



Whole School Music Yearly Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	All About Me (1) S/L – The Marriage of Figaro, Nimrod C – creating rhythms, verses and actions P – responding with movement, playing percussion, copying rhythms, singing and chanting	Traditional Tales (1) S/L – Traditional Tale story adaptations C – creating rhythms and actions, adding sound effects P – copying and repeating rhythms. Responding with movement, play percussion, using <i>so mi</i> , adding actions, exploring dynamics and tempo	Around the World (1) S/L – Flamenco, The Races, Hava Nagila, Reve Gourmand, La Bamba C – body percussion, percussion instruments P – call and response singing, percussion playing, actions and movements to music	Nursery Rhymes (1) S/L – Various nursery rhymes; Ah vous dirai-je Maman C – creating new verses and actions, adding sound effects P – copying rhythms, dynamics, pitch and tempo, chanting	Walking in the Jungle (1) S/L – Along Came A Crocodile, Oiseaux Exotiques, Third Bird Song C – creating rhythms, verses and actions, composing music based on a theme P – responding with movement, playing percussion, copying rhythms, singing, chanting and sound effects	Everyday Life (1) S/L – The Good Morning Song C – creating rhythms, verses and actions P – copying and repeating rhythms, responding with movement, playing percussion, exploring pitch, dynamics, tempo and sound effects
Reception	Journeys (2) S/L – The Train is a Comin’, Belle Nuit, O Nuit D’Amour, Op 19b, No. 6 in G Minor C – creating rhythms using titi/ta and rest beats P – rhythms, call and response, group chanting	Circus (2) S/L – Entry of the Gladiators, At the Circus, Acrobat Instrumental, Mascara, Strike Up the Band, I Am the Ringmaster C – creating rhythms, improvising P – playing to the pulse, moving to music, copying rhythms	Space (2) S/L – Also Sprach Zarathustra, Neptune, Jupiter and Mars (The Planets), Star Wars, Walking on the Moon C – composing to a theme, considering dynamics and tempo, exploring 3 notes P – performing with a partner, playing percussion, using notes <i>so, me and la</i> in simple melodies	Whatever the Weather (2) S/L – Rain, Rain, Go Away, Symphony No. 6 in F Major: Thunderstorm, Snow Is Falling Down, Sleigh Bells, The Skater’s Waltz C – simple melodies, thematic piece, creating rhythms and new verses P – repeating rhythms, responding with movement, playing percussion, using <i>so</i> and <i>mi</i> , playing and singing together	Minibeasts (2) S/L – Flight of the Bumble Bee, Les Papillons, Schmetterling Op. 43 C – composing new verses, words and actions, selecting instruments, using dynamics and tempo P – singing, playing percussion, repeating and matching rhythms, adding actions, using pitch	Deep Blue Sea (2) S/L – Aquarium (Carnival of the Animals), Jump Into the Deep Blue Sea, C – exploring instruments and their sound, composing simple rhythms and melodies P – following hand signals, steady beat, playing percussion, following written symbols, call and response, identifying pitch
Year 1	Senses S/L – Ave Maria, Adagio for Strings C – creating rhythms P – following a conductor, graphic notation, chanting, singing in two parts	Superheroes S/L – Superman Theme C – exploring sound using dynamics, tempo and structure P – group ensemble, following a score	Dinosaurs S/L – Sinfonietta No. 2, The Rite of Spring C – exploring timbre, dynamics, tempo & pitch P – dynamics and pitch using percussion, chanting & graphic scores	Carnival of the Animals S/L – The Carnival of the Animals C – improvising using dynamics and tempo P – playing and singing together, call and response, ostinato	Fantasy and Adventure S/L – Pamina’s Aria, Queen’s Aria, Pa-Pa-Papageno C – writing a score using <i>so</i> and <i>mi</i> , call and response P – <i>so, mi; ta, titi</i> ; following score as duets and groups	At the Seaside S/L – Oh I Do Like to Be Beside the Seaside, Blow the Wind Southerly C – layering sounds, graphic scores, creating sound effects P – group ensemble, performing to a pulse
Year 2	Folk Songs S/L – Wellerman, Hornpipe, My Bonnie Lies Over the Ocean, Dance to Your Daddy C – improvising rhythmic patterns P – playing and singing as ensemble, call and response, singing in a round, singing/chanting in 3 parts, using dynamics for expression	Jupiter S/L – Also Sprach Zarathustra, Jupiter Theme A, B, C and D, Neptune C – creating musical response to non-musical stimulus P – small group and class ensembles, adding lyrics, showing changes in dynamics and tempo	Toys S/L – Dance of the Sugarplum Fairy, Toy Symphony, March of the Toys, Boogie Woogie Stomp C – creating improvised phrases, using dot notation to record melodies P – moving to melodies, following a score, singing and performing together	Four Seasons S/L – The Four Seasons, Sumer is Icumen In C – improvising with voices, bodies, tuned and untuned instruments P – following dot and staff notation, using pitch, dynamics and tempo	Great Fire of London S/L – Ritual Fire Dance, The Fairy Queen, Lord How Long Wilt Thou be Angry?, Pachelbel’s Canon C – using notation to record rhythms, exploring vocal sounds P – following a score, body percussion, chanting to a pulse, singing in a round	Oceans S/L – There Are Five Great Oceans, The Aquarium, The Rock Stars of the Reef C – using rhythmic and pitch notation, improvisation, adding accompaniments P – following staff notation, using pitch, dynamics and tempo
