

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) <i>Pupils will build their knowledge skills and understanding including both child -initiated play and adult led activities.</i> 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 vocabulary	music, rhythm, beat, high, low, performing, pattern, pitch, repetition, correct names for musical instruments					
Outdoor Learning	Continuous provision outside: Musical instruments, songs and stories, listening to environmental sounds either spontaneously or as part of a planned 'sound walk' to support distinguishing sound in preparation for Phonics.					
Year 1	Singing Maths songs, nativity, phonics, English Sing simple songs, chants and rhymes.	Singing- geography (continents, oceans) Listening and appraising – different genres Apply knowledge, skills and understanding in a practical way using Mozart's <i>Rondo alla Turca</i> as a starting point. Singing competition	Case Study Improvising and composing, including the use of graphic notation – creating own piece of music using own notation Inuit throat singing	Singing – Jack and The Beanstalk – retelling a story (BBC Teach) Explore using tempo, dynamics and pitch to tell a story	Sing up unit- Colonel Hathi's march Compose music to march using tuned and untuned percussion	
Cross year links	Anchoring		Anchoring Listen attentively, move to and talk about music, expressing their feelings and responses.		Anchoring Being in a group or on their own, increasingly matching the pitch and following the melody	
	Preparing Nativity and singing		Preparing composing, using notations, listening and appraising different genres		Preparing	
Subject specific vocabulary			Compose, notation, octave, march, piano, pulse/beat		Pulse/ Beat, Timbre, Tempo, Rhythm and Pitch	
Outdoor learning opportunities					<ul style="list-style-type: none"> • Re-enact Jack and the Beanstalk outside • Grow beans in tyres outside KS1 	

					<ul style="list-style-type: none"> Marching to a drum beat outdoors 	
Year 2	Sing Up – London's Burning Composition/ Performance – Great Fire of London Soundscapes Recognise familiar sounds from a historical context. Compose and perform a contextual piece of music	Singing – Nativity Sing a range of Christmas songs in unison, pitching the voice accurately and with expression, following directions for getting louder.	Singing – Competition Sing an age-appropriate song in unison, pitching the voice accurately and with expression, following directions for getting louder. Singing - Class Assembly Sing age-appropriate songs in unison, pitching the voice accurately and with expression, following directions for getting louder.	Sing Up - 'Rockpool rock' Learn an interlocking spoken part. Sing a rock 'n' roll-style song confidently. Play an introduction on tuned percussion. Listen actively and learn about rock 'n' roll music.	Model Music – Ravel Case Study and Performance of Animal Compositions Improvise repeated patterns, using a range of instruments, and order sounds to create a beginning, middle and end in a composition	Sing Up – 'Grandma Rap' This unit explores beat and rhythm work using crotchets and quavers. Beginning with on-the-spot actions, followed by stepping the durations, stick notation is introduced and pupils go on to create their own 4-beat patterns which they will loop creating an accompaniment to perform the rap to.
Cross-year links	Anchoring	Anchoring Year 1 Nativity	Anchoring Year R and 1 competition	Anchoring Year 1 class assembly	Anchoring Year 1 case study	Anchoring Year 1 Singup unit
	Preparing	Preparing Year2/3 Christmas performance	Preparing Year 2/3 singing competition	Preparing Year 3 class assembly	Preparing Year 3 MMC	Preparing Year 3 Singup
Subject specific vocabulary	rest, graphic, symbols, dot notation, stick notation, crotchets, quavers, crotchet, rests, percussion	dynamics, tempo, crescendo, pause, coordination, left and right, beat, pulse/ beat interval, melody			beat, dynamics, (crescendo) texture, baroque, classical jazz, instruments (flute clarinet bassoon cor anglais trumpet, saxophone), body percussion	timbre, rhythm, dynamics, rhythm notation, composition
Links to Outdoor Learning	Using our senses outdoors to recognise familiar sounds	Compose and perform compositions using outdoor classroom			Compose and perform compositions using outdoor classroom	Compose and perform compositions using outdoor classroom
Year 3	Sing Up unit 1: I've been to Harlem Musical focus: pitch shape, ostinato, round, pentatonic, call-and-response, music analysis	Sing a range of Christmas songs in unison, pitching the voice accurately and with expression, following directions for getting louder.	Sing Up unit – Just 3 Notes Musical focus: Pitch (notes C-D-E), rhythm patterns, structure, minimalism, dot notation.	Sing Up unit - Samba with Sergio Musical focus: call-and-response through word rhythms, and body and vocal percussion and community.	Term 5 – Case Study 'Night on a Bare Mountain' Model Music Curriculum Listen to, understand and compose their own piece based on the above piece of music. Use dot	Sing Up unit – Sound Symmetry Musical focus: Structure (symmetry and pattern in melody, ternary form), melody, accompaniment. Compose own songs.

