



## Music Overview

Music Overview						
	Autumn Term		Spring Term		Summer Term	
<b>Reception</b>	Children in Reception develop knowledge of sound, songs, music and instruments from the very beginning of the year and throughout their time in the year group. They have continual access to musical instruments where they can explore and distinguish the different sounds (timbre) that musical instruments make and how they can be played differently to create a new sound or dynamic. They use songs, music and dance as a way of expressing themselves freely during their independent learning time but equally teachers use music throughout the curriculum. Children are also introduced to the concept of rhythm and beats during their weekly music sessions. Their knowledge of music and the experiences on offer throughout their Reception year, provides children with the confidence and knowledge to begin the next stage of their education in Key Stage 1.					
<b>Year 1</b>	<b>Food</b> Names of percussion instruments Tonic Sol-fa Call and response	<b>Colonel Hathi's march</b> Instrumental families Instrument names Pulse/Beat and moving in time	<b>Football</b> Identifying pulse and rhythm Tonic Sol-fah – vocal and relating it to tuned percussion	<b>Musical Phone calls</b> Names of percussion instruments Graphic Score Read and Perform Graphic score	<b>Dancing and drawing with Nautilus</b> Musical signals Internalising beat Draw to music Movement/actions to music	<b>Come dance with me</b> Call-and-response, Echo singing Playing percussion Developing beat skills Written Music notation
<b>Year 2</b>	<b>Long and Short</b> Songs Unpitched percussion performance	<b>Feel the Pulse</b> Action songs Rhythm games Tempo	<b>Whatever the weather</b> Songs Rainstorm (composition) Timbre	<b>Noah's Ark</b> Songs Percussion Improvising Compose a melody Write lyrics Perform	<b>Sing!</b> Songs Accompaniments Unpitched percussion	<b>Train Journey</b> Mexican song Piano accordion Little train of the Caipira Creative group work Perform
<b>Year 3</b>	<b>Work Songs</b> Sing Add percussion Ostinato Creative group work	<b>Ants and Spiders</b> Rhythm notation Sing in parts Perform notated piece Graphic scores	<b>Chinese New Year</b> Staff notation Pentatonic scales Group work (creative)	<b>Story telling</b> Sorcerer's apprentice Creating a mood Peter and the wolf Families of orchestra Group work (creative)	<b>Staff notation revisited</b> Songs Notation bingo Perform a notated piece	<b>A day off!</b> Songs Creative group work Perform to an audience

<p><b>Year 4</b></p>	<p><b>Ukulele intro</b> Strumming Chord of C Simple songs Chord of F</p>	<p><b>New chord G7</b> G7 Practise quick changing Develop singing Songs with 3 chords</p>	<p><b>Partner songs</b> More practice of G7 Songs with three chords Oh When the Saints and partners</p>	<p><b>A tricky strum</b> Songs with three chords More complicated strumming patterns Developing confident singing</p>	<p><b>A minor</b> A new ukulele chord More partner songs Ukulele assessment piece</p>	<p><b>Preparing for a performance</b> Ukulele revision Chords and strums Individual practice Final performance</p>
<p><b>Year 5 (Half year swap)</b></p>	<p><b>PBone</b> Buzz Assemble Follow handsigns Play</p>	<p><b>PBone</b> More notes Longer tunes Improvise Compose</p>	<p><b>PBone</b> Group composition Improvise Final performance</p>	<p><b>Ukulele</b> Revision Improvise singing Compose song Reminder – staff notation</p>	<p><b>Ukulele</b> Playing for fun Rhythm boxes Body percussion</p>	<p><b>Ukulele</b> More difficult songs Prepare for performance</p>
<p><b>Year 6</b></p>	<p><b>Tab</b> Blues Read tab Uke refresher</p>	<p><b>Tab</b> Somebody that I used to know – performance Prepare for Christmas Carol concert</p>	<p><b>Vocal Unit</b> Beat boxing Creative group work</p>	<p><b>Chrome music lab</b> Create</p>	<p><b>Ukulele</b> Revise tab Revise all chords Revise strumming patterns</p>	<p><b>Year 6 Musical and leavers assembly</b> Learn songs</p>



