

# Music Curriculum Long Term Overview

KS1 Cycle A		KS1 Cycle B	
Autumn	<p><b>Sing Up Unit – The menu song (Sing 1) The Magical Musical Aquarium (Compose 1)</b></p> <p><b>Pupils should be taught to:</b> use their voices expressively and creatively by singing <u>songs</u> and speaking <u>chants</u> and rhymes play <u>tuned</u> and <u>untuned</u> instruments musically listen with concentration and understanding to a range of high-quality live and <u>recorded music</u> experiment with, <u>create</u>, <u>select</u> and combine sounds using the inter-related dimensions of music</p>	Autumn	<p><b>Sing Up Unit – Carnival of the animals (Listen 1) The Creepy Castle (Sing 2)</b></p> <p><b>Pupils should be taught to:</b> use their voices expressively and creatively by singing <u>songs</u> and speaking <u>chants</u> and rhymes play <u>tuned</u> and <u>untuned</u> instruments musically <u>listen</u> with concentration and understanding to a range of high-quality live and <u>recorded music</u> experiment with, <u>create</u>, <u>select</u> and combine sounds using the inter-related dimensions of music</p>
Spring	<p><b>Sing Up Unit – Football (Sing 3) Orawa (Listen 2)</b></p> <p><b>Pupils should be taught to:</b> use their voices expressively and creatively by singing <u>songs</u> and speaking <u>chants</u> and rhymes play <u>tuned</u> and <u>untuned</u> instruments musically listen with concentration and understanding to a range of high-quality live and <u>recorded music</u> <u>experiment</u> with, <u>create</u>, <u>select</u> and combine sounds using the inter-related dimensions of music</p>	Spring	<p><b>Sing Up Unit – Mini-beasts (Sing 4) Musical conversations (Compose 2)</b></p> <p><b>Pupils should be taught to:</b> use their voices expressively and creatively by <u>singing songs</u> and speaking <u>chants</u> and rhymes play <u>tuned</u> and <u>untuned</u> instruments musically listen with concentration and understanding to a range of high-quality <u>live</u> and <u>recorded music</u> <u>experiment</u> with, <u>create</u>, <u>select</u> and <u>combine</u> sounds using the inter-related dimensions of music</p>

<p>Summer</p>	<p style="text-align: center;"><b>Sing Up Unit – Come dance with me (Sing 5) Cat and mouse (Compose 3)</b></p> <p><b>Pupils should be taught to:</b>  <b>use their voices expressively and creatively by singing songs and speaking chants and <u>rhymes</u></b>  <b>play <u>tuned</u> and untuned instruments musically</b>  <b>listen with concentration and understanding to a range of high-quality <u>live</u> and recorded music</b>  <b>experiment with, <u>create, select</u> and <u>combine</u> sounds using the inter-related dimensions of music</b></p>	<p>Summer</p>	<p style="text-align: center;"><b>Sing Up Unit – The Rockpool Rock (Sing 6) Swing along with Shostakovich (Listen 3)</b></p> <p><b>Pupils should be taught to:</b>  <b>use their voices expressively and creatively by <u>singing songs</u> and speaking <u>chants</u> and rhymes</b>  <b>play <u>tuned</u> and untuned instruments musically</b>  <b>listen with concentration and understanding to a range of high-quality <u>live</u> and <u>recorded music</u></b>  <b><u>experiment</u> with, <u>create, select</u> and <u>combine</u> sounds using the inter-related dimensions of music</b></p>
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## EYFS - Expressive Arts and Design

Music is part of the specific area of Expressive Arts and Design particularly in the 'Being Imaginative and Expressive' section. Work across other areas of the framework will contribute significantly to children's development in this area. The educational programme for Expressive Arts and Design states that the development of children's musical ability is displayed through singing a range of well-known nursery rhymes and songs and performing songs, rhymes, poems and stories with others. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Music is important in the Early Years Foundation Stage as it helps children's development in several areas. Singing songs and rhymes together is a great way to develop children's communication and language skills in a fun and engaging way. Singing and dancing also helps children express their feelings and ideas, and share them with others, which reinforces positive relationships with adults and other children. Music is also excellent for children's physical development. They learn to move in a range of new ways as they dance in time with the music, or play music instruments to a tune.

As a school we aim to provide children with the opportunities to:

- Listen with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs including nursery rhymes.
- 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.