

# Music Whole School Overview



EYFS		KS1		LKS2		UKS2	
Nursery/Reception		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p><b>The National Curriculum for music aims to ensure that all pupils:</b></p> <ul style="list-style-type: none"> <li>perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians</li> <li>learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence</li> <li>understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</li> </ul>					
<p><b>EY Objectives</b></p> <p><b>Nursery</b></p> <ul style="list-style-type: none"> <li>Listen with increased attention to sounds.</li> <li>Respond to what they have heard, expressing their thoughts and feelings.</li> <li>Remember and sing entire songs</li> <li>Sing the pitch of a tone sung by another person (pitch match)</li> <li>Sing a large repertoire of songs</li> <li>Sing the melodic shape of familiar songs</li> <li>Create their own songs, or improvise a song around one they know</li> <li>Play instruments with increasing control to express their feelings and ideas.</li> </ul> <p><b>Reception</b></p> <ul style="list-style-type: none"> <li>Listen attentively, move to and talk about music, expressing their feelings and responses</li> <li>Sing in a group or on their own, increasingly matching the pitch and following the melody</li> <li>Learn rhymes, poetry and songs</li> <li>Explore and engage in music making and dance, performing solo or in groups</li> </ul>		<p><b>Links to NC KS1</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>play tuned and untuned instruments musically</li> <li>listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>		<p><b>Links to NC KS2</b></p> <p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>listen with attention to detail and recall sounds with increasing aural memory</li> <li>use and understand staff and other musical notations</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>develop an understanding of the history of music.</li> </ul>			

# Music Whole School Overview

Unit Overviews and Knowledge Sequencing							
	Nursery/Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>AUTUMN 1</b>	<p><b>Unit: Me!</b> <b>Overview:</b> Children explore music through songs and activities linked to themselves (e.g. body, growing, homes, colours, toys). They listen and respond, explore sound using their voices, and begin singing simple nursery rhymes.</p> <p><b>Why children are learning this:</b> Builds confidence in using their voice Introduces listening and responding to music Establishes early concepts of pulse, rhythm and pitch</p> <p><b>Why now (sequencing)?:</b> This is the starting point of Reception, so learning is rooted in children's own identity and experiences Supports transition into school routines through familiar and personal themes Prioritises exploration and engagement before technical skill</p>	<p><b>Unit: Hey You!</b> <b>Links to NC:</b></p> <ul style="list-style-type: none"> <li>Use voices to sing songs</li> <li>Play tuned/untuned instruments musically</li> <li>Listen with concentration and understanding</li> <li>Experiment with, create and combine sounds</li> </ul> <p><b>Overview:</b> Children are introduced to music through an Old-School Hip-Hop song. They explore pulse, rhythm and pitch working together through singing, rapping, listening and simple instrumental playing.</p> <p><b>Why children are learning this:</b> Establishes core musical foundations (pulse, rhythm, pitch) Builds confidence in singing and performing Introduces listening and appraising music</p> <p><b>Why now (sequencing)?</b> First unit builds directly on Reception exploration Focuses on core musical building blocks before complexity High-energy, accessible style engages children early in KS1</p>	<p><b>Unit: Hands, Feet, Heart</b> <b>Links to NC:</b></p> <ul style="list-style-type: none"> <li>Listen and respond to music from different traditions</li> <li>Perform songs confidently</li> <li>Play instruments musically</li> <li>Understand cultural context</li> </ul> <p><b>Overview:</b> Children explore South African/Afropop music, learning to sing, play and move to music while understanding pulse, rhythm and pitch in a global context.</p> <p><b>Why children are learning this:</b> Extends knowledge of music from different cultures Builds ensemble skills through singing and playing together Reinforces core musical elements (pulse, rhythm, pitch)</p> <p><b>Why now (sequencing):</b> Builds on Year 1 listening across styles by introducing world music in depth Early in the year, children revisit and strengthen prior learning Encourages cultural awareness as children mature socially</p>	<p><b>Unit: Let Your Spirit Fly</b> <b>Links to NC:</b></p> <ul style="list-style-type: none"> <li>Perform in ensemble</li> <li>Listen and appraise with understanding</li> <li>Recognise musical elements (tempo, dynamics, etc.)