## Performances Overview

	Autumn Term		Spring Term		Summer Term	
EYFS	Harvest	Nativity			Father's Day Assembly	
KS1	Harvest	Nativity			Father's Day Assembly	
LKS2			Musical performance			
UKS2		Carols in the church				Year 5 Music assembly
Choir		Perform at the Bucks Vision Christmas Lunch. Perform at Senior citizens Christmas Lunch		Echoes 10 at the Royal Albert Hall (year 5 and 6)		Summer concert Village fete International food festival
Orchestra						Summer concert



**Music Progression of Knowledge and Skills**

Key skills and knowledge	Reception	KS1	LKS2	UKS2
<b>Singing songs with control and using the voice expressively.</b>	<ul style="list-style-type: none"> <li>Listen to and repeat simple lyrics</li> <li>Use their voices to join in with well-known songs from memory</li> </ul>	<ul style="list-style-type: none"> <li>To find their singing voice and use their voices confidently.</li> <li>Sing a melody accurately at their own pitch.</li> <li>Sing with a sense of awareness of pulse and control of rhythm.</li> <li>Recognise phrase lengths and know when to breathe.</li> <li>Sing songs expressively.</li> <li>Follow pitch movements with their hands and use high, low and middle voices.</li> <li>Begin to sing with control of pitch (e.g. following the shape of the melody).</li> <li>Sing with an awareness of other performers</li> </ul>	<ul style="list-style-type: none"> <li>Sing with confidence using a wider vocal range.</li> <li>Sing in tune.</li> <li>Sing with awareness of pulse and control of rhythm.</li> <li>Recognise simple structures. (Phrases).</li> <li>Sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics.</li> <li>Sing songs and create different vocal effects.</li> <li>Understand how mouth shapes can affect voice sounds.</li> <li>Internalise sounds by singing parts of a song 'in their heads.'</li> </ul>	<ul style="list-style-type: none"> <li>Sing songs with increasing control of breathing, posture and sound projection.</li> <li>Sing songs in tune and with an awareness of other parts.</li> <li>Identify phrases through breathing in appropriate places.</li> <li>Sing with expression and rehearse with others.</li> <li>Sing a round in two parts and identify the melodic phrases and how they fit together.</li> <li>Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice.</li> </ul>
<b>Listening, Memory and Movement.</b>	<ul style="list-style-type: none"> <li>Respond to music through movement, altering movement to reflect the tempo, dynamics or pitch of the music</li> <li>Know that music often has more than one instrument being played at a time</li> <li>Recognise the chorus in a familiar song</li> </ul>	<ul style="list-style-type: none"> <li>Recall and remember short songs and sequences and patterns of sounds.</li> <li>Respond physically when performing, composing and appraising music.</li> <li>Identify different sound sources.</li> <li>Identify well-defined musical features.</li> </ul>	<ul style="list-style-type: none"> <li>Identify melodic phrases and play them by ear.</li> <li>Create sequences of movements in response to sounds.</li> <li>Explore and chose different movements to describe animals.</li> <li>Demonstrate the ability to recognise the use of structure and expressive elements through dance.</li> <li>Identify phrases that could be used as an introduction, interlude and ending.</li> </ul>	<ul style="list-style-type: none"> <li>Internalise short melodies and play these on pitched percussion (play by ear).</li> <li>Create dances that reflect musical features.</li> <li>Identify different moods and textures.</li> <li>Identify how a mood is created by music and lyrics.</li> <li>Listen to longer pieces of music and identify features.</li> </ul>

