



Bury and Whitefield

JEWISH PRIMARY SCHOOL

Music

Curriculum Overview

Our Curriculum Celebrates

Resilience

Creativity

Critical Thinking

Curiosity

Challenge

Culture

Cycle A**Autumn**

EYFS		Year 1 & Year 2		Year 3 & Year 4		Year 5 & Year 6	
Exploring Sound	Celebration Music	Keeping the Pulse My Favourite Things	Tempo Snail and Mouse	Instrumental South Africa	Jazz	Film Music	Composition Notation Ancient Egypt

Spring

EYFS		Year 1 & Year 2		Year 3 & Year 4		Year 5 & Year 6	
Music and Environment	Musical Stories	Pitch Superheroes	Instruments Musical Storytelling	Instrumental Caribbean	Body and Turned Percussion Rainforests	Musical Theatre	Theme and Variations Pop Art

Summer

EYFS		Year 1 & Year 2		Year 3 & Year 4		Year 5 & Year 6	
Transport	Big Band	Singing On This Island	Pitch Musical Me	Developing Singing Techniques Vikings	Adapting and Transposing Motifs Romans	South and West Africa	Composing and performing a song

Cycle B**Autumn**

EYFS		Year 1 & Year 2		Year 3 & Year 4		Year 5 & Year 6	
Exploring Sound	Celebration Music	Dynamics Seaside	Sound Patterns Fairy Tales	Creating a Composition Mountains	Rock and Roll	Looping and Remixing	Blues

Spring

EYFS		Year 1 & Year 2		Year 3 & Year 4		Year 5 & Year 6	
Music and Environment	Musical Stories	Call and Response Animals	Musical Symbols Under The Sea	Ballads	Haiku, Music and Performance Hanami Festival	Dynamics, Pitch and Texture Coast – Fingal’s Cave by Mendelssohn	Composition to represent the festival of colour Holi Festival

Summer

EYFS		Year 1 & Year 2		Year 3 & Year 4		Year 5 & Year 6	
Transport	Big Band	Contrasting Dynamics Space	Structure Myths and Legends	Changes in Pitch, Tempo and Dynamics Rivers	Samba and Carnival Sounds and Instruments South America	Songs of World War 2	Composing and performing a song

Cycle A - EYFS

Autumn	Spring	Summer
Exploring Sound	Music and Movement	Transport
<p>In this module, children develop their awareness of sound through active listening and exploration. They investigate how different parts of the body, including hands, feet, and voices, can be used creatively to produce a wide variety of sounds. Pupils also explore how classroom instruments and everyday objects can be used to make music, experimenting with volume, pitch and tempo. Alongside this, they tune into their surroundings to identify and describe environmental sounds, helping them to recognise that music can be created from both natural and man-made sources. This module lays the foundation for understanding musical elements and encourages curiosity, confidence and creativity in making sound-based compositions.</p>	<p>In this unit, children begin to explore the relationship between music and movement by creating simple actions to accompany well-known songs. They learn how to move in time with a steady beat, developing coordination and a sense of rhythm. Through a variety of engaging activities, pupils are encouraged to express their feelings and emotions using body movements, helping them to understand how music can convey mood and meaning. This unit supports physical development, musical awareness, and emotional expression in a fun and accessible way for all learners.</p>	<p>Children will explore a variety of sounds inspired by different types of vehicles, using their voices, body percussion, and classroom instruments to imitate and create imaginative sound effects. They will learn to identify the distinct characteristics of vehicle noises, such as the chugging of a train, the revving of a car, or the swoosh of an aeroplane, and experiment with ways to reproduce these using different timbres and techniques. Pupils will also develop an understanding of tempo, exploring how changes in speed can reflect movement and emotion in their compositions. As part of this creative process, they will be introduced to graphic and symbolic notation, learning how to represent sounds visually and use symbols to plan and perform their own soundscapes.</p>
Celebration Music	Musical Stories	Big Band
<p>In this module, pupils explore the rich and diverse musical traditions associated with important cultural and religious celebrations from around the world. They listen to and respond to music from Diwali, Hanukkah, Kwanzaa and Christmas, learning about the instruments, styles, and meanings behind each. Through singing, movement, and performance, children develop an appreciation for how music is</p>	<p>Children will explore how music can be experienced through movement by responding to a variety of musical pieces using guided actions. They will learn to adjust their movements to reflect changes in tempo (speed), pitch (high or low sounds), and dynamics (loud or quiet sounds). Through this, they begin to understand how different elements of music can express a mood, feeling, or idea. Pupils will also</p>	<p>In this module, pupils explore what makes an object a musical instrument by investigating how sound is produced through vibration. They learn about the four main families of instruments—strings, woodwind, brass, and percussion—and begin to recognise their distinctive sounds. Using untuned percussion instruments, children practise maintaining a steady beat and develop their coordination and listening skills. They also work</p>

used to express identity, tell stories, and bring communities together. The module fosters respect for different beliefs and traditions, encouraging curiosity and open-mindedness while celebrating diversity through music.