					notation to record ideas. Compose song accompaniments on untuned percussion using known rhythms and note values.	
Cross-year links	Anchoring Y1 – using pitch to tell a story	Anchoring Y2 - Continue to build on previous vocal skills	Anchoring Y1 – composing, use of graphic notation	Anchoring Y2 - Continue to build on previous vocal skills	Anchoring Y2 - play tuned and untuned instruments musically	Anchoring Y2 - play tuned and untuned instruments musically
	Preparing Y4 – pentatonic five-note scale	Preparing Y4 – singing in unison	Preparing Y4 – compose own piece and standard notation to record	Preparing Y4 – singing in unison	Preparing Y5 - improvise and compose music for a range of purposes using the inter-related dimensions of music.	Preparing Y5 - improvise and compose music for a range of purposes using
Subject specific vocabulary	pitch, compose, structure, pentatonic scale, chords, note clusters, ostinato, echo, call and response, tempo, texture, unison, improvise, ensemble	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.	rhythm, melody, accompaniment, symmetry in a melody, phrase, ABA ternary form, compose.
Links to Outdoor Learning			Compositions performed outside		Case studies performed and recorded in outdoor classroom	
Year 4	Sing Up unit – Global Pentatonic Listening unit based around the pentatonic scale – a five-note musical scale (using tuned percussion). Children will experience a range of pieces, with opportunities for improvisation and composing using	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.	

	classroom percussion instruments.					
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
Outdoor learning opportunities	Consider using outdoor music station to demonstrate.	N/A	Compose a piece of music using instruments that reflect the different moods and atmosphere throughout the day at school (dynamics).		N/A	N/A
Year 5	Sing Up: Building a groove Show understanding of how a drum pattern, bass line and riff fit together to create a memorable and catchy groove. Identify drum patterns, basslines, and riffs and play them using body percussion and voices. Compose and perform drum patterns, basslines, and riffs on a variety of	Playing and performing Carol Service Sing a broad range of songs tunefully. Use some standard musical notation to indicate how many beats to play.	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. Nathan Evans - Wellerman	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 understanding of song writing techniques. Oasis – Wonderwall Le Freak Say My Name	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 instruments as backing instruments.	Analysing and music appreciation Analyse musical styles of several songs in different genres. This Little Babe – Benjamin Britten Play Dead – Bjork Jin-Go-La-Ba – Babatunde Olatunja Inkanyozi Nezazi – Ladysmith BM

	instruments as part of a group. Herbie Hancock - Watermelon Man			Smalltown Boy		
Cross year links	Anchoring Years R-4 – rhythm Year 4 – using tuned percussion	Anchoring Year 4 – singing in unison	Anchoring Year 4 – singing in unison Year 4 – composition Year 4 – rhythm notation	Anchoring Year 4 – composition	Anchoring Year 4 – composition Year 4 – use of tuned percussion	Anchoring
	Preparing Year 6 – staff notations	Preparing Year 6 – singing with confidence, expression and in tune	Preparing Year 6 – body percussion Year 6 – composition Year 6 – singing with confidence, expression and in tune	Preparing Year 6 – rhythmic variety Year 6 - composition	Preparing	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
Outdoor opportunities					Perform outside	

