



Music - Whole School Overview



EYFS						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p>Nursery Rhymes</p> <p>Singing - Remember and sing entire songs. (3&4)</p> <p>- Sing the pitch of a tone sung by another person ('pitch match'). (3&4)</p> <p>- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. (3&4)</p> <p>- Sing in a group or on their own, increasingly matching the pitch and following the melody. (Rec)</p> <p>Listening - Listen with increased attention to sounds. (3&4)</p> <p>- Respond to what they have heard, expressing their thoughts and feelings. (3&4)</p> <p>- Listen attentively, move to and talk about music, expressing their feelings and responses. (Rec)</p>	<p>World Nursery Rhymes Week Performance</p> <p>Performance - Play instruments with increasing control to express their feelings and ideas. (3&4)</p> <p>- Explore and engage in music making and dance, performing solo or in groups. (Rec)</p> <p>Singing - Remember and sing entire songs. (3&4)</p> <p>- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. (3&4)</p> <p>- Sing in a group or on their own, increasingly matching the pitch and following the melody. (Rec)</p>	<p>Charanga - Anyone Can Play (Unit 1&2)</p> <p>Composing - Play instruments with increasing control to express their feelings and ideas. (3&4)</p> <p>- Create their own songs or improvise a song around one they know. (3&4)</p> <p>- Explore and engage in music making and dance, performing solo or in groups. (Rec)</p> <p>Performance - Play instruments with increasing control to express their feelings and ideas. (3&4)</p> <p>- Explore and engage in music making and dance, performing solo or in groups. (Rec)</p>	<p>Traditional folk music - Britain</p> <p>Composing - Play instruments with increasing control to express their feelings and ideas. (3&4)</p> <p>- Create their own songs or improvise a song around one they know. (3&4)</p> <p>- Explore and engage in music making and dance, performing solo or in groups. (Rec)</p> <p>Listening - Respond to what they have heard, expressing their thoughts and feelings. (3&4)</p>	<p>Music around the world</p> <p>Listening - Respond to what they have heard, expressing their thoughts and feelings. (3&4)</p> <p>- Watch and talk about dance and performance art, expressing their feelings and responses. (Rec)</p> <p>- Listen attentively, move to and talk about music, expressing their feelings and responses. (Rec)</p> <p>Composing - Play instruments with increasing control to express their feelings and ideas. (3&4)</p> <p>- Listen attentively, move to and talk about music, expressing their feelings and responses. (Rec)</p> <p>- Watch and talk about dance and performance art, expressing their feelings and responses. (Rec)</p> <p>Singing - Sing in a group or on their own, increasingly matching the pitch and following the melody. (Rec)</p>	<p>Invite musicians in or take to a music performance</p> <p>Listening - Respond to what they have heard, expressing their thoughts and feelings. (3&4)</p> <p>- Watch and talk about dance and performance art, expressing their feelings and responses. (Rec)</p> <p>- Listen attentively, move to and talk about music, expressing their feelings and responses. (Rec)</p>



