



Overview of Units taught

	Autumn 1	Autumn 2	Spring 1/Spring 2	Summer 1	Summer 2	Instrument tuition
EYFS	<p>Me!</p> <ul style="list-style-type: none"> Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Share and perform the learning that has taken place 	<p>Song Collections</p> <p>This collection of songs for younger children will provide repertoire for all occasions.</p>	<p>Everyone</p> <ul style="list-style-type: none"> Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Singing and learning to play instruments within a song Share and perform the learning that has taken place 	<p>Our World</p> <ul style="list-style-type: none"> Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Singing and learning to play instruments within a song Share and perform the learning that has taken place 	<p>My Stories</p> <ul style="list-style-type: none"> Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Share and perform the learning that has taken place 	
Year 1	<p>Introducing Beat</p> <ul style="list-style-type: none"> Demonstrate an understanding and appropriate use of musical language (including basic musical elements), from both prior and new learning. Demonstrate a basic understanding of how feelings can connect with/relate to music. Demonstrate some basic understanding of musical style. Demonstrate an awareness of pulse/beat when listening, moving to and performing music. Demonstrate an understanding and use of basic differences in pitch (high and low) and note duration (long and short). Demonstrate a basic understanding of the importance of posture and technique when performing. Demonstrate an understanding of the basic concepts of improvisation and composition. Introduce the performance (any connection to the Social Theme is an added bonus). 	<p>Great Composers</p> <p>The Great Composers topic contains classical repertoire from the Medieval Period until the turn of the 21st Century including works by some of the most famous western composers. The collection is intended to provide a range of listening examples, some well known and some less so which can be used for assemblies, to create a positive working environment or as part of your curriculum work.</p>	<p>Combining Pulse, Rhythm and Pitch</p> <ul style="list-style-type: none"> Demonstrate an awareness of pulse/beat when listening, moving to and performing music. Demonstrate an understanding and use of basic differences in pitch (high and low) and note duration (long and short). Demonstrate a basic understanding of the importance of posture and technique when performing. Demonstrate an understanding of the basic concepts of improvisation and composition. Introduce the performance (any connection to the Social Theme is an added bonus). Demonstrate an awareness of pulse/beat when listening, moving to and performing music. Demonstrate an understanding and use of basic differences in pitch (high and low) and note duration (long and short). Demonstrate a basic understanding of the importance of posture and technique when performing. Demonstrate an understanding of the basic concepts of improvisation and composition. Introduce the performance (any connection to the Social Theme is an added bonus). 	<p>Animals</p> <p>The Animals topic contains repertoire linked to popular primary themes. Use the Topics as an exciting song bank to support and enhance learning right across the curriculum.</p>	<p>In the Groove</p> <ul style="list-style-type: none"> Find the pulse as they are listening to the main Unit song and understand that it is the heart beat of the music. Identify five different music styles: blues, baroque, Latin, Irish Folk, Funk and name some of them. Dance to each style or move to the pulse – be "In the Groove!" 	Glockenspiel 1
Year 2	<p>Exploring simple patterns</p> <ul style="list-style-type: none"> Demonstrate an understanding and appropriate use of musical language (including basic musical elements), from both prior and new learning. Demonstrate a basic understanding of how feelings can connect with/relate to music. Demonstrate some basic understanding of musical style. Demonstrate an awareness of pulse/beat when listening, moving to and performing music. Demonstrate an understanding and use of basic differences in pitch (high and low) and note duration (long and short). 	<p>Great Composers</p> <p>The Great Composers topic contains classical repertoire from the Medieval Period until the turn of the 21st Century including works by some of the most famous western composers. The collection is intended to provide a range of listening examples, some well known and some less so which can be used for assemblies, to create a positive working environment or as part of your curriculum work.</p>	<p>Having Fun With Improvisation</p> <ul style="list-style-type: none"> Demonstrate an understanding and appropriate use of musical language (including basic musical elements), from both prior and new learning. Demonstrate a basic understanding of how feelings can connect with/relate to music. Demonstrate some basic understanding of musical style. 	<p>Oceans, Seas And Rivers</p> <p>The Oceans, seas and rivers topic contains repertoire linked to popular primary themes. Use the Topics as an exciting song bank to support and enhance learning right across the curriculum.</p>	<p>Bringing Us Together</p> <ul style="list-style-type: none"> Find the pulse while listening. Some will identify funky rhythms, tempo changes, dynamics. Identify the instruments/voices you can hear: Keyboard, drums, bass, a female singer. Explain how the words of the song tell a story? Does the music create a story in your imagination? What story? 	Glockenspiel 2

