

## Music Curriculum Overview 2021-22

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
FS	<ul> <li>Theme: Knowledge and understanding of the world- Ourselves.</li> <li>Skills: <ul> <li>Listen and Respond</li> <li>Explore and Create - initially using voices only but building to using classroom instruments too</li> <li>Singing - nursery rhymes and action songs - building to singing and playing</li> </ul> </li> </ul>	<ul> <li>Theme: Knowledge and understanding of the world-Festivals</li> <li>Skills: <ul> <li>Listen and Respond</li> <li>Explore and Create - initially using voices only but building to using classroom instruments too</li> <li>Singing - nursery rhymes and action songs - building to singing and playing</li> </ul> </li> </ul>	<ul> <li>Theme: Knowledge and understanding of the world-Buildings</li> <li>Skills: <ul> <li>Listen and Respond</li> <li>Explore and Create - initially using voices only but building to using classroom instruments too</li> <li>Singing - nursery rhymes and action songs - building to singing and playing</li> </ul> </li> </ul>	<ul> <li>Theme: Knowledge and understanding of the world- Transport</li> <li>Skills: <ul> <li>Listen and Respond</li> <li>Explore and Create - initially using voices only but building to using classroom instruments too</li> <li>Singing - nursery rhymes and action songs - building to singing and playing</li> </ul> </li> </ul>	<ul> <li>Theme: Knowledge and understanding of the world-Growth/Minibeasts</li> <li>Skills: <ul> <li>Listen and Respond</li> <li>Explore and Create - initially using voices only but building to using classroom instruments too</li> <li>Singing - nursery rhymes and action songs - building to singing and playing</li> </ul> </li> </ul>	<ul> <li>Theme: Knowledge and understanding of the world-The Great Outdoors</li> <li>Skills: <ul> <li>Listen and Respond</li> <li>Explore and Create - initially using voices only but building to using classroom instruments too</li> <li>Singing - nursery rhymes and action songs - building to singing and</li> </ul> </li> </ul>
	Share and Perform     Knowledge:     Learn about the interrelated     dimensions of music through     singing, improvising and     playing classroom instruments.     Theme:	Share and Perform     Knowledge:     Learn about the interrelated     dimensions of music through     singing, improvising and     playing classroom instruments.     Theme:	Share and Perform     Knowledge:     Learn about the interrelated     dimensions of music through     singing, improvising and     playing classroom instruments.     Theme:	Share and Perform     Knowledge:     Learn about the interrelated     dimensions of music through     singing, improvising and     playing classroom instruments.     Theme:	Share and Perform     Knowledge:     Learn about the interrelated     dimensions of music through     singing, improvising and     playing classroom instruments.     Theme:	playing • Share and Perform Knowledge: Learn about the interrelated dimensions of music through singing, improvising and playing classroom instruments. Theme:
1	Theme: Composing music from different cultures (Spain) Skills: • Take part in singing, following the melody. • Follow instructions on how and when to sing or play an instrument. • Make and control long and short sounds, using voice and instruments. • Imitate changes in pitch. • Clap rhythms. • Create a mixture of different sounds (long and short, loud and quiet, high and low). • Create short, musical patterns. • Create short, rhythmic phrases. • Identify the beat of a tune.	Theme: Christmas production Skills: • Take part in singing, accurately following the melody. Use voices expressively • Follow instructions on how and when to sing or play an instrument. • Make and control long and short sounds, using voice and instruments. • Imitate changes in pitch. • Create a sequence of long and short sounds. • Clap rhythms. • Identify the beat of a tune. • Recognise changes in timbre, dynamics and pitch.	Theme: Sea Shanties (composition) Skills: • Take part in singing, accurately following the melody. • Make and control long and short sounds, using voice and instruments. • Create a sequence of long and short sounds. • Clap rhythms. • Create a mixture of different sounds (long and short, loud and quiet, high and low). • Choose sounds to create an effect. • Sequence sounds to create an overall effect. • Create short, musical patterns.	Theme: New Life Celebration, Easter Skills: • Experiment, create, select Take part in singing, accurately following the melody. • Follow instructions on how and when to sing or play an instrument. • Make and control long and short sounds, using voice and instruments. • Imitate changes in pitch. • Clap rhythms. • Sequence sounds to create an overall effect. • Use symbols to help with a performance. • Identify the beat of a tune. • Recognise changes in timbre, dynamics and pitch.	