

## Elstow Music Curriculum Overview 2023-2024

	Autumn		Spring		Summer	
<b>EYFS</b>	<b>Set up continuous provision in your classroom.</b>	<b>Celebration music</b> Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwanzaa and Christmas.	<b>Exploring sound</b> Exploring how we can use our voice and bodies to make sounds, experimenting with tempo and dynamics when playing instruments and identifying sounds in the environment	<b>Music and movement</b> Creating simple actions to well-known songs, learning how to move to a beat and expressing feelings and emotions through movement to music	<b>Musical stories</b> Moving to music with instruction, changing movements to match the tempo, pitch or dynamics and learning that music and instruments can convey moods or represent characters.	<b>Big band</b> Learning about what makes a musical instrument, the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song.
<b>Year 1</b>	<b>Pulse and rhythm (Theme: All about me)</b> Identifying the difference between the pulse and rhythm of a song and consolidating understanding of these concepts through listening and performing activities.		<b>Timbre and rhythmic patterns (Theme: Fairy tales)</b> Introducing the concept of timbre; learning that different sounds can represent characters and key events in a story. Clapping to the syllables of words and phrases before creating rhythmic patterns.		<b>Pitch and tempo (Theme: Superheroes)</b> Learning how to identify high and low notes and to compose a simple tune, exploring some different instruments and investigating how tempo changes help tell a story and make music more exciting.	
<b>Year 2</b>	<b>Orchestral instruments (Theme: Traditional stories)</b> Introducing the instruments of the orchestra. Learning how different characters can be represented by timbre, how emotions can be represented by pitch and how changes in tempo can convey action		<b>On this island: British songs and sounds</b> Taking inspiration from the British Isles, exploring how to create sounds to represent three contrasting landscapes: seaside, countryside and city, creating their own soundscapes.		<b>Dynamics, timbre, tempo and motifs (Theme: Space)</b> Identifying dynamics, timbre, tempo and instruments in music heard and comparing pieces by the same composer. Visually representing music in creative and more formal ways and learning to play and compose motifs.	
<b>Year 3</b>	<b>Djembe drumming: Whole class weekly instrumental sessions and a final performance.</b>		<b>Developing singing technique (Theme: The Vikings)</b> Developing singing technique; learning to keep in time, musical notation and rhythm, culminating in a group performance of a song with actions		<b>Jazz</b> Learning about ragtime style music, Dixieland music and scat singing. Children create a jazz motif using a swung rhythm and play a jazz version of a nursery rhyme using tuned percussion.	
<b>Year 4</b>	<b>Body and tuned percussion (Theme: Rainforests)</b> Exploring the rainforest through music whilst being introduced to new musical terms. Using a mixture of body percussion and tuned percussion instruments to create rhythms of the rainforest, layer by layer.		<b>Adapting and transposing motifs (Theme: Romans)</b> Drawing upon their understanding of repeating patterns in music, pupils are introduced to the concept of motifs and adapt and transpose motifs and perform them to their peers		<b>Rock and Roll</b> Learning about the origin and features of rock and roll music, playing the Hand Jive and Rock Around the Clock, looking specifically at a walking bass line, and performing a while-class piece.	
<b>Year 5</b>	<b>Composition notation (Theme: Ancient Egypt)</b> Identifying the pitch and rhythm of written notes and experimenting with notating their compositions in different ways to help develop their understanding of staff notation		<b>Musical theatre</b> An introduction to musical theatre, learning how singing, acting and dancing can be combined to give an overall performance, exploring how music can be used to tell a story and learning about performance aspects		<b>Steel Pans</b> Steel pans whole class weekly instrumental sessions and a final performance.	

<b>Year 6</b>	<b>Dynamics, pitch and tempo (Theme: Fingal's Cave)</b> Appraising the work of Mendelssohn and further developing the skills of improvisation and composition.	<b>Film music</b> Exploring and identifying the characteristics of film music. Creating a composition and graphic score to perform alongside a film.	<b>Year 6 leavers performance</b> Creating their own leavers' song personal to their experiences as a class; listening to and critiquing well known songs, writing the lyrics,, exploring the concept of the four chord backing track and composing melodies.
---------------	---	---	--

Resources:

Kapow: [Kapow](#)

Sing up <https://www.singup.org/music/sing-up-music-curriculum/sing-up-music>

BLISTON