


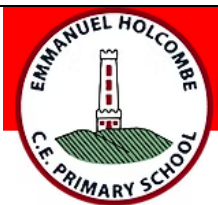




2024-2025 Year A



	Autumn	Spring	Summer
Acorn 	Nativity <p>Sing a large repertoire of songs. Learn rhymes, poems and songs. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Remember and sing entire songs. 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.</p>	Space <p>This unit focuses on pitch, reading and notating melodies using the notes Mi, So and La. Children are given opportunities to listen to a range of listening pieces identifying and anticipating changes in the music and responding with words and actions. Children also have opportunities to compose short pieces of music around the theme using instruments and voices.</p>	Minibeasts <p>In this unit we explore a range of activities covering performing, composing, listening and singing. Children have the opportunity to listen to a famous piece of music inspired by minibeasts and respond with movement and mark making as well as recognising similarities between the music and expressing their preferences. Children explore pulse and rhythm, matching words to rhythms. The unit culminates with children creating a piece of music based on the life cycle of a butterfly, using changes of dynamics and tempo and selection of instruments to create this.</p>
Willow 	Nativity <p>Sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions (e.g. stop, start, loud, quiet) and counting in. Begin with simple songs with a very small range, mi-so and then slightly wider. Include pentatonic songs. Sing a wide range of call and response songs to control vocal pitch and to match the pitch they hear with accuracy.</p>	Dinosaurs <p>In this unit, pupils will learn about the inter-related dimensions of music, exploring dynamics, timbre, tempo and pitch through the topic of Dinosaurs. Using performance, listening and composition tasks, pupils will explore each of the dimensions before applying this when following a graphic score and working with a group to compose their own Dinosaur music.</p>	Jupiter <p>In this unit pupils will explore the instruments of the orchestra and the descriptive music of the Romantic period through the theme of space, specifically Jupiter. Pupils will be responding to music with increasing confidence. Recreating excerpts of the music exploring classroom percussion as a class and in small groups, before creating their own Jupiter hymn inspired school anthem.</p>
Beech 	Stone Age <p>Using the three periods of the 'Stone Age' as a stimulus, pupils learn to read, write and perform from western rhythm notation using 1, ½, 2 and 4 beat notes and the 1 beat rest. Pupils demonstrate this knowledge by composing and performing rhythm compositions secularly, fluidly and independently as part of a small group</p>	Samba <p>This unit explores the musical style of samba. In this unit, focusing on rhythm and pulse, the pupils will have the opportunity to perform samba music as a whole class and in small groups. They will explore the instruments of the samba and create their own samba band.</p>	Greek Myths <p>Using the Ancient Greek myth of 'Orpheus and Eurydice' and the account of 'Pythagoras and the hammers' as stimuli, this unit embeds pulse and rhythmic skills through performance, improvisation and composition activities. Pupils will be given the opportunity to perform and improvise music using their voices, bodies, tuned</p>

	performance.		and untuned instruments. They will explore, select and combine sounds to create their own musical responses to the story. Pupils will have the opportunity to listen and appraise each other's work as well as two famous pieces of music.
<p>Oak</p> 	<p>Africa</p> <p>In this unit pupils will compose and perform rhythmic pieces of music using given musical conventions found in traditional African music. They will explore call and answer, ostinato, polyrhythms and the use of mnemonics, through games, song and whole class ensemble performance. Pupils are given the opportunity to listen and appraise their own music as well as the music of their peers.</p>	<p>Rock and Roll</p> <p>In this unit pupils explore the genre of rock and roll music through singing, instrumental playing, composition and improvisation, and listening and appraising. Pupils learn about the different instruments that typically play in a rock and roll band and their role within the band; exploring lead and backing vocals, chords, lead guitar and bass guitar. Pupils consolidate their learning on rhythm and pitch notation.</p>	<p>WW2</p> <p>This unit provides opportunities for pupils to listen to and appraise music that was performed during World War 2. Pupils recap and expand upon features such as expression, dynamics and phrasing when singing. Pupils perform as class and learn how to communicate effectively to perform in smaller group ensembles. Pupils have the opportunity to write their own song lyrics, learning about structuring a satisfying and memorable melody, and learn how to accompany that melody. Throughout the unit pupils will listen to and appraise their own and other's performances.</p>



