



## ELPS Music Curriculum Overview 2024-25



|   | Autumn 1                                 | Autumn 2   | Spring 1   | Spring 2  | Summer 1  | Summer 2  |
|---|--|--|--|---|---|---|
| <b>EYFS</b>   | Songs about: Apples, autumn, spiders     | Songs about: Spiders, bears, Remembrance Day, Christmas            | Songs about: Snow, Valentine's Day, Pancake Day                            | Songs about: Spring, Mother's Day, St. Patrick's Day, bunnies         | Songs about: Chicks, eggs, frogs  | Songs about: Horses, cats, summer, graduation                             |
| <b>Year 1<br/>(Singing Focus: unison)</b>                 | Beat vs Rhythm<br><br>Vocal Quality      | Types of Percussion<br><br>High vs Low Sounds                      | Singing: <i>sol, la, mi</i><br><br>Loud and Soft Sounds                    | Responding to Music<br><br>Reading and Composing Rhythms              | Accents, Smooth and Detached  | Singing<br><br>Listening Response   |
| <b>Year 2<br/>(Singing focus: Call and Response)</b>      | Smooth vs Detached<br><br>Beat vs Rhythm | Rhythmic Ostinato<br><br>Singing; high <i>do</i> and low <i>do</i> | Melodic Ostinato   | Melodic Composition<br><br>Two Beat and Four Beat Rhythms             | Crescendo and Decrescendo<br><br>Legato and Staccato                      | How Instruments Make Sound  |
| <b>Year 3<br/>(Singing Focus: verse and chorus)</b>       | How Instruments Make Sound               | Melody & Accompaniment   | Binary Form  | Recorder Study<br><br>Rhythm Compositions with Ta-ah-ah and Tika-tika | Recorder Study<br><br>Ascending vs Descending with the Major Scale        | Recorder Study<br><br>Expressive Controls: Dynamics, Tempo & Articulation |
| <b>Year 4<br/>(Singing Focus: simple two-part rounds)</b> | Music on the Stave                       | Recorder Study<br><br>Tika-ti and Ti-Tika                          | Recorder Study<br><br>Articulation Compositions<br><br>Instrument Families | Recorder Study<br><br>Ternary Form                                    | Recorder Study<br><br>Expressive Controls: Dynamics, Tempo & Articulation | Recorder Study<br><br>Singing: Focus on Phrasing                          |
| <b>Year 5</b>   |  |  | Ukulele Study  | Ukulele Study   | Ukulele Study   | Ukulele Study   |

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| <b>(Singing Focus: Canon and simple two-part)</b> | Accidentals                              | Syncopation                                 | Young Person's Guide to the Orchestra                  | How do Melodies Move?                           | Listening Response                     | Singing: Focus on Phrasing                           |
| <b>Year 6 (Singing Focus: two-part singing)</b>   | Tika-ti and Ti-Tika<br>Tam-ti and Tim-ka | Ukulele Study<br>Singing: Focus on Phrasing | Ukulele Study<br>Young Person's Guide to the Orchestra | Ukulele Study<br>Accidentals and Key Signatures | Ukulele Study<br>Dynamics: Composition | Ukulele Study<br>Homogeneous Sound: Research Project |