Year 3	Greek Myths S/L – The Song of Orpheus and Eurydic, Dance of the Furies C – improvising melodies and soundscapes P – solo and group ensemble, drone, combining singing, dancing and playing	Stone Age S/L – Doug Uggie C – reading and writing rhythm notation, turning words into rhythms P – following graphic score and Western notation, rhythms as solos, duets and ensembles, call & response, rhythmic chanting	Castles S/L – Branle de l’official, Pastime in Good Company, Ave Genrosa C – creating rhythms, adding actions, improvising melodies P – chanting/playing 2, 3 and 4 part rhythms (ostinato), conducting, call and response, singing in character	In the Garden S/L – Green Garden, Flight of the Bumble Bee, English Country Garden C – rhythmic notation, pitch notation, adding accompaniment P – rhythmic notation, pitch notation, singing in unison, playing by ear	Volcanoes S/L – Hekla, Symphony No. 50 – Mt St Helens C – improvising, adding graphic notation P – performing graphic notation, performing as an ensemble	Mayans S/L – Cleansing the Rain for Mother Earth, Cry of the Morning Dove, Song of Our Ancestors, C – rhythmic notation, pitch notation, adding accompaniment P – following rhythmic and pitch notation
Year 4	Ancient China S/L – Playing Instruments While Walking Along the Streets C – using pentatonic scale, improvising to tell a story, adding accompaniment P – singing pentatonic scale, solo, class and group ensemble, pulse, rhythm, pitch and singing harmonies	Jazz S/L – It Don’t Mean A Thing, Backwater Blues, Jubilee, The Skeleton in the Closet, Lift Every Voice and Sing C – using pitch, improvising rhythm, staff notation P – following staff notation, solo and group ensemble, call and response, scatting	Samba S/L – Carnival is Here, Live Samba, Sambalele, Rhythm is Gonna Get You C – rhythms and polyrhythms; staff notation P – singing in a round, call and response, following staff notation, solo and group ensemble ----- Brass (DMS)		Samba S/L – Carnival is Here, Live Samba, Sambalele, Rhythm is Gonna Get You C – rhythms and polyrhythms; staff notation P – singing in a round, call and response, following staff notation, solo and group ensemble ----- Brass (DMS)	
Year 5	Planets S/L – The Planets C – Western notation, accompaniment, melody, ternary form (3 parts) P – using Western notation, following graphic scores, ensemble	Africa S/L – Shosholoza C – creating polyrhythms, ostinato and mnemonics, improvising rhythms P – solo, group and class ensemble, call and response, singing in two parts	Vikings S/L – Heave Ho C – using rhythm grids and Western notation, creating and improvising P – following rhythm grids and Western notation, singing in 2, 3 & 4 part rounds	Rock and Roll S/L – Blue Suede Shoes, California Dreamin’, Hit the Road Jack, Suspicious Minds C – using Western notation, creating melodies and bass lines P – following Western notation, playing chord and bass lines, singing melody and harmony	Melodies of Divinity S/L – Raga Desh, Tampura in D/C, Raga Bhimpalasi, Jam to the Bhangra, Tin Tal Drut C – using staff notation, creating melodies and rhythms P – following staff notation, solo and ensemble performances, pitch matching singing over an octave	Animal Kingdom S/L – The Carnival of the Animals C – using intervals, harmonies and chords, improvising melodies P – following notation, group ensemble, harmonising in 2, 3 and 4 parts
Year 6	WWII S/L – Star Spangled Banner, God Save the King, Das Leid Der Deutschen, Il Canto Degli Itilani, Run Rabbit Run, We Are the Champions, We’ll Meet Again, In The Mood C – writing lyrics, melody and accompaniment	Arctic S/L – Winter (Vivaldi) C – using graphic score and staff notation, programmatic music P – following graphic scores and staff notation, group ensemble	Garageband S/L – <i>identifying chords and instruments</i> C – using binary/ternary form, constructing chords, creating melody and accompaniment P – improvising chords and structure, pitch matching	Reggae S/L – Three Little Birds, My Number One, Rivers of Babylon, The Harder They Come, Dreamland C – creating bass lines from triads P – combining, rehearsing and refining an ensemble performance, maintaining a challenging independent part, following notation		Leavers’ Production Singing - tbc Performing - tbc



Whole School Music Yearly Overview

	P – singing in 2, 3 and 4 parts, group ensemble, follow staff notation				
--	--	--	--	--	--