



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		
	Theme	Key Objectives (Chris Quigley)	Knowledge and Skills	Theme	Key Objectives (Chris Quigley)	Knowledge and Skills	Theme	Key Objectives (Chris Quigley)	Knowledge and Skills
<b>Year 1</b>	<b>An Introduction to Music</b>	<ul style="list-style-type: none"> <li>➤ To describe music</li> <li>➤ To Perform</li> <li>➤ To compose</li> <li>➤ To transcribe</li> </ul>	<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>	<b>Latin Charanga</b>	<ul style="list-style-type: none"> <li>➤ To describe music</li> <li>➤ To Perform</li> <li>➤ To compose</li> <li>➤ To transcribe</li> </ul>	<p><i>Still use and build upon knowledge and skills from previous unit. The following are new knowledge and skills learnt in this unit.</i></p> <p>Sing with increasing vocal control.</p> <p>Sing in time to the pulse.</p> <p>Play in time to the pulse.</p>	<b>BBC Ten Pieces</b> <b>No Place Like</b>	<ul style="list-style-type: none"> <li>➤ To describe music</li> <li>➤ To Perform</li> <li>➤ To compose</li> <li>➤ To transcribe</li> </ul>	<p><i>Still use and build upon knowledge and skills from previous unit. The following are new knowledge and skills learnt in this unit.</i></p> <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>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>Play a repeated rhythm along to a song.</p> <p>Play a single pitched note along to a song.</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>Co-ordinate actions to go with a song.</p> <p>Explore and recognise different sounds.</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>
<b>Year 2</b>	<b>Friendship</b>	<ul style="list-style-type: none"> <li>➤ To describe music</li> <li>➤ To Perform</li> <li>➤ To compose</li> <li>➤ To transcribe</li> </ul>	<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>	<b>BBC Ten Pieces</b>	<ul style="list-style-type: none"> <li>➤ To describe music</li> <li>➤ To Perform</li> <li>➤ To compose</li> <li>➤ To transcribe</li> </ul>	<p><i>Still use and build upon knowledge and skills from previous unit. The following are new knowledge and skills learnt in this unit.</i></p> <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>	<b>Rock Charanga</b>	<ul style="list-style-type: none"> <li>➤ To describe music</li> <li>➤ To Perform</li> <li>➤ To compose</li> <li>➤ To transcribe</li> </ul>	<p><i>Still use and build upon knowledge and skills from previous unit. The following are new knowledge and skills learnt in this unit.</i></p> <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>

			Recognise the notes middle C and D on the staff.			Recognise the symbol for a crotchet and say how many beats it is worth.			Recognise the notes G, A and B on the staff.  Recognise the symbol for a minim and say how many beats it is worth.
<b>Year 3</b>	<b>Reggae Charanga</b>	<ul style="list-style-type: none"> <li>➤ To describe music</li> <li>➤ To Perform</li> <li>➤ To compose</li> <li>➤ To transcribe</li> </ul>	<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>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>	<b>Soul Charanga</b>	<ul style="list-style-type: none"> <li>➤ To describe music</li> <li>➤ To Perform</li> <li>➤ To compose</li> <li>➤ To transcribe</li> </ul>	<p><i>Still use and build upon knowledge and skills from previous unit. The following are new knowledge and skills learnt in this unit.</i></p> <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>Start to use note names in written compositions.</p> <p>Recognise the notes F, G and A on the staff.</p>	<b>BBC Ten Pieces</b>  <b>Little Train</b>	<ul style="list-style-type: none"> <li>➤ To describe music</li> <li>➤ To Perform</li> <li>➤ To compose</li> <li>➤ To transcribe</li> </ul>	<p><i>Still use and build upon knowledge and skills from previous unit. The following are new knowledge and skills learnt in this unit.</i></p> <p>Follow simple hand directions from a leader.</p> <p>Create music which has different tempi and rhythms.</p> <p>Explore how the interrelated dimensions of music can be combined to create a piece of music.</p> <p>Recognise the symbol for a semibreve and say how many beats it is worth.</p> <p>Recognise the notes B and C on a staff.</p>

