Music School Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6			
All	Listening and appraising Music assemblies								
EYFS	Early Learning Goals (Being Imaginative and Expressive)								
	Pupils will build their knowledge skills and understanding including both child initiated play and adult led activities.								
	Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and								
	stories with others, and – when appropriate – try to move in time with music.								
		Development matters Listen attentively, move to and talk about music, expressing their feelings and responses.							
	Being in a group or on their own, increasingly matching the pitch and following the melody								
	Explore and engage in music making and dance, performing solo or in groups.								
EYFS	music, rhythm, beat, high, low, performing, pattern, pitch, repetition, correct names for musical instruments								
vocabulary									
Year 1	Sing Maths songs, nativity, phon	ging ica English	Singing- geography (continents, oceans)	Case Study Improvising and	Singing – Jack and The Beanstalk – retelling a	Sing up unit- Colonel Hathi's march			
	iviatiis sorigs, fiativity, priori	ics, Eligiisii,	Listening and appraising	composing, including the	story (BBC Teach)	Compose music to march			
			– different genres	use of graphic notation –	Explore using tempo,	to using tuned and			
			Apply knowledge, skills	creating own piece of	dynamics and pitch to tell	untuned percussion			
			and understanding in a music using own notation practical way using (Weather) Mozart's Rondo alla Turca	music using own notation	a story				
				(weatner)					
			as a starting point.	Inuit throat singing					
			Singing competition						
Cross year	Anchoring		Anchoring		Anchoring				
links			9 1 9 1			Listening and responding, using musical instruments			
	composing and performing stories								
	<u>Preparing</u> Nativity and singing		Preparing composing, using notations, listening and appraising different genres		Preparing				
Subject			Compose, notation, octave,	march, piano, pulse/beat	Pulse/ Beat, Timbre, Tempo, Rhythm and Pitch				
specific									
vocabulary				<u> </u>					
Year 2	Composition/	Singing – Nativity	Singing – Year 2 and 3	Singing - Class Assembly	Model Music – Ravel	Sing Up – 'Carnival of			
	Performance – Great Fire of London Soundscapes		Competition		Case Study and Performance of Animal	Animals'			
	or condon Joundscapes				Compositions				
	Anchoring	Anchoring	Anchoring	Anchoring	Anchoring	Anchoring			

Cross-year						
links	Preparing	Preparing	Preparing	Preparing	Preparing	Preparing
Subject specific vocabulary	rest, graphic, symbols, dot notation, stick notation, crotchets, quavers, crotchet, rests, percussion	dynamics, tempo, crescend interval, melody	o, pause, coordination, left a	beat, dynamics, (crescendo) texture, baroque, classical jazz, instruments (flute clarinet bassoon cor anglais trumpet, saxophone), body percussion	timbre, pitch, rhythm, articulation, character	
Year 3	Sing Up unit 1: I've been to Harlem Musical focus: pitch shape, ostinato, round, pentatonic, call-and- response	Sing a range of Christmas songs in unison, pitching the voice accurately and following directions for getting louder.	Singing competition (term 3)	Sing Up unit – Just 3 Notes and Samba with Sergio Musical focus: composition, listening, instrumental performance, reading notation.	Term 5 – Sing Up unit – Fly with the Stars Musical focus: composition	N/A
Cross-year links	Anchoring Y1 – using pitch to tell a story	Anchoring Y2 - Continue to build on previous vocal skills	Anchoring Y2 - Continue to build on previous vocal skills	Anchoring Y1 – composing, use of graphic notation	Anchoring Y2 - play tuned and untuned instruments musically	Anchoring
	Preparing Y4 – pentatonic five-note scale	Preparing Y4 – singing in unison	Preparing Y4 – singing in unison	Preparing Y4 – compose own piece and standard notation to record	Preparing Y5 - improvise and compose music for a range of purposes using the inter-related dimensions of music.	Preparing
Subject specific vocabulary	pitch, compose, structure, pentatonic scale, chords, note clusters, ostinato, echo, call and response, tempo, texture, unison, improvise, ensemble	n/a	n/a	pitch (cde), rhythm patterns, structure, minimalism, dot-notation, compose, call-and- response, samba batucada, beat, rhythm, music and community, rhythm notation.	rhythm, crotchet, quavers, semi-quavers, pitch (c-d-e), dot- notation, progression snapshot 3.	N/A

