



## Whole School Music Overview

Strands			
Performing	Composition	Listening	Applying musical Knowledge

### EYFS

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p><b>Listening</b> (Phase 1 phonics / Sing well known nursery rhymes)</p> <ul style="list-style-type: none"> <li>Listen with attention to sounds.</li> <li>Respond to what they have heard, expressing their thoughts and feelings.</li> </ul>	<p><b>Performing</b> (Sing well known nursery rhymes, sing nativity songs)</p> <ul style="list-style-type: none"> <li>Remember and sing entire songs.</li> <li>Repeat the pitch of a song (pitch match).</li> <li>Play instruments with some control.</li> </ul>	<p><b>Applying musical Knowledge</b> (Pitch games, new songs and rhymes)</p> <ul style="list-style-type: none"> <li>Listen with increased attention to sounds.</li> <li>Repeat the pitch of a song (pitch match).</li> <li>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs</li> </ul>	<p><b>Performing</b> (Exploring instruments inside and outside of nursery)</p> <ul style="list-style-type: none"> <li>Play instruments with increasing control.</li> <li>Remember and sing entire songs.</li> </ul>	<p><b>Composition</b> (Play along with familiar songs – keeping a beat)</p> <ul style="list-style-type: none"> <li>Remember and sing entire songs.</li> <li>Improvise a song around one they know.</li> </ul>	<p><b>Composition</b> (Play along with familiar songs – keeping a beat)</p> <ul style="list-style-type: none"> <li>Play instruments with increasing control to express their feelings and ideas.</li> <li>Create own songs, or improvise a song around one they know.</li> </ul>
Reception	<p><b>Listening</b> (African Beats)</p> <ul style="list-style-type: none"> <li>Listen with increased attention to sounds.</li> <li>Respond to what they have heard, expressing their thoughts and feelings.</li> </ul>	<p><b>Performing</b> (Spooky Songs / Nativity)</p> <ul style="list-style-type: none"> <li>Remember and sing entire songs.</li> <li>Sing at the correct pitch sung by another person ('pitch match').</li> <li>Sing the melodic shape (moving melody, such as up and down,</li> </ul>	<p><b>Performing / Listening</b> (Oriental Sounds)</p> <ul style="list-style-type: none"> <li>Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>Move in time to the music.</li> <li>Play instruments with increasing control to express their feelings and ideas.</li> <li>Replicates familiar choreographed dances.</li> </ul>	<p><b>Applying musical Knowledge</b> (Music to reflect emotions)</p> <ul style="list-style-type: none"> <li>Listen attentively, move to and talk about music, expressing their feelings and responses.</li> </ul>	<p><b>Composition</b> (Going on a journey)</p> <ul style="list-style-type: none"> <li>Create their own songs, or improvise a song around one they know.</li> <li>Play instruments with increasing control to express their feelings and ideas.</li> </ul>	<p><b>Performing</b> (Sea Shanties)</p> <ul style="list-style-type: none"> <li>Sing in a group or on their own, increasingly matching.</li> <li>Perform songs, rhymes, poems and stories with others.</li> </ul>

	<ul style="list-style-type: none"> <li>• Verbalise and express feelings towards music.</li> <li>• Distinguish between tempo of music.</li> </ul>	down and up) of familiar songs.		<ul style="list-style-type: none"> <li>• Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>• Describe changes in music and compare short pieces of music.</li> </ul>	<ul style="list-style-type: none"> <li>• Keep to a steady beat whilst playing instruments.</li> <li>• Play along to the beat of the song.</li> </ul>	
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KS1 & KS2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Listening and recognising different genres of music.</li> <li>• Listening and responding to different composers.</li> </ul>	<p><b>Performing</b></p> <ul style="list-style-type: none"> <li>• To learn about voices singing notes of different pitches (high and low).</li> <li>• To learn to find a comfortable singing position.</li> <li>• To learn to start and stop singing when following a leader.</li> </ul>	<p><b>Performing</b></p> <ul style="list-style-type: none"> <li>• I can treat instruments carefully and with respect.</li> <li>• I can learn to play a tuned instrumental part</li> <li>• I can play the part in time with the steady pulse.</li> </ul>	<p><b>Composition</b></p> <ul style="list-style-type: none"> <li>• I can help to create a simple melody using one, two or three notes.</li> </ul>	<p><b>Composition</b></p> <ul style="list-style-type: none"> <li>• I can create a simple rhythmic pattern as a group.</li> <li>• I can follow a leader to know when to play.</li> <li>• I can play more than three notes.</li> </ul>	<p><b>Applying musical Knowledge</b></p> <ul style="list-style-type: none"> <li>• I can find the pulse.</li> <li>• I can listen and clap back a rhythm</li> <li>• I can create rhythms for others to copy.</li> <li>• I can perform a song I have learnt</li> </ul>

