

Music Learning Pathway

EYFS	Key stage 1	Key stage 2
<p>During the EYFS, children will sing songs, make music and dance, and experiment with ways of changing them. Children will explore using media and materials. Children will represent their own ideas, thoughts and feelings through music and learn to be imaginative.</p>	<p>Across KS1 pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music and experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>Across Key stage 2 Pupils should be taught to 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 and develop an understanding of the history of music.</p>

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn						
<p>What makes me unique and belong?</p> <p>Music and Movement</p>	<p>What does nature mean to me?</p> <p>Musical Symbols (Under the Sea)</p>	<p>What helps living things grow and thrive?</p> <p>Instruments (Music storytelling)</p>	<p>How has electricity improved life?</p> <p>Traditional instruments and improvisation</p> <p>Somerset Music – Ukelele</p>	<p>How did the Roman invasion change life in Britain?</p> <p>Adapting and transposing motifs</p>	<p>Why do people invade and settle?</p> <p>Blues</p>	<p>Why must we remember?</p> <p>Songs of the World War</p>
Spring						
<p>What makes living things change and grow?</p> <p>Exploring sound</p>	<p>What is my village like?</p> <p>Keeping the Pulse (My Favourite things)</p>	<p>What difference can a person make ?</p> <p>Pitch (Musical Me)</p> <p>Structure Myths and Legends</p>	<p>How did people start to settle?</p> <p>Developing singing technique and keeping in time</p>	<p>How is the natural world unpredictable?</p> <p>Changes in pitch, tempo and dynamics.</p>	<p>Why is our world unequal?</p> <p>Composition Notation</p>	<p>Why is power important?</p> <p>Theme and variations</p>
Summer						
<p>What do other countries look like?</p> <p>Big Band</p>	<p>What are things made from?</p> <p>Sound Patterns (Fairytale)</p> <p>Pitch (Superheroes)</p>	<p>What will we see when we explore the world?</p> <p>West African Call and Response (Animals)</p> <p>Somerset Music – Recorders</p>	<p>How do civilisations grow?</p> <p>Ballads</p> <p>Pentatonic melodies and composition</p>	<p>How do animals survive and thrive?</p> <p>Body and tuned percussion</p> <p>Samba and Carnival sound and instruments</p>	<p>Why is it important to look after our world?</p> <p>South and West Africa</p> <p>Composition to represent the festival of colour</p> <p>Somerset Music – Drumming Procession</p>	<p>Why do we need to adapt and change?</p> <p>Dynamic Pitch and Texture</p> <p>Composing and performing a leavers song</p>

