



Music Overview

Reception

EYFS Expressive Arts and Design Educational Programme (Statutory)

The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Knowledge and Skills

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.

ELG: Being imaginative and expressive

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

| | Autumn | | | Spring | | | Summer | | |
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| | Theme | Key Objectives (Chris Quigley) | Knowledge and Skills | Theme | Key Objectives (Chris Quigley) | Knowledge and Skills | Theme | Key Objectives (Chris Quigley) | Knowledge and Skills |
| Year 1 1st Half | An Introduction to Music | <ul style="list-style-type: none"> ➤ To describe music ➤ To Perform ➤ To compose ➤ To transcribe | <p>Sing with a sense of enjoyment.</p> <p>Repeat a given rhythm.</p> <p>Explore different sounds made by the voice and body.</p> <p>Explore making high/low, long/short, loud/quiet, fast/slow sounds.</p> | Latin Charanga | <ul style="list-style-type: none"> ➤ To describe music ➤ To Perform ➤ To compose ➤ To transcribe | <p>Sing with increasing vocal control.</p> <p>Sing in time to the pulse.</p> <p>Play in time to the pulse.</p> <p>Play a repeated rhythm along to a song.</p> <p>Play a single pitched note along to a song.</p> | BBC Ten Pieces No Place Like | <ul style="list-style-type: none"> ➤ To describe music ➤ To Perform ➤ To compose ➤ To transcribe | <p>Recognise the note G on a staff.</p> <p>Recognise the symbol for a crotchet and say how many beats it is worth.</p> <p>Co-ordinate actions to go with a song.</p> <p>Explore and recognise different sounds.</p> |

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| | | | <p>Use graphics/symbols to portray the sounds they have made.</p> <p>Sequence the symbols to make a structure.</p> <p>Move in time to a steady beat.</p> <p>Recognise sounds of percussion instruments in the classroom.</p> <p>Recognise the notes middle C and D on a stave.</p> | | | <p>Explore making rhythmic patterns.</p> <p>Begin to use musical terms louder/quieter, faster/slower, higher/lower.</p> <p>Recognise the notes E and F on the stave</p> | | | <p>Follow simple hand instructions – loud/quiet and start/stop.</p> <p>Begin to articulate how a change in speed, pitch and dynamics can change the mood.</p> |
| <p>Year 1 2nd Half</p> | <p>Singing</p> | <ul style="list-style-type: none"> ➤ To describe music ➤ To perform | <p>Sing with a sense of enjoyment.</p> <p>Sing songs with increasing vocal control. (in tune/breathing at the right time)</p> <p>Sing in time to the pulse.</p> <p>Co-ordinate actions to go with a song.</p> | <p>Glockenspiels</p> <p>Charanga – Glockes Stage 1</p> | <ul style="list-style-type: none"> ➤ To describe music ➤ To perform | <p>Play in time to the pulse.</p> <p>Repeat a given rhythm (body percussion or instrument).</p> <p>Play a repeated rhythm along to a song.</p> <p>Play a single pitched note to accompany a song.</p> <p>Follow simple hand instructions – loud/quiet and start/stop</p> | <p>Composition</p> | <ul style="list-style-type: none"> ➤ To describe music ➤ To perform ➤ To compose ➤ To transcribe | <p>Add sound effects to a story.</p> <p>Explore different sounds made by the voice and hands (timbre)</p> <p>Explore making rhythmic patterns.</p> <p>Explore making high/low sounds (pitch), long/short sounds (rhythm), loud/quiet sounds (dynamics), fast/slow sounds (tempo)</p> <p>Recognise the notes CDEFG and A on the musical stave.</p> <p>Recognise the symbol for a crotchet and say how many beats it is worth.</p> <p>Recognise how graphic</p> |