Year 2	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>To categorise composers into different genres of music.</li> <li>To understand how music can create mood.</li> </ul>	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>I know and recognise the sound and names of some of the instruments they use.</li> <li>I know songs off by heart and can recognise them.</li> <li>To listen with concentration and understanding to a range of high-quality live and recorded music. (BBC Orchestra, Ten Pieces)</li> </ul>	<p><b>Performing</b></p> <ul style="list-style-type: none"> <li>I can learn about voices singing notes of different pitches (high and low).</li> <li>I can learn that they can make different types of sounds with their voices, you can rap (spoken word with rhythm).</li> <li>I can learn to find a comfortable singing position.</li> <li>I can learn to start and stop singing when following a leader.</li> </ul>	<p><b>Composition</b></p> <ul style="list-style-type: none"> <li>I can help create three simple melodies using one, three or five different notes.</li> <li>I can learn how the notes of the composition can be written down and changed if necessary.</li> </ul>	<p><b>Composition</b></p> <ul style="list-style-type: none"> <li>I can help create three simple melodies using one, three or five different notes.</li> <li>I can learn how the notes of the composition can be written down and changed if necessary.</li> <li>play tuned and untuned instruments musically</li> </ul>	<p><b>Applying musical Knowledge</b></p> <ul style="list-style-type: none"> <li>To use and understand simple staff and other musical notations</li> <li>To experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>
Year 3		<p><b>Composition</b>  <b>Song writing with Glockenspiels –L1</b>  * Create simple lyrics - Create rhyming words - Compose short melodies  * To understand and create word boards - construct a theme to use.  <b>Performing</b>  <b>Electric Drums - L1</b></p> <ul style="list-style-type: none"> <li>Play in standard and half time.</li> <li>Use the pedal for the kick drum along with the sticks</li> <li>Create a drum beat in 4/4 time</li> </ul> <p><b>Performing</b>  <b>Samba Drumming – L1</b></p> <ul style="list-style-type: none"> <li>Play grooves on multiple instruments</li> <li>Follow conductor for changes: tempo &amp; dynamics</li> </ul>		<p><b>Applying Knowledge</b>  <b>Music Theory with Keyboards – L1</b></p> <ul style="list-style-type: none"> <li>To understand how scales are constructed and will have begun to learn how to read stave notation, by visually identifying the notes C, D and E on the treble clef stave.</li> </ul> <p><b>Performing</b>  <b>Ukuleles – L1</b></p> <ul style="list-style-type: none"> <li>To confidently play different rhythms and pitches on the ukulele, with some moving onto more complex techniques.</li> <li>Pupils will then be to perform a</li> </ul>		<p><b>Performing</b>  <b>Singing – L1</b></p> <ul style="list-style-type: none"> <li>To develop their singing voice, and sing in a healthy way which protects their voices.</li> <li>To understand how to perform expressively and create a meaningful performance</li> </ul> <p><b>Performing</b>  <b>Samba Drumming – L1</b></p> <ul style="list-style-type: none"> <li>To understand the basic individual strokes used when playing the</li> </ul>

