



Music 2023-2024 Curriculum Overview

| Year Group Progression | Guidance Areas | Autumn | Spring | Summer | | | |
|------------------------|----------------------|---|---------------|---|---------------|---|---------------|
| EYFS – Nursery | | <p>Expressive Art and Design – Behaving Imaginatively & Expressive</p> <ul style="list-style-type: none"> • Uses movement and sounds to express experiences, expertise, ideas and feelings. • Experiments and creates movement in response to music. • Sings to self and makes up simple songs. • Creates sounds to accompany stories. • Notices what adults do, mirroring what is observed, adding variations and then doing it spontaneously. • Uses available resources to support play. • Plays alongside others who are engaged in the same theme. <p>Expressive Art and Design - Creating with Materials</p> <ul style="list-style-type: none"> • Explores and learns how sounds and movements can be change. • Enjoys joining in with moving, dancing and ring games. • Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home. • Taps out simple repeated rhymes. <p>Develops a understanding of how to create and uses sounds intentionally.</p> | | | | | |
| EYFS - Reception | | <p>Expressive Art and Design – Behaving Imaginatively & Expressive</p> <ul style="list-style-type: none"> • Creates representations of both imaginary and real-life ideas, events, people and objects. • Chooses particular movement, instruments/sounds, colours and materials for their own imaginative purposes. • Uses combinations of art forms, e.g. moving and singing. • Responds imaginatively to art works and objects e.g. this music sounds like dinosaurs. • 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. <p>Expressive Art and Design - Creating with Materials</p> <ul style="list-style-type: none"> • Begins to build a collection of songs and dances. • Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to. <p>Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama and music.</p> | | | | | |
| | | Term 1 | Term 2 | Term 1 | Term 2 | Term 1 | Term 2 |
| Year 1 | Topic/Focus | Ocarinas | | Boomwhackers | | Glockenspiels | |
| | Key knowledge | <p>Performing – demonstrating what you have learnt. Rhythm Grid – a system of writing music by putting symbols into a grid. Note – a symbol of an indication to play. Rest – a symbol of an indication of when not to play. Pulse – the underlying steady beat in a piece of music. Sing – to use your voice in a melodic way.</p> | | <p>Percussion – an instrument which is shaken, scraped or struck. Melody – a tune within a piece of music. Bar – a segment of time within a piece of music, which includes beats. Dynamics – the volume of the playing. Ostinato – a pattern of rhythm which repeats. Tempo – the speed of a piece of music (fast/slow).</p> | | <p>Rhythm – a changing pattern of beat that construct a piece of music. Body Percussion – stamping, clapping, tapping, clicking or patting to create rhythms, beats a pulse. Pitch – how high or low notes are played. Notation – the symbol of when to play, introducing crochets and minims.</p> | |
| | Key skills | <p>Begin to play a tuned instrument musically. Perform as part of an ensemble. Begin to identify pulse within different pieces of music which have a 3/4 or 4/4 time signature.</p> | | <p>Repeat ostinato rhythms after hearing them, with support. Begins to identify the melody within a piece of music. Perform with awareness of others within the ensemble, with support where necessary.</p> | | <p>Begin to play basic rhythms from a rhythm grid. Play ostinato rhythms of up to two bars. Imitate short melodies with 3 pitched notes. Repeat back short, basic rhythms of up to 2 bars as part of a group.</p> | |



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| EYFS - Reception | | <p>Expressive Art and Design – Behaving Imaginatively & Expressive</p> <ul style="list-style-type: none"> • Creates representations of both imaginary and real-life ideas, events, people and objects. • Chooses particular movement, instruments/sounds, colours and materials for their own imaginative purposes. • Uses combinations of art forms, e.g. moving and singing. • Responds imaginatively to art works and objects e.g. this music sounds like dinosaurs. • 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. <p>Expressive Art and Design - Creating with Materials</p> <ul style="list-style-type: none"> • Begins to build a collection of songs and dances. • Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to. <p>Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama and music.</p> | | | | | |
| | | Term 1 | Term 2 | Term 1 | Term 2 | Term 1 | Term 2 |
| | | | | Play ostinato rhythms of up to one bar as a group. | | | |
| Year 2 | Topic/Focus | Recorders | | Boom-whackers / Glockenspiels | | Samba Drumming | |
| | Key knowledge | <p>Rhythm Grid – a system of writing music by putting symbols into a grid. Ostinato – a pattern of rhythm which repeats. Note – a symbol with a specific time value (crotchet and minim). Rest – a symbol of indication of when to rest – linking to a note length (crotchet rest). Pitch – how high or low notes are played. Notation – introduce standard format of what notes look like.</p> | | <p>Tuned percussion – an instrument which is shaken, scraped or struck. Beat – begins to find the beat and count the main pulse within a piece of music.</p> | | <p>Bar – a segment of time within a piece of music. Rhythm – a changing pattern of beat that construct a piece of music. Percussion – an instrument which is shaken, scraped or struck. Repetition – begins to understand and explore how the music includes repetitive elements. Call and Response – a phrase within the music which includes repetition.</p> | |



