



Hagley Primary School Music Overview – KS2

Music is delivered by a music specialist in the form of a 2/2.5 hour lesson every 3 weeks, plus a weekly 20 minute singing session. In addition, Years 3 have a weekly 30 minute recorder lesson with Severn Arts staff. Children in Years 4, 5 and 6 are offered the opportunity to learn an instrument in pairs/small groups with Severn Arts; financial support is available from the school; Pupil Premium children are fully funded. Children in Years 4, 5 and 6 may join the choir, which is a 45 minute after-school session each week. Currently, over 100 children attend the choir (September 2025).

NC Requirements	Autumn	Spring	Summer	Terminology
Year Three Sing: Simple songs, rounds; Play and Perform: pulse and simple rhythm patterns, order rhythms <i>Play It – nos. 11-16</i> Improvise and Compose: linked to topic + sound effects for stories Notate: Picture notation, rhythms (crotchets, quaver pairs and rests), dot and staff notation C-E Listen and Appraise: <i>Pulse, rhythm, dynamics, question/answer</i> Topic related, world, elements, Early/Renaissance/Baroque Understand and Respond: words/art/movement	CARNIVAL OF THE ANIMALS <i>(Carnival, Animals – Saint-Saens, Britten, Mason Bates)</i>			<i>Pulse/Beat</i> <i>Rhythm</i> <i>Dynamics pp-ff</i> <i>Crescendo</i> <i>Diminuendo</i> <i>Pitch</i> <i>High/Low</i> <i>Chorus</i> <i>Score</i> <i>Unison</i> <i>Call/Response</i> <i>Echo</i> <i>Solo</i>
	Listening: <i>Carnival of the Animals.</i> Body and voice sounds – read, create and perform from simple symbols. Simple notated rhythms, layered rhythms, creating own simple rhythm pieces. Listen, appraise, create own animal music, record in a picture score (<i>Kangaroo</i>) Songs: <i>Chocolate Molinillo; Creepy Castle; The Animal Song; Jellyfish</i>	Listening: <i>There was a Monkey & other Britten songs.</i> → Preparing a song for best performance - accompaniment, style Fitting chants to rhythms. Setting words to music to create a simple song. <i>Easter Performance – Rehearse, accompany and perform Easter songs.</i> Songs: <i>There Was a Monkey; The Cat Song</i> <i>Roll Back The Stone songs</i>	Listening: <i>A Bao a Qu (Mason Bates)</i> Create and describe an imaginary animal. Compose music for your animal. Learn about different ways of structuring pieces of music. Notate rhythms and begin to notate melodies on stave. Songs: <i>The Hippopotamus Song, The Bare Necessities</i>	
Suggested QCA, Music Express Units, Charanga and BBC Ten Pieces (if using).	<i>QCA Unit 9: Animal Magic – Exploring Sounds</i> <i>Music Express – Ancient Worlds, In the Past, Poetry</i>	<i>QCA Unit 10: Play It Again – Exploring Rhythmic Patterns</i> <i>Music Express – Singing French, Communication</i> <i>Charanga – There Was A Monkey Unit</i>	<i>QCA Unit 11: The Class Orchestra – Exploring Arrangements</i> <i>Music Express – Building, Sounds, Time, Y4 Recycling</i> <i>Ten Pieces – A Bao A Qu</i>	
Year Four	THE WORLD AROUND US <i>(Harvest, Winter, Festivals – Copland, Vivaldi, Dvorak)</i>			<i>Tempo</i>

