



Music overview	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Welcome to Music!	Percussion -rhythm Focus	Musical Theatre Performance	Whole Class Ukulele Lessons	Whole Class Recorder Lessons	Whole Class Samba Workshops	Musical Play
AUT 1	<p>Singing Nursery Rhymes Rhymes/chants Remember and sing short songs. Action songs</p> <p>Listening-Classical Respond to music: express thoughts and feelings. Move to music.</p>	<p>Singing Chants and rhymes Learning songs from memory. Verse chorus structure Perform word patterns</p> <p>Listening Listen to a march – orchestral piece with a strong pulse.</p> <p>Musicianship Walk, move or clap a steady beat Change beat to tempo Body Percussion Respond to a pulse</p> <p>Copycat rhythms Repeating rhythm patterns</p>	<p>Singing Singing games and songs to show pitch intervals.</p> <p>Respond to pitch changes in short melodic phrases.</p> <p>Musicianship Speed of beat can change (tempo) Mark the beat by tapping/clapping walking Group beats in twos and fours- Identify beat groupings in music-conduct in 2 and 4.</p>	<p>Singing Sing a wide range of unison song with a range of pitch and structures.</p> <p>Sing tunelessly and with expression (musicality in singing) Unison and simple 2-part, Common Time 4/4 Prepare songs for start of school Mass</p> <p>Listening Classical (Beginning, middle and end) ABA</p>	<p>Singing Sing in rounds and partner songs in different time signatures, such as 3/4</p> <p>Follow dynamic and phrasing directions given by leader Prepare songs for start of school Mass</p> <p>Listening-Classical Recorder Music-Baroque/20th century</p> <p>Musicianship – playing the recorder Play uniform melodies following staff notation notes B, A, G</p> <p>Understand the differences between minims, crotchets, paired quavers and rests.</p> <p>Read and perform pitch notation within a defined range-notes B-G on recorder.</p>	<p>Singing 3-part rounds, partner songs and songs with verse and chorus and middle 8 structure. Prepare songs for start of school Mass</p> <p>Listening 20th Century</p> <p>Musicianship Following score to show pitch of notes and musical direction. Play melodies on tuned percussion following staff notation written on the stave Differences between semibreves, minims, crotchets, quavers, paired quavers, crotchets rests. Read and perform pitch notation within an octave</p>	<p>Singing Round singing 3 and 4 -part rounds. Prepare songs for start of school Mass</p> <p>Rhythm and phrasing Identify and use more complex structures in songs.</p> <p>Listening Music Traditions-Gamalan Music from Indonesia Rock and Pop African Drumming music (that uses cyclic patterns)</p> <p>Musicianship Cyclic patterns-create music that includes repetition and contrast (<i>Gamalan Music</i>)</p>
vocabulary	Start and Stop Conductor	Rhythm Pulse Beat Verse and Chorus	Pitch Tempo	Unison Common Time 4/4	Dynamics Phrasing Time signatures ¾ time	Verse Chorus Middle 8	Cyclic Patterns Gamalan
AUT 2	<p>Christmas Nativity Songs The Nativity Learn simple songs with actions</p>	<p>Singing Christmas Nativity Preparations – Hey Ewe Christmas songs repetition and rhyme Singing to perform</p> <p>Listening-Classical Orchestral music</p>	<p>Singing Sing songs with range of pitch and with increasing vocal control.</p> <p>Christmas songs: Sing songs with increasing vocal control. Learn Christmas Nativity songs - It's a Party!</p> <p>Wide range of songs performed from memory.</p> <p>Use dynamics in songs</p>	<p>Singing Prepare songs for All Saints Mass</p> <p>Nativity Songs – It's Christmas!!</p> <p>Listening Classical (Beginning, middle and end-Nutcracker</p>	<p>Singing Prepare songs for All Saints Mass</p> <p>Christmas Nativity Songs- Off to Bethlehem</p> <p>Perform a wider range of songs.</p> <p>Perform songs from memory.</p>	<p>Singing Prepare songs for All Saints Mass</p> <p>Christmas Nativity Preparations- Stable Manners</p> <p>Sing songs from memory/parts from memory. Solo and group singing with Harmony</p> <p>Sing a range of songs from an extended repertoire, including pop with a sense of ensemble and performance.</p>	<p>Singing Prepare songs for All Saints Mass</p> <p>Traditional Christmas Carols</p> <p>Christmas Church Service Preparations – St Edmonds Church – Perform as a choir</p> <p>Create appropriate style though singing-syncopated rhythms and full pitch range low A to top D.</p>



						Include phrasing, breathe control, accurate pitch and appropriate style.	
