Music Subject Journey

EYFS - Musical beginnings

Minimum expectations for Nursery		Minimum expectations for Reception	Early Learning Goal
Expressive arts and design (EAD) Show attention to sounds and music. Respond emotionally and physically to music when it changes. Move and dance to music. Anticipate phrases and actions in rhymes and songs, like 'Peepo'. Explore their voices and enjoy making sounds. Join in with songs and rhymes, making some sounds. Make rhythmical and repetitive sounds. Explore a range of sound-makers and instruments and play them in different ways. Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.	Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. 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. Create their own songs, or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.	EAD Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups.	**Expressive Arts and Design** **Being Imaginative & Expressive ELG** Children at the expected level of development will: -Sing a range of well-known nursery rhymes and songs. -Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Music Subject Journey

Reception

Reception Autumn

Celebration music

Celebration music Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwanzaa and Christmas.

Reception Spring

Exploring sound
Music and movement

Exploring sound Exploring how we can use our voice and bodies to make sounds, experimenting with tempo and dynamics when playing instruments and identifying sounds in the environment.

Music and movement Creating simple actions to well-known songs, learning how to move to a beat and expressing feelings and emotions through movement to music.

Reception Summer

Musical stories
Big band

Musical Stories Moving to music with instruction, changing movements to match the tempo, pitch or dynamics and learning that music and instruments can convey moods or represent characters**.**

Big band Learning about what makes a musical instrument, the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song.

Music Subject Journey

Year 1 -3

Horizon Academy Trust

Autumn Year 1

Under the sea
Snail and Mouse

Musical symbols (Theme: Under the sea) In this unit, the children combine all the musical concepts learned throughout Year 1 for an underwater-themed performance incorporating instrumental, vocal and body sounds

Tempo (Theme: Snail and Mouse) In this unit, 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.

Spring Year 1

My favourite things
Fairytales

PKeeping the pulse (Theme: My favourite things) In this unit, children explore keeping the pulse together through music and movement, by exploring their favourite things.

Sound patterns (Theme: Fairytales) 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.

Summer Year 1

Superheroes
Seaside

Pitch (Theme: Superheroes) This unit helps the children learn how to identify high and low notes and to compose a simple tune to represent a superhero.

Dynamics: (Theme: By the sea) Children make links between music, sounds and environments and use percussion, vocal and body sounds to represent the seaside.

Autumn Year 2

Animals
Musical storytelling

Call and response song (Theme: Animals) In this unit, the children use instruments to represent animals, copying rhythms and creating call and response rhythms.

Instruments (Theme: Musical storytelling)) This unit helps the children learn how events, actions and feelings within stories can be represented by pitch, dynamics and tempo.

Spring Year 2

Musical me
Space

Pitch (Theme: Musical me) In this unit, children are exploring the song 'Once a Man Fell in a Well', playing it using tuned percussion and reading simple symbols representing pitch.

Contrasting dynamics (Theme: Space) In this unit, children are exploring the song 'Once a Man Fell in a Well', playing it using tuned percussion and reading simple symbols representing pitch.

Summer Year 2

On this island
Myths and legends

Singing (Theme: On this island) In this unit, the children learn folk songs and create sounds to represent three contrasting landscapes: seaside, countryside and city.

Structure (Theme: Myths and Legends) These lessons help the children develop an understanding of structure by exploring and ordering rhythms.

Autumn Year 3

Ballads
Mountains

Ballads Learning what ballads are, how to identify their features and how to convey different emotions when performing.. Selecting vocabulary to describe a story, before turning it into lyrics following the structure of a traditional ballad.

Creating compositions in response to an animation (Theme: Mountains) Listening to music and considering the narrative it represents by paying close attention to the dynamics, pitch and tempo and how they change throughout the piece. Creating original compositions to match an animation.

Spring Year 3

The Vikings
Chinese New Year

Developing singing technique (Theme: The Vikings) Developing singing technique; learning to keep in time, musical notation and rhythm, culminating in a group performance of a song with actions.

Pentatonic melodies and composition (Theme: Chinese New Year) Using the story of Chinese New Year as a stimulus: revising key musical terminology, playing and creating pentatonic melodies, composing a piece of music in a group using layered melodies and performing a finished piece.

