



## Music overview (based on the Leicestershire Arts programme)

Year Group	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
<b>Foundation 1</b>	<p>Rhyme time songs and songs related to topic. Musical instruments introduced to be used with simple songs.</p> <p>Rhyme time songs and singing action songs related to Autumn.</p>	<p>Rhyme time songs and songs related to topic, using claps, instruments tapping, shaking to the beat.</p>	<p>Songs related to topic.</p>	<p>Songs related to topic.</p>	<p>Songs related to topic.</p>	<p>Songs related to topic.</p>
<b>Foundation 2</b>	<p>Children will identify the pulse of a variety of music. They will move their bodies, objects and march to the pulse and explore sounds which are of different lengths. Pupils will create a short piece focusing on the duration of sounds and following the gestures and direction of a conductor.</p>	<p>Children will sing a variety of songs which will support them to pitch-match a small range of notes, explore different types of sounds which their voice can make and perform actions alongside the music.</p>	<p>Children will learn a large range of songs to help them learn about tempo, pulse, and rhythm. The children will move on to focus on how the syllables in words can be used to formulate simple rhythms and how these can be notated in simple graphical scores using printed images. The unit culminates in a class performance where</p>	<p>Children will explore pitch by carrying out lots of physical movements and experiments with their voices. They will follow graphical representations and use their voices to match the pitch accordingly. They will play games, including a version of hide and seek, using a hidden teddy bear and</p>	<p>Children will learn and sing a variety of nursery rhymes, often with animal themes. The animals in each song will be discussed along with the sounds that those animals make. Children will be introduced to simple technology / apps that allow for voice / sound recordings to be made. Children will explore changing</p>	<p>Children will learn the key features of country music, big band music and beatboxing. They will use features of each genre as a basis for their own 20th Century-style composition.</p>

			groups perform their composed ostinato patterns to an audience.	their voices to find it. The children also get to explore being conductors, leading their groups whilst performing several short pieces which all focus on listening and performing different pitches.	the pitch / tempo of these sounds to recreate animal sounds.	
<b>Year 1</b>	Children will experience and explore hearing and making long and short sounds on a variety of instruments. They will use their listening skills to identify the different sounds and follow and create signals when performing. The children learn a simple rhyme to establish the concept of syllables and rhythms and will explore how the pulse is integral to keeping in time when performing music.	Children will learn a variety of songs which contain a small range of notes and develop diction skills. They will also develop their performance skills to start and stop with accuracy. They will explore, recognise and represent higher and lower sounds and use graphic notation. The unit will culminate in the class performing two songs which they have collectively chosen to an audience. This will be recorded and children will comment on their	Children will explore how words and syllables can be used to create rhythms and help maintain a pulse. Physical actions and movements will be used to help show pulse and also indicate rests. Children will learn some graphic notation and compose simple rhythms in small groups. These will form part of a class performance which will be recorded and appraised by peers and the teacher. This feedback will then be used to help shape and improve a	Children will focus on pitch through using their voice, playing different instruments and listening to and creating new sounds. They will order and compare sounds becoming familiar with the concepts of high and low pitch. The unit will culminate with the children creating a short composition which involves them thinking about how different moods and emotions can be communicated through the use of certain pitches and other musical	Children will explore and sing a range of call and response songs, identifying the key features that create the song structure. Children get to explore some aspects of music technology to use as accompaniment to some of their own lyrics and pieces. The unit ends with small group compositions, using graphic scoring, performances and feedback from the audience.	Children will learn the key features of folk music, experimental music and disco music. They will select at least one key feature from each genre as a basis for their own 20th Century-style composition.