Music - Whole School Overview



Year 1						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p>Charanga MMC - My Musical Heartbeat</p> <p>Singing - Use their voice expressively and creatively</p> <p>Listening - Listen with concentration and understanding to a range of high quality live and recorded music</p> <p>- Explore and express ideas and feelings about music using movement, dance and expressive musical language</p> <p>FOCUS (Inter-related dimensions of music) - Pitch, pulse and rhythm, tempo</p>	<p>Music for Christmas Production</p> <p>Performance - Rehearse and perform with others</p> <p>- To make improvements to my own work</p> <p>Singing - Use their voice expressively and creatively</p> <p>FOCUS (Inter-related dimensions of music) - Pitch, pulse and rhythm, tempo</p>	<p>BBC Ten Pieces - No Place Like by Kerry Andrews</p> <p>Listening - To listen with concentration and recall sounds within increasing aural memory</p> <p>- Explore and express ideas and feelings about music using movement, dance and expressive musical language</p> <p>Singing - Use their voice expressively and creatively</p> <p>Composing - Explore, choose and organise sounds and musical ideas</p> <p>https://www.bbc.co.uk/teach/ten-pieces/articles/z7k4f4j</p>	<p>Charanga MMC - Exploring Sounds</p> <p>Singing - Use their voice expressively and creatively</p> <p>- To know how the combined musical elements of pitch, durations, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures</p> <p>Listening - To listen with concentration and recall sounds within increasing aural memory</p> <p>- Explore and express ideas and feelings about music using movement, dance and expressive musical language</p> <p>FOCUS - (Inter-related dimensions of music) - Pitch, pulse and rhythm, tempo</p>	<p>Charanga MMC - Having Fun with Improvisation</p> <p>Singing - To know how the combined musical elements of pitch, durations, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures</p> <p>Listening - To know how music is used for a particular purpose</p> <p>Composing - Explore, choose and organise sounds and musical ideas</p> <p>- To understand that sounds can be made in different ways and describe using different given and invented signs and symbols.</p> <p>- Create musical patterns</p> <p>FOCUS - Play together, hear each other, experiment</p>	<p>Charanga Freestyle - RSNO - Yoyo and the Little Auk</p> <p>Listening - Listen with concentration and understanding to a range of high quality live and recorded music</p> <p>Performance - Rehearse and perform with others</p> <p>- To make improvements to my own work</p> <p>- Rehearse and perform with others</p> <p>Singing - To know how the combined musical elements of pitch, durations, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures</p> <p>- Use their voice expressively and creatively</p> <p>FOCUS - Performance of a chosen piece for our celebration of World Music Day</p>



Music - Whole School Overview

Year 2						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	<p>Charanga MMC - Pulse Rhythm and Pitch</p> <p>Singing - Use their voice expressively and creatively - To know how the combined musical elements of pitch, durations, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures</p> <p>Listening - Listen with concentration and understanding to a range of high quality live and recorded music - To listen with concentration and recall sounds within increasing aural memory</p> <p>FOCUS - how pulse rhythm and pitch work together</p>	<p>Music for Christmas Production</p> <p>Performance - Rehearse and perform with others - To make improvements to my own work</p> <p>Singing - Use their voice expressively and creatively</p> <p>FOCUS - how we can change our rhythm and pitch to create new sounds and work together</p>	<p>Charanga MMC - Playing in An Orchestra</p> <p>Performance - Play tuned and untuned instruments - To make improvements to my own work</p> <p>Composing - Explore, choose and organise sounds and musical ideas - To understand that sounds can be made in different ways and describe using different given and invented signs and symbols. - Create musical patterns</p> <p>FOCUS - expression and understanding, application of musical language</p>	<p>BBC Ten Pieces - 'Mars' from 'The Planets' by Gustav Holst</p> <p>Listening - Listen with concentration and understanding to a range of high quality live and recorded music - To listen with concentration and recall sounds within increasing aural memory</p> <p>Composing - Explore, choose and organise sounds and musical ideas - To understand that sounds can be made in different ways and describe using different given and invented signs and symbols. - Create musical patterns</p>	<p>Charanga MMC - Inventing a Musical Story</p> <p>Performance - Play tuned and untuned instruments - To make improvements to my own work</p> <p>Composing - Explore, choose and organise sounds and musical ideas - To understand that sounds can be made in different ways and describe using different given and invented signs and symbols. - Create musical patterns</p> <p>(Rock - FOCUS - Play together, hear each other, experiment)</p>	<p>Charanga MMC - Exploring Improvisation</p> <p>Singing - To know how the combined musical elements of pitch, durations, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures</p> <p>Listening - To know how music is used for a particular purpose</p> <p>Composing - Explore, choose and organise sounds and musical ideas - Create musical patterns</p> <p>FOCUS - Play together, hear each other, experiment</p>



