

St Mary & All Saints Primary School – Music – General Overview

Year	Autum 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
N	Singing, moving and playing using a variety of known and new songs, simple songs for accurate pitching and hearing an eclectic mix of recorded music to listen, move and play instruments to.					
R	Singing, moving and playing using a variety of known and new songs, simple songs for accurate pitching and an eclectic mix of recorded music to listen, move and play instruments to.				Beginning First Thing Music teaching sequence (see KS1)	
KS1	First Thing Music – a progressive, singing-based programme designed to develop a tuneful singing voice and the foundations of musicianship – pulse, rhythm and the beginnings of notation and the inter-related dimensions of music.					
3	24/25: Continuation of First Thing Music (see KS1) as needed to secure foundation needs (our intention is that subsequent years will have all relevant foundations by this time they will have recorder all year)		Playing the Recorder: First steps (correct handling and use; notation) Sing and play (sing a song and play an instrumental break on recorder)			
4	First Access Project led by Berkshire Music Trust on TooTs.					
5	Recorder review – handling and use, notation	Sing and play (recorder accompaniment and/or instrumental break)	Ukulele basics with chords and TAB	Ukulele development with fretted improvisation and TAB for a simple melody	The Viennese Musical Clock – classroom ensemble (recorders, glocks or keyboards), standard notation and composition.	Singing in parts (partner songs) – Spiritual Mash (playing simple accompaniment). Harmony singing: This Little Light
6	Ukulele basics with chords and TAB (subsequent years will be a development from Year 5, but this Y6 haven't previously had Ukulele)	Ukulele development with EITHER fretted improvisation and TAB for a simple melody OR Christmas strum-along (depends on progress T1)	Classroom Jazz Ensemble with improvisation (on recorders, glocks or keyboards)	Singing focus – children will be given a choice of two alternative songs to sing with harmonies.	Music Technology – use Garage Band to compose a textured backing track for a rap. Start to work on songs for the end of year performance.	Conclude Garage Band project and work on songs for end of year performance.

St Mary & All Saints Primary School – Music – Strands Overview

EYFS & KS1

Phase	Strand	Overview
Nursery	Sing	Known and new songs; simple songs to encourage accurate vocal pitching
	Play	Using safe hand-held untuned percussion instruments in games and to accompany songs and listening pieces
	Listen	Move with a variety of props to an eclectic mix of music from different genres, traditions and eras
	Compose	Improvise vocal and instrumental sounds
	Notation	Foundations in pulse
	Perform	Sing, play and move as a class; perform a simple Nativity to parents.
Reception	Sing	Known and new songs; simple songs to encourage accurate vocal pitching and some solo singing
	Play	Using safe hand-held untuned percussion instruments in games and to accompany songs and listening pieces with more control for tempo and dynamics; following and being a conductor
	Listen	Move with a variety of props to an eclectic mix of music from different genres, traditions and eras; consider ideas and feelings created by different pieces
	Compose	Improvise vocal and instrumental sounds; make choices about what and when to play
	Notation	Foundations in pulse and copying rhythms
	Perform	Sing, play and move as a class; perform a simple Nativity to parents.
KS1	Sing	Songs intended to support accurate pitching within a small vocal range in a variety of games including taking turns to sing solo
	Play	Play a variety of hand-held percussion for rhythm and pulse games and composition activities; use tuned percussion to support singing and for simple composition.
	Listen	Move with a variety of props to an eclectic mix of music from different genres, traditions and eras; consider ideas and feelings created by different pieces; create movement pieces
	Compose	Improvise rhythms; choose appropriate instruments to create effects and/or to represent characters; compose rhythms using graphic and simple standard notation
	Notation	Consider the connection between rhythm and pulse and differentiate between them; begin to learn standard rhythm notation and simplified representation of relative pitch within a small range
	Perform	Sing, play and move as a class, including solos; perform a simple Nativity to the school and to parents.