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| | | | | | | | | | <p>notation can represent created sounds.</p> <p>Explore and create own symbols.</p> <p>Sequence these symbols to make a simple structure.</p> |
| <p>Year 2 1st Half</p> | <p>Friendship</p> | <ul style="list-style-type: none"> ➤ To describe music ➤ To Perform ➤ To compose ➤ To transcribe | <p>Listen with increased concentration.</p> <p>Start to describe sounds (smooth, scratchy, clicking, ringing)</p> <p>Use musical terms to describe the mood.</p> <p>Convey the meaning or mood of a song.</p> <p>Explore how sounds can be changed to create the mood.</p> <p>Explore the rhythmic patterns of words and sentences.</p> <p>Perform a rhythmic accompaniment to a song.</p> <p>Create repeated rhythmic phrases.</p> <p>Recognise the notes middle C and D on the stave.</p> | <p>Rock Charanga</p> | <ul style="list-style-type: none"> ➤ To describe music ➤ To Perform ➤ To compose ➤ To transcribe | <p>Sort instruments into how they are played or how they sound.</p> <p>Play a 2-note melody to accompany a song.</p> <p>Play with control: Maintaining the pulse Getting louder/quieter.</p> <p>Repeat short melodic phrases.</p> <p>Create short melodic phrases.</p> <p>Explore changes in pitch and rhythm.</p> <p>Recognise the notes G, A and B on the stave.</p> <p>Recognise the symbol for a minim and say how many beats it is worth.</p> | <p>BBC Ten Pieces</p> | <ul style="list-style-type: none"> ➤ To describe music ➤ To Perform ➤ To compose ➤ To transcribe | <p>Sing with more accuracy in pitch, diction and dynamics.</p> <p>Use graphics/symbols to show music with long/short, loud/quiet and high/low sounds.</p> <p>Follow simple hand instructions – loud/quiet and start/stop.</p> <p>Show confidence when performing as an individual and part of a group.</p> <p>Recognise the notes E, D and F on the stave.</p> <p>Recognise the symbol for a crotchet and say how many beats it is worth.</p> |
| <p>Year 2 2nd Half</p> | <p>Singing</p> | <ul style="list-style-type: none"> ➤ To describe music ➤ To perform | <p>Convey the meaning mood of a song.</p> <p>Sing with more accuracy in pitch, diction and</p> | <p>Glockenspiels Charanga – Glocks Stage 2</p> | <ul style="list-style-type: none"> ➤ To describe music ➤ To perform | <p>Play with control:</p> <ol style="list-style-type: none"> a) Maintaining the pulse b) Getting faster or slower (tempo) | <p>Composition</p> | <ul style="list-style-type: none"> ➤ To describe music ➤ To Perform | <p>Create short melodic phrases.</p> <p>Create repeated rhythmic phrases.</p> |

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| | | | <p>dynamics.</p> <p>Repeat short melodic phrases.</p> | | | <p>c) Getting louder or quieter (dynamics)</p> <p>Perform a rhythmic accompaniment to a song.</p> <p>Play a 2-note melody to accompany a song.</p> <p>Follow simple hand instructions – loud/quiet and start/stop</p> <p>Show confidence in performing as an individual and as part of a group.</p> | | <ul style="list-style-type: none"> ➤ To compose ➤ To transcribe | <p>Explore the rhythmic Patterns of words and sentences.</p> <p>Explore how sounds can Be changed to create a mood.</p> <p>Explore changes in pitch and rhythm.</p> <p>Recognise notes CDEFGAB and C on the musical stave.</p> <p>Recognise the symbol for a crotchet and a quaver and say how many beats they are worth.</p> |
| <p>Year 3</p> <p>1st Half</p> | <p>Soul</p> <p>Charanga</p> | <ul style="list-style-type: none"> ➤ To describe music ➤ To Perform ➤ To compose ➤ To transcribe | <p>Listen with concentration to longer extracts/pieces.</p> <p>Identify repetition in music.</p> <p>Sing an increasing number of songs from memory and recognise the structure.</p> <p>Demonstrate an awareness of character and style.</p> <p>Show an increasing accuracy in breath and diction.</p> <p>Keep a steady beat on an instrument in a group or individually.</p> | <p>BBC Ten Pieces</p> <p>The Little Train of Caipira</p> | <ul style="list-style-type: none"> ➤ To describe music ➤ To Perform ➤ To compose ➤ To transcribe | <p>Recognise and describe sounds made by common instrumental sounds.</p> <p>Identify a steady beat/specific rhythmic patterns/the speed/ the volume of a piece of music.</p> <p>Show an increasing accuracy in pitch and longer phrases.</p> <p>Copy short melodic phrases by ear.</p> <p>Use tuned percussion with increasing confidence and accuracy.</p> <p>Explore the different sounds one instrument can make.</p> | <p>Ukuleles</p> <p>(Essex Music Hub)</p> | <ul style="list-style-type: none"> ➤ To describe music ➤ To Perform | <p>Keep a steady beat on an instrument in a group or individually.</p> <p>Copy a short melodic phrase by ear on a pitched instrument.</p> <p>Play using symbols including graphic and/or traditional scores.</p> <p>Use tuned percussion with increasing confidence and accuracy.</p> <p>Follow simple hand directions from a leader.</p> |