<ul> <li>Theme: Your Imagination (Charanga)</li> <li>Skills: <ul> <li>Take part in singing, accurately following the melody.</li> <li>Follow instructions on how and when to sing or play an instrument.</li> <li>Make and control long and short sounds, using voice and instruments.</li> <li>Imitate changes in pitch.</li> <li>Create a sequence of long and short sounds.</li> <li>Clap rhythms.</li> <li>Create a mixture of different sounds (long and short, loud and quiet, high and low).</li> <li>Choose sounds to create an effect.</li> </ul> </li> </ul>	<ul> <li>Theme: Reflect, Rewind, Replay (Charanga)</li> <li>Skills: Listen to live and recorded mucic</li> <li>Take part in singing, accurately following the melody.</li> <li>Follow instructions on how and when to sing or play an instrument.</li> <li>Make and control long and short sounds, using voice and instruments.</li> <li>Imitate changes in pitch.</li> <li>Create a sequence of long and short sounds.</li> <li>Clap rhythms.</li> <li>Create a mixture of different sounds (long and short, loud and quiet, high and low).</li> </ul>



Recognise changes in dynamics and pitch.     Knowledge: To understand how the pulse, rhythm and pitch work together.     Theme:	Begin to understand the importance of working together as part of a group and how the musical outcomes are of higher quality when doing so.	<ul> <li>Create short, rhythmic phrases.</li> <li>Use symbols to represent a composition and use them to help with a performance.</li> <li>Identify the beat of a tune.</li> <li>Recognise changes in timbre, dynamics and pitch.</li> </ul> Knowledge: Begin to understand through activity, that when you improvise you make up your own tune or rhythm within given boundaries. An improvisation is not written down or notated. Thema:	Knowledge: To consider the mood of the melody and words	<ul> <li>Sequence sounds to create an overall effect.</li> <li>Create short, musical patterns.</li> <li>Create short, rhythmic phrases.</li> <li>Use symbols to represent a composition and use them to help with a performance.</li> <li>Identify the beat of a tune.</li> <li>Recognise changes in timbre, dynamics and pitch.</li> </ul> Knowledge: To know that music has a steady beat (pulse); that we can create rhythms from words.	<ul> <li>Choose sounds to create an effect.</li> <li>Sequence sounds to create an overall effect.</li> <li>Create short, musical patterns.</li> <li>Create short, rhythmic phrases.</li> <li>Use symbols to represent a composition and use them to help with a performance.</li> <li>Identify the beat of a tune.</li> <li>Recognise changes in timbre, dynamics and pitch.</li> <li>Knowledge: To understand how the pulse, rhythm and pitch work together.</li> <li>Theme:</li> </ul>
2 Theme: Hands, Feet and Heart Skills: • Take part in singing, accurately following the melody. • Follow instructions on how and when to sing or play an instrument. • Make and control long and short sounds, using voice and instruments. • Imitate changes in pitch. • Create a sequence of long and short sounds. • Clap rhythms. • Create a mixture of different sounds (long and short, loud and quiet, high and low). • Choose sounds to create an effect. • Sequence sounds to create an effect. • Create short, musical patterns. • Create short, rhythmic phrases. • Use symbols to represent a composition and use them to help with a performance. • Identify the beat of a tune.	<ul> <li>Theme: Christmas production – Ho Ho Ho</li> <li>Skills: <ul> <li>Take part in singing, accurately following the melody.</li> <li>Follow instructions on how and when to sing or play an instrument.</li> <li>Make and control long and short sounds, using voice and instruments.</li> <li>Imitate changes in pitch.</li> <li>Create a sequence of long and short sounds.</li> <li>Clap rhythms.</li> <li>Create a mixture of different sounds (long and short, loud and quiet, high and low).</li> <li>Create short, musical patterns.</li> <li>Use symbols to represent a composition and use them to help with a performance.</li> <li>Identify the beat of a tune.</li> <li>Recognise changes in timbre, dynamics and pitch.</li> </ul> </li> </ul>	<ul> <li>Theme: Charanga – I wanna play in a band</li> <li>Skills: <ul> <li>Take part in singing, accurately following the melody.</li> <li>Follow instructions on how and when to sing or play an instrument.</li> <li>Make and control long and short sounds, using voice and instruments.</li> <li>Imitate changes in pitch.</li> <li>Create a sequence of long and short sounds.</li> <li>Clap rhythms.</li> <li>Create a mixture of different sounds (long and short, loud and quiet, high and low).</li> <li>Choose sounds to create an effect.</li> <li>Sequence sounds to create an effect.</li> <li>Create short, musical patterns.