



Music Subject Rationale



Year Group	Unit	We teach this because...	We teach this now because...
Reception	Exploring body sounds and percussion	We teach this unit because it allows the opportunity for children to explore how to use their voice and bodies to make sounds, experimenting with tempo and dynamic when playing instruments and identifying sounds in the environment.	At the start of Reception Children are settling into full time school. We teach this unit to introduce the children to sing a range of well-known nursery rhymes and songs, part of the EYFS statutory framework and build on their Nursery education and experiences.
Reception	Transport	In this unit children use their voices, bodies and instruments to explore different types of transport, identify and mimic transport sounds and interpret and perform a simple score.	We teach this now because it promotes cross curricula links with the Theme of fairy tales and transportation in Reception
Reception	Music and movement	In this unit children create simple actions to songs, learning how to move to a beat and expressing feelings and emotions through movement to music.	We teach this now to allow the pupils to explore and engage in music making and dance, performing solo or in groups part of the EYFS statutory framework. It also builds on the performing of songs, rhymes, poems and stories with others, and move in time with music.
Reception	Big band	This unit helps pupils to learn about the four different groups of musical instruments, follow a beat using an untuned instrument and performing a practised song to a small audience.	At this point in Reception the children are beginning to listen attentively, move to and talk about music, expressing their feelings and responses
Year 1	My favourite things, keeping the pulse	In this unit children explore keeping the pulse together through music and movement, by exploring their favourite things.	We teach this because it builds on the keeping of a simple steady beat in Reception to a more rhythmic and melodic pattern comparing pulse and rhythm
Year 1	Fairy Tales, sound patterns	This unit uses fairytales to introduce children to the concept of sound patterns (rhythms). They explore clapping along to repeated words and phrases, creating rhythmic patterns to tell a familiar fairytale.	We teach this now because it reinforces and develops the skills of the previous unit, developing to the creation of short musical ideas and simple compositions using symbols and pictures
Year 1	Superheroes pitch	This unit helps the children learn to identify high and low notes and to compose a simple tune to represent a superhero	We teach this because at this point in Year 1 the children are beginning to play tuned percussion and develop the concept of pitch up and down, using the tuned percussion to aid understanding
Year 1	Under the sea, musical symbols	In this unit, the children combine all the musical concepts learned throughout Year 1 for an underwater-themed performance incorporating instrumental, vocal and body sounds	We teach this at the end of Year 1 because it encompasses all the interrelated dimension of music experienced throughout Year 1 including musical appreciation, listening and describing music using basic vocabulary
Year 2	Call and response animals	Throughout this unit the children use instruments to represent animals, copying rhythms and creating call and response rhythms.	We teach this now because it progresses the children skills of singing with increasing accuracy and control
Year 2	Story telling Instruments	This unit helps the children learn how events, actions and feelings within stories can be represented by pitch, dynamics and tempo.	We teach this now because it progresses the children knowledge understanding and skills from Year 1 theme superheroes, introducing more technical vocabulary and listening with more concentration

Year 2	Structure myths and legends	This lesson helps the children develop an understanding of structure by exploring and ordering rhythms.	We teach this now because it develops the skills and knowledge when composing of simple structures and repeated sections within music
Year 2	Musical me pitch	In this unit, children are exploring the song 'Once a Man Fell in a Well', playing it using tuned percussion and reading simple symbols representing pitch.	We teach this now to introduce the children to simple notation and the stave, ready for KS2 and whole class instrumental playing
Year 3	Traditional instruments and improvisation India	In this unit children listen to a range of rag and tal music, identifying traditional instruments as well as creating their own improvisations and performing as a class.	We teach this now because it has a cross curricular link to the theme studied of India in the Autumn term
Year 3	Pentatonic melodies and composition. Chinese New Year	This unit revises key musical terminology, playing and creating pentatonic melodies, composing a piece of music using layered melodies.	We teach this now as the children can listen to music from different traditions, identify instruments and musical features and use musical vocabulary to describe music, developing on previous themes of India
Year 3	Ballads	In this unit children learn what ballads are, how to identify their features and how to convey different emotions when performing them. Using an animation as inspiration, children carefully select vocabulary to describe the story, before turning them into lyrics by incorporating rhyming words and following the structure of a traditional ballad.	We teach this now because it gives the children the opportunity to compose simple melodies and accompaniments and use simple structures (e.g. repeated sections)
Year 3	Developing singing techniques vikings	This unit helps the children develop their singing technique. Learning to keep in time and work on musical notation and rhythm, the unit finishes with a group performance of a song with actions.	We teach this now because when the children begin Year 4 they study Vikings, the work that runs along side the music gives them a stepping stone and insight into the Viking era. Musically the unit allows the children to perform as part of an ensemble and sing with increasing accuracy and control
Year 4	Changes in pitch, tempo and dynamics - Rivers	This unit helps the children to listen to changes in pitch, tempo and dynamics and relate it to something tangible and familiar. Linking to their geography learning, the pupils represent different stages of the river through vocal and percussive ostinatos, culminating in a final group performance.	We teach this now because the children are learning to listen, interpret, and express through sound while connecting it to something they already understand in another subject.
Year 4	Body and tuned percussion- Rainforests	This unit is a topic of discovery; children explore the rainforest through music and be introduced to new musical terms. They also use a mixture of body percussion and tuned percussion instruments as the children create their own rhythms of the rainforest, layer by layer.	We teach this now because the children develop and refine listening, coordination, and ensemble skills while expressing creativity and connecting musical ideas to the natural world.
Year 4	South America Samba and carnival sounds and instruments	In this unit the children get a feel for the music and culture of South America, children are introduced to samba and the sights and sounds of the carnival.	We teach this now so the children are able to compare styles, genres, and historical periods, building and progressing on previous knowledge of Indian and Chinese pentatonic music in Year 3
Year 4	Adapting and transposing motifs-Romans	This unit draws upon the children's understanding of repeating patterns in music, pupils are introduced to the concept of motifs.	We teach this now because it progresses and develops the children's knowledge and understanding of structure in music whilst also developing and progressing their understanding of staff and other musical notation
Year 5	Blues	Through this unit children are introduced to this famous genre of music and its history, and learn to identify the key features and mood of Blues music and its importance and purpose. They also get to grips with the 12-bar Blues and the Blues scale, and combine these to create an improvised piece with a familiar, repetitive backing	We teach this now because it gives the children a musical, cultural, and historical understanding of Blues music. It develops and progresses the children's improvisation and composing using the interrelated dimensions of music
Year 5	Holi Festival Composition to represent the	In this unit children explore the associations between music, sounds and colour; composing and performing their own musical composition to represent Holi, the Hindu festival of colour that	We teach this now so the children are able to compare styles, genres, and historical periods, building and