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| | | | <p>Play using symbols including graphic and/or traditional scores.</p> <p>Create music which has different pitches and dynamics.</p> <p>Recognise the notes middle C, D and E on the staff.</p> <p>Recognise the symbol for a crotchet and say how many beats it is worth.</p> | | | <p>Start to use note names in written compositions.</p> <p>Recognise the notes F, G and A on the staff.</p> <p>Recognise the symbol for a minim and say how many beats it is worth.</p> <p>Follow simple hand directions from a leader.</p> | | | |
| 2 nd Half | Singing | <ul style="list-style-type: none"> ➤ To describe music ➤ To perform | <p>Show an increasing accuracy in pitch, longer phrases, posture, breath and diction.</p> <p>Sing an increasing number of songs from memory and recognise the structure.</p> <p>Demonstrate an awareness of character or style.</p> <p>Chant or sing a round in two parts.</p> | Composition | <ul style="list-style-type: none"> ➤ To describe music ➤ To Perform ➤ To compose ➤ To transcribe | <p>Explore the different sounds one instrument can make (timbre).</p> <p>Create music which has different rhythms, tempi, pitches and dynamics.</p> <p>Explore how the interrelated dimensions of music can be combined to create a composition.</p> <p>Recognise notes CDEFGAB and C on the musical staff.</p> <p>Recognise the symbol for a crotchet, quaver and minim and say how many beats they are worth.</p> <p>Start to use note names in written compositions.</p> | | | |

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| | | | | | | Start to show changes in dynamics in their written compositions. | | | |
| Year 4 1st Half | Abba Charanga | <ul style="list-style-type: none"> ➤ To describe music ➤ To Perform ➤ To compose ➤ To transcribe | <p>Recognise music from different genres identifying key elements that give it its unique sound.</p> <p>Sing confidently as part of a small group or solo being aware of posture and diction.</p> <p>Perform to an audience with increased confidence.</p> <p>Read and play some traditional music symbols.</p> <p>Play by ear – find known phrases using tuned percussion.</p> <p>Create simple rhythmic accompaniments to a song using repeated patterns.</p> <p>Become more confident using note names in compositions.</p> <p>Recognise the notes EGBDF on the staff.</p> <p>Recognise the symbols for minims and crotchets and say how many beats they are worth.</p> | Rap Charanga | <ul style="list-style-type: none"> ➤ To describe music ➤ To Perform ➤ To compose ➤ To transcribe | <p>Recognise the combined effect of layers of sound (texture).</p> <p>Recognise and talk about contrasting styles of music using appropriate musical language (tempo, dynamics, texture, timbre, structure.)</p> <p>Explore the use of silence (rests).</p> <p>Recognise the notes FACE on the staff.</p> <p>Recognise the symbol for a quaver and say how many beats it is worth.</p> | BBC Ten Pieces Hall of the Mountain King | <ul style="list-style-type: none"> ➤ To describe music ➤ To Perform ➤ To compose ➤ To transcribe | <p>Identify repeated rhythmic or melodic phrases in live or recorded music.</p> <p>Maintain 2 or more different patterns simultaneously in a small group.</p> <p>Create music with different moods using dynamics, tempi, timbres, pitches and rhythms.</p> <p>Start to use crescendo and diminuendo.</p> <p>Explore sounds to create particular effects.</p> <p>Recognise the symbol for a semibreve and say how many beats it is worth.</p> <p>Recognise the notes EGBDF and FACE on the staff.</p> |