2025-2026 Year B

	Autumn	Spring	Summer
Acorn 	Nativity <p>Sing a large repertoire of songs. Learn rhymes, poems and songs. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Remember and sing entire songs. 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.</p>	Everyday life <p>This unit focuses on celebrating 'me'. Pupils explore feelings and emotions and how these can be represented through music. Pupils have an opportunity to sing, listen to, copy and compose their own music. They explore moving to music, creating and adapting new verses to songs, rhythm and pitch as well as the different sounds of instruments and how to play them.</p>	Traditional Tales <p>This unit uses three traditional tales: The Three Little Pigs; Jack and the Beanstalk and Goldilocks and the Three Bears as inspiration. The children will experience a range of music skills covering performing, exploring and composing and singing. Children will learn traditional songs exploring pitch, dynamics and tempo when singing and playing an instrument. Children will develop their knowledge and understanding of rhythm through call and response. Children will have the opportunity to work independently, with a partner and in a group.</p>
Willow 	Nativity <p>Sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions (e.g. stop, start, loud, quiet) and counting in. Begin with simple songs with a very small range, mi-so and then slightly wider. Include pentatonic songs. Sing a wide range of call and response songs to control vocal pitch and to match the pitch they hear with accuracy.</p>	Oceans <p>This unit embeds pulse and rhythmic skills through performance, improvisation, listening and composition activities. Pupils will be given the opportunity to perform and compose using their bodies, voices and percussion instruments. They will also learn to read simple rhythmic notation including crotchets, paired quavers, minims and semibreves. They will explore instrumentation and how different instruments can be used to represent different aspects of the ocean. Pupils will have the opportunity to sing as part of an ensemble and to listen to and appraise their own and each other's work.</p>	Great Fire of London <p>Through the topic of the 'Great Fire of London', pupils explore dynamics, pulse, beat and rhythm using both Western and graphic notation and interpreting dynamic symbols. Pupils create music in response to a non-musical stimulus, sing and perform on instruments with a partner, in small groups and as a whole class ensemble and begin to develop knowledge and understanding of baroque music.</p>
Beech	In the Garden <p>This unit takes inspiration from a country garden and is focused on pupils learning how to combine both rhythm and pitch</p>	Jazz <p>Using the works of great jazz artists such as Ella Fitzgerald, Bessie Smith, Louis Armstrong, Duke Ellington, and modern day</p>	Rivers <p>This unit focuses on pitch and creative composition. Pupils will explore composing and performing melodies using the</p>

	<p>notation over three notes (C, D, E), to create a simple melody. Learning is embedded through progressive practical activities with pupils singing, composing, performing and notating their work. Pupils also learn features that appear on notation such as a treble clef, bar lines and time signature. Listening pieces vary from traditional folk to 21st century.</p>	<p>artist Jazzmeia Horn, this unit aims to embed the musical features of jazz music such as swing time, improvisation, scatting and call and response. Pupils will be given opportunities to perform and improvise music using their voices, bodies and pitched instruments. They will explore combining rhythm and pitch using the pentatonic scale, to improvise and compose simple melodies. Pupils will have the opportunity to listen and appraise each other's work and a selection of different jazz songs from key artists.</p>	<p>pentatonic scale. They will have opportunities to explore writing and combining their own melodies in small groups. They will explore Smetana's symphonic poem and learn about barcarolles through listening to Offenbach, composing and singing. The unit culminates with the pupils using all elements to create their own barcarolle.</p>
<p>Oak</p> 	<p>Garage Band</p> <p>In this unit pupils use GarageBand to develop understanding of music technology. They explore different areas of musical composition such as chord sequences, melody writing, structure (binary and ternary form), texture and instrumentation.</p>	<p>Vikings</p> <p>Using the 'Vikings' as a stimulus, pupils explore pulse, rhythm and notation through performance, improvisation and composition. Pupils work in groups to compose music from rhythm grids using the inter-related dimensions of music to create effect. Pupils sing with an awareness of pitch in two, three and four part rounds.</p>	<p>Reggae</p> <p>Pupils are exposed to a brief history of reggae, seeing it is an important music genre. Pupils will learn about the key reggae musical features and will listen to and appraise music by reggae artists. Pupils recap and expand upon features such as chord patterns, riffs, bass line, melody and rhythm, creating in small group, their own chord structures with which to fit bass lines and phrase melodic lines. Pupils will have the opportunity to perform drum groove patterns following given rhythm notation.</p>