</li> <li>Use musical vocabulary</li> </ul> <p><b>Overview:</b> Children explore R&amp;B music alongside other styles, developing their ability to sing, play instruments, listen and appraise music, while deepening understanding of pulse, rhythm, pitch, tempo and dynamics.</p> <p><b>Why children are learning this:</b> Consolidates KS1 learning of musical elements in a more analytical and structured way Introduces children to identifying musical dimensions within songs Builds confidence in singing and performing as an ensemble</p> <p><b>Why now (sequencing):</b> First KS2 unit revisits and strengthens core knowledge from KS1 Introduces more formal musical language and thinking Supports transition into deeper musical understanding and discussion</p>	<p><b>Unit: Mamma Mia</b> <b>Links to NC</b></p> <ul style="list-style-type: none"> <li>Perform in parts (ensemble singing)</li> <li>Analyse musical features</li> <li>Understand structure and texture</li> </ul> <p><b>Overview:</b> Children explore pop music through ABBA's Mamma Mia, developing their ability to sing in parts, play instruments, and analyse musical features such as structure, dynamics and texture.</p> <p><b>Why children are learning this:</b> Develops stylistic understanding of pop music Strengthens ensemble singing (including two parts) Builds analytical skills in identifying musical dimensions</p> <p><b>Why now (sequencing):</b> Builds on Year 3 by moving from general analysis to more detailed stylistic understanding Uses a familiar, engaging genre to consolidate KS2 expectations Reinforces core knowledge (pulse, rhythm, pitch) in a more complex context</p>	<p><b>Unit: Livin' On a Prayer</b> <b>Links to NC</b></p> <ul style="list-style-type: none"> <li>Perform in ensemble (parts)</li> <li>Analyse style and structure</li> <li>Use musical vocabulary confidently</li> </ul> <p><b>Overview:</b> Children explore rock music through Livin' On a Prayer, developing their ability to analyse musical features, sing in parts, and perform with increasing confidence and accuracy.</p> <p><b>Why children are learning this:</b> Deepens understanding of musical style and structure in rock music Strengthens ensemble performance and vocal skills Develops analytical listening using musical vocabulary</p> <p><b>Why now (sequencing):</b> Builds on Year 4 stylistic awareness with more detailed analysis and performance expectations Revisits core concepts (pulse, rhythm, pitch) in a more complex musical context Establishes expectations for upper KS2 independence</p>	<p><b>Unit: Happy</b> <b>Links to NC</b></p> <ul style="list-style-type: none"> <li>Perform with control and accuracy</li> <li>Analyse complex musical features</li> <li>Use musical vocabulary precisely</li> </ul> <p><b>Overview:</b> Children explore pop/neo-soul music, focusing on performance, musical analysis and understanding how different musical elements combine to create mood and style.</p> <p><b>Why children are learning this:</b> Develops advanced understanding of musical dimensions (texture, structure, dynamics) Strengthens ensemble performance and vocal control Encourages confident discussion using musical vocabulary</p> <p><b>Why now (sequencing):</b> Re-establishes core knowledge from previous years at a higher level of complexity Sets expectations for independent thinking and analytical listening Provides a familiar, engaging entry point into Year 6</p>

# Music Whole School Overview

<p><b>AUTUMN 2</b></p>	<p><b>Unit: My Stories</b> <b>Overview:</b> Children engage with imaginative themes (e.g. fairies, superheroes, pirates, festivals) through music. They develop singing, movement, and begin creating simple musical ideas through play.</p> <p><b>Why children are learning this:</b> Encourages creativity and imaginative thinking Develops expressive movement and storytelling through music Deepens understanding of musical elements through play</p> <p><b>Why now (sequencing):</b> Builds on "Me!" by moving from self-awareness to imagination Children are more settled and ready to engage in symbolic and creative play Links with typical autumn themes (festivals, storytelling)</p>	<p><b>Unit: Rhythm in the Way We Walk &amp; Banana Rap</b> <b>Links to NC:</b></p> <ul style="list-style-type: none"> <li>• Use voices expressively (rap/sing)</li> <li>• Improvise simple rhythmic patterns</li> <li>• Develop understanding of pulse and rhythm</li> <li>• Listen and respond to different music</li> </ul> <p><b>Overview:</b> Children explore rhythm through reggae-inspired songs, combining singing, rapping, movement and clapping patterns.