<p>Sing: rounds, partner songs, theme songs</p> <p>Play and Perform: pulse and rhythmic patterns to accompany, arrange rhythms</p> <p><i>Play It – nos. 16-21</i></p> <p>Improvise and Compose: linked to topic and musical elements</p> <p>Notate: picture/symbol scores, conventional rhythmic notation (crotchets, quaver pairs, minims, semiquavers, crotchet rests), staff notation C-G</p> <p>Listen and Appraise: tempo, pitch, timbre, repetition, q & a</p> <p>Topic related, world, elements</p> <p>Classical</p> <p>Understand and Respond: words/art/movement</p>	<p>Listening: Copland <i>Rodeo</i></p> <p>Harvest Performance – rehearse, accompany and perform harvest songs. Learn a poem. Harvest listening. Perform and invent symbol grids.</p> <p>Clapping, singing games, Charanga rhythms, perform and create notated rhythm pieces.</p> <p>Songs: <i>Young Voices – learn songs and dances; listen to and appraise a wide variety of musical styles.</i></p>	<p>Listening: Vivaldi <i>Winter</i></p> <p>Listening to songs and music which describe, create picture or mood using sounds.</p> <p>Poetry performances – sound effects and compositions to create mood and convey meaning and emotion.</p> <p>(Michael Rosens – <i>Rhythm of Life</i>)</p> <p>Songs: <i>Rain on the Green Grass, Bright Blue Sky, Cuckoo</i> (Britten)</p> <p><i>Young Voices – complete songs for performance.</i></p>	<p>Listening: Dvorak <i>New World Symphony, Swing Low</i>, pentatonic songs</p> <p>Listen, appraise and compare musical styles – Pentatonic and tonal.</p> <p>Explore tuned percussion, read and play simple melodies and notes to accompany.</p> <p>Write a “dragon song” – poem (Haiku) and music. (Make shadow puppets and play.) Performance with musical accompaniment.</p> <p>Songs: <i>Me Tarzan, You Jane, Swing Low, Kwaheri, Get On Board Medley</i></p>	<p><i>Pitch</i> <i>Rising/Falling</i> <i>Repetition</i> <i>Graphic</i> <i>Notate</i> <i>Adagio</i> <i>Andante</i> <i>Allegro</i> <i>Pentatonic</i> <i>Canon</i> <i>Question/Answer</i></p>
<p>Suggested QCA, Music Express Units and BBC Ten Pieces (if using)</p>	<p>QCA Unit 8: <i>Ongoing Skills Music Express – Building Ten Pieces – Rodeo</i></p>	<p>QCA Unit 13: <i>Painting with Sound – Exploring Sound Colours</i></p> <p>Music Express – Round the World</p> <p>Ten Pieces – New World Symphony</p>	<p>QCA Unit 12: <i>Dragon Scales – Exploring Pentatonic Scales</i></p> <p><i>Music Express – In The Past, Communication</i></p>	
<p>Year Five</p> <p>Sing: rounds, partner songs, simple part songs</p> <p>Play and perform: rhythmic and simple patterns for instruments, triads</p> <p><i>Play It – nos. 21-26</i></p> <p>Improvise and Compose: linked to topic and musical elements, verse & chorus/repeated sections, ternary</p> <p>Notate: graphic scores, conventional rhythmic notation (crotchets, quaver pairs, minims, semiquavers, semibreves, single quavers, crotchet and whole bar rests), staff notation C-C</p> <p>Listen and Appraise: accents, phrase, ostinato, layered rhythms</p> <p>Topic related, world, elements</p> <p>Romantic</p> <p>Understand and Respond: discuss different versions of the same piece</p>	<p>THE PLANETS (Planets, War, WW1, Space – Holst, Mathews, Zimmer, Andrews)</p>			<p><i>Accent</i> <i>Phrase</i> <i>Ostinato</i> <i>Layered</i> <i>Texture</i> <i>Staccato</i> <i>Legato</i> <i>Ritardando</i> <i>Rallentando</i> <i>Round</i></p>
	<p>Listening: Holst – <i>Mars</i> (other Planets from the Suite)</p> <p>“Holst and Me”</p> <p>Writing rhythmic notation.</p> <p>2 part Play It piece.</p> <p>Compose own 2 part pieces based on same template.</p> <p>Try out ostinato patterns to fit with a round. Use Holst’s <i>Mars</i> from <i>Planets</i> for this.</p> <p>Compose ostinato from the Holst stimulus.</p> <p>Drone accompaniments on tuned percussion.</p> <p>Christmas Carol Service – poems, lines, songs.</p> <p>Songs: <i>Spaceship Jam Christmas Carols</i></p>	<p>Listening: Hans Zimmer – <i>Earth</i>; (Colin Mathews – <i>Pluto</i>)</p> <p>Reading and writing simple melodic notation.