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| Year Group | Autumn | Spring | Summer |
| **Year 1** | **What does music mean to me?**  **Why? Links to history, geography and art in finding a ‘sense of self’ in the world.**  Explore a vast range of high quality music. Listen to different types. Discuss and form individual opinions on the different styles. Experiment with percussion and enjoy creating different sounds. Develop an understanding of the possibilities of music.  *N.C: Play tuned and untuned instruments musically and use their voices expressively and creatively by singing songs and speaking chants and rhymes.*  *Listen with concentration and understanding to a range of high-quality live and recorded music.* | **Great Fire of London**  **Why? Links to history topic- The Great Fire of London.**  Enact the story adding sound effects using percussion and voices.  *N.C: play tuned and untuned instruments musically and use their voices expressively and creatively by singing songs and speaking chants and rhymes.* | **Toy Story**  **Why? Links to history and DT topic ‘Toys’ and is also a popular film with our pupils.**  Listen to and enjoy songs from the film aswell as how music is used to create atmosphere. Experiment with creating own sound effects for the film and perform some of the songs with confidence.  *N.C: Experiment with, create, select and combine sounds using the inter-related dimensions of music.*  **Composers- Vivaldi**  **Why? To increase the cultural capital of our children and open their minds to new and unknown experiences.**  Learning about the music ‘The Four Seasons’ Listen to the music and draw images to go alongside the composition.  *NC: listen with concentration and understanding to a range of high-quality live and recorded music.* |
| **Year 2** | **Composers- Bach**  **Why? To increase the cultural capital of our children and open their minds to new and unknown experiences.**  Listen to music by Bach, children to create art work and poetry based on the sounds they hear and the stories the music tells**.**  *N.C: Listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music.* | **The Lion King**  **Why? Links to ‘The Big Five and learning about Kenya.**  Children to watch clips of, and listen to songs from ‘Lion King the Musical’. Children to learn a selection of the songs to perform. Add percussion for effect.  *N.C: Use their voices expressively and creatively by singing songs and speaking chants and rhymes*  *play tuned and untuned instruments musically.* | **African Musician and composition**  **Why? Links to geography work on ‘Kenya’.**  Children to listen to a range of traditional music including drums and singing. Play drums to a beat alongside African music.  *N.C: Use their voices expressively and creatively by singing songs and speaking chants and rhymes- play tuned and untuned instruments musically.* |
| **Year 3** | **The Liverpool Philharmonic Orchestra**  **Why? Links to our local area. Cultural capital.**  Children to visit and listen to music from the Royal Liverpool Philharmonic Orchestra. Children to recognise and name the different instruments and the sounds they make, using musical terminology. Know the different instrument groups.  *N.C: Develop an understanding of the history of music.*  *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.* | **The Greatest Showman**  **Why? Pupil engagement and enjoyment. Popular modern musical.**  Children to learn and perform songs from the musical. Look at how the music creates atmosphere and emotion.  *N.C: Use and understand staff and other musical notations.*  *Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the interrelated dimensions of music.* | **Rainforest Composition**  **Why? Links to geography topic ‘The Amazon’.**  **Listen to rainforest sound effects such as the animals, rain etc. Children to compose pieces of music reflecting this habitat.**  *N.C: Improvise and compose music for a range of purposes using the interrelated dimensions of music.*  **Ukulele**  **Full music curriculum coverage** |
| **Year 4** | **Greek Music**  **Why? To enhance learning in geography topic about Greece.**  Listen to a range of traditional Greek music. Recreate some of the sounds and melodies using percussion.  *N.C: Develop an understanding of the history of music. 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.*  *Improvise and compose music for a range of purposes using the interrelated dimensions of music.* | **Composer -Tchaikovsky**  **Why? To increase the cultural capital of our children and open their minds to new and unknown experiences.**  Listen to music by Tchaikovsky. Children to create art work, creative writing, stories and poetry based on the sounds they hear and the stories the music tells. Children to create musical moodbards showcasing how the music makes them feel.  *N.C: Develop an understanding of the history of music. 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.* | **Reduce, reuse recycle composition**  **Why? Links to ‘Save our oceans’ geography and art project. Global issues- plastic waste.**  After researching a number of instruments, create own percussion instruments out of plastic waste from beach clean-up/ around school.  Tweak instruments to adjust pitch/ other musical elements and record how the sound changes.  *N.C: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes.*  **BRASS**  **Full music curriculum coverage** |
| **Year 5** | **Composer: Mozart**  **Why? To increase the cultural capital of our children and open their minds to new and unknown experiences.**  Listen to music by Mozart. Discuss and analyse the musical attributes. Children to create art work, creative writing, stories and poetry based on the sounds they hear and the stories the music tells. Children to create musical mood bards showcasing how the music makes them feel. Children to be able to discuss the technical elements of different pieces.  *N.C: Develop an understanding of the history of music. 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*. | **The Beatles**  **Why? Links to our local area. Feeling pride for our local area.**  Listen to a range of Beatles songs. Research the history of the band and the influences from Liverpool in their music.  Perform songs with confidence.  *N.C: Develop an understanding of the history of music. 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.*  *Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.* | **Matilda**  **Why? Pupil engagement and enjoyment. Popular modern musical.**  Children to learn and perform songs from the musical. Look at how the music creates atmosphere and emotion. Compare and contrast how the music reflects the emotion written in the book.  *N.C Use and understand staff and other musical notations. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the interrelated dimensions of music.*  **Keyboards**  **Full music curriculum coverage** |
| **Year 6** | **Composer Beethoven**  **Why? To increase the cultural capital of our children and open their minds to new and unknown experiences.**  Listen to music by Beethoven. Children to be able to technically discuss the compositions using musical terminology. Children to create stories based on a chosen piece and use the music to tell the story to an audience.  *N.C: Develop an understanding of the history of music. 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.* | **School of Rock**  **Why? Pupil engagement and enjoyment. Popular modern musical/ film.**  Children to watch clips of the film and musical and study the instruments included. Recap the different groups of instruments. Children to perform songs from the musical with added percussion.  *N.C: Improvise and compose music for a range of purposes using the interrelated dimensions of music.*  *Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.*  **Garage Band**  **Full music curriculum coverage** | **Traditional Mexican Music**  **Why? Links to geography topic Mexico and history topic Mayans.**  Listen to a range of traditional Mexican music. Recreate some of the sounds and melodies using instruments and singing.  *N.C: Develop an understanding of the history of music. 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.*  **End of year production.**  *N.C: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the interrelated dimensions of music.* |