Summer Year 3

Jazz
India

Jazz Learning about ragtime style music, Dixieland music and scat singing. Children create a jazz motif using a swung rhythm and play a jazz version of a nursery rhyme using tuned percussion.

Traditional instruments and improvisation (Theme: India) Introducing to traditional Indian music. Learning about the rag and tal, listening to a range of examples of Indian music, identifying traditional instruments and creating improvisations and performing.

Music Subject Journey

Year 4 -6

Horizon Academy Trust

Autumn Year 4

Romans
Rainforests

Adapting and transposing motifs (Theme: Romans) Drawing upon their understanding of repeating patterns in music, pupils are introduced to the concept of motifs and adapt and transpose motifs and perform them to their peers.
Body and tuned percussion (Theme: Rainforests) Exploring the rainforest through music whilst being introduced to new musical terms. Using a mixture of body percussion and tuned percussion instruments to create rhythms of the rainforest, layer by layer.

Spring Year 4

Rock and roll
Rivers

Rock and roll Learning about the origin and features of rock and roll music, playing the Hand Jive and Rock Around the Clock, looking specifically at a walking bass line, and performing a while-class piece.
Changes in pitch, tempo and dynamics (Theme: Rivers) Linking to geography learning, pupils represent different stages of the river through vocal and percussive ostinatos, culminating in a final group performance.

Summer Year 4

Hanami
Samba

Haiku, music and performance (Theme: Hanami) Using descriptive vocabulary to create a Haiku, puting it to music and adding percussion sound effects to bring all elements together before a final, group performance.
Samba and carnival sounds and instruments Introducing samba and the sights and sounds of the carnival. Learning about the traditional sounds and instruments, syncopated rhythms and composing their samba breaks.

Autumn Year 5

Ancient Egypt
Blues

Composition notation (Theme: Ancient Egypt) Identifying the pitch and rhythm of written notes and experimenting with notating their compositions in different ways to help develop their understanding of staff notation.
Blues Identifying the key features and mood of Blues music and its importance and purpose. Learning the 12-bar Blues and the Blues scale, and combining these to create an improvised piece with a familiar, repetitive backing.

Spring Year 5

South and West Africa
Holi Festival

South and West Africa Learning 'Shosholoza', a traditional South African song, playing the accompanying chords using tuned percussion and learning to play the djembe and some dance moves.
Composition to represent the festival of colour (Theme: Holi festival) Exploring the associations between music, sounds and colour, composing and, as a class and performing their own musical composition to represent Holi.

Summer Year 5

Looping and remixing
Musical theatre

Looping and remixing Learning how dance music is created, focusing particularly on the use of loops, and learning how to play a well-known song before putting a dance music spin on it to create their own versions.
Musical theatre An introduction to musical theatre, learning how singing, acting and dancing can be combined to give an overall performance, exploring how music can be used to tell a story and learning about performance aspects

Autumn Year 6

Baroque
Fingal's Cave

Baroque Exploring the features of Baroque music and developing compositional and listening skills.
Dynamics, pitch and tempo (Theme: Fingal's Cave) Appraising the work of Mendelssohn and further developing the skills of improvisation and composition.

Spring Year 6

Songs of WW2
Film music

Songs of WW2 Developing greater accuracy in pitch and control. Identifying pitches within an octave when singing and using knowledge of pitch to develop confidence when singing in parts.
Film music Exploring and identifying the characteristics of film music. Creating a composition and graphic score to perform alongside a film.

Summer Year 6

Pop Art
Composing and performing a leavers song

Theme and Variations (Theme: Pop Art) Exploring the musical concept of theme and variations and discovering how rhythms can 'translate' onto different instruments
Composing and performing a Leavers' Song Creating their own leavers' song personal to their experiences as a class; listening to and critiquing well known songs, writing the lyrics,, exploring the concept of the four chord backing track and composing melodies

High end points in Music

By the end of Y6 children will...

Horizon Academy Trust

Listening and Appraising

Listen with attention to detail and recall sounds with increasing aural memory.

Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.

Develop an understanding of the history of music.

Perfoming and Singing

Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

Composing

Improvise and compose music for a range of purposes using the inter-related dimensions of music.

Musical Notation

Use and understand staff and other musical notations.