

# MUSIC CURRICULUM OVERVIEW 2024-2025

	Reception	Y1	Y2	Y3	Y4	Y5	Y6
AUTUMN 1	<i>I've got a grumpy face</i> Timbre, beat, pitch	<i>Menu song</i> Active listening, beat	<i>Tony Chestnut</i> Beat, rhythm, pitch, echo  Recorders (10 weeks)	<i>I've been to Harlem</i> Pitch shape, ostinato, round, pentatonic, call and response	BRASS LESSONS	TABLA LESSONS	STRING LESSONS
	<i>The Sorcerer's Apprentice</i> Musical storytelling, dynamics, pitch, tempo, timbre						
AUTUMN 2	<i>Witch, witch</i> Call and response, pitch, timbre	<i>Colonel Hathi's march</i> Beat, march, timbre, music from a film	<i>Carnival of the Animals</i> Timbre, tempo, dynamics, pitch, classical music  Recorders (10 weeks)	<i>Nao chariya de/ Mingulay boat song</i> Bengali/Scottish folk songs, comparing songs from around the world, instruments, beat, tempo, 3/4 4/4.			
	<i>Row, row, row your boat</i> Beat, pitch, timbre	<i>Magical musical aquarium</i> Timbre, pitch, structure, graphic symbols, classical music	<i>Music inspired by Birdsong</i> Composing using a non-musical stimulus, creating music inspired by birds and birdsong, improvising and playing a solo on instruments.	<i>Sound symmetry</i> Symmetry and pattern in melody, ternary form, melody, accompaniment			
SPRING 1	<i>Cuckoo polka</i> Active listening, beat, pitch, vocal play	<i>Football</i> Beat, ostinato, pitched/unpitched	<i>Grandpa Rap</i> Duration, unison, round	<i>Latin Dance</i> Salsa, beat, clave rhythm, timbre, chords, rhythm pattern			
	<i>Shake my Sillies out</i> Timbre, pitch, tempo, beat						
SPRING 2	<i>Up and down</i> Pitch contour	<i>'Dawn' from the Sea Interludes</i> Beat, active listening, 20 <sup>th</sup> century classical music	<i>Orawa</i> Beat, rhythm, structure, 20 <sup>th</sup> century classical music	<i>'March' from the Nutcracker</i> Rondo structure, beat, pitch, staccato, call and response, ballet music from the romantic period			
	<i>Five fine bumble bees</i> Timbre, tempo, structure, active listening	<i>Musical conversations</i> Question and answer, timbre, graphic score	<i>Trains</i> Volume/dynamics (crescendo, diminuendo), speed/ tempo (accelerando, ritenuto)	<i>From a railway carriage</i> Structure, texture, timbre, beat, classical music			
SUMMER 1	<i>Down there under the sea</i> Timbre, structure, active listening, soundscape	<i>Dancing and drawing to Nautilus</i> Active listening, electronic music	<i>Swing-along-with-Shostakovich</i> 2-and 3-time, beat, beat groupings, 20 <sup>th</sup> century classical music	<i>Just 3 notes</i> Pitch (C D E), rhythm patterns structure, minimalism, dot notation			
	<i>It's oh so quiet!</i> Dynamics, timbre, musical storytelling	<i>Cat and Mouse</i> Mood, tempo, dynamics, rhythm, dot notation	<i>Cat and Mouse</i> Mood, tempo, dynamics, rhythm, dot notation  <i>Charlie Chaplin</i> Pitch (high and low), duration (long and short), dynamics/volume (loud and soft).	<i>Samba with Sergio</i> Call and response, samba batacuda, beat, rhythm, music and community, rhythm notation			
SUMMER 2	<i>Slap clap clap</i> Music in 3-time, beat	<i>Come Dance with Me</i> Call-and-response, echo singing and playing, playing percussion, crotchet, quavers, crotchet	<i>Tanczyny labada</i> Duration, chords	<i>Fly with the stars</i> Rhythm, crotchet, quavers, semi-quavers, pitch (C D E), dot notation			
	<i>Bow, bow, bow Belinda</i> Beat, Active listening, accompaniment						