</li> <li>Create short, rhythmic phrases.</li> <li>Identify the beat of a tune.</li> <li>Recognise changes in timbre, dynamics and pitch.</li> </ul> </li> </ul>	Theme: Charanga - Zootime Skills: • Take part in singing, accurately following the melody. • Follow instructions on how and when to sing or play an instrument. • Make and control long and short sounds, using voice and instruments. • Imitate changes in pitch. • Create a sequence of long and short sounds. • Clap rhythms. • Create a mixture of different sounds (long and short, loud and quiet, high and low). • Choose sounds to create an effect. • Sequence sounds to create an overall effect. • Create short, musical patterns. • Create short, rhythmic phrases. • Use symbols to represent a composition and use them to help with a performance. • Identify the beat of a tune.	<ul> <li>Theme: Charanga – Friendship song</li> <li>Skills: <ul> <li>Take part in singing, accurately following the melody.</li> <li>Follow instructions on how and when to sing or play an instrument.</li> <li>Make and control long and short sounds, using voice and instruments.</li> <li>Imitate changes in pitch.</li> <li>Create a sequence of long and short sounds.</li> <li>Clap rhythms.</li> <li>Choose sounds to create an effect.</li> <li>Sequence sounds to create an effect.</li> <li>Create short, musical patterns.</li> <li>Use symbols to represent a composition and use them to help with a performance.</li> <li>Identify the beat of a tune.</li> <li>Recognise changes in timbre, dynamics and pitch.</li> </ul> </li> </ul>	<ul> <li>Ineme:</li> <li>Charanga: Reflect, rewind, replay, Composition</li> <li>Thank you service songs</li> <li>Skills: <ul> <li>Take part in singing, accurately following the melody.</li> <li>Make and control long and short sounds, using voice and instruments.</li> <li>Imitate changes in pitch.</li> <li>Create a sequence of long and short sounds.</li> <li>Clap rhythms.</li> <li>Create a mixture of different sounds (long and short, loud and quiet, high and low).</li> <li>Choose sounds to create an effect.</li> <li>Sequence sounds to create an effect.</li> <li>Create short, musical patterns.</li> <li>Create short, rhythmic phrases.</li> <li>Use symbols to represent a composition and use them to help with a performance.</li> <li>Identify the beat of a tune.</li> <li>Recognise changes in timbre, dynamics and pitch.</li> </ul> </li> </ul>



	<ul> <li>Recognise changes in timbre, dynamics and pitch.</li> <li>Knowledge: To begin to identify features of music from another culture.</li> </ul>	To understand the importance of working together as part of a group and how the musical outcomes are of higher quality when doing so.	Knowledge: To understand through activity, that when you improvise you make up your own tune or rhythm within given boundaries. An improvisation is not written down or notated.	Recognise changes in timbre, dynamics and pitch.     Knowledge: To know that pitch is the high and low sounds that we add to pulse and rhythm when we sing/play an instrument.	Know that music has a steady beat (pulse); that we can create rhythms from words or improvise our own rhythms.	Knowledge: To know that compositions can be notated in different ways, using graphic / pictorial notation, video, ICT.
	Asia: Strings (OCMS)	Asia: Strings (OCMS)	Asia: Strings (OCMS)	Europe: Strings (OCMS)	Europe Strings (OCMS)	Europe: Strings (OCMS)
3	Europe: Theme: Let Your Spirit Fly (Charanga) (Composition) Skills:	Europe: Theme: Glockenspiel (Charanga) Christmas Production Skills:	<b>Europe: Theme:</b> 3 Little Birds (Charanga) (Composition)	Asia Theme: Let Your Spirit Fly (Charanga) (Composition) Skills:	Asia Theme: Glockenspiel (Charanga) Skills: • Sing from memory with	Asia Theme: 3 Little Birds (Charanga) (Charanga) (Composition)
	<ul> <li>Sing from memory with accurate pitch.</li> <li>Sing in tune.</li> <li>Maintain a simple part within a group.</li> </ul>	<ul> <li>Sing from memory with accurate pitch.</li> <li>Sing in tune.</li> <li>Maintain a simple part within a group.</li> </ul>	Skills: • Sing from memory with accurate pitch. • Sing in tune. • Maintain a simple part within	<ul> <li>Sing from memory with accurate pitch.</li> <li>Sing in tune.</li> <li>Maintain a simple part within a group.</li> </ul>	accurate pitch. • Sing in tune. • Maintain a simple part within a group. • Pronounce words within a	Skills: • Sing from memory with accurate pitch. • Sing in tune. • Maintain a simple part within
	<ul> <li>Show control of voice.</li> <li>Play notes on an instrument with care so that they are clear.</li> </ul>	<ul> <li>Pronounce words within a song clearly.</li> <li>Show control of voice.</li> <li>Play notes on an instrument</li> </ul>	a group. • Show control of voice. • Play notes on an instrument with care so that they are	<ul> <li>Show control of voice.</li> <li>Play notes on an instrument with care so that they are clear.</li> </ul>	song clearly. • Show control of voice. • Play notes on an instrument with care so that they are	a group. • Show control of voice. • Play notes on an instrument with care so that they are