vocabulary	Loud and Quiet	Repeat Repetition	Dynamics –	Structure	Crotchets	Phrasing	Syncopation
SPR 1	<p>Musicianship Look at, name and explore percussion instruments.</p> <p>Listening-Pop Listen and clap in time.</p> <p>Listen for fast and slow elements in music Respond to pulse Fast and slow</p> <p>Use and remember sequences and patterns of movements related to music and rhythm.</p> <p>Songs from other countries</p>	<p>Songs exploring long and short sounds.</p> <p>Listening-Classical Orchestral music Identify long and short sounds in music.</p> <p><u>Pulse/Beat</u> Walk, move or clap a steady beat Change beat to tempo Body Percussion Respond to a pulse</p> <p><u>Rhythm</u> – copycat rhythms Repeating rhythm patterns Perform word patterns Music from other cultures.</p> <p>Explore the sounds percussion instruments can make: long and short sounds</p> <p>Follow graphic scores to play long and short sounds. Composing Create sequences of long and short sounds.</p>	<p>Musicianship Copycat rhythms Create rhythms using word phrases</p> <p>Duration of notes</p> <p><u>Notation</u> Read rhythm patterns and clap or chant them using stick notation-crotchets, quavers and crotchet rest Visual symbols-crescendo, decrescendo and pause</p> <p><u>Rhythm</u> Copy-cat rhythms with body percussion and untuned instruments.</p> <p>Composing Create simple question and answer phrases to be sung and played on untuned percussion instruments, creating musical conversations. Long and short sounds</p>	<p>Singing Prepare songs for Epiphany Mass</p> <p>Musicianship Walk, move or clap a steady beat Change beat as tempo changes. Beat and rhythm</p> <p>Learning simple chords on a Ukulele</p> <p>Crotchets, quavers and rests</p> <p>Apply word chants to rhythms.</p> <p>Apply word chants to rhythms. Understand how to link each syllable to one musical note.</p> <p>Re-visit the stave: lines, spaces and clef.</p> <p>Use dot notation on a stave to show higher or lower pitch.</p> <p>Note values: crotchets, quavers and rests.</p>	<p>Singing Prepare songs for Epiphany Mass</p> <p>Listening-Classical Recorder Music-Baroque/20th century Identify music in ¾ time. Listen to a Waltz</p> <p><u>Reading Notation</u> Develop basic skills of a selected musical instrument - recorder</p> <p>Read and perform pitch notation from a stave. Time signatures 3/4</p> <p>Follow directions for crescendo and decrescendo</p>	<p>Singing Prepare songs for Epiphany Mass</p> <p>Listening Jazz/Blues (Ravel Bolero – rhythmic ostinato) Listen to music from film – particularly pieces that show an ostinato (Pirates of the Caribbean).</p> <p>Performance Develop skill of playing by ear on tuned instruments.</p> <p>Instrumental Performance How triads are formed and play on tuned percussion. Perform/compose simple chordal accompaniments.</p>	<p>Singing Prepare songs for Epiphany Mass</p> <p>Composition Plan and compose an 8 or 16 beat melodic phrase using the pentatonic scale (C, D, E, G, A) and incorporate rhythm variety.</p> <p>Compose Enhance melodies with rhythmic contrasts.</p>
vocabulary	Fast and slow	Long and short sounds Duration Tempo	Tempo Duration Crescendo Decrescendo	Clef – Treble Clef (G Clef) Chord	Waltz – ¾ Time	Ostinato	Pentatonic Scale Rhythmic Contrasts
