

Music coverage across topics and year groups

Golden thread – To help children develop a lifelong love of Music.

Green: Skills Blue: Knowledge

	Topic Title	EYFS objective	What it looks like at Meadowside
Reception	Meadowside explorers	<p>Sing a large repertoire of songs.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p>	<p>Learn bank of nursery rhymes and simple songs.</p> <p>Sing nursery rhymes and songs</p> <p>Learn to create large shapes accurately.</p> <p>Paint to music</p> <p>Learn words to describe environmental sounds.</p> <p>Listen to and talk about sounds around them.</p> <p>Listen to a variety of music. How does it make us feel?</p>
	Marvellous monsters	<p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p> <p>Combine different movements with ease and fluency.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining idea and developing their ability to represent them.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>	<p>Learn maths counting songs</p> <p>And Christmas songs</p> <p>sing songs and rhymes</p> <p>listen to monster music- move like a monster</p> <p>Learn names and how to play different percussion instruments.</p> <p>Play percussions instruments</p> <p>Watch sea legs puppet show</p>
	What's the story?	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p>	<p>Listen to Peter and the wolf – how does it make us feel?</p> <p>Learn vocab to talk about music.</p> <p>3 bears – LCP move to music</p> <p>Learn and perform 3 bears rapp.</p> <p>Learn more counting songs</p>
	How can we help	<p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and response</p>	<p>Experiment with different percussion instruments. What sounds can we make.</p> <p>Can we play a rhythm?</p> <p>Go over singing games and traditional rhymes.</p> <p>Learn: London's burning- try as a round?</p> <p>Dr Foster went to Gloucester.</p> <p>Miss Polly had a dolly.</p>
	Where shall we go? How shall we get there?	<p>Sing a range of well-known nursery rhymes and songs. •</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>	<p>Recap on all nursery rhymes and action songs during the year.</p> <p>Perform with percussion instruments where appropriate.</p> <p>Listen and move to music from different countries: Thailand, Russia, Mexico, China, Peru.</p>

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Year 1	Meadowside explorers	Use their voices expressively and creatively by singing songs and <u>speaking chants</u> and rhymes Play tuned and untuned instruments musically	I like the flowers song in a round using awareness of pace, melody and others performing Experiment with different sounds – high and low, loud and soft, fast and slow
	A Toys' Story	Use their voices expressively and creatively by singing songs and <u>speaking chants</u> and rhymes Experiment with, create, select and combine sounds using the inter-related dimensions of music Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music	Teddy Bear's Picnic song using awareness of pace, melody and others performing Body percussion – clap short pictorial representations, rhythms, and repeat echo back Sound scape – experiment with different sounds Visit from the Sea Legs puppet man singing songs and performing
	A Tale of Tails	Use their voices expressively and creatively by singing songs and <u>speaking chants</u> and rhymes Experiment with, create, select and combine sounds using the inter-related dimensions of music Play tuned and untuned instruments musically	Peter Rabbit Rap – learn and perform a Peter Rabbit rap at our celebration and story sharing event for parents
	Setting Sail	Use their voices expressively and creatively by singing songs and <u>speaking chants</u> and rhymes Experiment with, create, select and combine sounds using the inter-related dimensions of music Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music	Sea Shanties – learn some traditional sea shanties sung by fishermen and pirates Do a sea shanty wake and shake to practice moves to the beat Visit from Megan Weaving to play a range of different instruments for children

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Year 2	Meadowside explorers	Use their voices expressively and creatively by singing songs and speaking chants and rhymes	<ul style="list-style-type: none"> - Ensemble singing- learn I Like the Flowers in round to sing in whole sch shine- watch leader/ learn melody - Sing London's Burning as a round - Practise hand claps to the beat/ rhythm - listen to Lark Ascending and discuss mood/ feelings associated
	Step back in time	Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music	<ul style="list-style-type: none"> - Sea Legs Puppet Theatre- live music throughout puppet show - Add percussion to song using non tuned instruments – focus on beat and pace - listen to pitch of notes- look at basic notation- to learn songs' melody
	Let's pretend	Listen with concentration and understanding to a range of high-quality live and recorded music	<ul style="list-style-type: none"> -use beat and rhythm to emulate diff moods/ feelings- link to monsters - learn Fossils in the Rock and Prehistoric Animal Brigade as examples of pitch and drone beats
	Buckets and spades	Experiment with, create, select and combine sounds using the inter-related dimensions of music.	<ul style="list-style-type: none"> -discuss music from different cultures from around world -Learn Maja Pade- Gujarati song- Music Express -discuss how the timbre of sounds can represent items- represent weathers associated with hols (rain/ sunshine/ wind) using diff instruments, inc voice