	<ul> <li>Perform with control and awareness of others.</li> <li>Compose a simple melody using simple rhythms and use</li> </ul>	with care so that they are clear. • Perform with control and awareness of others.	clear. • Perform with control and awareness of others. • Compose and perform	<ul> <li>Perform with control and awareness of others.</li> <li>Compose a simple melody using simple rhythms and use</li> </ul>	clear. • Perform with control and awareness of others. • Compose and perform	clear. • Perform with control and awareness of others. • Compose and perform
	it as part of the performance. • Create repeated patterns with a range of instruments. • Devise non-standard	<ul> <li>Compose and perform melodic songs.</li> <li>Devise non-standard symbols to indicate when to</li> </ul>	melodic songs. • Devise non-standard symbols to indicate when to play and rest.	it as part of the performance. • Create repeated patterns with a range of instruments. • Devise non-standard	melodic songs. • Devise non-standard symbols to indicate when to play and rest.	melodic songs. • Devise non-standard symbols to indicate when to play and rest.
	symbols to indicate when to play and rest. • Recognise the notes EGBDF and FACE on the musical	play and rest. • Recognise the notes EGBDF and FACE on the musical stave.	<ul> <li>Recognise the notes EGBDF and FACE on the musical stave.</li> <li>Recognise the symbols for a</li> </ul>	symbols to indicate when to play and rest. • Recognise the notes EGBDF and FACE on the musical	<ul> <li>Recognise the notes EGBDF and FACE on the musical stave.</li> <li>Recognise the symbols for a</li> </ul>	<ul> <li>Recognise the notes EGBDF and FACE on the musical stave.</li> <li>Recognise the symbols for a</li> </ul>
	stave. • Recognise the symbols for a minim, crotchet and semibreve and say how many	<ul> <li>Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.</li> </ul>	minim, crotchet and semibreve and say how many beats they represent. • Use the terms: duration,	stave. • Recognise the symbols for a minim, crotchet and semibreve and say how many	minim, crotchet and semibreve and say how many beats they represent. • Use the terms: duration,	minim, crotchet and semibreve and say how many beats they represent. • Use the terms: duration,
	beats they represent. • Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence	Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.	timbre, pitch, beat, tempo, texture and use of silence to describe music. • Evaluate music using musical	beats they represent. • Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence	timbre, pitch, beat, tempo, texture and use of silence to describe music. • Evaluate music using musical	timbre, pitch, beat, tempo, texture and use of silence to describe music. • Evaluate music using musical
	to describe music. • Evaluate music using musical vocabulary to identify areas of	<ul> <li>Evaluate music using musical vocabulary to identify areas of likes and dislikes.</li> </ul>	<ul> <li>Evaluate music using musical vocabulary to identify areas of likes and dislikes.</li> <li>Understand layers of sounds</li> </ul>	to describe music. • Evaluate music using musical vocabulary to identify areas of	<ul> <li>Evaluate music using musical vocabulary to identify areas of likes and dislikes.</li> <li>Understand layers of sounds</li> </ul>	<ul> <li>Evaluate music using musical vocabulary to identify areas of likes and dislikes.</li> <li>Understand layers of sounds</li> </ul>
	likes and dislikes.	Understand layers of sounds and discuss their effect on mood and facilians	and discuss their effect on mood and feelings.	likes and dislikes.	and discuss their effect on mood and feelings.	and discuss their effect on mood and feelings.
	Knowledge: To know that a composition is	mood and feelings.	Knowledge:	Knowledge: To know that a composition is	Knowledge:	Knowledge:
	music that is created by you	Knowledge:	To understand that there are	music that is created by you	To know how good technique	To understand that there are
	and kept in some way. It's like	-	different ways of recording	and kept in some way. It's like	for singing (posture, breath	different ways of recording



	writing a story. It can be played or performed again to your friends.	To know how good technique for singing (posture, breath control) improves performance.	compositions (letter names, symbols, audio etc.)	writing a story. It can be played or performed again to your friends.	control) improves performance.	compositions (letter names, symbols, audio etc.)
