

Year 1 to 6 Yearly overview

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1					
<p>Pulse and Rhythm Identify and responding to the pulse and rhythm of a song. Understand the concept through listening and performing activities.</p> <p>Singing - Unit 12/13</p>	<p>Dynamics, Pitch and Tempo (Christmas performance – gaining confidence through performance)</p> <p>Singing - Unit 13/14</p>	<p>Rhythm and Timbre Listening, creating and performing rhythm patterns Learn different sounds can represent characters and key event in a story. Explore instruments of the orchestra that make particular sounds. Experiment with different rhythms and timbre.</p>	<p>Continuing Dynamics, Rhythm, Tempo and Pitch Listen to music and recognise changes in tempo and dynamics. Sing songs and follow pictures to vary dynamics or tempo. Create, retain and perform their own rhythm patterns. Singing - Unit 16</p>	<p>Composing using Pulse Rhythm and Pitch Learn how to identify high and low notes and compose a piece of music to enhance storytelling. Use symbols to record their composition.</p>	<p>Vocal and body sounds To use voices and body percussion to convey a mood.</p>
Year 2					
<p>Exploring Simple Patterns Begin to group beats into twos and threes accentuating the strong beat.</p>	<p>Gaining confidence through performance Christmas Sing short phrases independently. Sing with pitch range do-so with increasing control. Sing songs with a small pitch range, pitching accurately. Know the meaning of dynamics (loud/soft) and tempo (fast/slow) Demonstrate dynamics and tempo when singing by responding to: a) leader’s direction b) visual symbols (crescendo, decrescendo, pause)</p>	<p>Focus on rhythm and tempo Describe tempo as fast or slow Create rhythms using word phrases as a starting point Read and respond to chanted rhythm patterns and represent them with stick notation (crochets, quavers and crochet rests) Create and perform their own chanted rhythm pattern with the same stick notation</p>	<p>Focus on pitch Respond independently to pitch changes heard in short melodic phrases indicating with actions Recognise dot notation and match it to 3-note tunes played on tuned percussion Work with a partner to improvise simple question and answer phrases (sung or on untuned percussion)</p>	<p>Time signatures Group beats into twos and threes accentuating the strong beat. Inventing a musical story Create music in response to a non-musical stimulus Use graphic symbols, dot notation and stick notation to keep a record of composed pieces.</p>	<p>Music that makes you dance Use music technology to capture, change and combine sounds Revisit any areas of weakness.</p>