</p> <p><b>Why children are learning this:</b> Deepens understanding of rhythm through language and movement Develops coordination and timing Encourages creative expression through rap</p> <p><b>Why now (sequencing):</b> Builds directly on prior learning of pulse by focusing more specifically on rhythm Children are more confident and ready to control and reproduce rhythmic patterns Reinforces learning through repetition in a new style</p>	<p><b>Unit: Ho, Ho, Ho</b> <b>Links to NC</b></p> <ul style="list-style-type: none"> <li>• Use voices expressively (including rap)</li> <li>• Improvise simple musical ideas</li> <li>• Perform to an audience</li> <li>• Recognise musical structure</li> </ul> <p><b>Overview:</b> A festive unit involving singing, rapping, improvisation and performance, centred around Christmas themes.</p> <p><b>Why children are learning this:</b> Develops improvisation and performance skills Builds confidence in using voice expressively (including rap) Strengthens understanding of musical structure (e.g. chorus/response)</p> <p><b>Why now (sequencing):</b> Builds on established pulse/rhythm skills with more creative application Links to seasonal context, increasing engagement Provides an early opportunity for performance and sharing</p>	<p><b>Unit: Glockenspiel Stage 1</b> <b>Links to NC</b></p> <ul style="list-style-type: none"> <li>• Play tuned instruments accurately</li> <li>• Read simple notation</li> <li>• Perform melodies</li> </ul> <p><b>Overview:</b> A focused instrumental unit where children develop playing skills on tuned instruments (e.g. glockenspiel), learning note names, notation and how to perform simple melodies.</p> <p><b>Why children are learning this:</b> Develops instrumental technique and notation reading Builds understanding of pitch relationships and melody Strengthens coordination and performance skills</p> <p><b>Why now (sequencing):</b> Follows initial consolidation unit so children can apply prior knowledge practically Introduces more formal instrumental learning early in KS2 Lays foundations for later composition and ensemble work</p>	<p><b>Glockenspiel Stage 2</b> <b>Links to NC</b></p> <ul style="list-style-type: none"> <li>• Play more complex notation</li> <li>• Develop instrumental technique</li> <li>• Perform accurately</li> </ul> <p><b>Overview:</b> Children further develop instrumental skills and notation reading using the glockenspiel, playing increasingly complex melodies and patterns.</p> <p><b>Why children are learning this:</b> Builds fluency in reading and playing notation Develops melodic understanding and technique Strengthens coordination and ensemble performance</p> <p><b>Why now (sequencing):</b> Builds directly on Year 3 Glockenspiel Stage 1 Provides deeper technical development early in the year Prepares children for more complex composition later</p>	<p><b>Unit: Classroom Jazz 1</b> <b>Links to NC</b></p> <ul style="list-style-type: none"> <li>• Improvise with increasing control</li> <li>• Play tuned instruments fluently</li> <li>• Understand syncopation and rhythm</li> </ul> <p><b>Overview:</b> Children explore jazz styles (Bossa Nova and Swing), focusing on improvisation, instrumental performance and understanding musical patterns.</p> <p><b>Why children are learning this:</b> Develops confidence in improvisation using multiple notes Builds understanding of jazz styles and rhythm patterns (e.g. swing feel, syncopation) Extends instrumental technique and fluency</p> <p><b>Why now (sequencing):</b> Builds directly on KS2 improvisation skills with greater complexity and independence Introduces more advanced rhythmic ideas Expands stylistic awareness into less familiar genres</p>	<p><b>Unit: Classroom Jazz 2</b> <b>Links to NC</b></p> <ul style="list-style-type: none"> <li>• Improvise using scales and patterns</li> <li>• Compose music independently</li> <li>• Demonstrate instrumental fluency</li> </ul> <p><b>Overview:</b> Children explore jazz and blues, focusing on improvisation, composition and instrumental fluency, including working with scales and melodic patterns.</p> <p><b>Why children are learning this:</b> Develops advanced improvisation techniques using multiple notes Strengthens understanding of jazz styles and musical vocabulary Builds confidence in independent musical decision-making</p> <p><b>Why now (sequencing):</b> Builds directly on Year 5 jazz learning with greater independence and musical control Introduces more complex harmonic and melodic structures Supports progression towards independent musicianship</p>