Music - Whole School Overview



Year 3						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<p>Charanga MMC - Writing Music Down</p> <p>Singing - Sing songs in unison, solo and two parts</p> <p>Listening - To listen with attention to detail and to internalise and recall sounds - Analyse and compare sounds</p> <p>Explore and explain ideas and feelings about music using movement, dance and expressive musical language</p> <p>Composing - Improvise, developing rhythmic and melodic material when performing - To know that music is produced in different ways and described through relevant established and invented notations. - Explore, choose, combine and organise musical ideas with musical structures</p> <p>FOCUS - Listening and comparing using musical language with appreciation of genre, similarities and differences</p>	<p>Charanga MMC - Playing in a Band</p> <p>Singing - Sing songs in unison, solo and two parts</p> <p>Listening - To listen with attention to detail and to internalise and recall sounds - To understand how time and place can influence the way music is created - Analyse and compare sounds</p> <p>-Explore and explain ideas and feelings about music using movement, dance and expressive musical language</p> <p>Composing - Explore, choose, combine and organise musical ideas with musical structures</p> <p>FOCUS -Exploring and developing playing skills using improvisation and composition</p>	<p>Charanga MMC - Compose Using Your Imagination</p> <p>Listening -To listen with attention to detail and to internalise and recall sounds</p> <p>Singing - To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures and used to communicate different moods and effects</p> <p>Composing - Improvise, developing rhythmic and melodic material when performing</p> <p>- To know that music is produced in different ways and described through relevant established and invented notations.</p> <p>FOCUS - Explore, choose, combine and organise musical ideas with musical structures</p>	<p>BBC Ten Pieces Johann Sebastian - Bach-Toccata and Fugue</p> <p>Listening - To listen with attention to detail and to internalise and recall sounds - To understand how time and place can influence the way music is created</p> <p>Composing - Improvise, developing rhythmic and melodic material when performing</p> <p>Performance - To practise, rehearse and present performances with an awareness of the audience</p> <p>- To reflect on and improve my own and others work in relation to its intended effect</p> <p>FOCUS - Listen, compose and perform using similar styles in the genre</p>	<p>Charanga MMC - Enjoying Improvisation</p> <p>Performance - Play tuned and untuned instruments - To make improvements to my own work - Rehearse and perform with others</p> <p>Composing - Improvise, developing rhythmic and melodic material when performing - To know that music is produced in different ways and described through relevant established and invented notations. - Explore, choose, combine and organise musical ideas with musical structures</p> <p>FOCUS - Play together, hear each other, experiment)</p>	<p>Charanga Freestyle - RSNO - Once Upon a Tune</p> <p>Performance - To practise, rehearse and present performances with an awareness of the audience - To reflect on and improve my own and others work in relation to its intended effect</p> <p>Singing - To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures and used to communicate different moods and effects - Sing songs in unison, solo and two parts</p> <p>FOCUS - Performance of a chosen piece for our celebration of World Music Day</p>