SPR 2	<p>Musicianship Accompany chants & rhymes using a beat</p> <p>Exploration of natural materials and design (of percussion)</p>	<p>Listening Music from Jamaica, Caribbean- reggae genre</p> <p>Musicianship Pitch – high/low Echo singing</p>	<p>Singing Songs to teach pitch. Sea Shanties – pirate theme</p> <p>Musicianship Respond to pitch changes in short melodic phrases.</p>	<p>Singing Prepare songs for Easter, Ascension and Pentecost Mass</p> <p>Listening Music from China -Listen to examples pentatonic scale</p>	<p>Singing Prepare songs for Easter, Ascension and Pentecost Mass</p> <p>Musicianship</p>	<p>Singing Prepare songs for Easter, Ascension and Pentecost Mass</p> <p>Musicianship Develop performance skills -</p>	<p>Singing Prepare songs for Easter, Ascension and Pentecost Mass</p> <p>Instrumental Performance</p>



	<p>instruments) and impact on sound produced.</p> <p>Play percussion instruments with increasing control to express feelings and ideas.</p>	<p>Songs with a range of pitch and actions. Sing familiar songs in high & low voices</p> <p>Musicianship Follow pictures to guide singing and playing</p> <p>Recognise how graphic notation can represent sounds in different ways. Explore and invent own symbols for Create own sound effects and sort sequences.</p> <p>Explore the sounds percussion instruments can make: long and short sounds</p> <p>Hold and use percussion instruments correctly</p> <p>Create and perform own rhythmic patterns</p>	<p>stick notation: crotchets</p> <p>Respond to pitch through actions -hand movements moving up and down.</p> <p>Recognise dot notation and match it to 3-note tunes using tuned percussion-glockenspiels.</p> <p>Recognise that notes sit on a stave and relate where they are on the stave to the pitch they will make. Crotchets, quavers and rests.</p> <p>Understand how music can enhance a play</p>	<p>Musicianship Develop facility in playing tuned percussion (glockenspiel). Play and perform simple melodies following staff notation and the notes C-E). Play a repeating pattern (simple ostinato)</p> <p>Improvise using tuned instruments, inventing short 'on the spot' responses. Use the pentatonic scale.</p>	<p>Introduce major and minor chords – to show mood in music</p> <p>Begin to make compositional decisions about the overall structure of improvisations/compositions</p>	<p>skill of playing by ear on tuned instruments.</p> <p>Improvise – Jazz and Blues Improvise over a drone, developing sense of shape and character, using tuned instruments</p> <p>Play melodies on tuned percussion following staff notation written on the stave Differences between semibreves, minims, crotchets, quavers, paired quavers, crotchets rests. Read and perform pitch notation within an octave</p> <p>Play more complex ostinato patterns up to 8 notes.</p> <p>Composing - Film Scores Use chords to evoke a certain atmosphere or mood. Create music to set a scene. Use film score techniques. Compose melodies which are enhanced by rhythmic or chordal accompaniment. (keyboards)</p>	<p>Writing and performing own songs using a range of musical devices including; melodies, rhythms, chords, lyrics, tempo, pitch and melody.</p> <p>Create music with multiple sections that include repetition and contrast.</p>
vocabulary	Percussion instruments (non-tuned instruemnts)	Pitch (High and Low)	Dynamics Tempo Stave, crotchets quavers rests	Pentatonic Scale Ostinato	Major Chord Minor Chord	Semibreves Minims	Contrast Texture Timbre