	<ul style="list-style-type: none"> • Demonstrate a basic understanding of the importance of posture and technique when performing. • Demonstrate an understanding of the basic concepts of improvisation and composition. • Introduce the performance (any connection to the Social Theme is an added bonus). 					
Years 3 & 4	<p>From A Railway Carriage</p> <p>From A Railway Carriage is a poem by Robert Louis Stevenson from his collection A Child's Garden Of Verses 1885. Nico Muhly has set this poem to music</p>	<p>Don't Stop Believin'</p> <ul style="list-style-type: none"> • To understand the geographical origin of the music and in which era it was composed. • To experience and learn how to apply key musical concepts/elements, eg finding a pulse, clapping a rhythm, use of pitch. • To play the accompanying instrumental parts (optional). • To work together in a band/ensemble. • To develop creativity through improvising and composing within the song. • To understand and use the pentatonic/blue/keywords scale while improvising and composing. • To experience links to other areas of the curriculum (see Extension Activities). • To recognise the style of the music and to understand its main style indicators. • To understand and use general musical vocabulary and specific vocabulary linked to the song (see Keywords document). • To undertake all these independently. 	<p>Ancient Egypt</p> <p>From the gory details of mummification to the technicalities of controlling the flooding of the Nile, there is a wealth of information contained in these songs. Gods and goddesses and hieroglyphics are covered and Tutankhamun gets a mention in two songs, one more lighthearted than the other.</p>	<p>Three Little Birds</p> <ul style="list-style-type: none"> • Identify the piece's structure: Introduction, chorus, verse, chorus, verse, chorus, chorus. • Identify the instruments/voices: Bass, drums, electric guitar, keyboard, organ, male, backing vocals. • Find the pulse and identify funky rhythms, tempo changes and dynamics. 	<p>Celts And Romans</p> <ul style="list-style-type: none"> • The songs integrate very effectively with many areas of the curriculum and are especially useful to enhance themed and project work. The collections contain bright, lively songs which are rich in content and memorable in melody. • This collection of songs tries to tell the story from both sides. Each song contains accurate historical information and also gives relevant up-to-date references. 	Blown Away Recorder book 1
Years 5 & 6	<p>Around the World</p> <p>The Around the World topic contains repertoire linked to popular primary themes. Use the Topics as an exciting song bank to support and enhance learning right across the curriculum.</p>	<p>National Anthems</p> <p>The National Anthems topic contains repertoire linked to popular primary themes. Use the Topics as an exciting song bank to support and enhance learning right across the curriculum</p>	<p>Happy</p> <ul style="list-style-type: none"> • Describe the style indicators of the song/music. • Describe the structure of the song. • Identify the instruments/voices they can hear. • Talk about the musical dimensions used in the song. 	<p>Livin' On A Prayer</p> <ul style="list-style-type: none"> • Identify the piece's structure: Intro, verse 1, bridge, chorus, intro, verse 2, bridge, chorus, guitar • solo, bridge, chorus. • Identify the instruments/voices: Lead vocal, electric guitar, bass guitar, drums, keyboard. • Find the pulse whilst listening. Others will identify changes in tempo, dynamics and texture. 	<p>You've Got A Friend</p> <ul style="list-style-type: none"> • Describe the style indicators of the song/music. • Describe the structure of the song. • Identify the instruments/voices they can hear. • Talk about the musical dimensions used in the song. 	Uke Suggested Pathway