Sproatley Music Overview
Year A

Year A	*Autumn*	*Spring*	*Summer*
EYFS	**Exploring Sound** Exploring how to use our voice and bodies to make sounds, experimenting with tempo and dynamic when playing instruments and identifying sounds in the environment.	**Music and movement** Creating simple actions to well-known songs, the children learn how to move to a beat and express feelings and emotions through movement to music.	**Big band** Exploring what makes a musical instrument and how instruments are grouped into different families. Pupils develop their sense of beat using untuned percussion instruments before performing a song to a small audience.
Year 1/2	**My Favourite Things - keeping the pulse** Learning how to keep a steady pulse, pupils take part in music and movement activities inspired by their favourite things. They move to the beat of the music while expressing and responding to objects and experiences that are meaningful to them.	**Superheroes - pitch** Exploring pitch by identifying high and low notes and listening to contrasting musical sounds. Pupils experiment with combining different pitches to compose a simple superhero melody that reflects the character's personality and actions.	**Musical storytelling - instruments** Exploring longer pieces of music, pupils look at how music can tell a story through a variety of instruments. They think creatively, considering how sounds can represent characters, actions and emotions when creating a soundscape to tell the story of Jack and the Beanstalk.
Year 3/4	**Instrumental - recorders** Learning to play an instrument using notation and other pictorial representations.	**Inspired by India – musical improvisations** Exploring traditional Indian music and the art of improvisation by using the pentatonic scale and simple musical techniques. Pupils create short improvisations and experiment with pitch, dynamics and tempo to express different moods and musical ideas.	**Reggae rhythms - playing in a band** Discovering reggae through some of Bob Marley's most iconic songs, pupils learn simplified bass lines, basic chords and the concept of the offbeat. Pupils combine these musical elements to rehearse and perform collaboratively in their own reggae bands.
Year 5/6	**Four chord pop - playing in a band** Exploring the key features of pop music, including harmony, rhythm and ensemble performance, and how music can express shared feelings and experiences. Pupils develop vocal and instrumental skills before combining bass lines, chords, rhythms and harmonies to perform confidently as a pop band.	**Songs that Speak - lyrics and messages** Exploring how songs communicate messages through lyrics, musical elements and performance, using the song 'Hall of Fame' as a context for learning. Pupils analyse song lyrics, write and perform their own verses, accompany them with chords and refine their performances to	**Music technology - film soundtracks** Exploring how music and film work together to create mood, atmosphere and meaning, pupils use Kapow Music Maker, a bespoke browser-based platform, to synchronise sound with video. They identify key musical features in film and enhance film clips with sound effects, loops and original musical ideas.

		communicate a clear message to an audience.	

Sproatley Music Overview

Year B

Year B	*Autumn*	*Spring*	*Summer*
EYFS	**Exploring Sound** Exploring how to use our voice and bodies to make sounds, experimenting with tempo and dynamic when playing instruments and identifying sounds in the environment.	**Music and movement** Creating simple actions to well-known songs, the children learn how to move to a beat and express feelings and emotions through movement to music.	**Big band** Exploring what makes a musical instrument and how instruments are grouped into different families. Pupils develop their sense of beat using untuned percussion instruments before performing a song to a small audience.
Year 1/2	**Fairytales - sound patterns** Examining a range of fairytales, pupils identify key moments in each story. They clap and read simple sound patterns linked to different characters, then use these patterns to retell the stories through sound and movement.	**Animals - call and response** Developing rhythm and pulse through chanting call-and-response sound patterns and performing with untuned percussion instruments. Pupils create and echo rhythmic ideas while responding to each other's chants to build musical communication and performance skills.	**Musical me - pitch** Developing pitch awareness through learning the song 'Once a Man Fell in a Well' and recreating its melody using tuned instruments. Pupils connect sounds to specific pitches and begin to understand how simple symbols can be used to represent musical notation.
Year 3/4	**Singing in parts - loops and layers** Developing vocal technique, confidence and control by singing in rounds and performing musical loops. Pupils build independence, timing and listening skills while collaborating to create layered group performances.	**Instrumental - recorders** Learning to play an instrument using notation and other pictorial representations.	**Music technology - loop based composition** Developing digital literacy through music technology, pupils create and manipulate musical loops. They turn simple motifs into catchy loops using Kapow Music Maker, a bespoke browser-based platform. Pupils layer sounds and compose complementary parts to create their own digital compositions.
Year 5/6	**Music in nature - chords and melodies** Drawing inspiration from the power of nature, pupils compose short melodies to reflect different moods of the sky. They experiment with pitch, dynamics and harmony, using simple chords to add depth and atmosphere to their performances.	**West African Rhythms - create, play and perform** Exploring the rhythms of West Africa, pupils experience the energy of traditional ensemble music. They learn how rhythmic patterns fit together and take responsibility for different parts, combining rhythms collaboratively to create layered textures.	**Stage and song - storytelling through music** Exploring musical theatre and how music helps to tell stories through solos, duets and ensemble performances. Pupils explore how composers use musical elements to create mood and develop narrative before extending their vocal skills through singing in 3/4 time

			and performing across a wider vocal range.