Learning at River View

Music Yearly Overview EYFS - Year 6

|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
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| **EYFS** | **All about me**Me and my friends Me and my school.[Unit: All about me | Teacher Hub | Oak National Academy](https://teachers.thenational.academy/units/all-about-me-13bf) | **Let’s Celebrate**Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwankzaa and Christmas.<https://www.kapowprimary.com/subjects/music/eyfs-music/eyfs-units/celebration-music/> | **Care for our World**Exploring how to use our voice and bodies to make sounds, experimenting with tempo and dynamic when playing instruments and identifying sounds in the environment.<https://www.kapowprimary.com/subjects/music/eyfs-music/eyfs-units/exploring-sound/> | **Healthy Me**Creating simple actions to songs, learning how to move to a beat and expressing feelings and emotions through movement to music.<https://www.kapowprimary.com/subjects/music/eyfs-music/eyfs-units/music-and-movement/> | **Me and People in my Community**A unit based on traditional childrens’ tales and songs, where pupils learn that music and instruments can be used to convey moods or represent characters.<https://www.kapowprimary.com/subjects/music/eyfs-music/eyfs-units/musical-stories/> | **Changing and growing****(Big Band)**Learning about the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience.<https://www.kapowprimary.com/subjects/music/eyfs-music/eyfs-units/big-band/> |
| **Year 1** | **Pulse and rhythm** **(All about me)** Children learn to identify the difference between the pulse and rhythm of a song and consolidate their understanding of these concepts through listening and performing activities.[https://www.kapowprimary.com/subjects/music/key-stage-1/year-1/pulse-and-rhythm-all-about-me](https://www.kapowprimary.com/subjects/music/key-stage-1/year-1/pulse-and-rhythm-all-about-me/) | **Classical music, dynamics and tempo (Animals)** Children use their bodies and instruments to listen and respond to pieces of classical music that represent animals.<https://www.kapowprimary.com/subjects/music/key-stage-1/year-1/animals/> | **Musical vocabulary (Under the sea)** Journey into the unknown and explore under the sea through music, movement, chanting and the playing of tuned percussion instruments.<https://www.kapowprimary.com/subjects/music/key-stage-1/year-1/musical-vocabulary/> | **Timbre and rhythmic patterns (Fairy Tales)** Through fairy tales, children are introduced to the concept of timbre; learning that different sounds can represent characters and key moments in a story.<https://www.kapowprimary.com/subjects/music/key-stage-1/year-1/fairy-tales/> | **Pitch and tempo (Superheroes)** Learning how to identify high and low notes and to compose a simple tune, children investigate how tempo changes help tell a story and make music more exciting.<https://www.kapowprimary.com/subjects/music/key-stage-1/year-1/pitch-and-tempo-high-fliers/> | **Vocal and body sounds (By the sea)** Children make links between music, sounds and environments and use percussion, vocal and body sounds to represent calm or stormy seas.<https://www.kapowprimary.com/subjects/music/key-stage-1/year-1/by-the-sea/> |
| **Year 2** | **African call and response song** (Animals)Learning a traditional African call and response song and to recognise simple notation. Composing animal-based call and response rhythms.<https://www.kapowprimary.com/subjects/music/key-stage-1/year-2/animals-2/> | **Orchestral instruments (Traditional Western stories)**Children are introduced to the instruments of the orchestra and practice identifying these within a piece of music. <https://www.kapowprimary.com/subjects/music/key-stage-1/year-2/traditional-stories/> | **Musical me** Children learn to sing the song ‘Once a Man Fell in a Well’ and to play it using tuned percussion. Using letter notation to write a melody.<https://www.kapowprimary.com/subjects/music/key-stage-1/year-2/musical-me/> | **Dynamics, timbre, tempo and motifs (Space)** Developing knowledge and understanding of dynamics, timbre, tempo and instruments. Learning to compose and play motifs.<https://www.kapowprimary.com/subjects/music/key-stage-1/year-2/space/> | **On this island:** British songs and sounds Creating sounds to represent three contrasting landscapes: seaside, countryside and city.<https://www.kapowprimary.com/subjects/music/key-stage-1/year-2/on-this-island/> | **Myths and legends** Developing understanding of musical language and how timbre, dynamics and tempo affect the mood of a song. <https://www.kapowprimary.com/subjects/music/key-stage-1/year-2/ks1-year-2-music-developing-musical-language/> |