discover how instruments and musical features can be used to represent characters or tell a story, developing their listening skills and creative expression as they move in response to what they hear.

collaboratively to rehearse and perform a simple song, building their confidence in ensemble playing and vocal performance.

Cycle A – Year 1 & 2

Autumn	Spring	Summer
Keeping The Pulse – My Favourite Things	Pitch – Superheroes	Singing – On This Island
Exploring the concept of keeping a steady pulse together, children engage in music and movement activities inspired by their favourite things. They participate in different activities, moving to the beat of the music while thinking about and expressing their favourite objects or experiences.	Identifying high and low notes, children use this knowledge to compose a simple tune that represents a superhero. They then listen to different pitches, recognising the difference between high and low sounds. After identifying these notes, pupils experiment with combining different pitches to create a melody that represents their chosen superhero.	Learning songs and creating sounds to represent three contrasting landscapes—seaside, countryside, and city—children explore how music can evoke different environments. They sing folk songs to reflect the different environments and use instruments and body percussion to create soundscapes representing one of the environments.
Tempo – Snail and Mouse	Instruments – Story Telling	Pitch – Musical Me
Using voices, bodies and instruments to listen and respond to different pieces of music, children learn and perform a rhyme and song with a focus on tempo. They focus on the adventures of the Snail and mouse to understand how tempo can shape a musical story	Exploring longer pieces of music, children look at how music can tell a story through the use of different instruments. They think creatively, considering how sounds can represent characters, actions, and emotions when creating a soundscape to tell the story of Jack and the Beanstalk.	Learning to sing and play the song ‘Once a Man Fell in a Well,’ children learn to connect the melody to specific pitches. They explore how different notes correspond to different parts of the song, using their instruments to recreate the tune accurately. Additionally, they begin to recognise how simple symbols can represent pitch, developing their ability to read and interpret musical notation.

Cycle A – Year 3 & 4

Autumn	Spring	Summer
Instrumental – South Africa	Instrumental – Caribbean	Developing Singing Technique – Vikings
In this module, pupils explore traditional South African music through singing, rhythm, and instrumental performance. They learn about distinctive South African instruments, such as the djembe and marimba, and experience the vibrant rhythms and textures typical of the region’s music. Children practise playing rhythmic patterns on percussion instruments, often layering sounds to create rich, lively compositions. The module encourages cultural appreciation and teamwork as pupils perform songs and instrumentals inspired by South African musical traditions.	In this module, pupils explore the vibrant musical traditions of the Caribbean by learning to play steel pans and other percussion instruments commonly used in Caribbean music. They discover the unique sounds and rhythms that give this music its distinctive energy and character. Through listening, playing rhythmic patterns, and performing together, children develop their sense of pulse, rhythm, and ensemble skills while gaining an appreciation for Caribbean culture and musical heritage.	Developing singing technique; learning to keep in time, musical notation and rhythm, culminating in a group performance of a song with actions.
Jazz	Body and Tuned Percussion - Rainforests	Adapting and Transposing Motifs – Romans
Learning about ragtime style music, traditional jazz music and scat singing. Children create a jazz motif using a swung rhythm and play a jazz version of a nursery rhyme using tuned percussion.	Exploring the rainforest through music whilst being introduced to new musical terms. Using a mixture of body percussion and tuned percussion instruments to create rhythms of the rainforest, layer by layer.	Drawing upon their understanding of repeating patterns in music, pupils are introduced to the concept of motifs and adapt and transpose motifs and perform them to their peers.

Cycle A – Year 5 & 6

Autumn	Spring	Summer
Film Music	Musical Theatre	South and West Africa
Exploring and identifying the characteristics of film music. Creating a composition and graphic score to perform alongside a film.	An introduction to musical theatre, learning how singing, acting and dancing can be combined to give an overall performance, exploring how music can be used to tell a story and learning about performance aspects.	Learning 'Shosholoza', a traditional South African song, playing the accompanying chords using tuned percussion and learning to play the djembe and some dance moves.
Composition Notation – Ancient Egypt	Theme and Variations – Pop Art	Composing and Performing a Song
Identifying the pitch and rhythm of written notes and experimenting with notating their compositions in different ways to help develop their understanding of staff notation.	Exploring the musical concept of theme and variations and discovering how rhythms can 'translate' onto different instruments.	Creating their own song personal to their experiences as a class; listening to and critiquing well known songs, writing the lyrics, exploring the concept of the four-chord backing track and composing melodies.

