Music

Curriculum Overview

Year Group	Guidance Areas	Autumn	Spring	Summer
Nursery		**Expressive Art and Design – Behaving Imaginatively & Expressive** • 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 pay. • Plays alongside others who are engaged in the same theme. **Expressive Art and Design - Creating with Materials** • 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. Develops a understanding of how to create and uses sounds intentionally.		
Reception		**Expressive Art and Design – Behaving Imaginatively & Expressive** • 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. **Expressive Art and Design - Creating with Materials** • 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. Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama and music.		

Year Group	Guidance Areas	Autumn		Spring		Summer	
		Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
Year 1	Topic/Focus	Ocarinas		Samba Drumming		Boom-whackers/Glockenspiels	
	Key knowledge	**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.		**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).		**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 crotchets and minims.	
	Key skills	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.		Repeat ostinato rhythms after hearing them, with support. Begins to identify the melody within a piece of music.		Begin to play basic rhythms from a rhythm gird. 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	

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				Perform with awareness of others within the ensemble, with support where necessary. Play ostinato rhythms of up to one bar as a group.	part of a group.
Year 2	**Topic/Focus**	**Recorders**		**Boom-whackers / Glockenspiels**	**Samba Drumming**
	Key knowledge	**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.		**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.	**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.
	Key skills	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.		Using previous knowledge, follow notation to know when to play and rest. Be more confident when performing within in a group ensemble.	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.
Year 3	**Topic/Focus**	**Boom-whackers**	**Samba Drumming**	**Recorders**	**Glockenspiel**
	Key knowledge	**Notation –** has some understanding of minims, crotchets, quavers and there matching rests – using standard musical format. **Scale –** beginning to explore a group of notes which change pitch when played.	**Pulse –** continues to find the underlying beat within a piece of music. **Rhythm** - an increasingly complex pattern which constructs a piece of music	**Melody –** a simple tune flowing through a piece of music. **Scale –** begins to understand how the tone holes affect the pitch and note produced. **Dynamics –** understanding the different volumes of which music can be played and using it within their own playing. **Composition –** introduce the concept of writing their own rhythms and pieces of music.	**Notation –** has a growing understanding of minims, crotchets, quavers and there matching rests – using standard musical format. **Beat –** embeds finding the beat and count within a piece of music. **Texture –** introducing the concept of main aim of music.
	Key skills	Can independently identify pulse within different pieces of music which have a 3/4 or 4/4 time signature. Play and perform with	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. With increasing confidence can recognise standard musical notation. Begins to play with awareness of dynamics and	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. Follow notation and understand when to play during a performance and piece of music.

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		increasing confidence, as part of an ensemble.		their range.	
Year 4	**Topic/Focus**	**Recorders**		**Ukulele**	**Samba Drumming**
	Key knowledge	**Scales –** continues to explore notes which change pitch when played. **Steps –** notes which follow another on a scale. **Leaps –** notes with a gap between notes on a scale.		**Note lengths –** using previous knowledge, begin to become fluent in identifying and playing minims, crotchets, quavers and their associated rests. **Composition –** continue to write their own music with additional time and opportunities to explore more complex rhythms.	**Ostinato Rhythm –** using previous knowledge can play a repeated pattern which can change depending on the time signature. **Texture –** further exploring the main aim and purpose of a piece of music. **Time Signatures –** introduce different time signatures which make the music feel different – 3/4 and 4/4. **Improvisation –** begins to understand that you can create your own music without writing music down.
	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.	Can independently attempt to play rhythms, including rests, from a rhythm grid. Using previous knowledge of ostinato rhythms, begins to explore how texture can affect the music. Becomes more independent at creating ostinato rhythms and recognises opportunities for improvisation. Plays ostinato rhythms of up to three bars, showing increasing awareness of the ensemble.
Year 5	**Topic/Focus**	**Ukulele / Glockenspiels**		**Samba Drumming**	**Recorders**
	Key knowledge	**Note Lengths –** is now confident at recognising and playing different note lengths and their matching rests. **Improvisation –**understands that you can create your own music without writing music down.		**Ostinato –** can confidently play a repeated pattern which includes time signature changes. **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.	**Performing –** have confidence when playing in front of an audience. **Steps –** notes which follow another on a scale. **Leaps –** notes with a gap between notes on a scale.

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	Key skills	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.	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.	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.
Year 6	**Topic/Focus**	**Samba Drumming**	**Recorders**	**Ukulele**
	Key knowledge	**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.	**Notation –** using knowledge of other notes begins to explore semibreves and semiquavers. **Performing –** becoming confident to play independently in front of an audience.	**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.
	Key skills	Can independently play and create complex rhythms. Knows and can describe the structure of a piece of music. 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.	Can fluently play a scale and recognise steps and leaps within notes. Can play a melody which includes up to seven notes. Becoming more confident when playing independently.	Can confidently follow musical notation, including standard written form and have a sound understanding of when to play by following a musical score. 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.