		own performance.	repeat performance.	features		
<b>Year 2</b>	Children will be looking at pulse, rhythm and ostinatos (repeating patterns). They will practise and perform rhythms, layering them and combining them over other patterns and pulse. This unit uses space themed words in rhythm grids throughout (Earth, Saturn, Jupiter) but this can be adapted by teachers linking the work to their current topic by selecting their own 1, 2, or 3 syllable words to use.	Children will learn to sing a variety of songs with accuracy, within a range of notes. They will develop their understanding of following and using performance instructions. Within groups, children will have the opportunity to record and represent melodies of songs they have learnt in graphic notation so that they develop an awareness of the link between pitch and shape. The unit will culminate in the class performing two songs which they have structured and practiced, to an audience. This will be recorded and children will comment on their own performance.	Children will listen to a variety of music from such diverse composers as Franz Schubert, Evelyn Glennie and Steve Reich. They will explore pulse and rhythm through physical movement, playing instruments, singing, listening and making graphic scores. The unit will culminate with the children working in small groups to practice and perform an ostinato pattern which will demonstrate a steady sense of pulse, rhythmical accuracy and a clear start and end point. The performances will be recorded and an opportunity for feedback and advice will be offered by an audience.	Children will be focusing on building their confidence whilst singing, playing and identifying pitches. They will be responding to a range of graphic representations through singing or playing instruments. Children will also have many opportunities to compose their own music, which will incorporate elements of prior learning such as rhythm, tempo and dynamics. The unit will end with the children practicing and performing their compositions. The performances will be filmed and then assessed by the class to identify	Children will explore Incredibox and Sampulator software to create sections and rhythms with layers and percussion rhythms. Pupils will also combine the software with composed body percussion rhythms, counting beats and bars accurately to perform pieces with clear structure.	Children will learn the key features of Film music, The Beatles and Modern Bhangra. They will select at least one key feature from each genre as a basis for their own 20th Century-style composition.

				areas that could be improved.)		
<b>Year 3</b>	Children will learn about ostinatos and the importance of maintaining a steady pulse when performing the ostinatos. They will explore and create a range of sounds to compose their own short rhythm to be used as an ostinato. Children will then practise their ostinatos and use them in a whole class performance where several rhythmic patterns are being played at once. Visual cues will be explained, created and used to conduct groups during their performances.	Children will learn three new songs: Calypso Mash Up, Packed Lunch Peril and Wake Up Shake Up, which develop their vocal and musical skills. They will focus on clear diction, accurate pitch-matching and using performance instructions. They will also listen carefully to a range of melodies and represent and notate these in their own graphic score.	Children will continue to develop composing and performing skills. They will also explore how rhythms can be created by using syllable patterns from simple spoken phrases. Children will experience working in mixed ability groups and creating graphic scores to notate their ideas. The unit will finish with a performance which is recorded, allowing for self and peer assessment.	Children will listen to a wide variety of music which will form the stimulus for class discussion and composition. Children will learn about using pitch to create different moods and emotional responses and will use some of the music they have heard as inspiration to create their own work. These compositions will eventually be performed and then evaluated by the class.	Children will learn the song: Oil in my lamp. The song will be analysed for its clear use of sections. Children will create their own class set of lyrics for the song as well as creating their own body percussion rhythms that will be performed in the intro and ending of the song. Final performances will take place and self-assessments made where children can critique their work and discuss what went well and what could be improved.	Children will learn the key features of House music, Reggae music and Rock and Roll music. They will select at least one key feature from each genre as a basis for their own 20th Century-style composition.
<b>Year 4</b>	Children will listen to a range of songs which are underpinned with ostinatos. They will learn a range of vocabulary which links to riffs, walking	Children will learn a range of songs, in a variety of styles and from different cultures. They will develop their use of vocal technique and improve their	Children will have access to a wide variety of music including pieces by Steve Reich, Anna Meredith, 'Animusic' and the musical, 'Stomp'. They will	Children will listen to a range of music from a variety of artists. These pieces will become the stimulus for class discussions	Children are introduced to new sections in musical structure (the bridge or C section). This new knowledge is used alongside learning new pieces	Children will learn the key features of Minimalism, Musicals and Pop music. They will select at least one key feature from each genre as a