<p><b>SPRING 1</b></p>	<p><b>Unit: Everyone!</b> <b>Overview:</b> Children explore music linked to people, families, and cultures from around</p>	<p><b>Unit: In the Groove</b> <b>Links to NC</b></p> <ul style="list-style-type: none"> <li>• Listen with concentration to a range of styles</li> </ul>	<p><b>Unit: I Wanna Play in a Band</b> <b>Links to NC</b></p> <ul style="list-style-type: none"> <li>• Play tuned/untuned instruments in ensemble</li> </ul>	<p><b>Unit: Three Little Birds</b> <b>Links to NC</b></p> <ul style="list-style-type: none"> <li>• Perform in style</li> <li>• Listen and compare music</li> </ul>	<p><b>Unit: Stop!</b> <b>Links to NC</b></p> <ul style="list-style-type: none"> <li>• Improvise and compose music</li> </ul>	<p><b>Unit: Make You Feel My Love</b> <b>Links to NC</b></p> <ul style="list-style-type: none"> <li>• Sing with expression and control</li> </ul>	<p><b>Unit: A New Year Carol</b> <b>Links to NC</b></p> <ul style="list-style-type: none"> <li>• Read and perform notation</li> </ul>

# Music Whole School Overview

	<p>the world. They listen to a wider range of music styles and begin to recognise differences.</p> <p><b>Why children are learning this:</b> Develops awareness of diversity and community Broadens musical listening experiences (different styles and traditions) Encourages social interaction through shared music-making</p> <p><b>Why now? (sequencing):</b> Builds on imagination by extending learning to others and the wider world At this stage, children are ready to understand similarities and differences Supports personal, social and cultural development</p>	<ul style="list-style-type: none"> <li>• Understand differences in musical styles</li> <li>• Play instruments musically</li> <li>• Develop pulse awareness</li> </ul> <p><b>Overview:</b> Children explore a range of musical styles (blues, baroque, Latin, Bhangra, folk, funk), learning how to stay in the pulse (“groove”) across genres</p> <p><b>Why children are learning this:</b> Broadens musical knowledge and listening skills Develops awareness of different genres and cultural contexts Reinforces pulse and rhythm across varied music</p> <p><b>Why now (sequencing):</b> Builds on rhythmic understanding by applying it to diverse styles Children are ready to compare and recognise differences in music Expands listening beyond familiar songs</p>	<ul style="list-style-type: none"> <li>• Develop timing and coordination</li> <li>• Listen and respond to others</li> <li>• Understand group performance</li> </ul> <p><b>Overview:</b> Children explore rock music and learn about playing together as a band, using instruments and voices to perform in time.</p> <p><b>Why children are learning this:</b> Develops ensemble awareness and teamwork Strengthens instrumental skills and timing Deepens understanding of how music is performed collaboratively</p> <p><b>Why now (sequencing):</b> Builds on improvisation by focusing on structured group playing Children are now more confident and ready to coordinate with others Introduces more formal performance roles</p>	<ul style="list-style-type: none"> <li>• Understand musical traditions</li> </ul> <p><b>Overview:</b> Children explore reggae music through the song <i>Three Little Birds</i>, developing rhythm, pulse, singing and instrumental skills, while learning about style and cultural context.</p> <p><b>Why children are learning this:</b> Builds understanding of musical styles and their characteristics Reinforces rhythmic accuracy and ensemble timing Encourages expressive performance</p> <p><b>Why now (sequencing):</b> Applies instrumental skills from Autumn 2 in a stylistic context Builds on Year 2 reggae exposure with greater depth and analysis Supports progression in listening and appraising skills</p>	<ul style="list-style-type: none"> <li>• Use voice rhythmically (lyrics/rap)</li> <li>• Develop creativity</li> </ul> <p><b>Overview:</b> Children explore grime and contemporary styles, including creating lyrics linked to a theme, alongside singing, improvisation and performance.</p> <p><b>Why children are learning this:</b> Develops understanding of modern musical genres and lyrical content Encourages creativity through writing and performing lyrics Strengthens rhythmic accuracy and spoken-word performance</p> <p><b>Why now (sequencing):</b> Builds on instrumental knowledge by focusing on rhythm and lyric creation Engages children with relevant, contemporary music styles Moves learning towards more independent musical expression</p>	<ul style="list-style-type: none"> <li>• Understand dynamics and phrasing</li> <li>• Interpret lyrics</li> </ul> <p><b>Overview:</b> Children explore pop ballads, focusing on expression, dynamics, and musical interpretation through singing and performance.