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| | | Term 1 | Term 2 | Term 1 | Term 2 | Term 1 | Term 2 |
| | Key skills | <p>Play a tuned instrument musically, with more confidence. Identify pulse within different pieces of music which have a 3/4 or 4/4 time signature. Play simple melodies which include up to five notes, with support. Begin to identify standard music notation.</p> | | <p>Using previous knowledge, follow notation to know when to play and rest. Be more confident when performing within in a group ensemble.</p> | | <p>Play basic rhythms from a rhythm gird, which include rests. Play ostinato rhythms of up to two bars, which include crotchets and minims. As a group, keep a steady pulse within a 4/4 piece of music.</p> | |
| Year 3 | Topic/Focus | Boom-whackers | Samba Drumming | Recorders | | Glockenspiel | |



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| | | Term 1 | Term 2 | Term 1 | Term 2 | Term 1 | Term 2 |
| | Key knowledge | <p>Notation – has some understanding of minims, crotchets, quavers and there matching rests – using standard musical format.</p> <p>Scale – beginning to explore a group of notes which change pitch when played.</p> | <p>Pulse – continues to find the underlying beat within a piece of music.</p> <p>Rhythm - an increasingly complex pattern which constructs a piece of music</p> | <p>Melody – a simple tune flowing through a piece of music.</p> <p>Scale – begins to understand how the tone holes affect the pitch and note produced.</p> <p>Dynamics – understanding the different volumes of which music can be played and using it within their own playing.</p> <p>Composition – introduce the concept of writing their own rhythms and pieces of music.</p> | | <p>Notation – has a growing understanding of minims, crotchets, quavers and there matching rests – using standard musical format.</p> <p>Beat – embeds finding the beat and count within a piece of music.</p> <p>Texture – introducing the concept of main aim of music.</p> | |
| | Key skills | Can independently identify pulse within different pieces of | Begins to explore the order of the notes which create a scale and their sound. | Confidently plays rhythms from a rhythm grid, which includes rests. Begins to create their own ostinato rhythm with support. | | Showing increasing confidence can identify melodies within a piece of music. Continues to play simple melodies which includes up to five notes with reduced support. | |



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| | | Term 1 | Term 2 | Term 1 | Term 2 | Term 1 | Term 2 |
| | | music which have a 3/4 or 4/4 time signature. Play and perform with increasing confidence, as part of an ensemble. | | With increasing confidence can recognise standard musical notation. Begins to play with awareness of dynamics and their range. | | Follow notation and understand when to play during a performance and piece of music. | |
| Year 4 | Topic/Focus | Recorders | | Boom-whackers | | Samba Drumming | |
| | Key knowledge | <p>Scales – continues to explore notes which change pitch when played.</p> <p>Steps – notes which follow another on a scale.</p> <p>Leaps – notes with a gap between notes on a scale.</p> | | <p>Note lengths – using previous knowledge, begin to become fluent in identifying and playing minims, crotchets, quavers and their associated rests.</p> <p>Composition – continue to write their own music with additional time and opportunities to explore more complex rhythms.</p> | | <p>Ostinato Rhythm – using previous knowledge can play a repeated pattern which can change depending on the time signature.</p> <p>Texture – further exploring the main aim and purpose of a piece of music.</p> <p>Time Signatures – introduce different time signatures which make the music feel different – 3/4 and 4/4.</p> | |



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| | | Term 1 | Term 2 | Term 1 | Term 2 | Term 1 | Term 2 |
| | Key skills | Can recognise notes played to make a scale, with reduced support. Begins to identify leaps and steps between played notes. | | Begins to become confident with musical notation, including standard written form and understanding when to play by following a musical score. Showing greater confidence when playing a tuned instrument. | | <p>Improvisation – begins to understand that you can create your own music without writing music down.</p> <p>Can independently attempt to play rhythms, including rests, from a rhythm grid.</p> <p>Using previous knowledge of ostinato rhythms, begins to explore how texture can affect the music.</p> <p>Becomes more independent at creating ostinato rhythms and recognises opportunities for improvisation.</p> <p>Plays ostinato rhythms of up to three bars, showing increasing awareness of the ensemble.</p> | |
| Year 5 | Topic/Focus | Boom-whackers / Glockenspiels | | Samba Drumming | | Recorders | |
| | Key knowledge | Note Lengths – is now confident at recognising and playing different note lengths and their matching rests. | | Ostinato – can confidently play a repeated pattern which includes time signature changes. | | <p>Performing – have confidence when playing in front of an audience.</p> <p>Steps – notes which follow another on a scale.</p> | |



