**A logo for a school

Description automatically generatedFowey Primary School**

**Music Learning overview**

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|  | **Autumn 1.1** | **Autumn 1.2** | **Spring 2.1** | **Spring 2.2** | **Summer 3.1** | **Summer 3.2** |
| **EYFS** | All About Me  Children will sing a range of well-known nursery rhymes and daily routine songs; perform songs and rhymes with others, and - when appropriate – try to move in time with music.  To explore making sounds with a variety of instruments/items. Children will know and participate in a variety of songs using their bodies and a variety of musical instruments/sound makers. The children will listen to favourite songs and nursery rhymes and can choose their favourite songs. | Celebrations  Children will sing a range of well-known nursery rhymes and songs; perform songs and rhymes with others, and - when appropriate – try to move in time with music. Children will explore making sounds with a variety of instruments/items through play.  Children can sing in a group or on their own and can put on a ‘show’ using a range of materials to make sound, including a Diwali dance and exploring traditional Indian instruments.  Children will join in with songs in the Christmas play. | People who help us  Children can express their own ideas using a range of art forms, including musical instruments and items that make sound. Children can explore  Perform to our friends in an outdoor theatre environment.  Explore how to make sounds to accompany our role play. | Journeys and Adventures  Children can listen to a range of different musical genres and respond to these different experiences, watching, listening, talking and expressing their feelings. This will include fantasy and film orchestral music. Perform to our friends in an outdoor theatre environment.  Explore how to use music to accompany our ‘adventure’ role play. | Looking after our Planet  Children will continue to listen to a range of different musical genres and reflect and respond in their own way. Perform to our friends in an outdoor theatre environment.  Explore how to use music to accompany our role play, developing storylines with the support of music in pretend play.  Perform a rhyme/song written by EYFS about how to care for our Planet. | Seaside and Water  Children will engage in music making and dance, performing solo or in groups, using music to represent sounds of water and the sea. Children will learn pirate songs and sea shanties to perform. |
| **Year 1/2** | (Year 1 unit) Keeping the pulse: My favourite things | (Year 1 unit)  Tempo: Snail and mouse | (Year 1 unit)  Pitch: Superheroes | (Year 2 unit)  Instruments: Music storytelling | (Year 2 unit)  Singing: On this island | (Year 2 unit)  Pitch: Musical me |
| **Year 3** | Ballads | Creating compositions in response to an animation  (Mountains) | Developing singing technique  (Vikings) | Pentatonic melodies and composition  (Chinese New Year) | Jazz | Traditional instruments and improvisation  (India) |
| **Year 4** | Body and tuned percussion  (Rainforests) | Rock and roll | Changes in pitch, tempo and dynamic  (Rivers) | Haiku, music and performance  (Hanami) | Samba and carnival sounds and instruments | Adapting and transposing motifs (Romans) |
| **Year 5** | Composition  Notation  (Ancient Egypt) | Blues | South and West Africa | Composition to represent the festival of colour (Theme: Holi festival) | Looping and remixing | Musical theatre |
| **Year 6** | Dynamics, pitch and texture (Theme: Fingal's Cave) | Songs of WW2 | Film music | Themes and variation (Pop Art) | Baroque | Composing and performing a leavers song |