

# Alwoodley Primary School

## Music overview grid 2025-26



At Alwoodley, we use the Sing Up scheme as a starting point and develop this with whole class teaching in Years 3 and 4 on percussion. We follow the Model Musical Curriculum (Years 1-6) where skills of Listening, Singing, Playing, Improvising, composing and performing are included in each unit. Within each unit of learning, students revisit existing knowledge and skills and then build upon and extend them incrementally. In this manner, learning is consolidated and augmented, allowing for increasing musical confidence, while constantly being gently challenged to go further.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p><b>Let's be Friends</b> <i>Turn-taking, sharing, working together, and building confidence and unity</i></p>	<p><b>Travel and movement</b> <i>Focus on different ways that we can move</i></p> <p><b>Christmas performance</b></p>	<p><b>This is me</b> <i>Why am I unique? My likes and dislikes in music.</i></p>	<p><b>Animal tea party</b> <i>exploring animal movements and sounds, and will be discovering some musical terms</i></p>	<p><b>I've got feelings</b> <i>What do certain sounds make us feel? How could we express our own feelings through the sounds and music that we make?</i></p>	<p><b>Let's jam!</b> <i>Exploring different sounds and instruments. Playing together as a 'band' and in small groups.</i></p>
Reception	<p><b>I've got a grumpy face</b> <i>Focus: Timbre, beat, pitch contour.</i></p> <p><b>The sorcerer's apprentice</b> <i>Focus: Musical storytelling, louder/quieter, faster/slower, higher/lower, timbre.</i></p>	<p><b>Witch, witch</b> <i>Focus: Call-and-response, pitch (la-so-mi-do), timbre</i></p> <p><b>Row, row, row your boat</b> <i>Focus: Beat, pitch (step/leap), timbre.</i></p> <p><b>Christmas performance</b></p>	<p><b>Bird spotting: Cuckoo polka</b> <i>Focus: Active listening, beat, pitch (so-mi), vocal play</i></p> <p><b>Shake my sillies out</b> <i>Focus: Timbre, pitch (higher/lower), tempo (faster/slower), beat.</i></p>	<p><b>Up and down</b> <i>Focus: Pitch contour rising and falling, classical music.</i></p> <p><b>Five fine bumble bees</b> <i>Focus: Timbre, tempo, structure (call-and-response), active listening.</i></p>	<p><b>Down there under the sea</b> <i>Focus: Timbre, structure, active listening, tune moving in step (stepping notes), soundscape</i></p> <p><b>It's oh so quiet</b> <i>Focus: Dynamics, timbre, musical storytelling, improvising and composing, exploring instruments.</i></p>	<p><b>Slap clap clap</b> <i>Focus: Music in 3-time, beat, composing and playing</i></p> <p><b>Bow, bow, bow Belinda.</b> <i>Focus: Beat, active listening, instrumental accompaniment.</i></p>
Year One	<p><b>Menu song</b> <i>Focus: Active listening (movement), beat, echo singing, showing pitch moving,</i></p>	<p><b>Colonel Hathi's march</b> <i>Focus: Beat, march, timbre, film music.</i></p> <p><b>Magical musical aquarium</b> <i>Focus: Timbre, pitch, structure, graphic symbols, classical music.</i></p>	<p><b>Football</b> <i>Focus: Beat, ostinato, pitched/unpitched patterns, mi-re-do (notes E-D-C)</i></p>	<p><b>'Dawn' from Sea interludes</b> <i>Focus: Beat, active listening (singing game, musical signals, movement), 20th century classical music</i></p> <p><b>Musical conversations</b></p>	<p><b>Dancing and drawing to Nautilus</b> <i>Focus: Active listening (musical signals, internalising beat, draw to music, movement/actions), electronic music</i></p> <p><b>Cat and mouse</b></p>	<p><b>Come dance with me</b> <i>Focus: Call-and-response, echo singing and playing, playing percussion, crotchet, quavers, crotchet rest, developing beat ski</i></p>