St Mary & All Saints Primary School – Music – Strands Overview

LKS2

	Strand	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Sing	See KS1 above with appropriate progressive development through the First Thing Music Programme.	In subsequent years, it is intended that they will begin descant recorder at the beginning of the year.	A variety of warm-ups intended to encourage vocal tuning		A focus song of standard length, including an instrumental break	
	Play			Beginning Recorder		An instrumental break	
	Listen	To teacher play instruments from the recorder family; a variety of musical styles for playing		Other songs connected with the focus song; compare and contrast; consider genre			
	Compose	Improvise 4-beat rhythms using ta and tete; compose 4-beat rhythms using stick notation; annotate a rhythm line for chosen pitch(es) to create a warm-up exercise		Improvise 4-beat rhythms using two or more pitches; annotate a rhythm line for chosen pitches to compose a simple melody			
	Notation	Read 4-beat rhythms using simple rhythm elements; begin to write them using stick notation		Begin to write heard rhythms as stick notation; begin to recognise known pitches on staff			
	Perform	Perform to peers, including solos		Perform to peers, including solos		Perform (including solos) to peers and to Year 2s	
Year 4	Sing	Vocal warmups for a variety of purposes	Vocal warmups for a variety of purposes	Vocal warmups for a variety of purposes			
	Play	TooTs – The Foundations	TooTs – The Performer	TooTs – The Composer			
	Listen	To the teacher play different woodwind instruments	To each other as critical friends	Live performance from BMT Staff Band and experience “hands on” a selection of other band/orchestral instruments			
	Compose	Improvise rhythms	Compose longer rhythms and annotate for pitch and dynamics	Compose a 4-beat melody on known pitches			
	Notation	Securing simple rhythm elements	Recognise known pitches on staff	Follow a simple score to play			
	Perform	Perform to peers, including solo voices	Perform to peers, including solo voices	Perform on instruments to parents and Year 3s			

St Mary & All Saints Primary School – Music – Strands Overview

UKS2

	Strand	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	Sing	Christmas song		Vocal warmups for a variety of purposes	Vocal warmups for a variety of purposes	Vocal warmups for a variety of purposes	Spiritual Mash
	Play	Recorder – revisit the basics and extend known notes into both lower and higher range		Ukulele basics with chords	Ukulele development – fretting a melody	Learn to play the A section of the Viennese Musical Clock	Play a simple accompaniment
	Listen	A variety of musical styles to play and improvise to develop recorder skills		To each other as critical friends	Blues	Kodaly’s Viennese Musical Clock; The Syncopated Clock	Gospel Songs
	Compose	Improvise on known notes; compose 8-beat melodic phrases by annotating a rhythm line		Chord progressions and strum patterns; use graphics to record	Improvise in Blues style	In groups, compose B, C and D sections melody for given rhythm phrases in the style of the original piece	Compose a simple ostinato (rhythm and melody) based upon the chord sequence
	Notation	Extend to more complex rhythm elements and recognise a wider range of known pitches on the staff		TAB chord diagrams	TAB for melody	Read standard notation to play the A section; annotate a rhythm line to compose	Follow a score when singing
	Perform	Sing class Christmas song in Music Assembly and at Christmas Service		To each other	As a class (film)	To the School	To the school

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	Strand	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6	Sing	Vocal warmups for a variety of purposes	Vocal warmups for a variety of purposes	Vocal warmups for a variety of purposes	Sing a chosen song that requires harmonies	Learn and practise songs for end of year performance	
	Play	Ukulele basics with chords	[Ukulele development – fretting a melody – if basics sufficiently secured]	Classroom Jazz – learn a head tune and improvise in Jazz style	Play a simple accompaniment	Experiment with electronic instruments	
	Listen	To each other as critical friends	[Blues]	Jazz	Other songs connected with the focus song; compare and contrast; consider genre	Consider how music is used to create atmosphere in rapped-over tracks	
	Compose	Chord progressions and strum patterns	Improvise in Blues style	Improvise in Jazz style	[Compose simple melodic accompaniment]	In pairs using Garage Band, compose a textured backing track over which to perform a rap	
	Notation	TAB chord diagrams	TAB for melody	Use standard notation to learn the head tune; develop an awareness of syncopation and bass clef	Follow a score to sing; follow relevant score (standard or TAB) to play and/or compose a simple accompaniment	Graphic elements to aid composition in Garage Band	
	Perform	To each other	As a class (film)	As a class with individual improvisations (film)	As a class, perform in Music Assembly	Perform rap over track; perform end of year show to school and parents	