
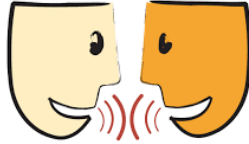



Music overview

	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.

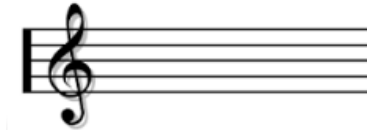
Music overview

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.
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