

# Ashwell Primary School - Music Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Nursery</b>	<p><b>Music express</b> Development matters (non-statutory guidance) 3-4</p> <ul style="list-style-type: none"> <li>Listen with increased attention to sounds</li> <li>Respond to what they have heard, expressing thoughts and feelings</li> <li>Remember and sing entire songs</li> <li>Sing a pitch sung by another person (pitch match)</li> <li>Sing a melodic shape of a familiar song</li> </ul> <ul style="list-style-type: none"> <li>Create their own songs or improvise a song</li> <li>Play instruments with some control to express feelings and ideas</li> <li>Sing a large repertoire of songs</li> <li>Show preference for a dominant hand</li> </ul>					
<b>Reception</b>	Exploring sound	Celebration music	Music & movement	Musical stories	Big band	Transport
<b>Reception ELG</b>	<ul style="list-style-type: none"> <li>Explore a variety of artistic effects to express their ideas and feelings</li> <li>Listen attentively, move and talk about music (how it makes them feel)</li> <li>Watch and talk about performance art, expressing responses</li> <li>Sing in a group or on their own</li> </ul> <ul style="list-style-type: none"> <li>Explore and engage in music making, performing solo or in groups</li> <li>Listen carefully to rhymes and songs, paying attention to how they sound</li> <li>Learn rhymes, poems and songs</li> <li>Listen attentively and respond to what they hear</li> </ul>					
<b>Year 1</b>	Keeping the pulse (my favourite things)	*Sound patterns (fairytales)	Tempo (snail and mouse)	Pitch (superheroes)	Dynamics (seaside)	Musical symbols (under the sea)
<b>Year 2</b>	Call and response (animals)	*Instruments (story telling)	Contrasting dynamics(space)	Structure (myths and legends)	Singing (on this island)	Pitch (musical me)
<b>Year 3</b>	Violins with Herts Music Service	Violins with Herts Music Service	Violins with Herts Music Service	Violins with Herts Music Service	Violins with Herts Music Service	Violins with Herts Music Service
<b>Year 4</b>	Body and tuned percussion (rainforests)	Samba and carnival sounds	**Rock and roll	**Haiku, music and performance	Changes in pitch, tempo and dynamics (rivers)	Adapting and transposing motifs
<b>Year 5</b>	Composition notation (ancient Egypt)	Blues	South and west Africa	Composition to represent festival of colour	Songs of WW2	Musical theatre
<b>Year 6</b>	Dynamics, pitch and texture	Looping and mixing	Film music	Composing and performing a leaver's song	***Theme and variations	***Baroque

\* Year 1&2 production. KAPOW units to be taught as a block in summer term.

\*\* Year 3&4 production. KAPOW units to be taught as a block in summer term.

\*\*\*Year 5&6 production. KAPOW units to be taught as a block in another term.