		<b>Christmas performance</b>		<i>Focus: Question-and-answer, timbre, graphic score.</i>	<i>Focus: Mood, tempo, dynamics, rhythm, timbre, dot notation</i>	
Year Two	<b>Tony Chestnut</b> <i>Focus: Beat, rhythm, melody, echo, call-and-response, tuned and untuned percussion</i>	<b>Carnival of the animals</b> <i>Focus: Timbre, tempo, dynamics, pitch, classical music.</i>  <b>Composing music inspired by birdsong</b> <i>Focus: Composing, improvising and playing a solo on instruments.</i> <b>Christmas performance</b>	<b>Grandma rap</b> <i>Focus: Duration (crotchet, quavers, crotchet rest), unison, round,</i>	<b>Orawa</b> <i>Focus: Beat, rhythm, repetition, structure, 20th century classical music.</i>  <b>Trains</b> <i>Focus: To create music inspired by train travel, volume/dynamics/ tempo</i>	<b>Swing-along with Shostakovich</b> <i>Focus: 2- and 3-time, beat, beat groupings, 20th century classical music.</i>  <b>Charlie Chaplin</b> <i>Focus: To create music to accompany a short film featuring Charlie Chaplin, pitch (high and low), duration (long and short), dynamics/volume (loud and soft).</i>	<b>Tanczmy labada</b> <i>Focus: Singing games, traditional Polish dances, follow a changing beat and tempo, playing a percussion accompaniment, body percussion patterns,</i>
Year Three (weekly with Will Flecture Artfoms)	<b>Whole class instrument teaching-</b> percussion (Tambou bamboo)	<b>Whole class instrument teaching-</b> percussion (Tambou bamboo) <b>Concert at the end of the unit</b>	<b>Whole class instrument teaching-</b> (Djembe)	<b>Whole class instrument teaching-</b> (Djembe <b>Concert at the end of the unit</b>	<b>Whole class instrument teaching-</b> (Samba)	<b>Whole class instrument teaching-</b> (Samba) <b>Concert at the end of the unit</b>
Year Four (alternate terms with Will Flecture Artfoms)	<b>Whole class instrument teaching – Tuned percussion and consolidation of untuned from Year 3.</b> <b>Two concerts throughout the year to parents and carers</b>					
Year 4 when not having percussion whole class lessons	Class A percussion Class B <b>This Little Light of Mine</b> <i>Focus: Pentatonic scale, gospel music, off-beat, rhythm, call-and-response</i>	Class B percussion Class A: <b>This Little Light of Mine</b> <i>Focus: Pentatonic scale, gospel music, off-beat, rhythm, call-and-response</i>	Class A percussion Class B: <b>The Doot Doot Song</b> <i>Focus: Chords (A minor, C and F major), acoustic guitar style, song structure, relaxed swing feel, 2-bar phrases</i>	Class B percussion Class A: <b>The Doot Doot Song</b> <i>Focus: Chords (A minor, C and F major), acoustic guitar style, song structure, relaxed swing feel, 2-bar phrases</i>	Class A percussion Class B <b>Spain</b> <i>Focus: To create music inspired by Spain, habanera rhythm, triplet rhythm, fitting two rhythms together, count musically, structure ideas.</i>  <b>Global Pentatonics</b>	Class B percussion Class A <b>Spain</b> <i>Focus: To create music inspired by Spain, habanera rhythm, triplet rhythm, fitting two rhythms together, count musically, structure ideas.</i>  <b>Global Pentatonics</b>

					<i>Focus: Pentatonic scale, different music traditions and cultures, graphic/dot notation.</i>	<i>Focus: Pentatonic scale, different music traditions and cultures, graphic/dot notation.</i>
Year Five	<p><b>What shall we do with the drunken sailor?</b> <i>Focus: Sea shanties, beat, rhythm, chords, bass, dot notation</i></p>	<p><b>Why we sing</b> <i>Focus: Gospel music, instruments, structure, texture, vocal decoration</i></p> <p><b>Introduction to songwriting</b> <i>Focus: Structure (verse/chorus), hook, lyric writing, melody</i></p>	<p><b>Composing in Ternary Form</b> <i>Focus: texture, duration, A, B section, repetition beat, rhythm, chords, bass,</i></p>	<p><b>Carnival of the Animals</b> <i>Focus: composition, form, structure, texture, rhythm, reading music</i></p>	<p><b>Building a groove-introduction to samba</b> <i>Focus: Beat, rhythm, basslines, riffs.</i></p>	<p><b>Samba drumming</b> <b>Samba Performance with other schools</b></p>
Year Six	<p><b>Hey, Mr Miller</b> <i>Focus: Swing music, syncopation, swing rhythm, big band instruments, scat singing, social and historical context</i></p>	<p><b>Shadows</b> <i>Focus: Artists and their influences, compare musical genres</i></p> <p><b>Composing for protest!</b> <i>Focus: To create music inspired by Ethel Smyth and a picture of the suffragettes, composing, lyrics, melody, steady beat, tempo, ostinato, coda.</i></p>	<p><b>The Planets</b> (Also Sprach Zarathustra Strauss and Planet Suite Holst) <i>Focus: Listening, performing in parts, reading music, rhythmic patterns, chords, composing and performing to an audience</i></p>	<p><b>Race!</b> <i>Focus: To create music to accompany a short film about a race, composing an extended melody and accompaniment.</i></p> <p><b>Exploring identity through song</b> <i>Focus: Vocal range, voice change, vocal technique, lyrics (internal rhymes), anthems</i></p>	<p><b>Twinkle variations</b> <i>Focus: To use Twinkle, twinkle little star as a composing tool, theme and variations form, passacaglia, improvisation.</i></p> <p><b>Rock School week involving playing in a rock band, vocal groups, Samba and Indian drumming. to Parents</b></p>	