</p> <p><b>Why children are learning this:</b> Develops expressive singing and emotional understanding Builds awareness of dynamics, tempo and phrasing Strengthens interpretation of lyrics and meaning</p> <p><b>Why now (sequencing):</b> Builds on technical skills by emphasising musical expression and control Children are ready to explore subtle musical elements and interpretation Balances earlier rhythmic focus with sustained, expressive music</p>	<ul style="list-style-type: none"> <li>• Understand classical structure</li> <li>• Recognise historical context</li> </ul> <p><b>Overview:</b> Children explore the music of Benjamin Britten and related repertoire, focusing on classical music, notation, structure and interpretation.</p> <p><b>Why children are learning this:</b> Develops understanding of classical music traditions and composers Strengthens ability to read, interpret and perform notated music Builds historical awareness in music</p> <p><b>Why now (sequencing):</b> Builds on previous exposure to classical music with greater depth and analysis Children are ready to engage with more formal musical structures Strengthens links between theory, notation and performance</p>
<p><b>SPRING 2</b></p>	<p><b>Unit: Our World</b> <b>Overview:</b> Children explore music linked to nature and the environment (animals, weather, seasons, space, sea). They continue singing, listening, and begin to experiment more with instruments.</p> <p><b>Why children are learning this:</b></p>	<p><b>Unit: Round and Round</b> <b>Links to NC</b></p> <ul style="list-style-type: none"> <li>• Use voices expressively (pitch control)</li> <li>• Play tuned instruments</li> <li>• Understand pitch and pulse together</li> <li>• Listen and appraise different genres</li> </ul> <p><b>Overview:</b> Children learn a Bossa</p>	<p><b>Unit: Zootime</b> <b>Links to NC</b></p> <ul style="list-style-type: none"> <li>• Listen to and appraise different styles</li> <li>• Perform with expression</li> <li>• Understand rhythm and pulse in context</li> </ul> <p><b>Overview:</b> Children explore reggae music through animal-themed songs, developing</p>	<p><b>Unit: The Dragon Song</b> <b>Links to NC</b></p> <ul style="list-style-type: none"> <li>• Understand song structure (verse/chorus)</li> <li>• Perform expressively</li> <li>• Analyse music</li> </ul> <p><b>Overview:</b> Children explore a pop song with a narrative focus, learning about structure (verse/chorus), expression, and using music to</p>	<p><b>Unit: Lean On Me</b> <b>Links to NC</b></p> <ul style="list-style-type: none"> <li>• Sing in harmony</li> <li>• Perform with expression</li> <li>• Understand music’s social context</li> </ul> <p><b>Overview:</b> Children explore gospel and soul music, focusing on singing, harmony, teamwork</p>	<p><b>Unit: The Fresh Prince of Bel-Air</b> <b>Links to NC</b></p> <ul style="list-style-type: none"> <li>• Perform rhythmically (rap)</li> <li>• Develop timing and coordination</li> <li>• Understand lyrical structure</li> </ul> <p><b>Overview:</b> Children explore Old-School Hip-Hop, focusing on rapping,</p>	<p><b>Unit: You’ve Got A Friend</b> <b>Links to NC</b></p> <ul style="list-style-type: none"> <li>• Perform expressively in ensemble</li> <li>• Interpret lyrics and emotion</li> <li>• Understand harmony</li> </ul> <p><b>Overview:</b> Children explore 1970s pop and gospel influences, focusing on expression, ensemble singing and musical communication.</p>

# Music Whole School Overview

	<p>Encourages curiosity about the world Provides rich stimuli for sound exploration and composition Strengthens links between music and other areas of learning</p> <p><b>Why now? (sequencing):</b> Builds on "Everyone!" by exploring the environment beyond people Children can now make more intentional musical choices (e.g. sound effects) Supports growing independence and creativity</p>	<p>Nova-style song, focusing on pulse, rhythm and pitch within a new musical style, while continuing singing and playing instruments.</p> <p><b>Why children are learning this:</b> Develops pitch awareness alongside pulse and rhythm Strengthens ensemble skills (playing and singing together) Builds confidence in musical performance</p> <p><b>Why now (sequencing):</b> Introduces greater musical control (especially pitch) after secure rhythm work Children can now handle multiple musical elements simultaneously Continues genre exploration with increasing challenge</p>	<p>rhythm, pulse and expressive singing and playing.</p> <p><b>Why children are learning this:</b> Reinforces rhythmic understanding in a new style Encourages expressive performance and storytelling Builds listening and appraising skills across genres</p> <p><b>Why now (sequencing):</b> Builds on band skills by applying them to another genre Strengthens ability to transfer musical knowledge across styles Maintains engagement through thematic (animal) links</p>	<p>tell a story, alongside singing and playing.