to starting points given to me</li> <li>• I choose carefully and order sounds in a beginning, middle and end</li> <li>• I perform simple patterns and accompaniments keeping to a steady pulse</li> <li>• I improvise in making sounds and with my voice</li> <li>• I sing with a sense of the shape of the melody</li> <li>• I represent sounds with symbols</li> <li>• I notice how music can be used to create different moods and effects and to communicate ideas</li> <li>• I improve my own work</li> </ul>	<ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• improvise music for a range of purposes using the inter-related dimensions of music</li> <li>• listen with attention to detail and recall sounds with increasing aural memory</li> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> </ul> <p><b>Key Skills:</b></p> <p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>• I explore the ways sounds can be combined and used expressively</li> <li>• I can combine musical elements</li> <li>• I improvise repeated patterns</li> <li>• I sing in tune with expression</li> <li>• I perform simple melodic and rhythmic parts.</li> <li>• I discuss my work, and that of others</li> <li>• I make improvements to my own work</li> </ul> <p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>• I notice and explore the ways sounds can be combined and used expressively</li> <li>• I compose music that combines musical elements.</li> <li>• I combine several layers of sound with an awareness of the combined effect</li> <li>• I make accurate choices to create repeated patterns.</li> <li>• I sing in tune with expression.</li> <li>• I perform simple melodic and rhythmic parts</li> <li>• I discuss my work, and that of others using appropriate vocabulary</li> <li>• I make improvements to my own work, commenting on the intended effect</li> </ul>	<ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>• listen with attention to detail and recall sounds with increasing aural memory</li> <li>• use and understand staff and other musical notations</li> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• develop an understanding of the history of music.</li> </ul> <p><b>Key Skills:</b></p> <p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>• I notice and explore the relationship between sounds</li> <li>• I notice and explore how music reflects different intentions</li> <li>• I compose by developing ideas within musical structures</li> <li>• I improvise melodic and rhythmic phrases as part of a group performance</li> <li>• While performing by ear and from notations, I maintain my own part with awareness of how the different parts fit together and the need to achieve an overall effect</li> <li>• I compare and evaluate different kinds of music using an appropriate musical vocabulary</li> <li>• I suggest improvements to their own and others' work, commenting on how intentions have been achieved</li> </ul> <p><b>Year 6</b></p> <ul style="list-style-type: none"> <li>• I notice and explore musical devices</li> <li>• I notice and explore how music reflects time, place and culture</li> <li>• I use a variety of notations when I compose</li> <li>• I compose music for different occasions using appropriate musical devices</li> <li>• I improvise melodic and rhythmic material within given structures</li> <li>• I perform significant parts from memory and from notations, with awareness of my own contribution</li> <li>• I analyse and compare musical features</li> <li>• I notice how venue, occasion and purpose affect the way music is created, performed and heard</li> <li>• I refine and improve my work</li> <li>• I can talk about famous musicians from the past.</li> <li>• I can comment on changes in music over the past 100 years</li> </ul>