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| <p>Year 4 2nd Half</p> | <p>Singing</p> | <ul style="list-style-type: none"> ➤ To describe music ➤ To perform | <p>Sing songs in a variety of Styles with an increasing awareness of the tone o their voice and musical expression (dynamics, tempo, reflecting the mood and character of the song)</p> <p>Sing confidently as part of a small group or solo being aware of posture and diction.</p> <p>Sing two/three-part rounds with more confidence and increasing accuracy.</p> | <p>Guitar Charanga</p> | <ul style="list-style-type: none"> ➤ To describe music ➤ To perform | <p>Play music that includes rests.</p> <p>Maintain 2 or more different patterns simultaneously in a small group.</p> <p>Play by ear – find known phrases using tuned percussion.</p> <p>Read and play from some traditional music symbols.</p> <p>Play to an audience with increasing confidence.</p> <p>Follow a leader, stopping/starting, getting faster/slower (tempo) and louder/quieter. (dynamics)</p> | <p>Composition</p> | <ul style="list-style-type: none"> ➤ To describe music ➤ To Perform ➤ To compose ➤ To transcribe | <p>Explore sounds to create particular effects (timbre)</p> <p>Explore the use of silence (rests)</p> <p>Create music with different moods using dynamics, tempi, timbres, pitches, rhythms.</p> <p>Create simple rhythmic accompaniments to a song using repeated patterns.</p> <p>Recognise notes EGBDF and FACE on the musical staff.</p> <p>Recognise the symbol for a crotchet, minim, semibreve and quaver and say how many beats they are worth.</p> <p>Become more confident in using note names in written compositions.</p> <p>Start to use crescendo (getting louder) and diminuendo (getting quieter).</p> |
| <p>Year 5 1st Half</p> | <p>BBC Ten Pieces Mars</p> | <ul style="list-style-type: none"> ➤ To describe music ➤ To Perform ➤ To compose | <p>Distinguish differences in timbre and texture between a wide range of instruments and instrumental music.</p> <p>Extend the length of phrases being played by ear.</p> | <p>Motown Charanga</p> | <ul style="list-style-type: none"> ➤ To describe music ➤ To Perform ➤ To compose | <p>Use a wide range of musical vocabulary to discuss and describe different pieces of music.</p> <p>Consider the interrelated dimensions of music when experimenting with sound.</p> | <p>Rock Charanga</p> | <ul style="list-style-type: none"> ➤ To describe music ➤ To Perform ➤ To compose | <p>Compare two pieces of music from different times and discuss similarities and differences.</p> <p>Perform a song from memory with attention to phrasing, dynamics,</p> |

