



# Curriculum Overview

## Music



Click to access [Progression of Knowledge Map](#)

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 Use stick notation including crotchets, crotchet rests and quavers.  Class Charanga		Use stick notation including crotchets, crotchet rests and quavers.  Use vocabulary high/low, loud/quiet, fast/slow  Class Charanga		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  Class Charanga	

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2	<p>Understand that the speed of the beat can change</p> <p>Mark the beat of a listening piece, recognizing changes in tempo</p> <p>Use stick notation including crotchets, crotchet rests and quavers.</p> <p>Class Charanga</p>	<p>Use stick notation including crotchets, crotchet rests and quavers.</p> <p>Use vocabulary high/low, loud/quiet, fast/slow</p> <p>Class Charanga</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> <p>Class Charanga</p>
Extra Experiences EY/KS1	<p>Performance, Celebration – Christmas. Easter, World nursery rhyme day, liturgical hymns</p> <p>KS 1 Snappy Spring – Music Hub -TVMS</p>		
3	<p>Develop facility in playing tuned percussion or a melodic instrument.</p> <p>Class Charanga</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>Class Charanga</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> <p>Class Charanga</p>

Year Group	Autumn	Spring	Summer
4	<p>Develop facility in playing tuned percussion or a melodic instrument.</p> <p>Sing songs with a verse and chorus.</p> <p>Class Charanga</p>	<p>Develop facility in playing tuned percussion or a melodic instrument.</p> <p>Class Charanga</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>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> <p>Class Charanga</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 on a limited range of pitches on the instrument they are now learning</p> <p>Begin to make decisions about the overall structure</p>
Year Group	Autumn	Spring	Summer
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 the instrument they are now learning</p> <p>Begin to make decisions about the overall structure</p>

Extra  
Experiences  
KS2

Performance, celebrations – Christmas, Easter, Year 6 leavers, Liturgical hymns

KS2 Snappy Christmas – Music Hub TVMS

Peripatetic music – Cello, violin –TVMS

**Local dance Festival**

North East Festival of Languages 'I am a small part of the world' – SIS Music Hub- Music partnership North Newcastle

Hymn Practice