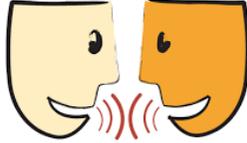


Music overview

	Autumn	Spring	Summer
Nursery	<ul style="list-style-type: none"> • Explore and experiment with sounds • Sing a few familiar songs. 	<ul style="list-style-type: none"> • Listen with enjoyment and respond to songs and other music, rhymes and poems and make up their own stories, songs, rhymes and poems 	<ul style="list-style-type: none"> • Recognise repeated sounds and sound patterns • Match movements to music • Tap out simple repeated rhythms
Reception	<ul style="list-style-type: none"> • Move to the music • Explore different actions • Feel the steady beat • Explore the different sounds of instruments. • Explore and learn how sounds can be changed 	<ul style="list-style-type: none"> • Use the voice in different ways • Echo sing • Use the voice expressively (dynamics) 	<ul style="list-style-type: none"> • Perform cumulative songs with actions • Sing call and response songs • Use instruments to accompany singing • Perform independently of other groups • Incorporate elements of music learnt to a performance piece • Perform with enjoyment and confidence

Music overview

<p>Year 1</p>	<ul style="list-style-type: none"> • Use their voices in different ways such as speaking, singing and chanting, and perform with awareness of others. • Discuss what they liked about their work and other children's work and what can they make better. • Identify simple repeated patterns. • Copy a rhythm and clap back.  <ul style="list-style-type: none"> • Create a sequence of long and short sounds with help including clapping longer rhythms 	<ul style="list-style-type: none"> • Find out how to sing with expression, confidence and creativity to an audience. • Be able to explain how do the pieces sound different? • Move to the beat of the music. Learn to play sounds linking with symbols • Investigate making sounds that are very different (loud, quiet, high and low) 	<ul style="list-style-type: none"> • Play instruments showing an awareness of others. • Respond to different composers and discuss different genres of music. • Describe pitch- high, low • Make different intended sounds using their voices and instruments • As a group use a picture to create sounds or effects. • Discuss sound and notation and how to match a symbol with a sound.
<p>Year 2</p>	<ul style="list-style-type: none"> • Sing with a sense of the shape of a melody. • Explore and enjoy the way sounds and silence can create different moods and effects. • Recognise how musical elements can be used to create different moods and effects • Copy a rhythm and clap together as a group. • Clap the beat of a piece of music in time 	<ul style="list-style-type: none"> • Improvise making sounds with the voice. • Say what a piece of music makes them feel. • Perform simple patterns (rhythmic and melodic) and accompaniments, keeping to a steady pulse. • Represent sounds with symbols. • Create short musical patterns 	<ul style="list-style-type: none"> • Perform songs using creativity and expression and create dramatic effect. • Play instruments with care • Sort composers into different genres and instruments to different types. • Recognise the difference between rhythm and beat. • Explore changes in pitch to communicate an idea.

Music overview

Year 3

- Sing in tune.
- Sing songs and play instruments with increasing confidence, skill and expression
- Consider performing with rhythm, melody and accuracy
- Invent short melodic rhythms and develop into a sequence.
- Listen to each other's compositions and evaluate others performances e.g. is the melody louder than the accompaniment?
- Learn to read basic musical notation through recorder lessons.
- Become aware of the staff and how notes are written on the staff.



- Begin to recognise and identify instruments being played.

- Begin to understand the importance of pronouncing the words in a song well.
- Order sounds to help create an effect.
- Listen to different types of composers and musicians and express their opinion.
- Know what a time signature represents.
- Know that different notes have different durations- quaver-1/2 a beat, crotchet- 1 beat, minim- 2 beats, semibreve- 4 beats.

Semibreve 

Minim  

Crotchet    

Quaver    

- Comment and give reasons for likes and dislikes.

- Start to show control when singing.
- Use symbols to recall, plan and explore sounds.
- Notice and explore the way sounds can be combined and used expressively.
- Know the symbol for a rest in music and use silence for effect in their own music.



- Recognise how musical elements can be used together to compose music.