	<p>bass lines and repeating patterns. Through these experiences, they will develop their understanding and feel of pulse and the importance of keeping a steady pulse when performing. Chn will experience a range of different time signatures, including working with 10 beat rhythmic patterns.</p>	<p>awareness of breathing, pronunciation, pitch-matching and building confidence in their singing skills. They will listen to melodies and record these independently in graphic notation as well as working as a class to create a composition for a song which can be used as a school song. The unit will culminate in a performance of all the songs learnt.</p>	<p>explore how rhythms can be created, layered and combined to produce a range of textures, dynamics and musical interest. Children will also experience working with formal and non-formal notation and using rhythm grids to compose music. They will perform to an audience at the end of the unit and assess their work through written and spoken feedback.</p>	<p>about using pitch to create different moods and emotional responses in music. The children will also explore music written for cartoons and animation, focusing on scenes from Tom and Jerry. Working in small groups, the children will be assigned their own Tom and Jerry clip to create a piece of music for. These compositions will be performed, recorded, assessed and then improved by peer and self - evaluation.</p>	<p>of Music Technology software to perform and compose with. Children will also be introduced to the concept of audio effects and how to use these in music technology (as well as seeing examples of audio effects occurring in the natural world). Children finish the unit by performing / composing to a given structure and appraising and reflecting on their own and others' work.</p>	<p>basis for their own 20th Century-style composition.</p>
<b>Year 5</b>	<p>Children will work in small groups, composing rhythm patterns which are then practised with an emphasis on maintaining pulse. They will explore</p>	<p>Children will learn about the power of their voice; creating and using different sounds in different contexts. Children will interpret, practise and</p>	<p>Children will hear music from a variety of genres that use different time signatures. These pieces, combined with a range of notation activities,</p>	<p>Children will listen to a wide range of music, including work from the 'minimalist' genre. They will use some of this music as a stimulus to</p>	<p>Children will consolidate prior learning by using texture, use of dynamics and audio effects to create pieces in Bandlab that contain A, B</p>	<p>Children will learn the key features of Jazz, Expressionism and Film music. They will select at least one key feature from each genre as</p>

	<p>graphic and formal notation, using crotchets, quavers and rests and compare how these representations can look when placed side by side.</p>	<p>perform graphic scores using a variety of vocal sounds. They will learn about musical notation and match it to audio tracks. They will also combine sounds to create class and group compositions. The unit culminates in groups creating a piece of music using Zum Gali Gali phrases, beat boxing and a backing track.</p>	<p>will help the children to gain confidence identifying rhythms both visually and aurally. Elements such as musical arrangement, structure and texture will be explored and the unit will culminate with the children performing pieces they have composed using these techniques in small groups, to an audience. Their performances will be assessed, discussed and critiqued against the success criteria.</p>	<p>compose their own short pieces and build on their developing knowledge around pitch and other musical devices to create more technically complex performances. These compositions will be performed, recorded, assessed and then improved by peer and self - evaluation.</p>	<p>and C sections. Children will write raps and body percussion rhythms in small groups and perform them over compositions made in Bandlab. Performances will take place and the class will have an opportunity to assess and offer feedback.</p>	<p>a basis for their own 20th Century-style composition.</p>
<p><b>Year 6</b></p>	<p>Children will be listening to a variety of music that includes a range of time signatures. They will hear, explore and create their own ostinatos using a variety of timbres of body percussion and voice. In small groups, children will create a piece in 5/4-time signature, built around several</p>	<p>Children will interpret, practise and perform graphic scores. They will also be introduced to scales and use them to create their own group composition. Children will learn sections from Ed Sheeran's song called 'Sing' which they will use to create a class and group arrangement.</p>	<p>Children will have many opportunities to perform as individuals and in groups, working with tuned and untuned instruments. They will also continue to explore graphic scores and discuss how they compare to using formal notation. Understanding of musical elements such as texture,</p>	<p>Children will listen to a wide variety of music and explore musical themes and motifs linked to films and iconic characters. They will investigate the impact of intervals, namely semitones, on creating mood, feeling and emotion in music. This understanding will be used to help compose and</p>	<p>Children will learn about a wide variety of musical sections and how these can be used to form musical structure. Pupils will hear and have to identify these sections in a variety of pre-recorded songs from a variety of genres. Children will use Bandlab to create backing tracks before writing</p>	<p>Children will learn the key features of Hip Hop, Minimalism and Wartime (swing) music. They will select at least one key feature from each genre as a basis for their own 20th Century-style composition.</p>

	composed ostinato patterns.	The performances of these group arrangements will be recorded and self and peer assessed.	timbre and dynamics will be further developed as the children create and conduct short performances. The unit will culminate with the children offering constructive self and peer assessment after watching recordings of their performances.	perform their own themes and link them to characters they have chosen. Children will also be encouraged to incorporate further musical devices such as tempo and dynamics to help build a sense of mood.	raps and body percussion rhythms over them. Performances of these group pieces will take place with opportunity for peer and self - assessment in the final lesson.	
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