

Overview for Music

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<i>Foundations of Musical Play</i> -Explore environmental sounds and simple instrument play. - Join in with familiar nursery rhymes. - Move to music using simple actions. -Respond to music through facial expression and gesture.	<i>Building Musical Confidence</i> -Sing a growing repertoire of songs. -Match simple pitch shapes (up/down). -Explore loud/quiet and fast/slow through movement. -Begin simple call-and-response singing.	<i>Beat, Rhythm & Movement</i> -Keep a simple steady beat using body percussion. -Copy simple rhythmic patterns (tap, clap, stamp). -Move in time to music (marching, swaying, jumping). -Explore instruments with increasing control.	<i>Early Composition & Creativity</i> -Create simple sound effects (rain, animals, vehicles). -Improvise short melodic ideas around familiar songs. -Create collaborative musical stories. -Express feelings through music and movement.	<i>Singing & Pitch Development</i> -Sing entire songs from memory. -Match the pitch of a tone sung by an adult. -Explore high/low sounds using voice and instruments. -Perform songs with others.	<i>Performance & Expression</i> -Prepare and perform a short class musical piece. -Move in time with music confidently. -Talk about music using simple descriptive language. -Celebrate musical achievements.

Y1	<i>Singing Foundations</i> -Sing simple songs within mi–so range. -Respond to start/stop, loud/quiet, fast/slow. -Keep a steady beat using body percussion.	<i>Pulse & Rhythm</i> -Walk/clap/tap a steady beat. -Copy short rhythm patterns. -Create word-based rhythms (e.g., “caterpillar crawl”). -Explore beat grouping (twos and threes).	<i>Pitch & Listening</i> -Explore high/low sounds in the environment. -Sing short phrases independently. -Respond to pitch changes using actions. -Listen to contrasting musical genres.	<i>Early Composition</i> -Create musical sound effects (rainstorm, train). -Improvise question-and-answer phrases. -Use simple graphic notation to record ideas.	<i>Tuned Percussion & Dot Notation</i> -Play simple 3-note tunes on glockenspiels/chime bars. -Match dot notation to pitch. -Perform short melodic phrases.	<i>Performance</i> -Prepare a class performance. -Sing confidently as a group. -Maintain a steady beat while performing.
Y2	<i>Singing & Vocal Control</i> -Sing within do–so range. -Pitch accurately. -Follow dynamics and tempo symbols.	<i>Pulse, Tempo & Metre</i> -Mark the beat in listening pieces. -Recognise tempo changes.	<i>Rhythm & Notation</i> -Copy and invent rhythms. -Read stick notation (crotchets, quavers, rests).	<i>Pitch & Melodic Response</i> -Play singing games using so–mi. -Respond independently to pitch changes.	<i>Composition & Graphic Notation</i> -Compose in response to stimuli (storm, rocket launch). -Improvise question-and-answer phrases with a partner.	<i>Performance & Ensemble Skills</i> -Perform simple melodies on tuned percussion. -Maintain a steady beat in

		-Walk in time to music. -Group beats in twos and threes.	-Create chanted rhythm patterns.	-Match dot notation to 3-note tunes.	-Record compositions using graphic and stick notation.	ensemble contexts. -Prepare a class performance.
Y3	<i>Singing & Ensemble</i> -Sing unison songs with do–so range. -Perform actions in time to music. -Walk/clap steady beat with tempo changes.	<i>Rhythm & Notation</i> -Read crotchets and quavers. -Apply word chants to rhythms. -Maintain individual parts in rhythmic textures.	<i>Pitch & Tuned Percussion</i> -Play melodies using C–E (do–mi). -Copy stepwise melodic phrases. -Use dot notation to order melodic phrases.	<i>Improvisation & Composition</i> -Improvise short responses using limited notes. -Compose rising/falling phrases using do–re–mi. -Create accompaniments using known rhythms.	<i>Listening & Musical Context</i> -Explore classical, film, pop and world music. -Identify instrumentation and simple structure. -Respond to music through movement and discussion.	<i>Performance</i> -Perform melodies in small groups. -Maintain ensemble accuracy. -Prepare a summer performance.
Y4	<i>Singing: Rounds & Harmony</i> -Sing rounds and partner songs. -Follow crescendo/decrescendo.	<i>Rhythm & Notation</i>	<i>Instrumental Skills</i> -Play melodies using C–G (do–so).	<i>Composition: Pentatonic & Mood</i> -Compose pentatonic phrases.	<i>Listening & Cultural Context</i> -Explore jazz, calypso, bhangra, samba, gamelan.	<i>Performance</i> -Perform in small ensembles.

	-Sing within do–do range.	-Read minims, crotchets, quavers and rests. -Arrange notation cards into bars. -Perform rhythmic scores to a steady beat.	-Perform in two parts (melody + accompaniment). -Identify static and moving parts.	-Introduce major/minor chords. -Compose music to create mood (film clip).	-Identify musical features and traditions.	Follow simple notation confidently. Prepare a summer performance.
Y5	<i>Advanced Singing</i> -Sing with phrasing, style and ensemble awareness. -Maintain harmony lines.	<i>Rhythm & Notation Fluency</i> -Read dotted minims and more complex rhythms. -Follow multi-part rhythmic scores.	<i>Instrumental Fluency</i> -Play extended pitch ranges (C–A). -Perform confidently in two or more parts.	<i>Composition: Chords & Structure</i> -Compose using chords and pentatonic scales. -Structure compositions with clear sections. -Record ideas using staff notation.	<i>Listening Analysis</i> -Analyse musical features (texture, articulation, tonality). -Compare genres and styles.	<i>Ensemble Performance</i> -Perform confidently in groups. -Demonstrate musical independence. -Prepare end-of-year performance.
Y6	<i>Mastery Singing</i> -Sing confidently in harmony. -Blend and balance within an ensemble. -Show musical leadership.	<i>Notation Mastery</i> -Read full staff notation across an octave.	<i>Instrumental Mastery</i> -Play more complex melodies with fluency. -Perform multi-part ensemble pieces.	<i>Composition for Purpose</i> -Compose for film, storytelling or mood.	<i>Listening & Evaluation</i> -Evaluate music using advanced vocabulary. -Make connections between genres, cultures and history.	<i>Transition Performance</i> -Prepare a final performance for KS3 transition. -Demonstrate independence,

		-Interpret complex rhythmic patterns.		-Refine and edit compositions independently. -Use chords, scales and structure confidently.		confidence and musical maturity.
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