



# MUSIC CURRICULUM LTP



YEAR GROUP	AUTUMN		SPRING		SUMMER	
<b>EYFS</b>	<b>Exploring Sound</b> <i>Exploring how we can use our voice, bodies and instruments to make sounds, and identifying sounds in the environment.</i>	<b>Celebration Music</b> <i>Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwanzaa and Christmas.</i>	<b>Music and Movement</b> <i>Creating simple actions to well-known songs, learning how to move to a beat and expressing feelings and emotions through movement to music.</i>	<b>Musical Stories</b> <i>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.</i>	<b>Transport</b> <i>Identifying and copying sounds produced by different vehicles using voices, bodies and instruments, demonstrating tempo changes and understanding how symbols can represent sound.</i>	<b>Big Band</b> <i>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.</i>
<b>YEAR 1</b>	<b>My Favourite Things</b> <i>Keeping the Pulse</i>	<b>Snail and Mouse</b> <i>Tempo</i>	<b>Seaside</b> <i>Dynamics</i>	<b>Fairytales</b> <i>Sound Patterns</i>	<b>Superheroes</b> <i>Pitch</i>	<b>Under the Sea</b> <i>Musical Symbols</i>
<b>YEAR 2</b>	<b>Animals</b> <i>Call and Response</i>	<b>Musical Storytelling</b> <i>Instruments</i>	<b>Space</b> <i>Contrasting Dynamics</i>	<b>On the Island</b> <i>Singing</i>	<b>Myths and Legends</b> <i>Structure</i>	<b>Musical Me</b> <i>Pitch</i>
<b>YEAR 3</b>	<b>Ballads</b> <i>Musical Genre</i>	<b>Samba and Carnival Sounds and Instruments</b> <i>Musical Genre</i>	<b>Rock and Roll</b> <i>Musical Genre</i>	<b>Chinese New Year</b> <i>Pentatonic Melodies and Composition</i>	<b>Jazz</b> <i>Musical Genre</i>	<b>India</b> <i>Traditional Instruments and Improvisation</i>
<b>YEAR 4</b>	<b>Instrumentation South Africa</b> <i>Learning about South African music, singing and playing a gumboot dance-style piece in two parts, as well as learning the basics of staff.</i>	<b>Instrumentation Caribbean</b> <i>Learning about Calypso music, singing and playing a calypso song in two parts from staff notation and adding their own improvisations.</i>	<b>Instrumentation South America</b> <i>Learning about the music of South America, performing a salsa style piece in 2 parts from staff notation and adding their own improvisations on tuned and untuned percussion.</i>	<b>Instrumentation Indonesia</b> <i>Learning about the key features of gamelan music, and playing a gamelan inspired piece in two parts on tuned percussion using staff notation.</i>	<b>Instrumentation India</b> <i>Learning about the history of Indian film and its key musical features, through performing and composing activities using a specially composed film music soundtrack.</i>	<b>Instrumentation North America</b> <i>Learning about the key features of minimalism and how it has been influenced by other musical styles, while singing and playing a minimalist piece in two parts from staff notation.</i>
<b>YEAR 5</b>	<b>Ancient Egypt</b> <i>Composition Notation</i>	<b>Blues</b> <i>Musical Genre</i>	<b>South and West Africa</b> <i>Musical Genre</i>	<b>Holi Festival</b> <i>Composition to Represent the Festival of Colour</i>	<b>Looping and Remixing Dance Music</b> <i>Musical Genre</i>	<b>Musical Theatre</b> <i>Musical Genre</i>
<b>YEAR 6</b>	<b>Fingal's Cave</b> <i>Dynamics, Pitch and Texture</i>	<b>Songs of WW2</b> <i>Musical Genre</i>	<b>Film Music</b> <i>Musical Genre</i>	<b>Pop Art</b> <i>Theme and Variation</i>	<b>Baroque</b> <i>Musical Genre</i>	<b>Composing and Performing a Leavers' Song</b>

