

Overview with curriculum links Cycle A

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

	Coverage	Main NC Links	Why?
LKS2			
Autumn	Let your Spirit Fly (Y3) Mamma Mia (Y4)	<ul style="list-style-type: none"> ♣ 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 inter-related dimensions of music ♣ Appreciate a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 	<p>KS1 – Sing five songs from memory. learn about voices and singing notes of different pitches. Learn that they can make different types of sounds with their voices. Learn to stop and start when following a leader. Learn the names of the notes and instruments that they are playing. Play a tuned instrumental part with the song that they perform. Create a simple melody using one, two or three notes.</p> <p>Future learning – Upper KS2 – Know and confidently sing five songs and their parts from memory and sing them with a strong internal pulse. Sing in unison and sing with backing vocals and start exploring singing solos. To know and understand different ways of writing music down in note form. Select and learn an instrumental part that matches their ability. Create simple melodies with up to five notes and simple rhythms that work with the style of song being studied.</p>
Spring	Three little birds (Y3) Stop! (Y4)	<ul style="list-style-type: none"> ♣ Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 	<p>KS1 – Sing five songs from memory. learn about voices and singing notes of different pitches.</p>

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		<ul style="list-style-type: none"> ♣ Improvise and compose music for a range of purposes using the inter-related dimensions of music ♣ Appreciate a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 	<p>Learn that they can make different types of sounds with their voices. Learn to stop and start when following a leader. Learn the names of the notes and instruments that they are playing. Play a tuned instrumental part with the song that they perform. Create a simple melody using one, two or three notes.</p> <p>Future learning – Upper KS2 – Know and confidently sing five songs and their parts from memory and sing them with a strong internal pulse. Sing in unison and sing with backing vocals and start exploring singing solos. To know and understand different ways of writing music down in note form. Select and learn an instrumental part that matches their ability. Create simple melodies with up to five notes and simple rhythms that work with the style of song being studied.</p>
<p>Summer</p>	<p>Bringing us together (Y3)</p> <p>Lean on Me (Y4)</p>	<ul style="list-style-type: none"> ♣ 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 inter-related dimensions of music ♣ Appreciate a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 	<p>KS1 – Sing five songs from memory. learn about voices and singing notes of different pitches. Learn that they can make different types of sounds with their voices. Learn to stop and start when following a leader. Learn the names of the notes and instruments that they are playing.</p>

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			<p>Play a tuned instrumental part with the song that they perform. Create a simple melody using one, two or three notes.</p> <p>Future learning – Upper KS2 – Know and confidently sing five songs and their parts from memory and sing them with a strong internal pulse. Sing in unison and sing with backing vocals and start exploring singing solos. To know and understand different ways of writing music down in note form. Select and learn an instrumental part that matches their ability. Create simple melodies with up to five notes and simple rhythms that work with the style of song being studied.</p>
UKS2			
Autumn	<p>Living on a prayer (Y5)</p> <p>Happy (Y6)</p>	<ul style="list-style-type: none"> ♣ 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 inter-related dimensions of music ♣ Listen with attention to detail and recall sounds with increasing aural memory ♣ Use and understand staff and other musical notations ♣ 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. 	<p>Lower KS2 – Know five songs from memory and who sang or wrote them. Know the style of the five songs. Confidently identify and move to the pulse. Play one, or all four, differentiated parts of a tuned instrument from memory or using notation. To think about what the words of a song mean. Create a simple melody using three or five notes.</p>

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<p>Spring</p>	<p>The Fresh Prince of Bel-Air (Y5)</p> <p>A New Year Carol (Y6)</p>	<ul style="list-style-type: none"> ♣ 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 inter-related dimensions of music ♣ Listen with attention to detail and recall sounds with increasing aural memory ♣ Use and understand staff and other musical notations ♣ 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. 	<p>Lower KS2 –</p> <p>Know five songs from memory and who sang or wrote them.</p> <p>Know the style of the five songs.</p> <p>Confidently identify and move to the pulse.</p> <p>Play one, or all four, differentiated parts of a tuned instrument from memory or using notation.</p> <p>To think about what the words of a song mean.</p> <p>Create a simple melody using three or five notes.</p>
<p>Summer</p>	<p>Dancing in the Street (Y5)</p> <p>You've Got Friend (Y6)</p>	<ul style="list-style-type: none"> ♣ 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 inter-related dimensions of music ♣ Listen with attention to detail and recall sounds with increasing aural memory ♣ Use and understand staff and other musical notations ♣ 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. 	<p>Lower KS2 –</p> <p>Know five songs from memory and who sang or wrote them.</p> <p>Know the style of the five songs.</p> <p>Confidently identify and move to the pulse.</p> <p>Play one, or all four, differentiated parts of a tuned instrument from memory or using notation.</p> <p>To think about what the words of a song mean.</p> <p>Create a simple melody using three or five notes.</p>