

Tollgate Primary School Curriculum Overview

Music Overview

	<u>Autumn</u>		<u>Spring</u>		<u>Summer</u>	
Nursery (EAD)	<u>Nursery Rhymes</u> -Singing a range of nursery rhymes -Exploring movements to these songs		<u>Exploring Sounds</u> -Understanding different instruments make different noises -Identifying how these instruments make you feel		<u>Music from Around the World</u> -Listening to and experiencing a range of music from certain countries -Dancing to music – identifying relevant movements	
Reception (EAD)	<u>Singing along</u> -Singing a range of songs – including current hits -Linking songs to emotions and movements		<u>Exploring musical instruments</u> -Playing simple beats -Exploring what instruments sound like when mixed together		<u>Music from Around the World</u> -Listening to and experiencing a range of music from around the world -Dancing to music – identifying relevant movements and explaining why	
Year 1	<u>Loud & Quiet</u> -Creating loud and quiet sounds -Comparing loud and quiet sounds within a piece of music	<u>Singing</u> -Songs to celebrate Christmas -Singing Christmas carols to tell the story of the Nativity	<u>Exploring The World Around Us</u> -Listening to the different sounds around us and different things that make music -Exploring different music from different countries		<u>Exploring Rhythms and Pitch</u> -Creating word chants and patterns for rhythm -Linking pitch and sounds to storytelling	<u>Singing</u> -Singing simple melodies and rhythms -Recalling a song from memory
Year 2	<u>Exploring Tempo</u> -Playing and singing rhythms with different tempos -Composing a rhythm with a change of tempo	<u>Singing</u> -Singing at the correct pitch -Singing Christmas carols to tell the story of the Nativity	<u>Music Through Time</u> -Looking back at music over the past hundred years -Exploring similarities and differences of music	<u>Music and Feelings</u> -Exploring how music can make us feel different ways -Identifying different musical features that can show feeling	<u>Composition</u> -Composing a piece of music from a non-musical stimulus (image/short clip) -Recording rhythms and melodies using stick notation or images	<u>Singing</u> -Singing correct rhythms and melodies -Responding to directions from a conductor
Year 3	<u>Whole Class Instrumental</u> -Children will learn trombone or violin		<u>Whole Class Instrumental</u> -Children will learn trombone or violin.		<u>Whole Class Instrumental</u> -Children will learn trombone or violin	

Year 4	<p><u>Exploring Dynamics</u></p> <ul style="list-style-type: none"> -Listening to and experiencing music using a variety of dynamics -Creating and performing different dynamics using instruments and voices 	<p><u>Singing</u></p> <ul style="list-style-type: none"> -How to warm up your voice -Singing with dynamics -Exploring expression when singing -Performance as an ensemble 	<p><u>World Music – Latin American Music</u></p> <ul style="list-style-type: none"> -Exploring Samba and Tango and their stylistic features. 	<p><u>Whole Class Instrumental</u></p> <ul style="list-style-type: none"> -Children will learn the melodica. 	<p><u>Whole Class Instrumental</u></p> <ul style="list-style-type: none"> -Children will learn the melodica. 	<p><u>Singing</u></p> <ul style="list-style-type: none"> -Singing in rounds -Creating textures when singing such as call & response -Singing with a variety of dynamics
Year 5	<p><u>Texture</u></p> <ul style="list-style-type: none"> -Understanding and recognising different textures within music - Performing different textures 	<p><u>Singing</u></p> <ul style="list-style-type: none"> -Looking after your voice -Creating textures when singing -Applying harmony to a song 	<p><u>World Music – Caribbean Music</u></p> <ul style="list-style-type: none"> -Exploring Reggae and Calypso music and their stylistic features -Make links to popular music that feature these styles 	<p><u>Gospel Music</u></p> <ul style="list-style-type: none"> -Understanding the history of gospel music. -Singing popular gospel songs. -Identifying and singing harmonies and textures. 	<p><u>Composition – Ternary Form</u></p> <ul style="list-style-type: none"> -Exploring pieces with ternary form -Composing a ternary form piece 	<p><u>Singing</u></p> <ul style="list-style-type: none"> -Recognise different ways to look after your voice -Apply expression to singing as well as harmonies
Year 6	<p><u>Syncopation</u></p> <ul style="list-style-type: none"> -Listening to and experiencing musical styles that include syncopation -Composing and performing syncopated rhythms 	<p><u>Singing</u></p> <ul style="list-style-type: none"> -Singing with expression -Applying part harmony to a song 	<p><u>World War II</u></p> <ul style="list-style-type: none"> -Identifying different World War II composers and singers -Exploring the stylistic features of music and why they were important. 	<p><u>Composition - Technology</u></p> <ul style="list-style-type: none"> -Using technology to compose -Exploring instruments, tracks and lyrics to create popular music piece 	<p><u>Musical Theatre</u></p> <ul style="list-style-type: none"> -Exploring different styles of musical theatre -Musical performance at the end of term with Brick Lane Theatre. 	<p><u>Singing</u></p> <ul style="list-style-type: none"> -Singing in the correct style of a piece -Applying 2/3 part harmony to a piece