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| EYFS - Reception | | <p>Expressive Art and Design – Behaving Imaginatively & Expressive</p> <ul style="list-style-type: none"> • Creates representations of both imaginary and real-life ideas, events, people and objects. • Chooses particular movement, instruments/sounds, colours and materials for their own imaginative purposes. • Uses combinations of art forms, e.g. moving and singing. • Responds imaginatively to art works and objects e.g. this music sounds like dinosaurs. • 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. <p>Expressive Art and Design - Creating with Materials</p> <ul style="list-style-type: none"> • Begins to build a collection of songs and dances. • Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to. <p>Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama and music.</p> | | | | | | |
| | | Term 1 | Term 2 | Term 1 | Term 2 | Term 1 | Term 2 | |
| | | Improvisation –understands that you can create your own music without writing music down. | | Composition – is becoming fluent in writing their own music using their musical knowledge. Structure – begins to identify the different parts within a piece of music (intro, bridge, chorus, verse). Rhythm – using their knowledge can understand and play different patterns. Pulse – can more confidently find the underlying beat within a piece of music. | | Leaps – notes with a gap between notes on a scale. | | |



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| | | Term 1 | Term 2 | Term 1 | Term 2 | Term 1 | Term 2 |
| | Key skills | <p>Can confidently follow musical notation, including standard written form and have an understanding of when to play by following a musical score. Becomes confident at recognise opportunities for improvisation within a piece of music.</p> | | <p>Can independently attempt to play rhythms with increasing complexity, including rests, from a rhythm grid. With increasing confidence can identify the structure within a piece of music – introduction, main groove & bridge. Becoming fluent in composing different aspects within a piece of music. Can independently play rhythms with more increasing complexity. Can independently identify pulse within different pieces of music which have a 2/3, 3/4 or 4/4 time signature.</p> | | <p>Embeds knowledge of leaps and steps, and understands how to recognise them within the music. Show control of dynamics and how they affect a piece of music. Play and perform as part of either an ensemble or independently.</p> | |
| Year 6 | Topic/Focus | Samba Drumming | | Recorders | | Boom-whackers / Glockenspiels | |



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| | | Term 1 | Term 2 | Term 1 | Term 2 | Term 1 | Term 2 |
| | Key knowledge | <p>Rhythm – can confidently read and play different rhythms of complexity. Pulse – can find the pulse of a piece of music with a time signature of 2/4, 3/4 or 4/4 independently and explain how they know. Ostinato – can develop and play complex ostinato rhythms of up to four bars long. Structure – can identify the different parts within pieces of music without support. Perform – performs with confidence and independence independently and as part of an ensemble.</p> | | <p>Notation – using knowledge of other notes begins to explore semibreves and semiquavers. Performing – becoming confident to play independently in front of an audience.</p> | | <p>Tempo – extend knowledge of different tempos, introducing allegro, largo, moderato. Dynamics – incorporates dynamics into a performance, and can use the correct vocabulary to describe it – piano, mezzo forte and forte.</p> | |
| | Key skills | <p>Can independently play and create complex rhythms. Knows and can describe the structure of a piece of music.</p> | | <p>Can fluently play a scale and recognise steps and leaps within notes. Can play a melody which includes up to seven notes.</p> | | <p>Can confidently follow musical notation, including standard written form and have a sound understanding of when to play by following a musical score.</p> | |



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| Year Group Progression | Guidance Areas | Autumn | Spring | Summer | | | |
|------------------------|----------------|---|---|---------------|---------------|---|---------------|
| EYFS – Nursery | | <p>Expressive Art and Design – Behaving Imaginatively & Expressive</p> <ul style="list-style-type: none"> • Uses movement and sounds to express experiences, expertise, ideas and feelings. • Experiments and creates movement in response to music. • Sings to self and makes up simple songs. • Creates sounds to accompany stories. • Notices what adults do, mirroring what is observed, adding variations and then doing it spontaneously. • Uses available resources to support play. • Plays alongside others who are engaged in the same theme. <p>Expressive Art and Design - Creating with Materials</p> <ul style="list-style-type: none"> • Explores and learns how sounds and movements can be change. • Enjoys joining in with moving, dancing and ring games. • Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home. • Taos out simple repeated rhymes. <p>Develops a understanding of how to create and uses sounds intentionally.</p> | | | | | |
| EYFS - Reception | | <p>Expressive Art and Design – Behaving Imaginatively & Expressive</p> <ul style="list-style-type: none"> • Creates representations of both imaginary and real-life ideas, events, people and objects. • Chooses particular movement, instruments/sounds, colours and materials for their own imaginative purposes. • Uses combinations of art forms, e.g. moving and singing. • Responds imaginatively to art works and objects e.g. this music sounds like dinosaurs. • 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. <p>Expressive Art and Design - Creating with Materials</p> <ul style="list-style-type: none"> • Begins to build a collection of songs and dances. • Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to. <p>Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama and music.</p> | | | | | |
| | | Term 1 | Term 2 | Term 1 | Term 2 | Term 1 | Term 2 |
| | | Is fluent in composing different aspects within a piece of music. Can confidently recognise opportunities for improvisation within a piece of music. Can fluently describe the structure of the music. Can independently play complex rhythms, including rests, from a rhythm grid. | Becoming more confident when playing independently. | | | Can play a piece of music with complex dynamic changes, showing an understanding of how it affects the music and performance. Shows awareness of the audience when performing. | |