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Year 3	Meadowside explorers	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>Singing in rounds – I like the flowers – learn as a class, sing in parts and then perform as a whole school</p> <p>Listen to Enya Water Music and discuss what the music is representing and how it makes them feel. Compare with Haydn's Water Music</p>
	History hunters	<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Develop an understanding of the history of music</p>	<p>Listen to ideas of Stone Age Music- Shamanic tones – how does it make them feel? Identify the structure of the music (and lack of melody!)</p> <p>Fossil rocks songs Stone Age Rap – identify beat and rhythm</p> <p>Identification of types of instruments and Stone age sounds</p>
	Planes, trains and automobiles	<p>. Pupils should be taught to: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression use and understand staff and other musical notations</p>	<p>Recorders –learn basic notes and notation to play a variety of simple songs.</p> <p>Play in rounds</p>
	Tomb Raiders	<p>Pupils should be taught to: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations</p>	<p>Learn Amazing Egyptians Song - Describe feel /mood Rhythm / beat Add Percussion accompaniment</p>

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Year 4	Meadowside explorers	Perform in ensemble contexts using their voices	Hold own part in a round and whole school performance 'I like the flowers'
	Hellenic Heroes	Use and understand staff and other notations.	How does notation help us perform music? Create music for a play at an amphitheatre.
	Ring Masters	<p>Improvise and compose music for a range of purposes using the interrelated dimensions of music.</p> <p>Develop an understanding of the history of music.</p>	<p>Continue rhythms/ melodies from Y3 structure A B A. Experiment with which sound good together.</p> <p>Entry to a circus, music for a funfair. Sense of occasion. Fanfares. Create music to accompany our performance in the Shine.</p>
	A Tale of Two Cities	Play and perform in ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.	Sing in tune, breathe well. Change pitch + dynamics. Maintain rhythmic/ melodic ostinato. (Rocking Romans BBC)

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Year 5	Meadowside explorers	Perform in ensemble contexts using their voices	Hold own part in a round and whole school performance 'I like the flowers'
	Watch this space	<p>Improvise and compose for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and appreciate a wide range of high quality music drawn from great composers and musicians</p>	<p>Mars – Gustav Holst: Ostinato patterns, crescendo, pulse</p> <p>Planet Suite Bingo</p> <p>Local link with Holst</p>
	Raiders traders or invaders	<p>Perform in ensemble contexts using their voices</p> <p>Improvise and composing music</p> <p>Listen with attention to detail</p> <p>Appreciate and understand a wide range of high-quality music from high quality music from great composers</p>	<p>Viking Rock performance to parents</p> <p>Rowing chants. Conducting. Create three note tunes inspired by Ride of the Valkyries, Rondo form</p> <p>Ride of the Valkyries</p>
	Curious cases	Improvise and compose for a range of purposes using the inter-related dimensions of music	Reading notation, composing rhythms as part of 'how to crack a code'

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Year 6	Meadowside explorers	Perform in ensemble contexts using their voices	Hold own part in a round and whole school performance 'I like the flowers'
	Murderous Mayans		
	The origin of species	<p>Improvise and compose for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and appreciate a wide range of high quality music drawn from great composers and musicians</p>	<p>BBC 10 pieces:</p> <p>Anthology of Fantastic Zoology-Mason Bates</p>
	A child's war	<p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>use and understand staff and other musical notations</p> <p>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>develop an understanding of the history of music.</p>	<p>Learning wartime songs of the era and advanced notation work.</p> <p>Using tuned and untuned instruments to accompany songs.</p> <p>Scheme used: BBC We'll meet again series</p>
	Dreams and aspirations		Y6 School production