</p> <p><b>Why children are learning this:</b> Develops understanding of song structure and storytelling in music Encourages expressive performance and interpretation Strengthens ensemble skills</p> <p><b>Why now (sequencing):</b> Builds on style-based learning by focusing on musical structure and meaning Children can now identify sections (intro, verse, chorus) Supports increasing ability to discuss and evaluate music</p>	<p>and the emotional expression of music.</p> <p><b>Why children are learning this:</b> Develops ensemble singing and listening skills Encourages emotional connection and interpretation Builds understanding of music linked to community and support</p> <p><b>Why now (sequencing):</b> Builds on lyric writing by focusing on meaning and emotional expression Strengthens ability to sing in groups and simple harmonies Supports progression in musical communication</p>	<p>rhythm, performance and understanding lyrics within context.</p> <p><b>Why children are learning this:</b> Develops rhythmic precision through spoken word and rap Encourages confidence in performance and expression Builds understanding of storytelling in music</p> <p><b>Why now (sequencing):</b> Revisits rhythm in a different and engaging context Builds on expressive work by applying it to spoken rhythmic performance Reinforces timing, coordination and confidence</p>	<p><b>Why children are learning this:</b> Develops expressive performance and emotional interpretation Strengthens ensemble skills including harmony and listening Encourages understanding of the message and context of music</p> <p><b>Why now (sequencing):</b> Builds on classical learning by returning to expressive, lyrical music Allows children to apply technical skills in a more expressive context Supports maturity in musical interpretation</p>
<p><b>SUMMER 1</b></p>	<p><b>Unit: Big Bear Funk (Transition Unit)</b></p> <p><b>Overview:</b> A more structured unit where children: Listen and appraise music Take part in musical activities (singing, improvising, playing instruments) Perform and share their work</p> <p><b>Why children are learning this:</b> Develops more formal musical skills Introduces structured learning similar to KS1 Builds confidence in performing and composing</p>	<p><b>Unit: Your Imagination</b></p> <p><b>Links to NC</b></p> <ul style="list-style-type: none"> <li>• Improvise and compose simple music</li> <li>• Experiment with sound creatively</li> <li>• Perform using voices/instruments</li> <li>• Begin to organise musical ideas</li> </ul> <p><b>Overview:</b> Children use a pop-style song to explore creative expression, improvisation and composing simple musical ideas.</p> <p><b>Why children are learning this:</b></p>	<p><b>Unit: Friendship Song</b></p> <p><b>Links to NC:</b></p> <ul style="list-style-type: none"> <li>• Compose simple melodies</li> <li>• Improvise with instruments</li> <li>• Perform collaboratively</li> <li>• Use music to express ideas</li> </ul> <p><b>Overview:</b> A pop-based unit focused on relationships and teamwork, where children sing, play, improvise and compose simple melodies.</p> <p><b>Why children are learning this:</b></p>	<p><b>Unit: Bringing Us Together</b></p> <p><b>Links to NC</b></p> <ul style="list-style-type: none"> <li>• Compose and improvise using notes</li> <li>• Perform collaboratively</li> <li>• Develop musical ideas</li> </ul> <p><b>Overview:</b> Children explore disco music and themes of friendship, unity and collaboration, focusing on performance, composition and ensemble playing.</p> <p><b>Why children are learning this:</b> Develops composition and improvisation using multiple notes Strengthens group performance and musical communication</p>	<p><b>Unit: Blackbird</b></p> <p><b>Links to NC:</b></p> <ul style="list-style-type: none"> <li>• Listen with attention to detail</li> <li>• Understand historical/music context</li> <li>• Analyse style (The Beatles)</li> </ul> <p><b>Overview:</b> Children explore music by The Beatles, learning about historical context (equality and civil rights) while developing singing, playing and analysis skills.</p> <p><b>Why children are learning this:</b> Introduces historical and social context in music</p>	<p><b>Unit: Dancing in the Street</b></p> <p><b>Links to NC</b></p> <ul style="list-style-type: none"> <li>• Perform with stylistic awareness</li> <li>• Understand musical heritage (Motown)</li> <li>• Listen and compare styles</li> </ul> <p><b>Overview:</b> Children explore Motown music, focusing on ensemble performance, groove, and understanding musical style and history.</p> <p><b>Why children are learning this:</b> Develops understanding of musical heritage and cultural context Strengthens ensemble skills and performance confidence</p>	<p><b>Unit: Music and Me</b></p> <p><b>Links to NC</b></p> <ul style="list-style-type: none"> <li>• Compose with independence</li> <li>• Reflect on musical identity</li> <li>• Create original pieces</li> </ul> <p><b>Overview:</b> A creative unit where children compose, perform and reflect on music linked to their identity, including influences such as women in the music industry.</p> <p><b>Why children are learning this:</b> Encourages independent composition and creativity Supports development of personal musical identity</p>