<b>Controlling pulse and rhythm</b>	<ul style="list-style-type: none"> <li>• Listen to and follow a beat using body percussion or slow tempo</li> <li>• Consider whether a piece of music has a fast, moderate or slow tempo</li> <li>• Recognise that different sounds can be long or short</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the pulse in different pieces of music.</li> <li>• Identify the pulse and join in getting faster and slower together.</li> <li>• Identify long and short sounds in music.</li> <li>• Perform a rhythm to a given pulse.</li> <li>• Begin to internalise and create rhythmic patterns.</li> <li>• Accompany a chant or song by clapping or playing the pulse or rhythm.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise rhythmic patterns.</li> <li>• Perform a repeated pattern to a steady pulse.</li> <li>• Identify and recall rhythmic and melodic patterns.</li> <li>• Identify repeated patterns used in a variety of music. (Ostinato).</li> </ul>	<ul style="list-style-type: none"> <li>• Identify different speeds of pulse (tempo) by clapping and moving.</li> <li>• Improvise rhythm patterns.</li> <li>• Perform an independent part keeping to a steady beat.</li> <li>• Identify the metre of different songs through recognising the pattern of strong and weak beats.</li> <li>• Subdivide the pulse while keeping to a steady beat</li> </ul>
<b>Control of instruments</b>	<ul style="list-style-type: none"> <li>• Play untuned percussion 'in time' with a piece of music</li> <li>• Experiment with playing instruments in different ways</li> <li>• Understand that instruments can be played loudly or softly</li> </ul>	<ul style="list-style-type: none"> <li>• Play instruments in different ways and create sound effects.</li> <li>• Handle and play instruments with control.</li> <li>• Identify different groups of instruments.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify melodic phrases and play them by ear.</li> <li>• Select instruments to describe visual images.</li> <li>• Choose instruments on the basis of internalised sounds.</li> <li>• Hold a ukulele correctly</li> <li>• Play a range of basic chords on the ukulele</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and control different ways percussion instruments make sounds.</li> <li>• Play accompaniments with control and accuracy.</li> <li>• Create different effects using combinations of pitched sounds.</li> <li>• Use ICT to change and manipulate sounds.</li> <li>• Hold a pBone correctly</li> <li>• Play a range of notes on the pBone</li> <li>• Recognise notes on a keyboard</li> <li>• Play simple triads on a keyboard</li> </ul>
<b>Composition</b>	<ul style="list-style-type: none"> <li>• Select classroom objects to use as instruments</li> <li>• Experiment with body percussion and vocal sounds to respond to music</li> <li>• Select appropriate instruments to represent action and mood</li> </ul>	<ul style="list-style-type: none"> <li>• Contribute to the creation of a class composition.</li> </ul>	<ul style="list-style-type: none"> <li>• Create textures by combining sounds in different ways.</li> <li>• Create music that describes contrasting moods/emotions.</li> <li>• Improvise simple tunes based on the pentatonic scale.</li> <li>• Compose music in pairs and make improvements to their own work.</li> <li>• Create an accompaniment to a known song.</li> <li>• Create descriptive music in pairs or small groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify different starting points or composing music.</li> <li>• Explore, select combine and exploit a range of different sounds to compose a soundscape.</li> <li>• Write lyrics to a known song.</li> <li>• Compose a short song to own lyrics based on everyday phrases.</li> <li>• Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition.</li> </ul>

<b>Reading and writing notation</b>	<ul style="list-style-type: none"> <li>• Know that signals can tell us when to start or stop playing</li> </ul>	<ul style="list-style-type: none"> <li>• Perform long and short sounds in response to symbols.</li> <li>• Create long and short sounds on instruments.</li> <li>• Play and sing phrase from dot notation.</li> <li>• Record their own ideas.</li> <li>• Make their own symbols as part of a class score.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform long and short sounds in response to symbols.</li> <li>• Create long and short sounds on instruments.</li> <li>• Play and sing phrase from dot notation.</li> <li>• Record their own ideas.</li> <li>• Make their own symbols as part of a class score.</li> <li>• Read a chord diagram</li> </ul>	<ul style="list-style-type: none"> <li>• Perform using notation as a support.</li> <li>• Sing songs with staff notation as support.</li> <li>• Read uke tab</li> </ul>
<b>Performance skills</b>	<ul style="list-style-type: none"> <li>• Participate in performances to a small audience</li> <li>• Stop and start playing at the right time</li> </ul>	<ul style="list-style-type: none"> <li>• Perform together and follow instructions that combine the musical elements.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform in different ways, exploring the way the performers are a musical resource.</li> <li>• Perform with awareness of different parts.</li> </ul>	<ul style="list-style-type: none"> <li>• Present performances effectively with awareness of audience, venue and occasion.</li> </ul>
<b>Evaluating and appraising</b>	<ul style="list-style-type: none"> <li>• Express an opinion on the success of their performance</li> </ul>	<ul style="list-style-type: none"> <li>• Choose sounds and instruments carefully and make improvements to their own and others' work.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise how music can reflect different intentions.</li> <li>• Form an opinion on the work of others</li> </ul>	<ul style="list-style-type: none"> <li>• Improve their work through analysis, evaluation and comparison.</li> </ul>