



Raughton Head CE Primary School - Music Curriculum Yearly Overview

2025-2026	Autumn	Spring	Summer
Class 1 (Nursery/ Rec/Year 1)	<p>Superheroes</p> <p>Themes- insects, Halloween, winter creatures.</p> <ul style="list-style-type: none"> • Beat, pulse, rhythm, melody and kinaesthetic and expressive learning used in all activities. Kodaly and Makaton use. Seasonal songs. Game/play songs and *Related short stories and poems with melodies. • Create and share expressive movement for finger puppet creatures. Recognition, concentration and recall to portray each through unpitched percussion and piano music • Learn animal themed songs, rhymes and chants with Makaton and improvised movement. Game/play songs • Listen to, repeat, recognise, create and perform short rhythmical phrases with varied percussion and Boomwackers • perform in Christmas concert. • singing stories' - Minibeasts, It was a cold dark night, Aaachoo, Very Busy Spider, superhero songs, rhythm quizzes and 	<p>Paws, Claws and Whiskers</p> <p>Themes - pets, jungle, spring animals</p> <ul style="list-style-type: none"> • Beat, pulse, rhythm, melody and kinaesthetic and expressive learning used in all activities. Kodaly and Makaton use. Seasonal songs. Game/play songs and *Related short stories with melodies. • Warm-up chants and songs with actions • Perform previously learnt songs and new ones within the set themes, add movements, (both set and created together), prompt pictures and short words. Link and perform to relevant short stories and poems. • Develop listening skills through recognising short, long, high, low and repeated sounds. Musical counting - when to play, or when the beats are silent within a piece. Use 	<p>School Days</p> <p>Themes - types of weather, rivers, sea, boats, historical children's songs.</p> <ul style="list-style-type: none"> • Beat, pulse, rhythm, melody and kinaesthetic and expressive learning used in all activities. Kodaly and Makaton use. Seasonal songs. Game/play songs and *Related short stories with melodies. • Use improvised vocal sounds and body percussion to portray weather and storm. Layering sounds, recognising and experiencing different dynamics, duration and timbres of sounds. Build a sequence of sounds together. Repetitive patterns, silence. • Body movements to portray river, sea. storm. Recognise calm. How do we feel in each? • Sea creatures - relevant songs

	<p>percussion pieces to portray.</p>	<p>variety of both pitched and unpitched percussion for sequences</p> <ul style="list-style-type: none"> • Easter celebrations performance • *Dear Zoo, Walking in the Jungle, Rumble in the Jungle, Animal Show, Skunks are coming out 	<p>and create movements. Use lycra, voils for sea - change tempos and dynamics of songs with its movement. Recognise stillness in the music. Partner work.</p> <ul style="list-style-type: none"> • Watch and listen with concentration to solo and orchestral video clips. Classical and contemporary. Moods, feelings, likes/dislikes. How could we move to these? • Commotion in the Ocean,
<p>Class 2 (Year 2/Year 3)</p>	<p>Through the Ages/Our World/Animals</p> <p>Small group activities are shared and performed within the class.</p> <ul style="list-style-type: none"> • Pulse, beats, rhythms, un/pitched percussion • understand and explore the concept of beats and simple rhythms through timed movements, body percussion, un/tuned percussion, rhythm cards and play songs. Set phrases and combinations to live and recorded music. • Some Makaton use • Learn and meld short part-songs. (Insect medley) <p><u>Songs</u>- 'Jump In', Ant Song, Number Cruncher, Arabella Miller, My Dog, There's a Spider (compose new verses)</p>	<p>Predator</p> <ul style="list-style-type: none"> • Different Song styles and developed rhythms • awareness of beat sub-divisions. • Use rhythm cards to create short phrases. Share and perform to class. • Explore new concept and feel of 3 beats - conduct, move to, sing, • listen to music styles' examples • compose own predator percussive piece and notate with own graphic score. • Learn part-songs with a +vocal ostinato line. Perform in teams with added un/pitched percussion. • coordination chant partner songs • 'play' songs from different cultures. <p><u>Songs</u> - As I was walking,</p> <ul style="list-style-type: none"> • Beanbag Boogie, *Study Peter and the Wolf - Prokofiev 	<p>Coastline</p> <ul style="list-style-type: none"> • Notation, scores, composition and performance • explore and compose own rhythmic patterns using box template, graphic score to notate and perform to class. • Partner work - recognise and draw others' short rhythms. • Choose un/pitched percussion to improvise to a set creative idea. • Develop ideas, notate and explore ways to lead/conduct your small group. Share and perform to class. <p><u>Songs</u> Walk the lakes, Down at the Beach, The River, Splish Splash, Vltava by Smetana</p>

Class 3 (Year 4/5/6)	<p>Notation, staff and composition</p> <p>The orchestra</p> <p><u>Class Ukuleles</u></p> <p>Learning simple chords, tablature and strumming styles to easy structure songs. Introduction to simple chords for new learners. Small group work shared through performance.</p>	<p>Improvisation & Composition</p> <p>Tuned and untuned instruments</p> <p>Djembe (African-style music)</p> <p><u>Class Ukuleles</u></p> <p>Fluency to known chords. Add and develop new ones. Awareness to speeds, beats and alignment to lyrics. Increased accuracy to timings and performance/</p>	<p>History of music: Baroque</p> <p>Significant artist(s)/music: Vivaldi, Bach, Pachelbel</p> <p>Play and perform in solo and ensemble contexts</p> <p><u>Class Ukuleles</u></p> <p>Continued use of known chords. Addition of new ones for some children/adaptation of trickier ones for others. Compose and perform own chord phrases. Learn familiar songs. Performance.</p>