

# 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?<br>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<br>Play tuned and untuned instruments musically   | I like the flowers song in a round using awareness of pace, melody and others performing<br><br>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<br><br>Experiment with, create, select and combine sounds using the inter-related dimensions of music<br><br>Play tuned and untuned instruments musically<br><br>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<br><br>Body percussion – clap short pictorial representations, rhythms, and repeat echo back<br><br>Sound scape – experiment with different sounds<br><br>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<br><br>Experiment with, create, select and combine sounds using the inter-related dimensions of music<br><br>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<br><br>Experiment with, create, select and combine sounds using the inter-related dimensions of music<br><br>Play tuned and untuned instruments musically<br><br>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<br>Do a sea shanty wake and shake to practice moves to the beat<br><br>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"> <li>- Ensemble singing- learn I Like the Flowers in round to sing in whole sch shine- watch leader/ learn melody</li> <li>- Sing London's Burning as a round</li> <li>- Practise hand claps to the beat/ rhythm</li> <li>- listen to Lark Ascending and discuss mood/ feelings associated</li> </ul> |
|        | Step back in time    | <p>Play tuned and untuned instruments musically</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> | <ul style="list-style-type: none"> <li>- Sea Legs Puppet Theatre- live music throughout puppet show</li> <li>- Add percussion to song using non tuned instruments – focus on beat and pace</li> <li>- listen to pitch of notes- look at basic notation- to learn songs' melody</li> </ul>   |
|        | Let's pretend        | Listen with concentration and understanding to a range of high-quality live and recorded music  | <ul style="list-style-type: none"> <li>-use beat and rhythm to emulate diff moods/ feelings- link to monsters</li> <li>- learn Fossils in the Rock and Prehistoric Animal Brigade as examples of pitch and drone beats</li> </ul>   |
|        | Buckets and spades   | Experiment with, create, select and combine sounds using the inter-related dimensions of music.   | <ul style="list-style-type: none"> <li>-discuss music from different cultures from around world</li> <li>-Learn Maja Pade- Gujarati song- Music Express</li> <li>-discuss how the timbre of sounds can represent items- represent weathers associated with hols (rain/ sunshine/ wind) using diff instruments, inc voice</li> </ul>     |

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| Year 3 | Meadowside explorers           | <p>Play and perform in solo and ensemble contexts, using their voices <del>and playing musical instruments</del> with increasing accuracy, fluency, control and expression</p> <p>Appreciate and understand a wide range of high-quality <del>live and</del> 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 <del>live and</del> 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<br/>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<br/>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<br/>listen with attention to detail and recall sounds with increasing aural memory<br/>use and understand staff and other musical notations</p>            | <p>Learn Amazing Egyptians Song - Describe feel /mood<br/>Rhythm / beat<br/>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.                      |
|        | We are Scientists     |  |   |
|        | 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. (Boudicca song) |
|        | Let Me Entertain You! | Improvise and compose music for a range of purposes using the interrelated dimensions of music.  | Learn to play the Ukulele and perform to parents.   |

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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>   |
|        | The Battle For Middle England | <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  |