

Music Overview 2025-26

<u>Term</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Nursery</u>	<p>Sing a large repertoire of songs. Use large-muscle movements to wave flags and streamers, paint and make marks. Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape of familiar songs. Create their own songs, or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.</p>					
<u>Reception</u>	<p><u>Singing</u> <i>Weekly singing assembly – sing simple songs, chants and rhymes expressively and from memory, singing collectively and at the same pitch. Sing the melodic shape of familiar songs.</i></p>					
	<p>Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Combine different movements with ease and fluency. Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. 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. 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.</p>					
<u>Year 1</u>	<p><u>Singing</u> <i>Weekly singing assembly – sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions and counting in. Begin with simple songs with a very small range (mi-so) and then slightly wider, including pentatonic songs. Sing a range of call and response songs to control vocal pitch and match pitch with accuracy.</i></p>					
	<p><u>We are Musicians</u> Introduction to the inter-related dimensions of music: pulse, tempo, rhythm, pitch, dynamics Explore dimensions through listening and responding to diverse range of music. Use of untuned percussion instruments to play pulse and create 4/4 crotchet/quaver rhythms.</p>	<p><u>Light Fantastic: Musical Sunrises</u> Inter-related dimensions of music Introduction to an orchestra, instrument families: strings, woodwind, brass, percussion Music can paint pictures – improvise using tuned and untuned instruments to create musical sunrises</p>	<p><u>Toy Story</u> Inter-related dimensions of music Music can tell stories, create characters Improvise and create sounds and sound effects using range of tuned and untuned instruments to represent different toys. Notate using own symbols.</p>	<p><u>Strike a Pose</u> PERFORMANCE Costumes and concerts, music can evoke mood Create a playlist for Y1 Fashion Show Perform to music, demonstrating sense of pulse.</p>	<p><u>Once Upon a Time</u> Inter-related dimensions of music Music tells stories Instrument families using <i>Peter and the Wolf</i>, <i>Prokofiev</i> Create short sequences of sounds to represent traditional tale. Combine to make a story. Recognise difference between pitch patterns and rhythm patterns.</p>	<p><u>Amazing Animals</u> Inter-related dimensions of music The animal orchestra: demonstrate understanding of pulse, pitch, tempo, rhythm and dynamics to create own ensemble. Perform as an animal orchestra using range of tuned and untuned percussion instruments.</p>

Year 2	<u>Singing</u> Weekly singing assembly – sing songs with a pitch range of do-so with increasing vocal control. Sing songs with a small pitch range, pitching accurately. Know the meaning of dynamics and tempo and be able to demonstrate these when singing by responding to the leader’s directions, and visual symbols (eg crescendo, diminuendo).				
	<u>Our London Playlist</u> Inter-related dimensions of music Explore and respond to music inspired by London and Londoners Compose rhythmic call and responses based on words and phrases Notate using crotchet and quavers	<u>Blaze – Music tells Stories</u> Inter-related dimensions of music Music and movement ballet, Firebird. Music evokes mood and setting Music tells a story, improvise and compose using tuned and untuned percussion, match to movement.	<u>Curious Creatures</u> Inter-related dimensions of music Carnival of the Animals, music evokes mood. Group compositions representing chosen animals. Musical procession – use of copycat rhythms and call and response.	<u>Gems and Crystals</u> Inter-related dimensions of music Fanfares and ceremonial music: music for the coronation Music and Windrush: Calypso stories	<u>Glorious Music</u> Inter-related dimensions of music Intro to Jazz and Jazz standards. Identify differences in pitch and timbre of different instruments
Year 3	<u>Singing</u> Weekly singing assembly – sing widening range of unison songs (pitch range do-so). Sing tunelessly and with expression. Perform <i>forte</i> and <i>piano</i> .				
	<u>Music can paint pictures</u> Music and the sea Inter-related dimensions of music: timbre Impressionism	<u>We are Composers</u> Inter-related dimensions of music: notation, structure, texture London Sinfonietta Composition Challenges Postcard Pieces Graphic scores: notation Composing, improvising, performing	<u>Enchanting Civilisations and Rhythmic Rivers</u> Pulse, rhythm Music Traditions Music of the Nile Maqsoom rhythm: darbuka, djembe,	<u>Music and poetry</u> Inter-related dimensions of music: pulse, rhythm, pitch, timbre Musical haiku Rapt rap	
Year 4	<u>Singing</u> Weekly singing assembly – sing widening range of unison songs (octave range). Pitch accurately and sing with expression. Follow directions for <i>crescendo</i> and <i>decrescendo</i> . Sing rounds and partner songs in different time signatures. Begin to sing repertoire with wider leaps. Simple harmonies.				
	<u>Instrumental Performance</u> WCIT – weekly lessons for all children: violin, guitar, trumpet and clarinet, termly WCIT concert performances				

Year 5	<u>Singing</u> Weekly singing assembly – sing broad range of songs from an extended repertoire with sense of ensemble and performance. Observing phrasing, accurate pitching and appropriate style. Sing 3-part rounds, partner songs, song with verse and chorus. School Choir Year 5 ECITY continuers				
	<u>Instrumental performance</u> Continuers – weekly lessons: violin, guitar, trumpet and clarinet, termly WCIT concert performances				
	<u>What is a concerto? From Aut 2026 Sum 26</u> Inter-related dimensions of music: pulse Western Classical concerti including: Vivaldi Lute, Joseph Bologne violin, Haydn Trumpet, Mozart Clarinet	<u>What is an ensemble?</u> Inter-related dimensions of music Communication: pulse, listening, looking Examples of different ensemble from trio to Symphony Orchestra Forming an ensemble	<u>We are Composers</u> Inter-related dimensions of music: notation, structure, texture London Sinfonietta Composition Challenges, Postcard Pieces Deep Listening Graphic scores: notation Composing, improvising, performing	<u>Music and Myth</u> <u>Inter-related dimensions of music</u> <u>Musical inspirations – Odysseus</u> <u>Music as soundscape</u> <u>Ostinato rhythm</u> <u>Notation and fractions</u> <u>Impressionism</u>	<u>What is Jazz? Sum 27</u> Inter-related dimensions of music: pulse, rhythm, pitch WCIT instruments in Jazz Django Rheinhardt Stephane Grapelli Courtney Pine Miles Davis
Year 6	<u>Singing</u> Weekly singing assembly – sing broad range of songs including songs with syncopated rhythms with sense of ensemble and performance. Observing rhythm, phrasing, accurate pitch and appropriate style. School Choir				
	<u>Instrumental performance</u> Continuers – weekly lessons: violin, guitar, trumpet and clarinet, termly WCIT concert performances				
	<u>Music and Protest</u> <u>We are Performance Poets</u> Inter-related dimensions of music Listen and analyse examples of music of protest and social change. Using Ableton to create beats. Writing lyrics.	<u>Music and Manipulation</u> Inter-related dimensions of music Music evokes feeling and mood Features of Jazz Programming a concert	<u>Music and Hope</u> Inter-related dimensions of music Music as commemoration Fanfares - Last Post What is a Requiem? Classical to Contemporary		<u>Music and Migration</u> Inter-related dimensions of music Music crosses borders Music of Windrush – calypso Music Traditions