



Bishop Martin CE Primary School - Music Subject Overview

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
2Yr Old	<u>Listening and Respond to Music (Expressive Arts)</u> 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. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.					
Nursery	Listens with increased attention to sounds and begins to respond to what they have heard, expressing their thoughts and feelings about the sounds. Begins to remember and sing entire songs, starting to recall familiar tunes from memory. Demonstrates an ability to match pitch by singing the tone sung by another person. Enjoys playing instruments with increasing control to express their feelings and ideas.		Listens attentively to sounds and begins to respond more purposefully, sharing their feelings and ideas. Shows more confidence in remembering and singing entire songs, using actions to enhance the performance. Matches pitch and can sing the melodic shape (up and down melody) of familiar songs. Enjoys playing instruments with more control, using them to express emotions, such as playing softly to indicate sadness or louder for joy. Takes part in simple dramatic play by acting out familiar roles and characters, using props to support the story.		Responds to sounds and expresses their feelings and ideas through their actions, such as moving or creating art in response to different auditory stimuli. Sings entire songs confidently, remembering lyrics and melodies from memory. Matches pitch accurately and demonstrates an understanding of melodic shapes. Creates their own songs or improvises a song based on one they know, experimenting with lyrics and melodies. Plays instruments with increasing control. Takes part in drama and dance with greater expression to show emotions and character in their play.	
Reception	Explore different sounds using a variety of musical instruments (e.g., shaking, banging, tapping instruments). Begin to respond to music by moving, dancing, and clapping in time with the rhythm. Start to experiment with simple songs and chants, singing familiar songs or rhymes.		Begin to create simple rhythms using instruments, their body (e.g., clapping or stamping), or voice. Move confidently to different types of music, beginning to explore different ways of moving (e.g., fast/slow, high/low). Perform simple songs and rhymes with an understanding of rhythm, pitch, and movement. Explore acting out characters or scenarios in role-play, using their voices and bodies expressively.		Perform a variety of songs and music, showing awareness of rhythm, tempo, and expression. Refine movements in response to music, incorporating more control and coordination in dance and movement. Create more complex performances, combining movement, song, and drama to express ideas or tell stories. Improvise dialogue or simple scenes in role-play and drama activities, taking on different roles with confidence.	
Year One		<u>Musical Vocabulary</u> (Theme: Under the sea) Move to reflect a character. Create sounds to reflect a character Move at a speed that reflects the tempo of the audio. Respond to dynamic changes. Demonstrate a sound pattern correctly to a pulse. Sing and play high and low sounds. Read symbols representing high and low sounds correctly. Demonstrate an awareness of pitch, rhythm and dynamics within a performance and recognise the symbols representing these.	<u>Keeping the Pulse</u> (Theme: My Favourite Things) Clap the rhythm of their name in time to the pulse. Sway or tap in time to the pulse. Sing a rhythm in time with the pulse. Copy rhythms based on word patterns using an instrument. Keep the pulse while playing a rhythm on an instrument. Follow instructions during a performance.	<u>Timbre and Rhythmic Patterns</u> (Theme: Fairytales) Chant in time with others. Make changes to the dynamics (volume) of their voice to represent a character. Respond to hand signals when playing an instrument. Choose a suitable sound to represent a point in the story. Read simple rhythmic patterns comprising one beat sounds and one beat rests. Clap or play a rhythmic pattern along with spoken words. Play given sound patterns in time with the pulse.		<u>Pitch and Tempo</u> (Theme: Superheroes) Identify high and low notes. Perform high and low notes. Create and perform a two-note and three-note pattern. Identify and perform changes in tempo. Contribute musical ideas and cooperate within a group. Prepare and perform a musical piece. Demonstrate a musical understanding of tempo and pitch. Participate in discussions about pitch and tempo.