# Music Whole School Overview

	<p><b>Why now? (sequencing):</b> Designed as a transition into Year 1 Children are ready for more structured teaching and musical understanding Moves from exploratory play to intentional music-making</p>	<p>Encourages creativity and independence in music-making Develops improvisation and composition skills Allows children to express ideas through music</p> <p><b>Why now (sequencing):</b> Builds on secure knowledge of pulse, rhythm and pitch Children are ready to create their own musical ideas Shifts from reproduction (copying) to original thinking</p>	<p>Develops composition and improvisation skills further Encourages collaborative music-making Enables children to express emotions and ideas through music</p> <p><b>Why now (sequencing):</b> Builds on secure instrumental and ensemble work Children are ready to make more independent musical choices Links to PSHE themes of friendship and collaboration</p>	<p>Encourages teamwork and creativity</p> <p><b>Why now (sequencing):</b> Builds on secure instrumental skills and musical understanding Children are ready to create, refine and perform their own ideas Links musical learning to social themes and collaboration</p>	<p>Develops deeper listening and appraising skills Builds connections between music and wider curriculum themes</p> <p><b>Why now (sequencing):</b> Builds on stylistic and emotional understanding by introducing music with social meaning Prepares children for more critical and contextual thinking in music Strengthens links to history and PSHE</p>	<p>Reinforces groove, rhythm and stylistic awareness</p> <p><b>Why now (sequencing):</b> Builds on prior style work and prepares children for more advanced historical understanding Encourages application of all musical elements together Supports readiness for end-of-year performance and independence</p>	<p>Promotes critical thinking about music, culture and representation</p> <p><b>Why now (sequencing):</b> Culmination of prior learning—children are ready to create original music independently Builds on all previous skills (composition, improvisation, performance) Links to wider curriculum themes of identity, equality and expression</p>
<b>SUMMER 2</b>	<p><b>Unit: Reflect, Rewind and Replay</b> <b>Overview:</b> Children revisit and consolidate all learning from the year, prepare performances, and begin to understand music in a broader context (including simple musical history).</p> <p><b>Why children are learning this:</b> Strengthens memory and musical understanding Celebrates progress through performance Embeds key musical concepts (pulse, rhythm, pitch)</p> <p><b>Why now (sequencing):</b> Final unit consolidates all prior learning Prepares children for transition to KS1 expectations Reinforces skills through repetition and reflection (key for early music learning)</p>	<p><b>Unit: Reflect, Rewind and Replay</b> <b>Links to NC</b></p> <ul style="list-style-type: none"> <li>Recall and perform songs</li> <li>Listen and evaluate music</li> <li>Understand basic musical vocabulary</li> <li>Explore music from different times</li> </ul> <p><b>Overview:</b> Children revisit songs and skills learned throughout the year, consolidating knowledge and preparing performances while being introduced to basic musical vocabulary and history.</p> <p><b>Why children are learning this:</b> Consolidates all musical skills and knowledge Reinforces memory and understanding Builds confidence through performance</p>	<p><b>Unit: Reflect, Rewind and Replay</b> <b>Links to NC</b></p> <ul style="list-style-type: none"> <li>Consolidate performing and composing</li> <li>Evaluate music</li> <li>Understand musical vocabulary and history</li> </ul> <p><b>Overview:</b> Children consolidate all learning from the year, revisiting songs, developing musical vocabulary, and preparing performances while exploring the history of music.</p> <p><b>Why children are learning this:</b> Embeds musical knowledge and skills Strengthens recall and understanding Builds confidence in performance</p> <p><b>Why now (sequencing):</b></p>	<p><b>Unit: Reflect, Rewind and Replay</b> <b>Links to NC</b></p> <ul style="list-style-type: none"> <li>Recall and evaluate music</li> <li>Understand historical styles</li> <li>Perform confidently</li> </ul> <p><b>Overview:</b> Children revisit key learning across the year, consolidating understanding of musical elements, styles, notation and performance, while exploring the history of music.