	<b>Theme:</b> Mama Mia (Charanga)	<b>Theme:</b> Blackbird (Charanga)	<b>Theme:</b> Don't Stop Believin' (Rock	Theme: Production Performance	Theme: Glockenspiel stage 2 (Charanga)	Theme: Lean on Me (Charanga)
4	Skills: • Sing from memory with	Skills: • Sing from memory with	Anthem) (Charanga)	Skills: • Sing from memory with	Skills: • Sing from memory with	Skills: • Sing from memory with
	accurate pitch. • Sing in tune. • Maintain a simple part within a group.	accurate pitch. • Sing in tune. • Maintain a simple part within a group.	Skills: • Sing from memory with accurate pitch. • Sing in tune.	accurate pitch. • Sing in tune. • Maintain a simple part within a group.	accurate pitch. • Sing in tune. • Maintain a simple part within a group.	accurate pitch. • Sing in tune. • Maintain a simple part within a group.
	<ul> <li>Show control of voice.</li> <li>Play notes on an instrument with care so that they are clear.</li> </ul>	<ul> <li>Pronounce words within a song clearly.</li> <li>Show control of voice.</li> <li>Play notes on an instrument</li> </ul>	<ul> <li>Maintain a simple part within a group.</li> <li>Pronounce words within a song clearly.</li> </ul>	<ul> <li>Pronounce words within a song clearly.</li> <li>Show control of voice.</li> <li>Play notes on an instrument</li> </ul>	<ul> <li>Pronounce words within a song clearly.</li> <li>Show control of voice.</li> <li>Play notes on an instrument</li> </ul>	<ul> <li>Pronounce words within a song clearly.</li> <li>Show control of voice.</li> <li>Play notes on an instrument</li> </ul>
	<ul> <li>Perform with control and awareness of others.</li> <li>Compose a simple melody</li> </ul>	with care so that they are clear. • Perform with control and	<ul> <li>Show control of voice.</li> <li>Play notes on an instrument with care so that they are</li> </ul>	with care so that they are clear. • Perform with control and	with care so that they are clear. • Perform with control and	with care so that they are clear. • Perform with control and
	using simple rhythms and use it as part of the performance. • Create repeated patterns with a range of instruments.	awareness of others. • Devise non-standard symbols to indicate when to play and rest.	clear. • Perform with control and awareness of others. • Compose and perform	awareness of others. • Recognise the notes EGBDF and FACE on the musical stave.	awareness of others. • Compose and perform melodic songs. • Devise non-standard	awareness of others. • Compose and perform melodic songs. • Devise non-standard symbols
	Devise non-standard symbols to indicate when to play and rest.     Description of the notes ECRDE	• Recognise the notes EGBDF and FACE on the musical stave.	<ul> <li>melodic songs.</li> <li>Devise non-standard symbols to indicate when to play and root</li> </ul>	<ul> <li>Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.</li> </ul>	symbols to indicate when to play and rest. • Recognise the notes EGBDF and FACE on the musical	to indicate when to play and rest. • Recognise the notes EGBDF and FACE on the musical
	<ul> <li>Recognise the notes EGBDF and FACE on the musical stave.</li> <li>Recognise the symbols for a</li> </ul>	• Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.	rest. • Recognise the notes EGBDF and FACE on the musical stave.	Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence	stave. • Recognise the symbols for a minim, crotchet and semibreve	stave. • Recognise the symbols for a minim, crotchet and semibreve
	minim, crotchet and semibreve and say how many beats they represent.	• Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence	• Recognise the symbols for a minim, crotchet and semibreve and say how many	to describe music. • Evaluate music using musical vocabulary to identify areas of	and say how many beats they represent. • Use the terms: duration,	and say how many beats they represent. • Use the terms: duration,
	Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.	to describe music. • Evaluate music using musical vocabulary to identify areas of likes and dislikes.	<ul> <li>beats they represent.</li> <li>Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence</li> </ul>	likes and dislikes. • Understand layers of sounds and discuss their effect on mood and feelings.	timbre, pitch, beat, tempo, texture and use of silence to describe music. • Evaluate music using musical	timbre, pitch, beat, tempo, texture and use of silence to describe music. • Evaluate music using musical
	• Evaluate music using musical vocabulary to identify areas of likes and dislikes.	Understand layers of sounds and discuss their effect on mood and feelings.	to describe music. • Evaluate music using musical vocabulary to identify areas of	Knowledge: To sing songs and melodies	vocabulary to identify areas of likes and dislikes. • Understand layers of sounds	vocabulary to identify areas of likes and dislikes. • Understand layers of sounds
	Knowledge: A composition: music that is created by you and kept in	Knowledge: Understand the importance of, and the reason why we warm	likes and dislikes. • Understand layers of sounds and discuss their effect on mood and feelings.	considering how the melody and words should be interpreted. Have an understanding of melody	and discuss their effect on mood and feelings.	and discuss their effect on mood and feelings. Knowledge:
	some way. It's like writing a story. It can be played or performed again to your	up our voices, the importance of good posture, breathing in phrases (sentences) and	Knowledge:	and words and their importance. Try to match your performance of the song	To know the difference between pulse and rhythm and be able to keep the internal	To use correct musical language to describe the



	friends.	projecting our voices. Keep an	To understand how the	to how the music sounds ie	pulse. To make their own	music you are listening to and
		open mouth, relaxed jaw	different dimensions of music	start to think musically.	musical decisions and get	your feelings towards it.