				Follow instructions during a performance. Join in with repeated phrases using a character voice.		Offer feedback to groups on their performance. Follow instructions during a performance.
Year Two		<u>Call and Response</u> (Theme: Animals) Use dynamics when creating sound. Play in time with a group. Experiment with different sounds on the same instrument. Clap the animal sound patterns mostly accurately. Clap the sound patterns in time with the pulse of the backing track. Demonstrate both a call and response. Copy a sound pattern using an instrument. Playing either a call and/or response role in time with another pupil. Perform a composition.	<u>Musical Me</u> Move their eyes from left to right to read pitch patterns. Sing high and low notes including the notes in between. Play a pattern of high and low notes on an instrument. Read notation from left to right. Draw high and low sounds using dots at the top and bottom of a page, respectively. Recognise when notes stay the same. Recognise missing notes on a stave.	<u>Orchestral Instruments</u> (Theme: Musical Storytelling) Identify sections of the music where the tempo changes. Correctly describe sections of music as fast or slow. Point out moments in the music where the dynamics change. Accurately describe dynamic changes as soft or loud. Know how the music corresponds to actions in the story. Provide clear and specific examples of how music supports the story. Justify tempo and dynamic choices made to represent a character, event or feeling. Suggest appropriate musical dynamics and tempo changes for different scenes of the story. Work as part of a group to rehearse a performance. Perform confidently using appropriate instrumental sounds. Play their part at appropriate tempo and dynamics.		<u>Structure</u> (Theme: Myths and Legends) Recognise, play and write rhythms with one beat and paired half beats. Show a rest beat using a silent movement. Read and follow a structure from left to right. Add rhythms to a structure to create a beginning, middle and end. Work well as part of a group, listening to others and respecting their ideas. Maintain a steady beat. Use a thinking voice to play rhythms on an instrument.

Cycle A

Year Three/Four		<u>Ballads</u> Identify the key features of a ballad. Perform a ballad using actions. Sing in time and in tune with a song and incorporate actions. Retell a summary of an animation's story. Write a verse with rhyming words which tell part of a story. Perform their lyrics fluently and with actions.	<u>Pentatonic Melodies and Composition</u> (Theme: Chinese New Year) Match their movements to the music, explaining why they chose these movements. Accurately notate and play a pentatonic melody. Play their part in a composition confidently. Work as a group to perform a piece of music.		<u>Developing Singing Technique</u> (Theme: The Vikings) Move and sing as a team, following the lyrics on the screen. Recognise minims, crotchets and quavers often by ear and reliably by sight. Perform rhythms accurately from notation and layer them to create a composition. Add appropriate sound effects to their performances using untuned percussion.	<u>Traditional Instruments and Improvisation</u> (Theme: India) Verbalise feelings about music and identify likes and dislikes. Read musical notation and play the correct notes of the rag. Improvise along to a drone and tal. Play a rag and a tal accurately alongside a drone. Sing accurately from musical notation and lyrics. Sing and play in time with others with some degree of accuracy
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					Join in with the performances confidently, and reasonably in time and tune. Make suggestions for improving their performance.	and awareness of each other's parts.
Year Four/Five		<u>Body and Tuned Percussion</u> (Theme: Rainforests) Identify the structure of a piece of music. Know when there is one layer in a piece of music and when there are two. Play a sequence in the correct order in time with their partner. Have two contrasting rhythms being played together. Have two different melodies being played together. Have a complete piece of music with four different layers with an appropriate structure.	<u>Changes in Pitch, Tempo and Dynamics</u> (Theme: Rivers) Sing in tune and in harmony with others, with developing breath control. Explain how a piece of music makes them feel with some use of musical terminology. Perform a vocal ostinato in time. Listen to other members of their group as they perform. Create an ostinato and represent it on paper so that they can remember it. Create and perform a piece with a variety of ostinatos.		<u>Samba and Carnival Sounds and Instruments</u> (Theme: South America) Explain what samba music is and that it is mainly percussion instruments used in celebrations such as Carnival in Brazil. Clap on the off-beat and be able to play a syncopated rhythm. Play their rhythm in time with the rest of their group (even if they are not always successfully playing in time with the rest of the class). Play their break in time with the rest of their group and play in the correct place in the piece.	<u>Adapting and Transposing Motifs</u> (Theme: Romans) Learn a new song, singing in time and in tune while following the lyrics. Identify motifs aurally and play a repeated pattern on a tuned instrument. Create and performing a motif, notating it with reasonable accuracy. Transpose their motif, using sharp or flat notes where necessary and change the rhythm.
Year Five/Six		<u>Composition Notation</u> (Theme: Ancient Egypt) Sing in time and in tune with other people and the backing track. Remember the lyrics to a song. Identify the structure of a piece of music and match this to non-standard notation. Improvise their own piece of music. Play a melody with reasonable accuracy. Perform with confidence and in time with others. Compose and play a melody using stave notation. Contribute meaningfully to the group performance and composition. Use hieroglyphic notation to show the structure of their piece.	<u>Blues</u> Name three key features of blues music. Sing in tune, using vocal expression to convey meaning. Explain what a chord is and play the chord of C sixteen times. Play the 12-bar blues correctly. Play the notes of the blues scale in the correct order, ascending and descending. Play a selection of blues scale notes out of order in their own improvisation.		<u>South and West Africa</u> Sing using the correct pronunciation and with increasing confidence. Play a chord with two notes, remaining in time. Maintain their part in a performance with accuracy. Play the more complicated rhythms in time and with rests. Create an eight-beat break and play this in the correct place.	<u>Composition to Represent the Festival of Colour</u> (Theme: Holi festival) Suggest a colour to match a piece of music. Create a graphic score and describe how this matches the general structure of a piece of music. Create a vocal composition in response to a picture and justify their choices using musical terms. Create a vocal composition in response to a colour. Record their compositions in written form. Work as a group to perform a piece of music.