SUM 1	<p>Singing Melodic shape of familiar songs High and low sounds and actions to accompany sounds.</p> <p>Musicianship Use tuned instruments - glockenspiels Understand that small notes create high notes and large notes create low notes.</p> <p>Use simple graphic scores to show fast/slow, loud/quiet and number of times to play</p>	<p>Singing Pitch – high/low Sing familiar songs in high & low voices</p> <p>Musicianship Use tuned instruments - glockenspiels ensuring correct playing technique</p>	<p>Musicianship Respond to leader’s directions. Tempo – fast/slow</p> <p>Musicianship - Composing Create simple question and answer phrases to be sung and played on untuned percussion instruments, creating musical conversations. Long and short sounds</p>	<p>Musicianship</p> <p>Composing Structure musical ideas to create music that has a beginning, middle and end. (relate to verse chorus structure)</p> <p>Compose in response to different stimuli</p>	<p>Musicianship Create sequences with notation cards; arrange into bars.</p> <p>Performing Perform in 2 or more parts from simple notation using the instruments.</p> <p>Identify static (constant sound) and moving parts (melody) in a piece of music.</p>	<p>Listening Listen to examples of music from Brazil- Samba</p> <p>Musicianship Compose</p>	<p>Melodies made from pairs of phrases which can be enhanced by rhythmic or chordal accompaniment (Song writing)</p>



					Explore a developing knowledge of musical components by composing music to create a specific mood.	Explore ternary form and in pairs, compose a short piece in ternary form. Play complex Samba rhythms in four separate parts. Play as part of a Samba band. Use a wide variety of Samba instruments.	
vocabulary	High and Low	Tuned Instrument	Tempo Duration	Verse Chorus	Melody	Ternary Form	Accompaniment
SUM 2	<p>Musicianship Develop small motor skills to use a range of instruments safely and confidently.</p> <p>Use simple graphic scores to show high/ low, fast/slow and loud/quiet and number of times to play</p>	<p>Action songs Range of call and response songs to control vocal pitch and match the pitch they hear with accuracy.</p> <p>Musicianship Composing Create musical sound effects and short sequences to accompany a story.</p> <p>Explore percussion sounds to enhance story telling Ascending notes Fast and slow -Tempo</p>	<p>Singing Preparation of songs for Marian Procession Ave Maria</p> <p>Musicianship Listen to a story told through music and action. Identify sounds used to represent characters -</p> <p>Discuss atmosphere and character created by specific instruments</p>	<p>Performing Perform in groups Use a range of pitch and varied styles of music and musical structures- verse/chorus/repeated phrases/2 parts.</p> <p>Performing a song on the Ukulele to an audience</p>	<p>Play uniform melodies following staff notation introduce notes E, high C and high D. Play in on own, group or whole-class.</p> <p>Follow and perform simple rhythmic scores to a steady beat.</p> <p>Compose Combine known rhythmic notation with letter names to create short phrases on instrument.</p>	<p>Improvisation Experiment using a wider range of musical elements.</p> <p>Capture and record creative ideas using graphic symbols, staff notation</p> <p>Capture and record creative ideas using graphic symbols, staff notation</p> <p>Perform a range of repertoire pieces and arrangements combining acoustic instruments.</p>	<p>Singing/Performance Performance of Shakespeare Rocks or What a Knight (two year rotation)</p> <p>Preparation of songs for Leavers Mass School Song</p>
Vocabulary	High and Low Fast and Slow Loud and Quiet	Ascending Tuned Instrument Dynamics – loud and quiet Tempo – Fast and slow	Pitch Tempo Duration Dynamics Staff, crotchets quavers Rests Crescendo Decrescendo	Unison Common Time 4/4 Structure Clef – Treble Clef (G Clef) Chord Pentatonic Scale Ostinato	Dynamics Phrasing Time signatures ¾ time Waltz Major Chord Minor Chord Melody	Musical elements Middle 8 Ostinato Semibreves Minims Ternary Form	Cyclic Patterns Gamalan Syncopation Pentatonic Scale Accompaniment Rhythmic Contrasts Texture Timbre