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| | | <ul style="list-style-type: none"> ➤ To transcribe | <p>Perform on a range of instruments as part of a group.</p> <p>Explore textures created by layering rhythmic and/or melodic patterns.</p> | | <ul style="list-style-type: none"> ➤ To transcribe | <p>Sing confidently showing musical expression, communicating the mood and character of a song.</p> <p>Perform with an increasing awareness of musical expression.</p> <p>Read and play with confidence from a traditional score.</p> <p>Transcribe using a graphic score.</p> <p>Confidently show changes in dynamics in their written compositions.</p> | | <ul style="list-style-type: none"> ➤ To transcribe | <p>accuracy of pitch and for an occasion.</p> <p>Know what makes a good performance.</p> <p>Start to use <i>pp</i>, <i>p</i>, <i>mp</i>, <i>mf</i>, <i>f</i>, <i>ff</i> in their compositions.</p> <p>Begin to transcribe using traditional notation.</p> <p>Recognise the notes on the staff.</p> <p>Recognise the symbols for a dotted minim and say how many beats it is worth.</p> |
| Year 5 2 nd Half | Singing | <ul style="list-style-type: none"> ➤ To describe music ➤ To Perform | <p>Sing confidently in a wide range of styles showing musical expression, communicating the mood and character of a song.</p> <p>Perform a song from memory with attention to phrasing, dynamics, accuracy of pitch and for an occasion.</p> <p>Sing a simple second part to a two-part song.</p> <p>Maintain own part in a round.</p> | Guitar Charanga | <ul style="list-style-type: none"> ➤ To describe music ➤ To Perform | <p>Perform on a range of instruments as part of a group.</p> <p>Read and play with confidence from a traditional and/or graphic score.</p> <p>Extend the length of phrases being played by ear.</p> <p>Perform with an increasing awareness of musical expression.</p> <p>Know what makes a good performance</p> | Composition | <ul style="list-style-type: none"> ➤ To describe music ➤ To Perform ➤ To compose ➤ To transcribe | <p>Consider the interrelated dimensions of music when experimenting with sound.</p> <p>Use ICT to create different sounds.</p> <p>Explore textures created by layering rhythmic and/or melodic patterns.</p> <p>Recognise and use notes EGBDF and FACE on the musical staff.</p> <p>Recognise and use the symbol for a crotchet, minim, semibreve, quaver and dotted minim and say how many beats they are worth.</p> |

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| | | | | | | | | | <p>Confidently show changes in dynamics in their written compositions.</p> <p>Start to use pp, p, mp, mf, f and ff in their written compositions.</p> <p>Record music in a variety of ways (graphic scores/notation)</p> |
| <p>Year 6 1st Half</p> | <p>Beatles Charanga</p> | <ul style="list-style-type: none"> ➤ To describe music ➤ To Perform ➤ To compose ➤ To transcribe | <p>Sing confidently in a wide range of styles with music expression.</p> <p>Sing confidently in front of an audience.</p> <p>Play longer phrases by ear.</p> <p>Read confidently from a graphic score.</p> <p>Take inspiration from different musical styles to compose.</p> <p>Use the notes on the stave to transcribe.</p> <p>Use rhythmic notation to transcribe.</p> <p>Understand the use of treble and bass clef.</p> | <p>BBC Ten Pieces Winter</p> | <ul style="list-style-type: none"> ➤ To describe music ➤ To Perform ➤ To compose ➤ To transcribe | <p>Use a wide range of musical vocabulary to describe pieces of music.</p> <p>Record music in a variety of ways.</p> <p>Confidently use the interrelated dimensions of music to create compositions.</p> <p>Perform with sensitivity to musical expression.</p> <p>Maintain own part as part of an ensemble.</p> <p>Understand the use of the # (sharp) and <i>b</i> (flat) symbols.</p> <p>Start to use the notes on the stave.</p> <p>Start to use rhythmic notation.</p> | <p>Composition</p> | <ul style="list-style-type: none"> ➤ To describe music ➤ To Perform ➤ To compose ➤ To transcribe | <p>Confidently use the interrelated dimensions of music to create different compositions.</p> <p>Use ICT to create different sounds.</p> <p>Take inspiration from different musical styles to compose</p> <p>Recognise and use notes EGBDF and FACE on the musical stave.</p> <p>Recognise and use the symbol for a crotchet, minim, semibreve, quaver and dotted minim and say how many beats they are worth.</p> <p>Understand the use of the # (sharp) or <i>b</i> (flat) symbols.</p> <p>Understand the use of treble and bass clefs.</p> |
| <p>Year 6 2nd Half</p> | <p>Singing</p> | <ul style="list-style-type: none"> ➤ To describe music ➤ To Perform | <p>Sing confidently in a wide range of styles with musical expression.</p> <p>Sing confidently in front of an audience.</p> | | | | | | |

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| | | | <p>Sing confidently as part of a two-part song.</p> <p>Maintain own part in a more complex round.</p> | | | | | | <p>Use pp, p, mp, mf, f and ff in their written compositions.</p> <p>Record music in a variety of ways (graphic scores/notation)</p> |
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