</p> <p><b>Why children are learning this:</b> Embeds musical knowledge and vocabulary Strengthens recall and understanding Builds performance confidence and evaluative skills</p> <p><b>Why now (sequencing):</b> Final unit ensures secure transition into upper KS2 Provides opportunity to reflect, refine and consolidate Prepares children for more complex musical learning ahead</p>	<p><b>Unit: Reflect, Rewind and Replay</b> <b>Links to NC</b></p> <ul style="list-style-type: none"> <li>Consolidate performing and composing</li> <li>Evaluate and refine performances</li> <li>Understand music history</li> </ul> <p><b>Overview:</b> Children consolidate learning from across the year, revisiting songs, refining performance skills and deepening understanding of musical vocabulary and the history of music.</p> <p><b>Why children are learning this:</b> Embeds musical knowledge and skills Strengthens confidence in performance and evaluation Reinforces understanding of musical elements and styles</p> <p><b>Why now (sequencing):</b></p>	<p><b>Unit: Reflect, Rewind and Replay</b> <b>Links to NC</b></p> <ul style="list-style-type: none"> <li>Evaluate and improve performances</li> <li>Understand historical development of music</li> <li>Consolidate all skills</li> </ul> <p><b>Overview:</b> Children consolidate all learning across the year, revisiting songs, refining performance and deepening understanding of musical vocabulary, styles and history.</p> <p><b>Why children are learning this:</b> Embeds key musical knowledge and skills Strengthens ability to evaluate and improve performance Builds confidence in presenting music</p> <p><b>Why now (sequencing):</b> Ensures secure progression into Year 6 and upper KS2 mastery Allows reflection on progress and consolidation of knowledge</p>	<p><b>Unit: Reflect, Rewind and Replay</b> <b>Links to NC</b></p> <ul style="list-style-type: none"> <li>Evaluate and refine performances</li> <li>Demonstrate all KS2 skills</li> <li>Understand historical progression of music</li> </ul> <p><b>Overview:</b> Children consolidate learning across KS2, revisiting songs, refining performance and deepening understanding of musical styles, history and vocabulary.</p> <p><b>Why children are learning this:</b> Embeds and secures all musical knowledge and skills Strengthens ability to evaluate, refine and present performances Celebrates progression and achievement</p> <p><b>Why now (sequencing):</b></p>

# Music Whole School Overview

		<p><b>Why now (sequencing):</b> Final unit ensures secure progression into Year 2 Provides opportunity to revisit and deepen learning Emphasises retention, reflection and performance</p>	<p>Final unit ensures secure progression into KS2 Allows time for reflection and consolidation Reinforces key musical concepts through repetition and performance</p>		<p>Ensures secure progression into upper KS2 Provides time to revisit and deepen prior learning Supports reflection, evaluation and performance readiness</p>	<p>Prepares children for more independent and critical music-making</p>	<p>Final unit prepares children for transition to secondary school music Provides opportunity to reflect on their musical journey (EYFS–KS2) Reinforces independence and confidence as musicians</p>
	<p><b>Links to Baildon Glen Curriculum Drivers</b></p> <ul style="list-style-type: none"> <li>Fresh experiences</li> <li>Possibilities</li> <li>Healthy Me (inc keeping safe)</li> <li>Equality and Diversity</li> </ul>	<p><b>Links to Baildon Glen Curriculum Drivers</b></p> <ul style="list-style-type: none"> <li>Fresh experiences</li> <li>Possibilities</li> <li>Healthy Me (inc keeping safe)</li> <li>Equality and Diversity</li> </ul>	<p><b>Links to Baildon Glen Curriculum Drivers</b></p> <ul style="list-style-type: none"> <li>Fresh experiences</li> <li>Possibilities</li> <li>Healthy Me (inc keeping safe)</li> <li>Equality and Diversity</li> </ul>	<p><b>Links to Baildon Glen Curriculum Drivers</b></p> <ul style="list-style-type: none"> <li>Fresh experiences</li> <li>Possibilities</li> <li>Healthy Me (inc keeping safe)</li> <li>Equality and Diversity</li> </ul>	<p><b>Links to Baildon Glen Curriculum Drivers</b></p> <ul style="list-style-type: none"> <li>Fresh experiences</li> <li>Possibilities</li> <li>Healthy Me (inc keeping safe)</li> <li>Equality and Diversity</li> </ul>	<p><b>Links to Baildon Glen Curriculum Drivers</b></p> <ul style="list-style-type: none"> <li>Fresh experiences</li> <li>Possibilities</li> <li>Healthy Me (inc keeping safe)</li> <li>Equality and Diversity</li> </ul>	<p><b>Links to Baildon Glen Curriculum Drivers</b></p> <ul style="list-style-type: none"> <li>Fresh experiences</li> <li>Possibilities</li> <li>Healthy Me (inc keeping safe)</li> <li>Equality and Diversity</li> </ul>