

Pre-school Music Planning Overview

	1 st half term	2 nd half term
Autumn	- To know nursery rhymes and story songs. - To be able to listen. - To respond to instructions. - To be able to pitch and tune match to simple songs. Listen with increased attention to sounds. Remember and sing entire songs.	- To know there are different characteristics of music. - To be able recognise that there are different characteristics of music. - To change movement depending on the characteristics of a piece.
Spring	- To know there are different sounds. - To be able to distinguish between different sounds. - To be able to say what they like and dislike. - To be able to describe a piece of music. (e.g. it is happy, it is sad.) - To be able to describe what a piece of music is like. (loud, quiet) - To know different instruments make different sounds. Respond to what they have heard, expressing their thoughts and feelings.	- To know that music and songs have different pitch. - To be able to recognise that music and songs have different pitch. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs
Summer	- To know which sources make which sounds. - To be able to match sounds to its source.	- To be able to able to play instruments differently. (e.g. loudly, fast, quietly) - To be able to recognise that instruments can be played differently. Create their own songs or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.

Reception Music Planning Overview

	1 st half term	2 nd half term
Autumn	<u>Music and Continuous provision</u> Including music within regular classroom provision.	<u>Celebration Music</u> Learning about the music from a range of cultural and religious celebrations. • Diwali music • Hanukkah music • Kwanzaa music • Traditional Christmas music • Christmas action songs
Autumn CP/EP		
Spring	<u>Exploring Sound</u> Exploring how to use our voice and bodies to make sounds, experimenting with tempo and dynamic when playing instruments and identifying sounds in the environment. • Vocal sounds • Body sounds • Instrumental sounds • Environmental sounds • Nature sounds	<u>Music and Movement</u> Creating simple actions to songs, learning how to move to a beat and expressing feelings and emotions through movement to music. • Action songs • Finding the beat • Exploring tempo • Exploring tempo and pitch through dance • Music and movement performance
Summer CP/EP		
Summer	<u>Musical Stories</u> A unit based on traditional children's tales and songs, where pupils learn that music and instruments can be used to convey moods or represent characters. • Moving to music • Using instruments to represent characters • Storytelling with actions • Using instruments to represent actions • Musical story composition • Musical story performance	<u>Big Band</u> Learning about the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience. • What makes an instrument? • Introduction to orchestra • Follow the beat • Tuned and untuned instruments • Big band performance
Summer CP/EP		

Year 1 Music Planning Overview

	1 st half term	2 nd half term
Autumn	<u>Keeping the pulse (My favourite things)</u> Children explore keeping the pulse together through music and movement, by exploring their favourite things. • Finding the pulse • Singing a sound pattern • Using a thinking voice • Reading sound patterns • Practice makes perfect	<u>Tempo (Snail and mouse)</u> Children use bodies and instruments to listen and respond to pieces of music with fast and slow speeds; learn and perform a rhyme and a song focussing on fast and slow. • Snail and mouse • Exploring rhyme with snail and mouse • Singing snail and mouse • Performing snail and mouse • The story of snail and mouse
Spring	<u>Dynamics (Seaside)</u> Children make links between music, sounds and environments and use percussion, vocal and body sounds to represent the seaside. • Vocal and body sounds • Embodying the seaside • Musical treasure hunt • Seaside story • Seaside soundscape	<u>Sound patterns (Fairytale)</u> This unit uses fairytales to introduce children to the concept of sound patterns (rhythms). They explore clapping along to repeated words and phrases, creating rhythmic patterns to tell a familiar fairytale. • Character voices • Starting with instruments • Sound patterns • Responding to music • Fairytale performance
Summer	<u>Pitch (Superheroes)</u> This unit helps the children learn how to identify high and low notes and to compose a simple tune to represent a superhero. • Recognising sounds • Pitch patterns • Changing tempo • Superhero theme tune • Final performance	<u>Musical symbols (Under the sea)</u> Children combine all the musical concepts learned throughout Year 1 for an underwater-themed performance incorporating instrumental, vocal and body sounds.. • Showing tempo • Exploring dynamics • Rhythm • Using pitch • Under the sea performance

Year 2 Music Planning Overview

	1 st half term	2 nd half term
Autumn	<u>Call and response (Animals)</u> Children use instruments to represent animals, copying rhythms and creating call and response rhythms. • Animal sounds • Sound pattern safari • Call and response • Instrumental response • Dynamics performance	<u>Instruments (Musical storytelling)</u> This unit helps the children learn how events, actions and feelings within stories can be represented by pitch, dynamics and tempo. • Listening for dynamics and tempo • Sound effects and dynamics • Creating a soundscape • Using sound to represent events • Musical story performance
Spring	<u>Singing (On this island)</u> Children learn folk songs and create sounds to represent three contrasting landscapes: seaside, countryside and city. • Seaside sounds • Countryside sounds • City sounds • Structured soundscape • Performing a composition	<u>Contrasting dynamics (Space)</u> This unit helps children with developing knowledge and understanding of dynamics using instruments; learning to compose and play rhythms to represent planets. • Vocal soundscape • Creatively responding to music • Comparing music • Pitch patterns • Creating and performing a musical structure
Summer	<u>Structure (Myths and legends)</u> Children develop an understanding of structure by exploring and ordering rhythms. • Reading and clapping rhythms • Clapping and writing rhythms • Structure • Compose with structure • Rehearse and perform	<u>Pitch (Musical me)</u> Children explore the song 'Once a Man Fell in a Well', playing it using tuned percussion and reading simple symbols representing pitch. • Exploring pitch patterns • Singing pitch patterns • Introducing notation • Instrumental pitch practice • Writing musical notation

Each unit contains live links to Kapow Music for each lesson