Cycle B – EYFS

Autumn	Spring	Summer
Exploring Sound	Music and Movement	Transport
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Cycle B – Year 1 & 2

Autumn	Spring	Summer
Dynamics – Seaside	Call and Response – Animals	Contrasting Dynamics – Space
Exploring the connections between music, sounds, and environments, children aim to represent the seaside. They use percussion instruments, vocal sounds, and body percussion to create sounds like crashing waves, calling seagulls, and rustling sand. They use voices and instruments to practice varying dynamics—showing a contrast between loud and soft sounds.	Chanting different call and response sound patterns, children progress to creating their own call and response patterns using untuned percussion instruments. They practise rhythm and pulse as they echo and respond to each other's chants, building a strong sense of musical communication.	Developing knowledge and understanding of contrasting dynamics, children listen to different pieces of music that represent planets and use these musical examples to inspire their own compositions. They explore how varying loud and soft sounds can capture the unique characteristics of two different planets.
Sound and Patterns – Fairy Tales	Musical Symbols – Animals	Structure – Myths and Legends
Examining different favourite fairy tales, children discuss the key moments in these stories. They are guided to clap and read simple sound patterns, matching the different characters of the story. Pupils then use these sound patterns to retell the fairy tale, bringing the story to life through sound and movement.	Diving into the unknown, children explore the depths of the sea through music, movement, musical symbols, and the playing of tuned percussion instruments. They engage in activities that allow them to express the mysterious underwater world, such as using their bodies to mimic the movement of sea creatures. They learn to interpret musical symbols to translate visual cues into sounds and play tuned percussion instruments, to represent the wonders of the underwater world.	Exploring structure through listening, analysing, and performing, children engage with a song about a well-known myth to understand its composition. They listen to identify sections, analyse simple sound patterns, and see how these elements tell the story of the myth. Pupils then perform short sound patterns in a simple structure using instruments and voices.

Cycle B – Year 3 & 4

Autumn	Spring	Summer
Creating a Composition – Mountains	Ballads	Changes in Pitch, Dynamics and Tempo – Rivers
Listening to music and considering the narrative it represents by paying close attention to the dynamics, pitch and tempo and how they change throughout the piece. Creating original compositions to match an animation.	Learning what ballads are, how to identify their features and how to convey different emotions when performing. Selecting vocabulary to describe a story, before turning it into lyrics following the structure of a traditional ballad.	Linking to geography learning, pupils represent different stages of the river through vocal and percussive ostinatos, culminating in a final group performance.
Rock and Roll	Haiku, Music and Performance – Hanami Festival	Samba and Carnival Sounds and Instruments – South America
Learning about the origin and features of rock and roll music, playing the Hand Jive and Rock Around the Clock, looking specifically at a walking bass line, and performing a whole-class piece.	Using descriptive vocabulary to create a Haiku, putting it to music and adding percussion sound effects to bring all elements together before a final, group performance.	Introducing samba and the sights and sounds of the carnival. Learning about the traditional sounds and instruments, syncopated rhythms and composing their samba breaks.

Cycle B – Year 5 & 6

Autumn	Spring	Summer
Looping and Remixing	Dynamics, Pitch and Texture – Coast: Fingal’s Cave by Mendelssohn	Songs of World War 2
Learning how dance music is created, focusing particularly on the use of loops, and learning how to play a well known song before putting a dance music spin on it to create their own versions.	Appraising the work of Mendelssohn and further developing the skills of improvisation and composition.	Developing greater accuracy in pitch and control. Identifying pitches within an octave when singing and using knowledge of pitch to develop confidence when singing in parts.
Blues	Composition to Represent the Festival of Colour	Composing and Performing a Song
Identifying the key features and mood of Blues music and its importance and purpose. Learning the 12-bar Blues and the Blues scale, and combining these to create an improvised piece with a familiar, repetitive backing.	Exploring the associations between music, sounds and colour, composing and, as a class and performing their own musical composition to represent Holi.	Creating their own song personal to their experiences as a class; listening to and critiquing well known songs, writing the lyrics, exploring the concept of the four-chord backing track and composing melodies.