				<p>selection of nursery rhymes and popular songs as an ensemble or as soloists.</p> <p><b>Performing</b> <b>Composition</b> <b>Electric Drums -L1</b></p> <ul style="list-style-type: none"> <li>• To play steady drumbeats using three different sections of a drum kit, either as soloist, pairs or an ensemble.</li> <li>• To compose their own musical parts by utilizing different drums and cymbals across their drum kit, as well as sight read rhythms composed by other groups.</li> </ul>		<p>various Samba drums and percussion. to put these together to play rhythms of varying complexity.</p> <ul style="list-style-type: none"> <li>• To understand importance of keeping time whilst playing as part of a group as well as the role each instrument plays within the Samba ensemble.</li> <li>• To develop intermediate and advanced musical skills that can be applied to other instruments and musical activities.</li> </ul> <p><b>Performing</b> <b>Ukuleles - L1</b></p> <ul style="list-style-type: none"> <li>• To confidently play different rhythms and pitches on the ukulele,</li> </ul>
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						<p>with some moving onto more complex techniques.</p> <ul style="list-style-type: none"> <li>To perform a selection of nursery rhymes and popular songs as an ensemble or as soloists.</li> </ul>
<p>Year 4</p>		<p><b>Composition</b>  <b>Songwriting with Glockenspiels – L2</b></p> <ul style="list-style-type: none"> <li>explain soundtracks</li> <li>compose short pieces for film</li> <li>identify features that convey emotion</li> <li>identify word painting</li> </ul> <p><b>Applying Knowledge</b>  <b>Electric Drums -L1</b></p> <ul style="list-style-type: none"> <li>Learn drumbeats in different time signatures.</li> <li>Use the pedal for the kick drum along with the sticks.</li> <li>Use advanced drum techniques.</li> </ul> <p><b>Performing</b>  <b>Samba Drumming – L1</b></p> <ul style="list-style-type: none"> <li>Play grooves on multiple instruments</li> <li>Follow conductor for changes: tempo &amp; dynamics.</li> </ul>		<p><b>Applying Knowledge</b>  <b>Music Theory with Keyboards – L2</b></p> <ul style="list-style-type: none"> <li>To read stave notation on the treble stave from middle C – C.</li> <li>To put this into practice through learning musical phrases and songs using keyboards.</li> <li>To become wellrounded musicians through developing their aural skills and improvisational skills.</li> <li>To perform as an ensemble and develop an understanding of the traditional orchestra.</li> </ul> <p><b>Performing</b>  <b>Ukuleles – L1</b></p> <ul style="list-style-type: none"> <li>To confidently play different</li> </ul>		<p><b>Performing</b>  <b>Singing – L2</b></p> <ul style="list-style-type: none"> <li>To know how to sing in rounds and create very simple harmonies.</li> <li>To understand the role a conductor plays and why they are needed.</li> <li>To know their own vocal range classification.</li> </ul> <p><b>Performing</b>  <b>Samba Drumming – L1</b></p> <ul style="list-style-type: none"> <li>Play grooves on multiple instruments</li> <li>To follow conductor for changes: tempo &amp; dynamics.</li> </ul> <p><b>Performing</b>  <b>Ukuleles – L1</b></p>

				<p>rhythms and pitches on the ukulele, with some moving onto more complex techniques.</p> <ul style="list-style-type: none"> <li>To perform a selection of nursery rhymes and popular songs as an ensemble or as soloists.</li> </ul> <p><b>Performing Composition</b> <b>Electric Drums -L1</b></p> <ul style="list-style-type: none"> <li>to play steady drumbeats using three different sections of a drum kit, either as soloist, pairs or an ensemble.</li> <li>To compose their own musical parts by utilizing different drums and cymbals across their drum kit, as well as sight read rhythms composed by other groups.</li> </ul>		<ul style="list-style-type: none"> <li>To confidently play different rhythms and pitches on the ukulele, with some moving onto more complex techniques.</li> <li>To perform a selection of nursery rhymes and popular songs as an ensemble or as soloists.</li> </ul>
Year 5	<p><b>Performing Singing – L3</b></p> <ul style="list-style-type: none"> <li>aurally recognise and name different singing styles - scat</li> <li>Sing 5 pentatonic scale</li> <li>Sing acapella in unison</li> <li>use projection</li> </ul>		<p><b>Performing / Applying Knowledge</b> <b>Level 3 – Music Theory with Keyboards</b></p> <ul style="list-style-type: none"> <li>To read stave notation on the treble stave from middle C – C.</li> <li>To put this into practice through learning musical</li> </ul>		<p><b>Performing Samba Drumming – L1</b></p> <ul style="list-style-type: none"> <li>To play the basic individual strokes used when playing the various Samba drums and percussion and are encouraged to put these together to play</li> </ul>	