						Recognise the symbol for a minim and say how many beats it is worth.			
<b>Year 4</b>	<b>Abba Charanga</b>	<ul style="list-style-type: none"> <li>➤ To describe music</li> <li>➤ To Perform</li> <li>➤ To compose</li> <li>➤ To transcribe</li> </ul>	<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 stave.</p> <p>Recognise the symbols for minims and crotchets and say how many beats they are worth.</p>	<b>Rap Charanga</b>	<ul style="list-style-type: none"> <li>➤ To describe music</li> <li>➤ To Perform</li> <li>➤ To compose</li> <li>➤ To transcribe</li> </ul>	<p><i>Still use and build upon knowledge and skills from previous unit. The following are new knowledge and skills learnt in this unit.</i></p> <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 stave.</p> <p>Recognise the symbol for a quaver and say how many beats it is worth.</p>	<b>BBC Ten Pieces</b> <b>Hall of the Mountain King</b>	<ul style="list-style-type: none"> <li>➤ To describe music</li> <li>➤ To Perform</li> <li>➤ To compose</li> <li>➤ To transcribe</li> </ul>	<p><i>Still use and build upon knowledge and skills from previous unit. The following are new knowledge and skills learnt in this unit.</i></p> <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 stave.</p>

Year 5	<b>Rock Charanga</b>	<ul style="list-style-type: none"> <li>➤ To describe music</li> <li>➤ To Perform</li> <li>➤ To compose</li> <li>➤ To transcribe</li> </ul>	<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>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>	<b>BBC Ten Pieces</b>  <b>Mars</b>	<ul style="list-style-type: none"> <li>➤ To describe music</li> <li>➤ To Perform</li> <li>➤ To compose</li> <li>➤ To transcribe</li> </ul>	<p><i>Still use and build upon knowledge and skills from previous unit. The following are new knowledge and skills learnt in this unit.</i></p> <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>Perform on a range of instruments as part of a group.</p> <p>Explore textures created by layering rhythmic and/or melodic patterns.</p>	<b>Motown Charanga</b>	<ul style="list-style-type: none"> <li>➤ To describe music</li> <li>➤ To Perform</li> <li>➤ To compose</li> <li>➤ To transcribe</li> </ul>	<p><i>Still use and build upon knowledge and skills from previous unit. The following are new knowledge and skills learnt in this unit.</i></p> <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, accuracy of pitch and for an occasion.</p> <p>Know what makes a good performance.</p> <p>Start to use <i>pp, p, mp, mf, f, ff</i> in their compositions.</p> <p>Begin to transcribe using traditional notation.</p> <p>Recognise the notes on the stave.</p> <p>Recognise the symbols for a dotted minim and say how many beats it is worth.</p>
Year 6	<b>BBC Ten Pieces</b>  <b>Winter</b>	<ul style="list-style-type: none"> <li>➤ To describe music</li> <li>➤ To Perform</li> <li>➤ To compose</li> <li>➤ To transcribe</li> </ul>	<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</p>	<b>The Beatles Charanga</b>	<ul style="list-style-type: none"> <li>➤ To describe music</li> <li>➤ To Perform</li> <li>➤ To compose</li> <li>➤ To transcribe</li> </ul>	<p><i>Still use and build upon knowledge and skills from previous unit. The following are new knowledge and skills learnt in this unit.</i></p> <p>Sing confidently in a wide range of styles with music expression.</p>	<b>Pop Charanga</b>	<ul style="list-style-type: none"> <li>➤ To describe music</li> <li>➤ To Perform</li> <li>➤ To compose</li> <li>➤ To transcribe</li> </ul>	<p><i>Still use and build upon knowledge and skills from previous unit. The following are new knowledge and skills learnt in this unit.</i></p> <p>Recognise and identify features of expression (phrasing, melody,</p>

			<p>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>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>harmony, different dynamics, tempo).</p> <p>Know what makes a good performance.</p> <p>Conduct a group of performers.</p> <p>Read confidently from a traditional score.</p> <p>Sing confidently as part of a 2-part song.</p> <p>Use <i>pp</i>, <i>p</i>, <i>mp</i>, <i>mf</i>, <i>f</i>, <i>ff</i> in their compositions.</p>
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