

Subject: Music (Route A)

	Autumn		Spring		Summer	
	1 st Half	2 nd Half	1 st Half	2 nd Half	1 st Half	2 nd Half
EYFS	Taps out simple repeated rhythms & explores and learns how sounds can be changed	Begins to build a repertoire of songs and dances.	Explores the different sounds of instruments.	Children sing songs, make music and dance, and experiment with ways of changing them.	Children sing songs, make music and dance, and experiment with ways of changing them.	Children sing songs, make music and dance, and experiment with ways of changing them.
KS1	<p align="center"><u>Listening</u></p> <p>Listen to the music of Toy Story and discuss key features</p> <p>How do these songs make you feel?</p>	<p align="center"><u>Playing tuned instruments</u></p> <p>Play tuned instruments to create a soundtrack for princes and princesses</p> <p>What instruments best represents a princess?</p>	<p align="center"><u>Singing</u></p> <p>Learn to sing songs about the Great Fire of London</p> <p>How can we make our voices clearer?</p>	<p align="center"><u>Listening and Singing</u></p> <p>Listen to nursery rhymes and children’s songs about London</p> <p>What do these rhymes have in common?</p>	<p align="center"><u>Chanting</u></p> <p>Create chants pirates would say</p> <p>How can we make our chants sound scarier?</p>	<p align="center"><u>Creating Soundscapes</u></p> <p>Create a soundscape for under the sea using voices, tuned and untuned instruments.</p> <p>What instruments best represent the sea?</p>
Lower KS2	<p align="center"><u>Playing rhythms and recording them</u></p> <p>Egyptian Rhythms and songs</p> <p>Why did the Egyptians have music?</p>	<p align="center"><u>Writing and performing raps</u></p> <p>Write and perform raps about the Egyptians</p> <p>What are the key features of a rap?</p>	<p align="center"><u>Listening to popular music</u></p> <p>Listen to popular music from the UK</p> <p>How does this music make you feel?</p>	<p align="center"><u>Composing a piece of music</u></p> <p>Compose a piece of music to be used as a backing for a prayer</p> <p>How can you create the correct mood for your prayer?</p>	<p align="center"><u>Creating a song</u></p> <p>Create a song describing the water cycle for KS1</p> <p>What are some important things to remember about your audience?</p>	<p align="center"><u>Creating Soundscapes</u></p> <p>Create a soundscape for a rainy day</p> <p>What are the key instruments to create this soundscape?</p>
Upper KS2	<p align="center"><u>Composing pieces of music</u></p> <p>Compose pieces of music to personify the Greek Gods</p> <p>Which instrument best represents Zeus?</p>	<p align="center"><u>Singing and reading music</u></p> <p>Music for school production</p> <p>Why do we write music?</p>	<p align="center"><u>Playing tuned and untuned instruments</u></p> <p>Play tuned and untuned instruments to sound track a crime in the UK to a life in Australia</p> <p>How do you create the feeling of fear using instruments?</p>	<p align="center"><u>Listening to popular music</u></p> <p>Listen to popular music from the UK and Europe and compare</p> <p>What are the major differences between music from Europe and the UK?</p>	<p align="center"><u>Writing a rap</u></p> <p>Write a rap to convince people to look after the planet</p> <p>What persuasive techniques can you use in your lyrics?</p>	<p align="center"><u>Understanding history</u></p> <p>History of British Music from the 1800s- Present</p> <p>What was the key moment in British music?</p>

Subject: Music (Route B)

	Autumn		Spring		Summer	
	1 st Half	2 nd Half	1 st Half	2 nd Half	1 st Half	2 nd Half
Music	Taps out simple repeated rhythms & explores and learns how sounds can be changed	Begins to build a repertoire of songs and dances.	Explores the different sounds of instruments.	Children sing songs, make music and dance, and experiment with ways of changing them.	Children sing songs, make music and dance, and experiment with ways of changing them.	Children sing songs, make music and dance, and experiment with ways of changing them.
KS1	<p align="center"><u>Chanting</u></p> <p>Create school yard chants using voices</p> <p>What are the key features of a school yard chant?</p>	<p align="center"><u>Creating a soundscape</u></p> <p>Create a soundscape for space using voices, tuned and untuned instruments.</p> <p>What would a trip to the moon sound like?</p>	<p align="center"><u>Performing</u></p> <p>Perform a song about Christopher Columbus</p> <p>What do I need to do to perform confidently?</p>	<p align="center"><u>Playing tuned instruments</u></p> <p>Play tuned instruments for songs about transport</p> <p>How does the way I play an instrument represent a method of transport?</p>	<p align="center"><u>Listening</u></p> <p>Listen to a range of nursery rhymes and then write one</p> <p>What do features do all nursery rhymes share?</p>	<p align="center"><u>Listening and Singing</u></p> <p>Listen to and sing seaside songs</p> <p>Why do songs about the seaside always sound happy?</p>
Lower KS2	<p align="center"><u>Playing and recording rhythms</u></p> <p>Stone Age Rhythms</p> <p>What similarities does modern music have with Pre-Historic music?</p>	<p align="center"><u>Singing songs and chants</u></p> <p>Singing Roman songs and making Roman chants</p> <p>Why do these chants sound intimidating?</p>	<p align="center"><u>Creating a soundscape</u></p> <p>Create sounds of the rainforest</p> <p>What instrument best represents the sound of the rainforest?</p>	<p align="center"><u>Listen to music from different countries and traditions</u></p> <p>Listen to music from countries with rainforests- Compare and contrast</p> <p>What do these pieces of music have in common? Why?</p>	<p align="center"><u>Appreciating music</u></p> <p>Listen to three songs from Europe and discuss in relation to songs of rainforest countries</p> <p>How is this music different from previous music we have listened to?</p>	<p align="center"><u>Understanding History</u></p> <p>History of Classical Music to modern day</p> <p>Why do you think music has changed so much in the last 500 years?</p>
Upper KS2	<p align="center"><u>Play tuned and untuned instruments</u></p> <p>Using instruments similar to Anglo Saxons to create a soundtrack for Beowulf</p> <p>How can we create tension and suspense with instruments?</p>	<p align="center"><u>Singing and reading music</u></p> <p>Music for school production</p> <p>Why do we write music?</p>	<p align="center"><u>Writing songs</u></p> <p>Create Viking Saga Songs</p> <p>How can we make these chants sound more intimidating?</p>	<p align="center"><u>Listening and understanding history</u></p> <p>Explore the origins of Blues music- Write the verse and chorus of a song</p> <p>How did slave's lives influence this style of music?</p>	<p align="center"><u>Appreciating music</u></p> <p>History of Pop music from Blues to modern day</p> <p>What does modern music have to Blues music?</p>	<p align="center"><u>Writing raps</u></p> <p>Hip Hop- Informative rap about a natural disaster</p> <p>What are the key features of a hip hop rap?</p>