	<p><b>Songwriting with Glockenspiels – L3</b></p> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>• identify and compose using ternary form</li> <li>• write rhyming lyrics</li> <li>• identify characterised differences between rap and singing</li> </ul> <p><b>Applying Knowledge</b></p> <p><b>Music Theory with Keyboards – L3</b></p> <ul style="list-style-type: none"> <li>• Know what a time signature is and play a piece in 3/4.</li> <li>• Improvise over a groove.</li> <li>• Identify C - C on treble staff</li> </ul>		<p>phrases and songs using keyboards.</p> <ul style="list-style-type: none"> <li>• To become wellrounded musicians through developing their aural skills and improvisational skills.</li> <li>• To perform as an ensemble and develop an understanding of the traditional orchestra.</li> </ul> <p><b>Performing</b></p> <p><b>Singing – L3</b></p> <ul style="list-style-type: none"> <li>• To understand how to better use their own voices through the understanding and application of anatomical factors.</li> <li>• To experience the joys of singing in 3-part harmony with others and understand how harmonies are created and the health benefits of singing with others.</li> <li>• To know how to use dynamics in order to add tension and interest to their singing.</li> </ul> <p><b>Composition</b></p> <p><b>Songwriting with Glockenspiels – L3</b></p> <ul style="list-style-type: none"> <li>• To improve their Songwriting ability.</li> <li>• To be introduced to rhyming schemes and less common song structures in order to write a song for a piece of film.</li> </ul>		<p>rhythms of varying complexity.</p> <ul style="list-style-type: none"> <li>• To learn the importance of keeping time whilst playing as part of a group as well as the role each instrument plays within the Samba ensemble.</li> <li>• To develop intermediate and advanced musical skills that can be applied to other instruments and musical activities.</li> </ul> <p><b>Performing / Applying Knowledge</b></p> <p><b>Electric Drums -L1</b></p> <ul style="list-style-type: none"> <li>• to play steady drumbeats using three different sections of a drum kit, either as soloist, pairs or an ensemble.</li> <li>• To compose their own musical parts by utilizing different drums and cymbals across their drum kit, as well as sight read rhythms composed by other groups.</li> </ul> <p><b>Performing</b></p> <p><b>Ukuleles – L1</b></p> <ul style="list-style-type: none"> <li>• To confidently play different rhythms and pitches on the ukulele, with some moving onto more complex techniques.</li> <li>• To perform a selection of nursery rhymes and</li> </ul>	
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					popular songs as an ensemble or as soloists.	
Year 6	<p><b>Composition</b>  <b>Songwriting with Glockenspiels – L4</b></p> <ul style="list-style-type: none"> <li>To know more about what happens when a song is finished.</li> <li>To understand how to write a song, and know about distribution, ways of listening to music, and how to write music in a commercial way.</li> </ul> <p><b>Applying Knowledge</b>  <b>Music Theory with Keyboards – L4</b></p> <ul style="list-style-type: none"> <li>To further understand how music can be notated to represent pitch and rhythm.</li> <li>To understand how to read more complex rhythmic ideas and will be able to play music from stave notation within a range of C – C with confidence.</li> <li>To know the key features of both classical and jazz genres and understand how music has evolved across time.</li> </ul>		<p><b>Performing</b>  <b>Singing – L4</b></p> <ul style="list-style-type: none"> <li>To know all the different sections that make up a choir and be able to identify them by listening.</li> <li>To be confident when singing rounds as a group and be able to sing simple harmony.</li> <li>To know what stage etiquette is and be able to list ways in which we should and shouldn't perform on stage.</li> </ul>		<p><b>Performing</b>  <b>Ukuleles – L1</b></p> <ul style="list-style-type: none"> <li>To confidently play different rhythms and pitches on the ukulele, with some moving onto more complex techniques.</li> <li>To perform a selection of nursery rhymes and popular songs as an ensemble or as soloists.</li> </ul>	