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 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, transitions 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 *Rondo alla Turca* 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					• Re-enact Jack and the Beanstalk outside • Grow beans in tyres outside KS1	

					• 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.	**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 – Minibeasts Composition including dance and tuned percussion** The activities in this unit explore timbre and rhythm, using classroom percussion instruments and movement to represent the crawling, scurrying creatures in the song by creating minibeast-inspired music and dance.	**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 1 class assembly	**Anchoring** Year 1 case study	**Anchoring** Year 1 sing up unit	**Anchoring** Year 1 Singup unit
	Preparing	**Preparing** Year2/3 Christmas performance	**Preparing** Year 3 class assembly	**Preparing** Year 3 MMC	**Preparing** Year 3 Singup	**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	**Sing Up unit – Sound Symmetry** Musical focus: Structure (symmetry and pattern in melody, ternary form), melody, accompaniment. Compose own songs.

					of music. Use dot 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	**Instrument tuition – ukulele (all year – 45 minutes per week)** ***** Do not post on website yet******Develop facility in the basic skills of ukulele 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**					
	N/A - ukulele	**N/A - ukulele**	**N/A - ukulele**	**N/A - ukulele**	**Case study: Peter & The Wolf (term 5 only alongside ukulele)** Listen to, understand and compose their own piece in AABA form. Consider	**N/A - ukulele**

					tempo and use standard notation to record their ideas.	
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 instruments as part of a group.	Sing up: Why we sing	**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** **Smalltown Boy**	**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**

	Herbie Hancock - Watermelon Man					
Cross year links	**<u>Anchoring</u>** Years R-4 – rhythm Year 4 – using tuned percussion	**<u>Anchoring</u>** Year 4 – singing in unison	**<u>Anchoring</u>** Year 4 – singing in unison Year 4 – composition Year 4 – rhythm notation	**<u>Anchoring</u>** Year 4 – composition	**<u>Anchoring</u>** Year 4 – composition Year 4 – use of tuned percussion	**<u>Anchoring</u>**
	<u>Preparing</u> Year 6 – staff notations	**<u>Preparing</u>** Year 6 – singing with confidence, expression and in tune	**<u>Preparing</u>** Year 6 – body percussion Year 6 – composition Year 6 – singing with confidence, expression and in tune	**<u>Preparing</u>** Year 6 – rhythmic variety Year 6 - composition	**<u>Preparing</u>**	**<u>Preparing</u>** 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** *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 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, pentotonic 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.