Year 6	Music Express: World Unite Performing (Exploring beat and syncopation through body percussion. Relating pitch and shape to movement)	Listening & Analysing (Tempo, dynamics) - Say My Name Playing and performing <i>Remembrance assembly</i> <i>Carol Service</i>	Sing Up: The Lumineers Nobody Knows (Sing Up) Playing and performing Playing and performing <i>Singing competition</i>	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 <i>Legends of Rock project</i>	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 T6)	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, pentatonic scale	Tempo, dynamics, metre, timbre, duration, texture. compare, contrast, forte, fortissimo, adagio, moderato, allegro	Solo, expression, rhythm, orchestra, improvise, compose, layers
Outdoor opportunities		Singing games outside, focusing on projection and harmonies in open spaces		Body percussion rhythm circle on playground		

Reception

- 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.

(Taken from the EYFS Framework – Expressive Arts and Design: Being Imaginative and Expressive)

Year 1

- Sing simple songs, chants and rhymes.
- Explore the different sounds instruments make and repeat simple beats and patterns.
- Say what they like/dislike about a piece of music.
- Choose different instruments, including their voice, to create sound effects.
- Explore and invent their own graphic notation symbols.
- Apply knowledge, skills and understanding in a practical way using Mozart's *Rondo alla Turca* as a starting point.

Year 2

- Sing songs with a small pitch range, changing the dynamics and tempo when directed.
- Perform simple patterns and accompaniments, keeping a steady pulse.
- Recognise simple musical elements (e.g., tempo, dynamics, pitch) within a piece of music.
- Improvise repeated patterns, using a range of instruments, and order sounds to create a beginning, middle and end in a composition.
- Apply skills, knowledge and understanding in a practical way using *Bolero* by Ravel as a starting point.

Year 3

- Sing a range of unison songs in tune and with expression.
- Compose song accompaniments on untuned percussion using known rhythms and note values.
- Find the beat in a piece of music and explain the tempo, dynamics and duration.
- Explain how many beats are in a crotchet, minim, and quaver and recognise their symbols.
- Express their opinion about pieces of music using appropriate musical vocabulary.
- Apply skills, knowledge and understanding in a practical way, using *Night on a Bare Mountain* by Mussorgsky as a starting point.

Year 4

- Sing a broad range of unison songs, pitching the voice accurately and following directions for getting louder.
- Combine known rhythmic notation with letter names to create short pentatonic phrases (using five notes).
- Read notes and explain how many beats they represent (crotchet, minim, quaver, rests).
- Find the beat in a piece of music and explain the tempo, dynamics and duration.
- Recognise some orchestral instruments in a piece of music.
- Discuss similarities and differences between pieces of music.
- Apply skills, knowledge and understanding in a practical way using *Take the 'A' Train* by Billy Strayhorn as a starting point.

Year 5

- Sing a broad range of songs tunefully including three-part rounds, partner songs, and songs with a verse and chorus.
- Compose melodies made from pairs of phrases using tuned percussion.
- Explain the tempo, dynamics, metre, timbre and duration of a piece of music.
- Use some standard musical notation to indicate how many beats to play (crotchet, minim, quaver, semiquaver, rests).
- Compare and evaluate different genres of music using appropriate musical vocabulary, expressing their own preferences.
- Apply skills, knowledge and understanding in a practical way using Vaughan Williams's *English Folk Song Suite* as a starting point.

Year 6

- Sing or play in a group and solo context with confidence, expression and in tune.
- Plan, compose and notate an 8- or 16-beat melodic phrase using a pentatonic scale (e.g., C, D, E, G, A) and incorporate rhythmic variety and interest.
- Read and use standard notation fluently (crotchet, minim, semibreve, quaver, semiquaver, dotted crotchet, rests)
- Explain the tempo, dynamics, metre, timbre and duration of a piece of music.
- Recognise orchestral instruments and describe their effect in a piece of music. Discuss similarities and differences in pieces of music and explain how composers and performers achieve this.
- Apply skills, knowledge and understanding in a practical way using *Connect It* by Anna Meredith as a starting point.