		and clear pronunciation. All of	are interrelated.		involved in musical leadership,	
		this keeps our voices safe and			creating musical ideas for the	
		therefore the sound will be of a			group to copy or respond to.	
		higher quality.				
	Theme:	Theme:	Theme:	Theme:	Theme:	Theme:
	Music of Italy	Composition -Earth and	Make you feel my love/Fresh	Production	History of Music	Dancing in the Street
5	-	Space, Holst's The Planet	Prince of Bel Air (Charanga)		-	(Charanga)
•	Skills:	Suite		Skills:	Skills:	
	<ul> <li>Sing from memory with</li> </ul>		Skills:	<ul> <li>Sing from memory with</li> </ul>	<ul> <li>Sing from memory with</li> </ul>	Skills:
	accurate pitch.	Skills:	<ul> <li>Play notes on an instrument</li> </ul>	accurate pitch.	accurate pitch.	<ul> <li>Sing from memory with</li> </ul>
	Sing in tune.	Play notes on an instrument	with care so that they are	• Sing in tune.	• Sing in tune.	accurate pitch.
	Maintain a simple part within	with care so that they are	clear.	Maintain a simple part within	Maintain a simple part within	• Sing in tune
	a group. • Show control of voice.	<ul><li>clear.</li><li>Perform with control and</li></ul>	Perform with control and	a group. • Show control of voice.	a group. • Show control of voice.	Maintain a simple part within
	<ul> <li>Play notes on an instrument</li> </ul>	awareness of others.	awareness of others. <ul> <li>Compose a simple melody</li> </ul>	<ul> <li>Play notes on an instrument</li> </ul>	<ul> <li>Play notes on an instrument</li> </ul>	a group. <ul> <li>Show control of voice.</li> </ul>
	with care so that they are	Compose a simple melody	using simple rhythms and use	with care so that they are	with care so that they are	<ul> <li>Play notes on an instrument</li> </ul>
	clear.	using simple rhythms and use	it as part of the performance.	clear.	clear.	with care so that they are
	Perform with control and	it as part of the performance.	Create repeated patterns with	Perform with control and	Perform with control and	clear.
	awareness of others.	Create repeated patterns	a range of instruments.	awareness of others.	awareness of others.	<ul> <li>Perform with control and</li> </ul>
	<ul> <li>Compose a simple melody</li> </ul>	with a range of instruments.	Devise non-standard symbols	<ul> <li>Create repeated patterns</li> </ul>	<ul> <li>Compose a simple melody</li> </ul>	awareness of others.
	using simple rhythms and use	<ul> <li>Devise non-standard</li> </ul>	to indicate when to play and	with a range of instruments.	using simple rhythms and use	<ul> <li>Compose a simple melody</li> </ul>
	it as part of the performance.	symbols to indicate when to	rest.	<ul> <li>Recognise the notes EGBDF</li> </ul>	it as part of the performance.	using simple rhythms and use
	<ul> <li>Create repeated patterns</li> </ul>	play and rest.	<ul> <li>Recognise the notes EGBDF</li> </ul>	and FACE on the musical	<ul> <li>Create repeated patterns</li> </ul>	it as part of the performance.
	with a range of instruments.	Recognise the notes EGBDF	and FACE on the musical	stave.	with a range of instruments.	Create repeated patterns with
	Devise non-standard	and FACE on the musical	stave.	<ul> <li>Recognise the symbols for a</li> </ul>	Devise non-standard	a range of instruments.