	festival of colour	celebrates the beginning of spring and the triumph over good and evil.	progressing on previous knowledge from south American samba, carnival sounds in Year 4 and expanding the children's evaluations and suggest improvements using correct terminology
Year 5	Composition Notation- Ancient Egypt	This unit is based on the theme of Ancient Egypt, children learn to identify the pitch and rhythm of written notes and experiment with notating their compositions, developing their understanding of staff notation.	We teach this now because the children can progress their knowledge of traditional staff notation or graphic/tablature systems and can expand their understanding of rhythm symbols, note values, and simple melodic notation. They can build on their skills previously learnt of recording compositions and improvisations symbolically
Year 5	South and West Africa	In this unit the children learn 'Shosholoza', a traditional South African song, play the accompanying chords using tuned percussion and learn to play the djembe. They also learn a traditional West African drum and add some dance moves ready to perform the song in its entirety.	We teach this now because the children will expand their performing skills building on expressive performing in solo and ensembles, maintaining timing and balance
Year 6	Coast- Fingal's Cave by Mendelssohn Dynamics, pitch and texture	This unit explores 'Fingal's Cave' by Felix Mendelssohn and further developing improvisation and composition skills.	We teach this because the children explore music from different eras, times and traditions developing and expanding the blues period style of music from Y5
Year 6	Theme and Variations- Pop Art	Throughout this unit children explore the musical concept of theme and variations and discover how rhythms can 'translate' onto different instruments.	We teach this because the children will develop understanding and encompass all the interrelated dimensions of music through this unit, rhythm, pitch, dynamics, developing listening, composition, improvisation, musical structure and expression
Year 6	Baroque	In this unit exploring the music and composers of the Baroque Period and investigating the structural and stylistic features of their work.	We teach this now because it allows the children to compare styles, genres, and historical periods evaluate and suggest improvements using correct terminology, progressing skills from the
Year 6	Composing and Performing a Leavers' Song	In this unit the children spend the topic creating their very own leavers' song personal to their experiences as a class, developing composing, writing notation and performing	We teach this now because it is a purposeful composition encompassing all the skills and knowledge progressed throughout the children's musical journey in Primary school
Instrumental teaching			
Year 3		Children have the opportunity to be taught to play the recorder	Children learn how to read music, keep a steady beat, understand pitch, and play melodies—skills that transfer easily to other instruments later on. Children can clearly hear how finger placement affects sound, reinforcing musical concepts. The recorder develops auditory discrimination: Children learn to hear differences in pitch, rhythm, and tone.
Year 4		Children have the opportunity to be taught to play Steel Pans	We learn the steel pans because it provides hands-on music learning: Steel pans let children play real melodies and harmonies, not just sing or clap. It develops pitch awareness: Notes are clearly laid out, helping students understand melody, scales, and chords. Rhythm skills are developed as Steel pan music strongly develops timing, coordination, and ensemble playing.

Year 5 Year 6		<p>Children have the opportunity to be taught to play Violin</p> <p>We learn the violin as the instrument can be adapted to different size hands .</p> <p>Pupils learn to read treble clef, rhythms, time signatures, and key signatures</p> <p>The violin allows pupils to explore tone, dynamics, and articulation.</p> <p>It encourages expressive playing rather than just playing correct notes</p> <p>The children learn to play together as an ensemble, listening to others and following a conductor</p> <p>They gain confidence performing in front of others</p>
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