Music overview

Year 4

- Sing in tune, with expression
- Identify and discuss the accompaniments of a piece.
- Improvise repeated patterns and combine several layers of sound with awareness of the combined effect.
- Recognise how the different musical elements are combined and used expressively.
- Recall on different note durations of a crotchet, minim and semibreve.
- Recognise and identify instruments and numbers of instruments and voices being played.

- Sing with awareness of different parts.
- Identify melodic phrases and play/sing them by ear.
- Use symbols/notations to recall, plan and create a short piece of music.
- Create music that describes moods/emotions.
- To comment on musicians use of technique to create effect.
- Write the correct symbols for the different notes.



C D E F G A B C D E F G A

- Compare music and express growing tastes in music.

- Sing the song with knowledge and understanding of musical phrasing and expression.
- Play notes on instruments with care so they sound clear.
- Perform with control and awareness of what others in the group are singing or playing.
- Create textures by combining sounds in different ways.
- Carefully choose order, combine and control sounds with awareness of their combined effect.
- Make improvements to their own work, commenting on the intended effect.
- Explain how musical elements can be used together to compose music.

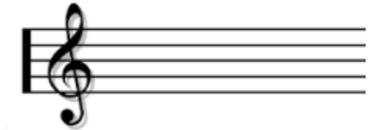
Music overview

Year 5

- Create songs with an understanding of the relationship between lyrics and melody.
- Compose by developing ideas within musical structures.
- Know and use standard musical notation of crotchet, minim and semibreve.
- Compare and evaluate different kinds of music using appropriate musical vocabulary.

- Maintain own part whilst performing by ear and from notations by showing awareness of how different parts fit together and the need to achieve an overall effect.
- Improvise melodic and rhythmic phrases as a part of a group performance.
- Notice and explore the relationship between sounds.
- Read the musical staff and work out the notes EGBDF and FACE.
- Explain and evaluate how music elements, features and styles can be used together to compose music.

- Breathe well and pronounce words, change pitch and show control in singing.
- Perform songs with an awareness of the meaning of the words.
- Play an accompaniment on an instrument
- Improvise within a group.
- Notice and explore how music reflects different intentions.
- Draw a treble clef at the correct position on the staff.



Music overview

<p>Year 6</p>	<ul style="list-style-type: none"> • Maintain their own part with awareness of how the different parts fit together and the need to achieve an overall effect. • Compose by developing ideas within musical structures. • Create rhythmic patterns with an awareness of timbre and duration. • Notice and comment on and compare the use of musical devices. • Notice, comment on and compare the relationships between sounds. • Suggest improvements to their own, and others' work, commenting on how intentions have been achieved in terms of dynamics, balance of parts, playing in time with each other. • Use a variety of notation when composing and performing. • Compose music for different occasions using appropriate musical devices. • Analyse and compare musical features choosing appropriate musical vocabulary. 	<ul style="list-style-type: none"> • Appreciate the effect of the harmonies produced • Sing confidently in tune with awareness of breathing, diction, dynamics, phrasing and pitch control. • Use Audacity to import sounds of the rainforest and to structure and manipulate. • Understand how some drum patterns/songs may sound more interesting than another, and how tastes may differ from person to person. • Quickly read notes and know how many beats they represent. • Use a range of words to help describe music. • Explain and evaluate how musical elements, features, and styles can be used together to compose music. 	<ul style="list-style-type: none"> • Identify phrases through breathing in appropriate places. • Perform rhythmic patterns confidently with a strong sense of pulse within simple cyclic patterns • Use Dance EJay to create a piece of music with appropriate sounds. • Describe, compare and evaluate their compositions using appropriate musical vocabulary. • Appraise own singing i.e. small group listening to others sing • Use Audacity to layer, and effects and modify own compositions. • Record performances with Digi-blue recorders and edit. • Describe music using musical words and use this to identify strengths and weaknesses in music. • Children to learn how to use timbre and duration to add variety to their rhythmic ideas through listening to Gamelan Music.
---------------	--	--	--