	symbols to indicate when to	stave.	• Recognise the symbols for a	minim, crotchet and semibreve	symbols to indicate when to	Devise non-standard symbols
	<ul><li>play and rest.</li><li>Recognise the notes EGBDF</li></ul>	<ul> <li>Recognise the symbols for a minim, crotchet and semibreve</li> </ul>	minim, crotchet and semibreve and say how many	and say how many beats they represent.	play and rest. <ul> <li>Recognise the notes EGBDF</li> </ul>	to indicate when to play and rest.
	and FACE on the musical	and say how many	beats they represent.	• Use the terms: duration,	and FACE on the musical	Recognise the notes EGBDF
	stave.	beats they represent.	• Use the terms: duration,	timbre, pitch, beat, tempo,	stave.	and FACE on the musical
	Recognise the symbols for a	• Use the terms: duration,	timbre, pitch, beat, tempo,	texture and use of silence	Recognise the symbols for a	stave.
	minim, crotchet and semibreve	timbre, pitch, beat, tempo,	texture and use of silence	to describe music.	minim, crotchet and semibreve	<ul> <li>Recognise the symbols for a</li> </ul>
	and say how many	texture and use of silence	to describe music.	<ul> <li>Evaluate music using musical</li> </ul>	and say how many	minim, crotchet and semibreve
	beats they represent.	to describe music.	<ul> <li>Evaluate music using musical</li> </ul>	vocabulary to identify areas of	beats they represent.	and say how many
	<ul> <li>Use the terms: duration,</li> </ul>	<ul> <li>Evaluate music using musical</li> </ul>	vocabulary to identify areas of	likes and dislikes.	<ul> <li>Use the terms: duration,</li> </ul>	beats they represent.
	timbre, pitch, beat, tempo,	vocabulary to identify areas of	likes and dislikes.	Ka and a las	timbre, pitch, beat, tempo,	Use the terms: duration,
	texture and use of silence	likes and dislikes.	Kee and a data	Knowledge:	texture and use of silence	timbre, pitch, beat, tempo,
	to describe music. • Evaluate music using musical	Knowledge:	Knowledge: To recognise and musically	Practise, rehearse and present performances with more	to describe music. • Evaluate music using musical	texture and use of silence to describe music.
	vocabulary to identify areas of	To use voice, sounds,	and/or verbally demonstrate	understanding and awareness	vocabulary to identify areas of	Evaluate music using musical
	likes and dislikes.	technology and instruments in	awareness of a link between	of an audience and their	likes and dislikes.	vocabulary to identify areas of
		creative ways. Record the	shape and pitch using graphic	needs. Understand that		likes and dislikes.
	Knowledge:	composition in any way	notations.	performance can influence	Knowledge:	
	Increasingly securely /	appropriate. Notate music in		how music is presented.	Listen with growing	Knowledge:
	confidently recognise / identify	different ways, using graphic /			concentration to a variety of	Build on and progress from,
	different style indicators and	pictorial notation, video, ICT or			music from different styles,	keeping a steady pulse to
	different instruments and their	with formal notation if			traditions and times and place	clapping a more complex
	sounds.	appropriate.			the music in its historical	rhythm; improvising a rhythm
					context.	and, using pitch, improvise
						using the voice.



## Music Curriculum Overview 2021-22

Theme:	Theme:	Theme:	Theme:	Theme:	Theme:
I'll be there	Нарру	Movie Scores	You've Got a Friend	Extreme Earth	Summer Production
(Charanga)	(Charanga)		(Charanga) - Composition	(Composition)	
		Skills:			Skills:
Skills:	Skills:	<ul> <li>Sing from memory with</li> </ul>	Skills:	Skills:	<ul> <li>Sing from memory with</li> </ul>
<ul> <li>Sing from memory with</li> </ul>	<ul> <li>Sing from memory with</li> </ul>	accurate pitch.	<ul> <li>Sing from memory with</li> </ul>	<ul> <li>Play notes on an instrument</li> </ul>	accurate pitch.
accurate pitch.	accurate pitch.	<ul> <li>Sing in tune.</li> </ul>	accurate pitch.	with care so that they are	<ul> <li>Sing in tune.</li> </ul>
Sing in tune.	<ul> <li>Sing in tune.</li> </ul>	<ul> <li>Maintain a simple part within</li> </ul>	<ul> <li>Sing in tune.</li> </ul>	clear.	<ul> <li>Maintain a simple part within</li> </ul>
<ul> <li>Maintain a simple part within</li> </ul>	<ul> <li>Maintain a simple part within</li> </ul>	a group.	<ul> <li>Maintain a simple part within</li> </ul>	<ul> <li>Perform with control and</li> </ul>	a group.