</p> <p>History study – Elgar?</p> <p>Create own pieces about planet Earth, based on BBC Ten Pieces – Hans Zimmer. e.g. <i>Shimmering introduction</i></p> <p><i>Three-note patterns</i></p> <p><i>Life on Earth</i></p> <p>Rhythms, melodies (notated on stave).</p> <p>Explore ternary structure.</p> <p>Songs: <i>Our Earth, What’s It Worth, Planet Earth?</i></p>	<p>Listening: Kerry Andrew – <i>No Place Like</i></p> <p>Combining words, melody and body percussion in a big piece.</p> <p>Recap how to notate rhythms and melodies.</p> <p>How can music describe places? Create Home soundscapes, using voice, body and other percussion.</p> <p>Make big picture scores and perform pieces.</p> <p>Songs: <i>Our Beautiful World, Every Inch of Our Planet is Home</i></p>	
<p>Suggested QCA, Music Express Units and BBC Ten Pieces (if using)</p>	<p>QCA Unit 17: <i>Roundabout – Exploring Rounds</i></p> <p><i>Music Express – Our Community</i></p> <p>Ten Pieces - Mars</p>	<p>QCA Unit 16: <i>Cyclic Patterns – Exploring Rhythm and Pulse</i></p> <p><i>Music Express – Life Cycles, Keeping Healthy</i></p> <p>Ten Pieces - Earth</p>	<p>QCA Unit 18: <i>Journey Into Space – Exploring Sound Sources</i></p> <p><i>Music Express – Solar System, At the Movies</i></p> <p>Ten Pieces – No Place Like</p>	
<p>Year Six</p>	<p>BIG ISSUES! (War, Love, Celebration, Disaster – Copland, Beatles, Doyle, Britten)</p>			<p><i>Chord</i></p>

<p>Sing: rounds, partner songs, theme songs, part songs</p> <p>Play and Perform: rhythmic and melodic phrases from notation, chord accompaniments</p> <p><i>Play It – nos. 27-30</i></p> <p>Improvise and Compose: linked to topic and musical elements, own structures, ternary, pentatonic tunes</p> <p>Notate: graphic scores, rhythmic notation consolidate Y5, secure conventional staff notation C-C</p> <p>Listen and Appraise: <i>chords, melody, accompaniment, individual instruments</i></p> <p>Topic related, world, elements Modern and Post-Modern</p> <p>Understand and Respond: discuss different versions of the same piece</p>	<p>Listening: Copland <i>Fanfare for the Common Man</i>, Vera Lynn <i>We'll Meet Again</i>, Glenn Miller <i>In The Mood</i>.</p> <p>Standard rhythmic notation. Perform and create layered rhythmic pieces. Listen to modern rhythm percussion pieces.</p> <p>Analyse lyrics and melodies. Listen to songs written for a particular purpose – WW2 songs</p> <p>Songs: Focus on WW2 songs – written to boost morale and unite forces with those at home – link to WW2 conflict topic; spirituals (as used by Tippett) <i>Hey Mr Miller</i></p>	<p>Listening: Music for different purposes – The Beatles <i>Blackbird</i> (CHARANGA), Doyle <i>Coronation March</i>, Prokofiev <i>Dance of the Knights</i>, Sondheim <i>Your Fault</i>.</p> <p>Standard rhythms notated from clapping and pitched instruments.</p> <p>Focus on notating simple melodies accurately.</p> <p>Improvising and creating own melodies. Notate on the stave. Class performances.</p> <p>Songs: <i>Somewhere, Everyday People, Three Little Birds, Blackbird</i></p>	<p>Listening: Anna Clyne: <i>Night Ferry</i>, Britten <i>Peter Grimes Storm Interlude</i>.</p> <p>How do composers begin to compose? Inspiration, ways of notating – graphic scores, staff notation.</p> <p>Compose a short piece based on blocks of sound – poetry inspiration. Notate as a graphic score. Perform. Make use of all instrumental talents in the pieces. Add a unison theme to link the short group pieces, to create a whole-class piece?</p> <p>Songs: Leavers' Performance songs</p>	<p><i>Melody</i> <i>Harmony</i> <i>Discordant</i> <i>Abstract</i> <i>Accompaniment</i> <i>Subito</i> <i>Poco a poco</i> <i>Treble/bass clef</i> <i>Stave</i> <i>Rondo</i> <i>Phrase</i></p>
