TIDBURY GREEN PRIMARY SCHOOL

Our Music Learning Journey

From curious listeners to confident, creative musicians

We sing, play, listen and compose. Children build musical skills and understanding, exploring music from different times, places and traditions.

EYFS foundations: Explore sounds, sing songs, move to music and create musical stories.

YEAR	AUTUMN	SPRING	SUMMER
1 Explore	**Beat and musical sounds** Sing Menu song; explore marches and create aquarium-inspired music.	**Pitch and conversations** Explore pitch in Football, listen to Dawn and create musical questions and answers.	**Listen and respond** Respond to Nautilus; compose Cat and mouse rhythms and sing Come dance with me.
	Keep a steady beat, copy patterns and use symbols to represent sounds.		
2 Develop	**Melody and sound colours** Sing Tony Chestnut; explore Carnival of the animals and compose with birdsong.	**Rhythm and journeys** Explore beat in Grandma rap; listen to Orawa and create music inspired by trains.	**Music and movement** Feel the beat with Shostakovich, create film music and explore Polish dance.
	Play simple melodies, create rhythm patterns and explore tempo and dynamics.		
3 Combine	**Songs and patterns** Explore I've been to Harlem, Mingulay boat song and Sound symmetry.	**Dance and structure** Explore Latin dance, March from The Nutcracker and From a railway carriage.	**Notes and ensemble** Compose with Just three notes; explore Samba with Sergio and Fly with the stars.
	Combine repeating patterns, organise ideas and read and follow simple scores.		
4 Refine	**Gospel, film and colour** Perform This little light of mine; explore Pink Panther and compose with colour.	**Swing and fanfares** Explore The doot doot song, Fanfare for the common man and rhythms of Spain.	**Scales and soundtracks** Explore Global pentatonics, compose for Horse in motion and perform Favourite song.
	Use timbre, texture and dynamics deliberately to create mood and musical effects.		
5 Extend	**Shanties and songwriting** Sing sea shanties, explore Gospel in Why we sing and develop original songs.	**Ukulele planned** Develop playing technique, chords, tablature and ensemble skills in a planned spring unit.	**World music and form** Explore Balinese music, compose in ternary form and perform Kisne banaaya.
	Develop part-singing, combine musical layers and compose with a clear structure.		
6 Express	**Swing and musical voices** Explore Hey Mr Miller, musical fusion in Shadows and Composing for protest.	**Harmony and variations** Sing Dona nobis pacem and You to me are everything; create Twinkle variations.	**Film, identity and song** Compose for Race, explore identity through song and perform Ame sau vala tara bal.
	Perform with independence, create songs and soundtracks, and explain musical choices.		

THREADS THROUGH OUR JOURNEY

Perform • Listen & Appreciate • Create & Compose
Musical Dimensions • Musical Notation • History of Music

Children revisit skills, build musical vocabulary and reflect on their work. Year 5 spring ukulele is a planned adaptation; the unit it replaces is to be confirmed.