

Music Year Group overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Nursery	<p>Sing and move to a pulse. Listen and respond to musical signals. Learn a number of songs. Experience changes in dynamics and speed. Play an un-tuned percussion instrument Respond to stop/go signals</p>	<p>Learn songs with pulse actions. Remember and choose a favourite song. Free movement to music Follow pitch signals (higher, lower, tremolo, still) Play an un-tuned percussion instrument and respond to stop/go/pick up and put down signals.</p>	<p>Memorise a cumulative rhyme. Respond to a compound pulse. Respond to accelerando and accent – Excitation and inhibition. Sing and move at an appropriate speed. Respond to rising and descending pitches. Changes in voice.</p>	<p>Compound time body percussion pulse actions Understanding a musical rest (silence) Free play with a variety of instruments Developing sense of rhythm and controlled movement</p>	<p>Linking sound to movements Understanding proprioception Pulse and rhythm Developing staccato movements Free choice with instruments. Developing movement to music including pulse, speed and dynamics</p>	<p>Developing singing – pitch and pulse Composition around a beach theme Free play exploration of instruments with a similar timbre</p>
Reception	<p>Start stop cues Know the difference between speaking and singing. Learn a number of songs with pulse actions. Soft and loud sounds Sing whilst moving. Pulse - Feel strong and weak beats. Pitch signals</p>	<p>School Nativity. Singing - accurate pitching and singing with confidence. Responding to aural cues. Responding to musical patterns. Play un-tuned percussion instruments appropriately (start/stop/ fast/slow/soft and loud).</p>	<p>Sing/clap the rhythm Internalising pulse BSL signing to song Learn to hum. Recognise a known song that is hummed. Refine percussion playing technique. Soundscapes of a journey with a large graphic score.</p>	<p>Exploring songs with pitch Explore ascending and descending pitch. Exploring tuned instruments Look at a picture score for the first movement of Spring from Vivaldi's Four Seasons</p>	<p>Expand vocal range of songs (5th) Mark making on a 3-line stave Soundscapes with a graphic score Pitch Dynamics</p>	<p>Singing Follow a simple picture score compound time - movement Messy Music play Mark making to go with the sounds created.</p>

Year 1	<p>Rhythm and pulse Body Percussion Sing accurately with different pitches Steady pulse action Body percussion Vocal sounds Composition using body percussion (turn-taking and play together). Rondo form, Conduct the work of a small group.</p>	<p>School Nativity Accurate pitching, and singing as a team. Respond to slow and accelerando patterns Recognising musical phrasing and patterning Pulse rhyme with multiple tempos Difference between solo melody and melody and accompaniment. Changes of dynamics and tempo.</p>	<p>Musical Contrasts. Move and play with the correct technique to demonstrate the different musical contrasts. Compositions to have a clear beginning and ending To be able to make revisions to work. To record work using simple graphic scores.</p>	<p>Local History – musical links Songs, movement and composition based around the history of Whitstable Castle, train, oyster fishery, alley ways.</p>	<p>Creating musical journeys Music for different environments ICT - record sounds heard after given time intervals. Creating a graphic score. Making music from objects. Musical soundscapes to stories, making appropriate instrumental choices.</p>	<p>Famous musicians - explore the music of different musicians that are famous now including: Pop Culture, World Music, Jazz and folk. Compositions in small groups. Group performances Evaluation and time to discuss and improve their work</p>
Year 2	<p>Rhythm and Pulse Call and response songs Sing in another language - African Vocal chants and percussion accompaniments Djembe technique. 3-part polyrhythm. Responding to drum call signals. Sing and hold a simple ostinato Perform songs from Southern</p>	<p>Christmas Performance Extend vocal range to an octave. Learn a song in another language with two groups of percussion. Pulse and ostinato Sing and BSL sign Working with internal voice Movement changes between simple and compound time.</p>	<p>Discriminate between timbres. Copying short rhythmic and dynamic patterns Identify the similarities and differences of two contrasting musical pieces Dynamics - loud and soft Exploration with un-tuned percussion</p>	<p>Rhythm Notation Step and clap accurately crotchets, minims and quavers Copy one bar rhythm patterns made of short crotchets, crotchet rests, minims and quavers. Create and record short rhythm patterns using rhythm grids. Reading and</p>	<p>Developing timbre and character in music. Pulse work. Creating and remembering short rhythm patterns Creating soundscapes on a building theme. Learn a lullaby in the Mikmaq language Creation of rhythm ostinatos and polyrhythms.</p>	<p>Graphic notation Pitch and musical structure. Exploration of a range of different landscapes through songs and instrument experimentation and improvisation.</p>

	Africa and a drum piece as a class. Improvise a pattern Conduct a small group.	Learn a song with a drone accompaniment	Drawing in response to music	playing someone else's rhythm grid. Layering rhythm patterns to create poly rhythms. Sing and move with accuracy	Developing musical language.	
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