<p>Suggested QCA, Music Express Units, Charanga and BBC Ten Pieces (if using)</p>	<p><i>QCA Unit 19: Songwriter – Exploring Lyrics and Melody</i> <i>Music Express – World Unite</i> <i>Ten Pieces – Fanfare for the Common Man</i></p>	<p><i>QCA Unit 21: Who Knows? – Exploring Musical Processes</i> <i>Music Express – Journeys</i> <i>Charanga</i></p>	<p><i>QCA Unit 20: Stars, Hide Your Fires – Performing Together</i> <i>Music Express – Growth, Moving On</i> <i>Ten Pieces – Night Ferry</i></p>	

KS2 Assembly Listening (Based on MMC Suggestions)			
	Autumn	Spring	Summer
Years 3 and 4	Western Classical 1. Hallelujah Chorus (Handel) 2. O Eucharisti (Hildegard) 3. The Earl of Salisbury (Byrd) 4. Rondo Alla Turca (Mozart) 5. Symphony No. 5 (Beethoven) 6. Russian Dance (Tchaikovsky) 7. Night on a Bare Mountain (Mussorgsky) 8. Mars from The Planets (Holst) 9. Nimrod Variations (Elgar) Bolero (Ravel) 10. For the Beauty of the Earth (Rutter) 11. From the Gutter – Peter Grimes (Britten) 12. Night Ferry (Anna Clyne) Keep the Homefires Burning/We'll Gather Lilacs – Ivor Novello 13. For Unto Us a Child is Born (Handel) 14. Traditional Carols	Popular and Film Music 1. I Got You (James Brown) 2. Take Her to Sea Mr Murdoch (James Horner– Titanic) 3. Le Freak (Chic) 4. Hound Dog (Elvis) 5. Star Wars (John Williams) 6. Wuthering Heights (Kate Bush) 7. Take the A Train (Duke Ellington) 8. Wonderwall (Oasis) 9. The Mission (Ennio Morricone) 10. Stairway to Heaven (Robert Plant – Led Zeppelin) 11. Pirates of the Caribbean (Hans Zimmer) 12. Up (Michael Giacchino)	Traditional Music and Musicals 1. Scotland the Brave (Pipe Band) 2. Sahela Re (Indian Classical) 3. Fanfarra (Samba – Brazil) 4. Baris (Indonesian Gamelan) 5. Bhabaye Akh Larr Gayee (Bhangra) 6. Tropical Bird (Calypso – Trinidad) 7. Daisy Bell (Harry Dacre) 8. Charleston (James P Johnson) 9. Over the Rainbow (Arlen) 10. Oklahoma (Rodgers and Hammerstein) 11. America (Bernstein) 12. Wouldn't It Be Lovely (Lerner and Lowe)
Years 5 and 6	1. 1812 Overture (Tchaikovsky) 2. New World Symphony (Dvorak) 3. Ronde d'une nuit de Sabbat (Berlioz) 4. English Folk Suite (Vaughan Williams) 5. Pomp and Circumstance (Elgar) 6. Symphonic Variations on an African Air (Coleridge-Taylor) 7. Rodeo (Copland) 8. This Little Babe (Britten) 9. Farewell to Stromness (Maxwell Davis) 10. O Fortuna (Orff) 11. Cantus In Memoriam Benjamin Britten (Arvo Part) 12. Connect It (Anna Meredith) Keep the Homefires Burning/We'll Gather Lilacs – Ivor Novello 13. For Unto Us a Child is Born (Handel) 14. Traditional Carols	1. In The Mood (Glen Miller) 2. Apollo 13 (James Horner) 3. With a Little Help from My Friends (The Beatles) 4. Jai Ho (Rahman – Slumdog Millionaire) 5. Play Dead (Bjork) 6. Smalltown Boy (Bronski Beat) 7. Schindler's List (John Williams) 8. We Are the Champions (Queen) 9. Grace Kelly (Mika) 10. Whole Lotta Love (Robert Plant – Led Zeppelin) 11. Say My Name (Destiny's Child) 12. No Time To Die (Billie Eilish)	1. Jin-Go-La-Bas (Nigerian Drumming) 2. Inkanyezi Nezazi (South Africa) 3. Sprinting Gazelle (Middle East) 4. Sea Shanties (English Folk) 5. Mazurkas Opus 24. (Chopin) 6. Libertango (Argentina) 7. Summer Nights (Jacobs/Casey) 8. One Day More (Boublil and Schonberg) 9. Hakuna Matata (Elton John) 10. Defying Gravity (Schwartz) 11. Naughty (Matilda – Minchin) 12. This Is Me (The Greatest Showman)