

Cledford Primary School – Music Curriculum Yearly Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS Development Matters: Expressive Arts & Design	Sing in a group or on their own, increasingly matching the pitch and following the melody – Harvest Song Sing in a group or on their own, increasingly matching the pitch and following the melody. Christmas Nativity – vocal performances <i>Listen with increased attention to sounds.</i> <ul style="list-style-type: none"> Respond to what they have heard, expressing their thoughts and feelings <i>Remember and sing entire songs.</i> <ul style="list-style-type: none"> Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs, or improvise a song around one they know. <i>Play instruments with increasing control to express their feelings and ideas</i>		Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups. <i>Sing in a group or on their own, increasingly matching the pitch and following the melody.</i>		Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.	
Year 1	Pulse and rhythm (Theme: All about me)	Pulse and rhythm (Theme: All about me)	Classical music – dynamics and tempo (Theme: Animals)	Musical vocabulary (Theme: Under the Sea)	Vocal and body sounds (Theme: By the sea)	Timbre and rhythmic patterns (Theme: Fairy tales)
Year 2	On this island: British songs and sounds	Christmas Nativity – vocal performances	Orchestral instruments (Theme: Traditional stories)	Dynamics, timbre, tempo and motifs (Theme: Space)	<i>West African call and response song (Theme: Animals)</i>	Myths and legends
Year 3	Ballads	Creating compositions in response to an animation (Theme: Mountains)	Pentatonic melodies and compositions		<i>Adapting and transposing motifs (Theme: Romans) (Y4)</i>	Traditional instruments and improvisation (Theme: India)
Year 4	Samba – Whole class instrumental teaching (10 weeks)	<i>Composition notation (Theme: Ancient Egypt) (Y5)</i>	Body and tuned percussion (Theme: Rainforests)	Haiku, music and performance (Theme: Hanami)		Changes in pitch, tempo and dynamics (Theme: Rivers)
Year 5	<i>Songs of WWII (Y6)</i>	Blues	Composition to represent the festival of colour (Theme: Holi festival)		Looping and remixing	Musical theatre
Year 6	<i>Theme and variations (Theme: Pop Art)</i> Instrumental unit: North America	<i>Dynamics, pitch and texture (Theme: Fingal's Cave)</i> Instrumental unit: Indonesia	Film music		<i>Developing singing technique (Theme: The Vikings) (Y3)</i>	Composing and performing a leavers' song

*Year 4 – Whole class instrumental teaching – Samba

Red – covered previous year / alternative for 1 year. Blue – May need adapting to meet the needs of the pupils - unit from year above/below. Vikings unit only to be used to develop personalised planning due to challenge.