| **Year 3** | **Ballads** Children learn what ballads are, how to identify their features and how to convey different emotions when performing them.<https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-3/ballads/> | **Creating compositions in response to an animation (Mountains)**Listening to music and considering the narrative it could represent. Paying close attention to the dynamics, pitch and tempo and how they change.<https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-3/mountains/> | **Developing singing technique (Vikings)** The children develop their singing technique. Learning to keep in time and work on musical notation and rhythm, the unit finishes with a group performance of a song with actions.<https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-3/the-vikings/> | **Pentatonic melodies and composition (Chinese New Year)** Revising key musical terminology, playing and creating pentatonic melodies, composing a piece of music using layered melodies.<https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-3/festivals-chinese-new-year-2/> | **Jazz** Learning about ragtime style music, Dixieland music and scat singing. Children create a jazz motif using a swung rhythm.<https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-3/jazz/> | **Traditional instruments and improvisation (India)** Children listen to a range of rag and tal music, identifying traditional instruments as well as creating their own improvisations and performing as a class.<https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-3/around-the-world-india/> |
| **Year 4** | **Body and tuned percussion (Rainforests)** A topic of discovery; children will explore the rainforest through music and be introduced to new musical terms.<https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-4/rainforests/> | **Rock and roll** Learning about the origin and features of rock and roll music, pupils learn how to play the Hand Jive and Rock Around the Clock.<https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-4/rock-and-roll/> | **Changes in pitch, tempo and dynamics (Rivers)**Learning to listen to changes in pitch, tempo and dynamics and relate it to something tangible and familiar. <https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-4/pitch-dynamics-tempo/> | **Haiku music and performance (Hanami)** This Japanese inspired topic looks at the springtime festival of Hanami, which celebrates the fleeting beauty of spring flowers.<https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-4/hanami-festival/> | **Samba and carnival sounds and instruments (South America)** Getting a feel for the music and culture of South America, children are introduced to samba and the sights and sounds of the carnival.<https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-4/south-america/> | **Adapting and transposing motifs (Romans)** Drawing upon their understanding of repeating patterns in music, pupils are introduced to the concept of motifs.<https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-4/romans/> |
| **Year 5** | **Composition notation (Ancient Egypt)** Based on the theme of Ancient Egypt, children learn to identify the pitch and rhythm of written notes and experiment with notating their composition.<https://www.kapowprimary.com/subjects/music/upper-key-stage-2/year-5/ks2-yr5-music-composition-and-staff-notation/> | **Blues** Children are introduced to this famous genre of music and its history, and learn to identify the key features and mood of Blues music and its importance and purpose.<https://www.kapowprimary.com/subjects/music/upper-key-stage-2/year-5/blues/> | **South and West Africa** Children learn ‘Shosholoza’, a traditional South African song, play the accompanying chords using tuned percussion and learn to play the djembe.<https://www.kapowprimary.com/subjects/music/upper-key-stage-2/year-5/south-and-west-africa/> | **Composition to represent the festival of colour (Holi)** Children explore the associations between music, sounds and colour, building up to composing and performing their own musical composition to represent Holi.<https://www.kapowprimary.com/subjects/music/upper-key-stage-2/year-5/holi-festival/> | **Looping and remixing** In this engaging topic, children learn about how dance music is created, focusing particularly on the use of loops.<https://www.kapowprimary.com/subjects/music/upper-key-stage-2/year-5/dance-music/> | **Musical theatre** Children are introduced to musical theatre, learning how singing, acting and dancing can be combined to give an overall performance.<https://www.kapowprimary.com/subjects/music/upper-key-stage-2/year-5/musical-theatre/> |
| **Year 6** | **Advanced rhythms** Exploring rhythmic patterns in order to build a sense of pulse and using this understanding to create a composition.<https://www.kapowprimary.com/subjects/music/upper-key-stage-2/year-6/advanced-rhythms/> | **Dynamics, pitch and texture (Coast- Fingal's Cave)** Appraising the work of Mendelssohn and further developing the skills of improvisation and composition.<https://www.kapowprimary.com/subjects/music/upper-key-stage-2/year-6/coast-fingals-cave-by-mendelssohn/> | **Songs of World War 2** Developing pitch, control and confidence when singing.<https://www.kapowprimary.com/subjects/music/upper-key-stage-2/year-6/ww2/> | **Film music** Exploring and identifying the characteristics of film music. Creating a composition and graphic score to perform alongside a film.<https://www.kapowprimary.com/subjects/music/upper-key-stage-2/year-6/film-music/> | **Theme and variations (Pop Art)** Children explore the musical concept of theme and variations and discover how rhythms can ‘translate’ into different instruments.<https://www.kapowprimary.com/subjects/music/upper-key-stage-2/year-6/pop-art/> | **Composing and performing a Leavers' song** Children spend the topic creating their very own leavers’ song personal to their experiences as a class.<https://www.kapowprimary.com/subjects/music/upper-key-stage-2/year-6/leavers-song/> |