a group.	a group.	<ul> <li>Show control of voice.</li> </ul>	a group.	awareness of others.	<ul> <li>Show control of voice.</li> </ul>
Show control of voice.	<ul> <li>Show control of voice.</li> </ul>	<ul> <li>Play notes on an instrument</li> </ul>	<ul> <li>Show control of voice.</li> </ul>	<ul> <li>Compose a simple melody</li> </ul>	<ul> <li>Play notes on an instrument</li> </ul>
Play notes on an instrument	<ul> <li>Play notes on an instrument</li> </ul>	with care so that they are	<ul> <li>Play notes on an instrument</li> </ul>	using simple rhythms and use	with care so that they are
with care so that they are	with care so that they are	clear.	with care so that they are	it as part of the performance.	clear.
clear.	clear.	<ul> <li>Perform with control and</li> </ul>	clear.	<ul> <li>Create repeated patterns</li> </ul>	<ul> <li>Perform with control and</li> </ul>
<ul> <li>Perform with control and</li> </ul>	<ul> <li>Perform with control and</li> </ul>	awareness of others.	<ul> <li>Perform with control and</li> </ul>	with a range of instruments.	awareness of others.
awareness of others.	awareness of others.	Create repeated patterns with	awareness of others.	<ul> <li>Devise non-standard</li> </ul>	<ul> <li>Use the terms: duration,</li> </ul>
Compose a simple melody	Create repeated patterns	a range of instruments.	Create repeated patterns	symbols to indicate when to	timbre, pitch, beat, tempo,
using simple rhythms and use	with a range of instruments.	Recognise the notes EGBDF	with a range of instruments.	play and rest.	texture and use of silence
it as part of the performance.	Recognise the notes EGBDF	and FACE on the musical	Recognise the notes EGBDF	Recognise the notes EGBDF	to describe music.
Create repeated patterns	and FACE on the musical	stave.	and FACE on the musical	and FACE on the musical	Evaluate music using musical
with a range of instruments.	stave.	• Recognise the symbols for a	stave.	stave.	vocabulary to identify areas of
Devise non-standard	Recognise the symbols for a	minim, crotchet and semibreve	• Recognise the symbols for a	Recognise the symbols for a	likes and dislikes.
symbols to indicate when to play and rest.	minim, crotchet and semibreve and say how many	and say how many beats they represent.	minim, crotchet and semibreve and say how many	minim, crotchet and semibreve and say how many	Knowledge:
Recognise the notes EGBDF	beats they represent.	• Use the terms: duration,	beats they represent.	beats they represent.	Practise, rehearse and present
and FACE on the musical	• Use the terms: duration,	timbre, pitch, beat, tempo,	• Use the terms: duration,	• Use the terms: duration,	performances with more
stave.	timbre, pitch, beat, tempo,	texture and use of silence	timbre, pitch, beat, tempo,	timbre, pitch, beat, tempo,	understanding and awareness
Recognise the symbols for a	texture and use of silence	to describe music.	texture and use of silence	texture and use of silence	of an audience and their
minim, crotchet and semibreve	to describe music.	Evaluate music using musical	to describe music.	to describe music.	needs.
		vocabulary to identify areas of			noodo.
		likes and dislikes.			
Use the terms: duration,	likes and dislikes.		likes and dislikes.	likes and dislikes.	
timbre, pitch, beat, tempo,		Knowledge:			
texture and use of silence	Knowledge:	To understand the importance	Knowledge:	Knowledge:	
to describe music.	To understand what it means	of warming up our voices,		To recognise and musically	
<ul> <li>Evaluate music using musical</li> </ul>	to sing in unison. To know how				
			approach or using the notated		
likes and dislikes.			scores.		
	version.			notations.	
		in two parts.			
			introduction.		
Noop the internal pulse.					
<ul> <li>and say how many</li> <li>beats they represent.</li> <li>Use the terms: duration,</li> <li>timbre, pitch, beat, tempo,</li> <li>texture and use of silence</li> <li>to describe music.</li> </ul>	<ul> <li>Evaluate music using musical vocabulary to identify areas of likes and dislikes.</li> <li>Knowledge: To understand what it means</li> </ul>	vocabulary to identify areas of likes and dislikes. <b>Knowledge:</b> To understand the importance	<ul> <li>Evaluate music using musical vocabulary to identify areas of likes and dislikes.</li> <li>Knowledge: To play differentiated parts with a sound-before-symbol approach or using the notated</li> </ul>	• Evaluate music using musical vocabulary to identify areas of likes and dislikes.	

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