Year 3					
<p>Singing Development (do-so with expression) Dynamics, pitch, posture.</p> <p>Singing Unit 1/2/3</p> <p>Recorder unit Begin to play B, A, G and read notation – crochets and paired quavers</p>	<p>Singing Development Timbre, phrasing and breathing.</p> <p>Developing Notation Skills, Composition and Timbre Benjamin Britten – Young Person’s Guide to The Orchestra Children learn about orchestral instruments and use a composition (do re mi) to create their own variations on different instruments</p>	<p>Gaining confidence through performance</p> <p>Year 3 and 4 Musical</p> <p>Focus on performance criteria</p>	<p>Gaining confidence through performance</p> <p>Year 3 and 4 Musical</p> <p>Focus on performance criteria</p>	<p>Jamaica - Reggae Three Little Birds Finding out about Reggae</p> <p>Enjoying Composing Rhythms and Improvisation Improvise and compose song accompanies on untuned percussion using ta, teh-teh. Add pitch using dot notation (do re mi) and perform it.</p>	<p>Singing Development Pitch, pulse, timbre, rhythm, dynamics and performance</p> <p>Recorder unit D, C, B, A, G</p> <p>Improvise pitch using a known rhythm</p>
Year 4					
<p>Singing Development (octave do-do) Phrase, tempo, pitch, rhythm, texture and dynamics Two-part singing</p> <p>Introduce minim note to rhythms</p> <p>Singing Unit 13/14/15</p> <p>Ukulele unit</p>	<p>Folk songs What stories does music tell us about the past? Folk songs, including Fenland Folksongs</p> <p>Pentatonic scale in folk songs around the world</p> <p>Improvise using the ukulele as part of a call and response Create short pentatonic phrases</p>	<p>Gaining confidence through performance</p> <p>Year 3 and 4 Musical</p> <p>Focus on performance criteria</p>	<p>Gaining confidence through performance</p> <p>Year 3 and 4 Musical</p> <p>Focus on performance criteria</p>	<p>Interesting time signatures</p> <p>Listen, sing and recognise music with 3/4 and 2/4 time signatures</p> <p>Singing Unit 16/17/18/19</p> <p>Create sequences of 2, 3 and 4 beat phrases arranged into bars</p>	<p>Creating a specific mood</p> <p>Introduce Major and Minor chords</p> <p>Develop knowledge of musical components by composing music to create a specific mood Use technology</p>
Year 5					
<p>Performing two-part singing and two-part percussion playing</p> <p>Singing Unit 20/21</p> <p>Ukulele</p>	<p>Africa - Exploring Time signatures</p> <p>Singing Unit 20/21</p> <p>Songs and percussion</p>	<p>Getting started with music tech</p> <p>Old school Hip-Hop Fresh Prince of Belair</p> <p>Use of YuMusic</p>	<p>Introducing chords Motown Dancing In The Street</p> <p>Reading and perform pitch notation Ukulele chords C F Am</p>	<p>Gaining confidence through performance</p> <p>Year 5 and 6 Musical</p>	<p>Gaining confidence through performance</p> <p>Year 5 and 6 Musical</p>

Reading notation and playing by ear	Use djembe drums and other African tuned and untuned percussion Record rhythms and notation Compose a short ternary piece	to produce a Hip Hop tracks	Compose melodies from pairs of phrases		
Year 6					
Developing singing involving syncopated rhythms Singing in rounds Keyboard unit	Developing Melodic Phrases Understanding phrases in music. Sing phrases. Composes phrases of music considering starting and ending notes	Understanding structure and form How does music connect us to the past Create a piece of music to reflect a time in history	Exploring Notation Further Rock Use of the piano to play phrases from Let's Rock Introduce chord progressions and improvisation Use of YuMusic to create rock drum rhythms End performance	Gaining confidence through performance Year 5 and 6 Musical	Gaining confidence through performance Year 5 and 6 Musical

Reception Yearly Overview

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
All About me	Light and dark (Can't you sleep little bear?)	Journeys - Transports	Journeys – Handa's Surprise	All Creatures Great and Small Farm / Dinosaurs	All Creatures Great and Small Mini Beasts
1. Listen and Respond 2. Explore and Create - initially using voices only but building to using classroom instruments too.	1. Listen and Respond 2. Explore and Create - initially using voices only but building to using classroom instruments too.	1. Listen and Respond 2. Explore and Create - initially using voices only but building to using classroom instruments too.	1. Listen and Respond 2. Explore and Create - initially using voices only but building to using classroom instruments too.	1. Listen and Appraise 2. Musical Activities - learn about the interrelated dimensions of music through singing, improvising and playing classroom instruments 3. Perform and Share	1. Listen and Appraise 2. Musical Activities - learn about the interrelated dimensions of music through singing, improvising and playing classroom instruments 3. Perform and Share

<p>3. Singing - nursery rhymes and action songs - building to singing and playing 4. Share and Perform</p> <p>Use untuned percussion</p>	<p>3. Singing - nursery rhymes and action songs - building to singing and playing 4. Share and Perform</p> <p>Use chime bars/ handbells</p>	<p>3. Singing - nursery rhymes and action songs - building to singing and playing 4. Share and Perform</p> <p>Use chime bars and untuned percussion</p>	<p>3. Singing - nursery rhymes and action songs - building to singing and playing 4. Share and Perform</p> <p>Use chime bars and untuned percussion</p>	<p>Use chime bars and untuned percussion</p>	<p>Use chime bars and untuned percussion</p>
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