



## Curriculum Overview

### Music



Year Group	Autumn		Spring		Summer	
Nursery	Enjoys listening to and moves to a variety of music. Joins in action songs and rhymes	Explores a variety of instruments and is beginning to name them. Performs –singing in a group or on own beginning to pitch match.	Names a wider range of instruments. Plays a given instrument to a simple beat.	Selects own instruments and plays along in time to music.	Listens attentively, moves to and talks about music, expressing their feelings, understands emotion in music –happy, sad or scary.	Sings a wide range of nursery rhymes and songs. Watches dances and performances giving a responses
Reception	Knows how to use a wider range of instruments. Plays instruments to a given beat.	Performs action rhymes and songs confidently. Beginning to puts a sequence of dance actions together to music.	Beginning to express an opinion about a variety of music they hear. Composes own simple tunes.	Beginning to recognise instrument sounds in music they hear. Learns longer dance routines, matching pace.	Uses their own symbols, pictures or patterns to write own compositions. Replicates dances and performances.	Can change tempo and dynamics when playing chosen instruments. Sings matching pitch and following the melody.
1	Walk, move or clap a steady beat with others Maintain a steady beat with instruments		Begin to use stick notation. Use vocabulary high/low, loud/quiet, fast/slow		Describe what they can hear (e.g. different instrument sounds) Create music in response to a non-musical stimulus e.g. a storm/race/rocket launch Develop improvisation skills and invent short on-the-spot responses using a limited note range	

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2	<p>Understand that the speed of the beat can change</p> <p>Mark the beat of a listening piece, recognising changes in tempo</p> <p>Use stick notation</p>	<p>Use stick notation including crotchets, crotchet rests and quavers.</p> <p>Use vocabulary high/low, loud/quiet, fast/slow</p>	<p>Describe what they can hear (e.g. different instrument sounds)</p> <p>Create music in response to a non-musical stimulus e.g. a storm/race/rocket launch</p> <p>Develop improvisation skills and invent short on-the-spot responses using a limited note range.</p>
Extra Experiences EY/KS1	<p>Performance, Celebration – Christmas. Easter, World Nursery Rhyme Week, Liturgical hymns</p> <p>KS 1 Snappy Spring EY Snappy World Book Day – Music Hub -TVMS</p>		
3	<p>Develop facility in playing tuned percussion or a melodic instrument.</p>	<p>Listen to and describe recorded music describing instruments used.</p> <p>Listen to examples of fast (allegro), and slow (adagio) music using word pulse.</p> <p>Describe music as loud (forte) or quiet (piano)</p>	<p>Improvise on a limited range of pitches on an instrument</p> <p>Combine known rhythmic notation with letter names to create short pentatonic phrases</p>

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4	<p>Develop facility in playing tuned percussion or a melodic instrument.</p> <p>Sing songs with a verse and chorus.</p>	<p>Develop facility in playing tuned percussion or a melodic instrument.</p>	<p>Listen to and describe recorded music describing instruments used.</p> <p>Listen to examples of fast (allegro), and slow (adagio) music.</p> <p>Improvise on a limited range of pitches on the instrument they are now learning</p> <p>Combine known rhythmic notation with letter names to create short pentatonic phrases</p>
5	<p>Develop facility in playing tuned percussion or a melodic instrument.</p>	<p>Sing three-part rounds, partner songs and songs with a verse and chorus.</p> <p>Listen for/describe examples of music getting faster (accelerando), getting slower (rallentando), getting louder (crescendo) and getting softer (decrescendo),</p> <p>Describe music as legato (smooth) or staccato (detached)</p>	<p>Listen for/describe examples of music getting faster (accelerando), getting slower (rallentando), getting louder (crescendo) and getting softer (decrescendo),</p> <p>Describe music as legato (smooth) or staccato (detached)</p> <p>Experience major, minor, pentatonic tonality.</p> <p>Improvise a limited range of pitches on an instrument</p> <p>Begin to make decisions about the overall structure</p>
6	<p>Develop facility in playing tuned percussion or a melodic instrument.</p>	<p>Develop facility in playing tuned percussion or a melodic instrument.</p>	<p>Listen for/describe examples of music getting faster (accelerando), getting slower (rallentando), getting louder (crescendo) and getting softer (decrescendo),</p> <p>Describe music as legato (smooth) or staccato (detached)</p> <p>Experience major, minor, pentatonic tonality.</p> <p>Improvise on a limited range of pitches on an instrument</p> <p>Begin to make decisions about the overall structure</p>
Extra Experiences KS2	<p>Performance, celebrations – Christmas, Easter, Year 6 leavers, Liturgical hymns</p> <p>KS2 Snappy Christmas – Music Hub TVMS</p> <p>Peripatetic music – Cello, violin –TVMS</p> <p>Attendance of Performance of Royal Guards at The Globe</p> <p>Royal Opera House – The Magic Flute- Big Sing</p>		