Music - Whole School Overview



Year 3/4 & Year 4						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3/4 & Year 4	<p>Charanga MMC - Musical Structures</p> <p>Singing - Sing songs in unison, solo and two parts</p> <p>Listening - To listen with attention to detail and to internalise and recall sounds</p> <p>- Analyse and compare sounds</p> <p>Explore and explain ideas and feelings about music using movement, dance and expressive musical language</p> <p>Composing - Improvise, developing rhythmic and melodic material when performing</p> <p>- To know that music is produced in different ways and described through relevant established and invented notations.</p> <p>- Explore, choose, combine and organise musical ideas with musical structures</p> <p>FOCUS - Listening and comparing using musical language with appreciation of genre, similarities and differences</p>	<p>Charanga Freestyle Song and Video Projects - Be Safe Online</p> <p>Performance - To play tuned and untuned instruments with control and accuracy</p> <p>- To practise, rehearse and present performances with an awareness of the audience</p> <p>- To reflect on and improve my own and others work in relation to its intended effect</p> <p>Composing - Improvise, developing rhythmic and melodic material when performing</p> <p>- To know that music is produced in different ways and described through relevant established and invented notations.</p> <p>FOCUS - Working to sing in unison and parts</p>	<p>Charanga MMC - Exploring Feelings when you Play</p> <p>Listening - To listen with attention to detail and to internalise and recall sounds</p> <p>Singing - To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures and used to communicate different moods and effects</p> <p>Composing - Improvise, developing rhythmic and melodic material when performing</p> <p>- To know that music is produced in different ways and described through relevant established and invented notations.</p> <p>FOCUS - Working to sing in unison and parts</p> <p>FOCUS - Listen, compose and perform using similar styles in the genre</p>	<p>BBC Ten Pieces Modest Mussorgsky - A night on Bare Mountain</p> <p>Listening - To listen with attention to detail and to internalise and recall sounds</p> <p>- To understand how time and place can influence the way music is created</p> <p>- Analyse and compare sounds</p> <p>- Explore and explain ideas and feelings about music using movement, dance and expressive musical language</p> <p>Composing - Improvise, developing rhythmic and melodic material when performing</p> <p>- Explore, choose, combine and organise musical ideas with musical structures</p> <p>FOCUS - Listen, compose and perform using similar styles in the genre</p>	<p>Charanga MMC - Compose with your friends</p> <p>Singing - To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures and used to communicate different moods and effects</p> <p>Performance - Play tuned and untuned instruments</p> <p>- To make improvements to my own work</p> <p>Composing - Improvise, developing rhythmic and melodic material when performing</p> <p>- To know that music is produced in different ways and described through relevant established and invented notations.</p> <p>- Explore, choose, combine and organise musical ideas with musical structures</p>	<p>Charanga MMC - Expression and Improvisation</p> <p>Composing - Improvise, developing rhythmic and melodic material when performing</p> <p>- To know that music is produced in different ways and described through relevant established and invented notations.</p> <p>- Explore, choose, combine and organise musical ideas with musical structures</p> <p>Performance - To practise, rehearse and present performances with an awareness of the audience</p> <p>- To reflect on and improve my own and others work in relation to its intended effect</p> <p>FOCUS - Performance of a chosen piece for our celebration of World Music Day</p>



Music - Whole School Overview



Year 5/6 Cycle A						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5/6	<p>Charanga MMC - Melody and Harmony in Music</p> <p>Performance - To play tuned and untuned instruments with control and accuracy</p> <p>- To practise, rehearse and present performances with an awareness of the audience</p> <p>- To reflect on and improve my own and others work in relation to its intended effect</p> <p>Listening - To understand how time and place can influence the way music is created</p> <p>Singing - To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures and used to communicate different moods and effects</p> <p>FOCUS - Exploring musical notation, rhythm and pitch</p>	<p>Charanga (Song and Video Projects)</p> <p>- Climate Change the Time is Now</p> <p>Performance - To play tuned and untuned instruments with control and accuracy</p> <p>- To practise, rehearse and present performances with an awareness of the audience</p> <p>- To reflect on and improve my own and others work in relation to its intended effect</p> <p>Listening - To listen with attention to detail and to internalise and recall sounds</p> <p>- To understand how time and place can influence the way music is created</p> <p>- Analyse and compare sounds</p> <p>Explore and explain ideas and feelings about music using movement, dance and expressive musical language</p> <p>FOCUS - Recognition of musical genre and impact</p>	<p>Charanga MMC - Composing and Chords</p> <p>Singing - To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures and used to communicate different moods and effects</p> <p>- Sing songs in unison, solo and two parts</p> <p>Composing - Improvise, developing rhythmic and melodic material when performing</p> <p>- To know that music is produced in different ways and described through relevant established and invented notations.</p> <p>- Explore, choose, combine and organise musical ideas with musical structures</p>	<p>Charanga MMC - Improvising with Confidence</p> <p>Composing - Improvise, developing rhythmic and melodic material when performing</p> <p>- To know that music is produced in different ways and described through relevant established and invented notations.</p> <p>- Explore, choose, combine and organise musical ideas with musical structures</p> <p>Listening - To listen with attention to detail and to internalise and recall sounds</p> <p>- To understand how time and place can influence the way music is created</p> <p>- Analyse and compare sounds</p> <p>Explore and explain ideas and feelings about music using movement, dance and expressive musical language</p> <p>FOCUS - Improvise and explore vocals</p>	<p>BBC Ten Pieces</p> <p>Edvard Grieg - In the hall of the mountain king</p> <p>Listening - To listen with attention to detail and to internalise and recall sounds</p> <p>- To understand how time and place can influence the way music is created</p> <p>Composing - Improvise, developing rhythmic and melodic material when performing</p> <p>- Explore, choose, combine and organise musical ideas with musical structures</p> <p>Performance - To practise, rehearse and present performances with an awareness of the audience</p> <p>- To reflect on and improve my own and others work in relation to its intended effect</p> <p>FOCUS - Listen, compose and perform appreciating historical pieces</p>	<p>Music for Summer Performance</p> <p>Performance drawing all skills together</p> <p>Performance - To practise, rehearse and present performances with an awareness of the audience</p> <p>- To reflect on and improve my own and others work in relation to its intended effect</p> <p>Singing - To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures and used to communicate different moods and effects</p> <p>- Sing songs in unison, solo and two parts</p> <p>FOCUS - Performance in Summer Show along with performance of a chosen piece for our celebration of music.</p>



