



Holy Family Catholic Primary School - Music Topic Overviews



EYFS – Nursery and Reception					
Action songs and rhymes	Rhythm	Sounds	Animal sounds and songs	The world around us	National Anthems
Nursery					
Learns some key phrases from familiar action songs	Remember some simple songs in their entirety. Play percussion instruments with increasing control exploring rhythm.	Sing a range of songs and nursery rhymes considering sound, pitch and melody Continue to explore different instruments, exploring the differing sounds that can be produced.	Sings a simple selection of animal songs and nursery rhymes considering pitch and melody Continue to explore different instruments	Explore how instruments from other countries can be used to create different sounds. Make up their own songs based on a familiar one	Listen to and explore National Anthem and 1 other. Create own song/ mimic National Anthem using variety of musical instruments.
Reception					
Sing a range of familiar action and rhyming songs Begin to move in response to music	Starting to sing new songs as group, matching pitch, rhythm and melody e.g. Christmas performance. Perform to an audience Explore rhythm and begin to have an understanding of syllables.	Move to music in time, thinking of space. Explore and engage in music making and have a simple understanding of a beat and sound.	Sings a range of animal songs and nursery rhymes considering pitch and melody	Encourage children to choreograph their own dances and music in time to world music.	Listen to and explore different National Anthems. Create own song/ mimic National Anthems using variety of musical instruments.



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Key Stage 1 - Years 1 and 2

Cycle A

On This Island: British Songs and Sounds	Nativity/Christmas Performance	Orchestral Instruments (Theme: Traditional Western Stories)	Musical Me	Dynamics, Timbre, Tempo and Motifs (Theme: Space)	West African Call and Response Song (Theme: Animals)
<p>To learn about the music of the British Isles.</p> <p>To learn about the music of the British Isles and create music of their own.</p> <p>To compose a piece of music as part of a group.</p> <p>To evaluate and improve a group composition.</p>	<p>To sing and play musically with increasing confidence and control</p> <p>To listen with attention to detail</p> <p>To play and perform in solo and ensemble contexts using their voices.</p>	<p>To listen to and analyse an orchestral version of a traditional story,</p> <p>To listen to and analyse a film musical version of a traditional story.</p> <p>To select appropriate sounds to match events, characters and feelings in a story.</p> <p>To write a play script and select appropriate musical sounds to accompany it.</p> <p>To perform a story script with accompanying music.</p>	<p>To sing and play an instrument at the same time.</p> <p>To choose and play appropriate dynamics and timbres for a piece of music.</p> <p>To use musical notation to play melodies.</p> <p>To use letter notation to write my own melody.</p> <p>To use timbre and dynamics in musical composition.</p>	<p>To create a simple soundscape for effect.</p> <p>To listen for and recognise some basic elements of music.</p> <p>To compare two pieces of music.</p> <p>To be able to create short sequences of sound.</p> <p>To be able to create short sequences of sound and perform with accuracy.</p>	<p>To create short sequences of sound.</p> <p>To copy a short rhythm and recognise simple notation.</p> <p>To learn a traditional song from Ghana.</p> <p>To create rhythms based on 'call and response'.</p> <p>To add dynamics (volume) to a structure of rhythms.</p>



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Lower Key Stage 2 - Years 3 and 4

Cycle A

Body and Tuned Percussion (Theme: Rainforests)	Nativity/Christmas Performance	Changes in Pitch, Tempo and Dynamics (Theme: Rivers)	Developing Singing Technique (Theme: Vikings)	Rock and Roll	Samba and Carnival Sounds and Instruments (Theme: South America).
<p>To identify structure and texture in music.</p> <p>To use body percussion.</p> <p>To create musical rhythms using body percussion.</p> <p>To create simple tunes.</p> <p>To build and improve a composition.</p>	<p>To sing and play musically with increasing confidence and control</p> <p>To listen with attention to detail</p> <p>To play and perform in solo and ensemble contexts using their voices</p>	<p>To sing in two parts using expression and dynamics.</p> <p>To recognise key elements of music.</p> <p>To perform a vocal ostinato.</p> <p>To create and perform an ostinato.</p> <p>To improve and perform a piece of music based around ostinatos.</p>	<p>To sing in time with others.</p> <p>To recognise simple rhythmic notation by ear and by sight.</p> <p>To use simple rhythmic notation to compose a Viking battle song.</p> <p>To use simple rhythmic notation to compose a Viking battle song.</p> <p>To perform music with confidence and discipline.</p>	<p>To understand the history of rock and roll music.</p> <p>To be able to perform with a sense of style.</p> <p>To play a walking bass line on tuned percussion.</p> <p>To be able to play a rock and roll bass line.</p> <p>To be able to play a rock and roll piece of music.</p>	<p>To recognise and identify the main features of samba music.</p> <p>To understand and play syncopated rhythms.</p> <p>To play syncopated rhythms as part of a group.</p> <p>To compose a basic rhythmic break.</p> <p>To compose a basic rhythmic break.</p> <p>To perform rhythmic breaks within the samba piece.</p>



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Upper Key Stage 2 - Years 5 and 6

Cycle A

Instruments Year 5 – Ukulele Year 6 – Flute	Instruments Year 5 – Ukulele Year 6 - Flute	Instruments Year 5 – Ukulele Year 6 - Flute	Instruments Year 5 – Ukulele Year 6 - Flute	Instruments Year 5 – Ukulele Year 6 - Flute	Instruments Year 5 – Ukulele Year 6 - Flute
<p>Ukulele</p> <p>Play and name the strings.</p> <p>Play 2 note melodies on one string.</p> <p>Play 2 chords Crotchet strumming pattern</p> <p>Flute</p> <p>Play long notes with a steady sound</p> <p>Tongue the notes</p> <p>Play three notes</p>	<p>Ukulele</p> <p>Play and name the strings.</p> <p>Play 2 note melodies on one string.</p> <p>Play 2 chords Crotchet strumming pattern.</p> <p>Flute</p> <p>Play long notes with a steady sound</p> <p>Tongue the notes</p> <p>Play three notes</p>	<p>Ukulele</p> <p>Play 4 chords Crotchet/quaver strumming patterns</p> <p>Sing songs over simple chord changes</p> <p>Flute</p> <p>Begin to develop a stronger sound.</p> <p>Tongue and slur the notes.</p> <p>Play five notes.</p>	<p>Ukulele</p> <p>Play 4 chords Crotchet/quaver strumming patterns</p> <p>Sing songs over simple chord changes</p> <p>Flute</p> <p>Begin to develop a stronger sound.</p> <p>Tongue and slur the notes.</p> <p>Play five notes.</p>	<p>Ukulele</p> <p>Play melodies of up to 5 notes using different strings.</p> <p>Play 5 chords Strumming patterns to include rests.</p> <p>Sing songs over more complex chord patterns</p> <p>Flute</p> <p>Control sound to create dynamics.</p> <p>Play with varied articulation.</p> <p>Play 8 notes.</p>	<p>Ukulele</p> <p>Play melodies of up to 5 notes using different strings.</p> <p>Play 5 chords Strumming patterns to include rests.</p> <p>Sing songs over more complex chord patterns</p> <p>Flute</p> <p>Control sound to create dynamics.</p> <p>Play with varied articulation.</p> <p>Play 8 notes.</p>