Year 4	Sing Up unit – Global Pentatonic Listening unit based around the pentatonic scale – a five-note musical scale. Children will experience a range of pieces, with opportunities for improvisation and composing using classroom percussion instruments.	Playing and performing Carol Service Sing in unison, pitching the voice accurately and following directions for getting louder.	Instrument tuition – clarinets (10 weeks x 45mins) Develop facility in the basic skills of clarinet playing. Play and perform melodies following staff notation using a small range (e.g. Middle C–G/do–so) as a whole-class or in small groups. Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching. Identify static and moving parts. Singing and performing Singing competition Composition Use technology to compose a piece of music to accompany environmental images (link to Geography)		Case study: Take the 'A' Train – Billy Strayhorn Listen to, understand and compose their own piece in AABA form. Consider tempo and use standard notation to record their ideas.	Sing Up: The Pink Panther Children will explore the film's theme and create their own sound effects. They will compose new sound effect sequences for The Pink Panther, before composing a short storyboard of events and the accompanying music.
Cross year links	Anchoring Y3 – composition	Anchoring Continue to build on previous vocal skills from YR-3	Anchoring Y1- graphic notation Y3 – basic standard notation	Anchoring	Anchoring YR-3 – continue to build on understanding of musical structures and identifying musical elements	Anchoring Y1- telling a story through music
	Preparing Y5 – use of tuned percussion Y6 – melodies including pentatonic phrases	Preparing Y5 – singing in 3-part rounds	Preparing Y5- use of tuned percussion Y5&6 – standard notation	Preparing Y6 – use of technology to improvise and compose	Preparing	Preparing
Subject specific vocabulary	listen, compare, pentatonic, improvise, scale, compose, graphic notation, staff notation	unison, pitch, crescendo, decrescendo, pentatonic, improvise, compose, legato, staccato	note, duration, crotchet, minim, quaver, rest,		form, structure, AABA form, jazz, swing, orchestra, big band tempo (accelerando, rallentando), rhythm	timbre, tempo, rhythm, dynamics, atmosphere
Year 5	Music Express - Space Evaluate music across a range of historical periods, including the works of the great composers. Use and understand staff and other musical notations. Sing with expression. Develop an understanding of musical composition	Playing and performing Carol Service	Sing Up: Drunken Sailor Talk about the purpose of sea shanties and describe some of the features. Compose body percussion patterns to accompany a sea shanty. Write these out using rhythm grids. Sing a sea shanty with accurate pitch and a strong beat.	Sing Up: Songwriting 'Doodle' with sound, playing around with pitch and rhythm to create a strong hook. Create fragments of songs that could be developed. Identify the structure of songs and analyse songs to appreciate the role of metaphor. Develop	Case study: Vaughan Williams's English Folk Song Suite Listen to and appraise different moods and characteristics of the English Folk Song Suite. Analyse instrumentation of each song. Perform folk compositions in small groups in the style of a ceilidh band. Use tuned	Analysing and music appreciation Analyse musical styles of several songs in different genres.

Cross year links	Anchoring Year 4 – singing in unison Year 4 – simple notations Preparing Year 6 – staff notations Year 6 – singing with confidence, expression and in tune	Anchoring Year 4 – singing in unison Preparing Year 6 – singing with confidence, expression and in tune	Anchoring Year 4 – singing in unison Year 4 – composition Year 4 – rhythm notation Preparing Year 6 – body percussion Year 6 – composition Year 6 – singing with confidence, expression and in tune	understanding of song writing techniques. Anchoring Year 4 – composition Preparing Year 6 – rhythmic variety Year 6 - composition	instruments as backing instruments. Anchoring Year 4 – composition Year 4 – use of tuned percussion Preparing	Anchoring Preparing Year 6 – listening and analysing Year 6 – analysing tempo, dynamics, effect etc., plus identifying instruments,
Subject specific vocabulary	dynamics, timbre, tempo, and texture, expression, musical notation (staff, crotchet, minim, quaver, semiquaver, rests)	unison, pitch, crescendo, decrescendo, rest, beat, rhythm	sea shanties, beat (metre), body Percussion, pitch, strong beat, rhythm, chords, dot notation	structure (verse / chorus), hook, lyric writing, melody, metaphor	folk, song, jig, circle, dance, ceilidh, pulse, rhythm	timbre, instrumentation, genre, version (original / cover), period
Year 6	Music Express: World Unite Performing (Exploring beat and syncopation through body percussion. Relating pitch and shape to movement)	Music Express: Journeys Listening & Analysing (Tempo, dynamics) - Say My Name Playing and performing Remembrance assembly Carol Service	Sing Up: The Lumineers Nobody Knows (Sing Up) Playing and performing Playing and performing Singing competition	Case Study: 'Connect it' by Anna Meredith as starting point then 'Street Dance' on Music Express Applying skills, knowledge and understanding / Plan, compose and notate an 8- or 16-beat melodic phrase	Garageband Improvising and composing, including the use of staff notation Analysing Rock Music Explain the tempo, dynamics, etc./recognise instruments and describe their effect in a piece of music Legends of Rock project	Year 6 Play Sing or play in a group and solo context with confidence, expression and in tune – Y6 play Playing and performing, reading staff notation – Small group pop performances with instruments – Y6 play
Cross year links	Anchoring Body percussion (Y5 T3)	Anchoring Music appreciation (Y5	Anchoring Playing and performing folk music (Y5 T5)	Anchoring Case Study (Y5 T4) Case Study (Y4 T5)	Anchoring Analysing and music appreciation (Y5 T6)	Anchoring Singing competition (Y6 T3)
Subject specific vocabulary	Tempo, dynamics, metre, timbre, duration, texture. compare, contrast, forte, fortissimo, adagio, moderato, allegro	Solo, expression, rhythm, orchestra, improvise, compose, layers	Solo, expression, rhythm, orchestra, improvise, compose, layers	Notation, crotchet, minim, semibreve, quaver, semiquaver, dotted crotchet, rests, compose, notate, plodic phrase, pentotonic scale	Tempo, dynamics, metre, timbre, duration, texture. compare, contrast, forte, fortissimo, adagio, moderato, allegro	Solo, expression, rhythm, orchestra, improvise, compose, layers