Music - Whole School Overview



Year 5/6 Cycle B

Years 5/6	Charanga MMC - Music and Technology Performance <ul style="list-style-type: none">- To play tuned and untuned instruments with control and accuracy- To practise, rehearse and present performances with an awareness of the audience- To reflect on and improve my own and others work in relation to its intended effect Listening <ul style="list-style-type: none">- To understand how time and place can influence the way music is created Singing <ul style="list-style-type: none">- To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures and used to communicate different moods and effects FOCUS - understanding musical structures and the structure of a song	Charanga Yu Studio Unit - Grime Performance <ul style="list-style-type: none">- To practise, rehearse and present performances with an awareness of the audience- To reflect on and improve my own and others work in relation to its intended effect Composing <ul style="list-style-type: none">- Improvise, developing rhythmic and melodic material when performing- To know that music is produced in different ways and described through relevant established and invented notations.- To explore, choose, combine and organise musical ideas with musical structures Listening <ul style="list-style-type: none">- Analyse and compare sounds- Explore and explain ideas and feelings about music using movement, dance and expressive musical language FOCUS - Exploring musical expression, structure and beats	Charanga MMC - Creative Composition Singing <ul style="list-style-type: none">- Sing songs in unison, solo and two parts Composing <ul style="list-style-type: none">- Improvise, developing rhythmic and melodic material when performing- To know that music is produced in different ways and described through relevant established and invented notations.- Explore, choose, combine and organise musical ideas with musical structures- To understand how time and place can influence the way music is created- Analyse and compare sounds Listening <ul style="list-style-type: none">- Explore and explain ideas and feelings about music using movement, dance and expressive musical language Singing <ul style="list-style-type: none">- Explore and explain ideas and feelings about music using movement, dance and expressive musical language FOCUS - Listen, compose and perform appreciating historical pieces	BBC Ten Pieces Richard Wagner - 'Ride of the Valkyries' from 'Die Walküre' Listening <ul style="list-style-type: none">- To listen with attention to detail and to internalise and recall sounds- To understand how time and place can influence the way music is created Composing <ul style="list-style-type: none">- Improvise, developing rhythmic and melodic material when performing- Explore, choose, combine and organise musical ideas with musical structures Performance <ul style="list-style-type: none">- To practise, rehearse and present performances with an awareness of the audience- To reflect on and improve my own and others work in relation to its intended effect Singing <ul style="list-style-type: none">- To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures and used to communicate different moods and effects- Sing songs in unison, solo and two parts FOCUS - Performance of a chosen piece for our celebration of World Music
	Singing	Listening	Performance	Composing