Cycle B

Year Three/Four		<u>Body and Tuned Percussion</u> (Theme: Rainforests) Identify the structure of a piece of music. Know when there is one layer in a piece of music and when there are two. Play a sequence in the correct order in time with their partner. Have two contrasting rhythms being played together. Have two different melodies being played together. Have a complete piece of music with four different layers with an appropriate structure.	<u>Changes in Pitch, Tempo and Dynamics</u> (Theme: Rivers) Sing in tune and in harmony with others, with developing breath control. Explain how a piece of music makes them feel with some use of musical terminology. Perform a vocal ostinato in time. Listen to other members of their group as they perform. Create an ostinato and represent it on paper so that they can remember it. Create and perform a piece with a variety of ostinatos.		<u>Samba and Carnival Sounds and Instruments</u> (Theme: South America) Explain what samba music is and that it is mainly percussion instruments used in celebrations such as Carnival in Brazil. Clap on the off-beat and be able to play a syncopated rhythm. Play their rhythm in time with the rest of their group (even if they are not always successfully playing in time with the rest of the class). Play their break in time with the rest of their group and play in the correct place in the piece. Play in time and with confidence; accurately playing their break.	<u>Adapting and Transposing Motifs</u> (Theme: Romans) Learn a new song, singing in time and in tune while following the lyrics. Identify motifs aurally and play a repeated pattern on a tuned instrument. Create and performing a motif, notating it with reasonable accuracy. Transpose their motif, using sharp or flat notes where necessary and change the rhythm. Combine different versions of a musical motif and perform as a group using musical notation.
Year Four/Five		<u>Composition Notation</u> (Theme: Ancient Egypt) Sing in time and in tune with other people and the backing track. Remember the lyrics to a song. Identify the structure of a piece of music and match this to non-standard notation. Improvise their own piece of music. Play a melody with reasonable accuracy. Perform with confidence and in time with others. Compose and play a melody using stave notation. Contribute meaningfully to the group performance and composition. Use hieroglyphic notation to show the structure of their piece.	<u>Blues</u> Name three key features of blues music. Sing in tune, using vocal expression to convey meaning. Explain what a chord is and play the chord of C sixteen times. Play the 12-bar blues correctly. Play the notes of the blues scale in the correct order, ascending and descending. Play a selection of blues scale notes out of order in their own improvisation.		<u>South and West Africa</u> Sing using the correct pronunciation and with increasing confidence. Play a chord with two notes, remaining in time. Maintain their part in a performance with accuracy. Play the more complicated rhythms in time and with rests. Create an eight-beat break and play this in the correct place.	<u>Composition to Represent the Festival of Colour</u> (Theme: Holi festival) Suggest a colour to match a piece of music. Create a graphic score and describe how this matches the general structure of a piece of music. Create a vocal composition in response to a picture and justify their choices using musical terms. Create a vocal composition in response to a colour. Record their compositions in written form. Work as a group to perform a piece of music.
Year Five/Six		<u>Dynamics, Pitch and Tempo</u> (Theme: Fingal's Cave) Engage in discussion about the sounds of an orchestral piece. Have a selection of varied vocabulary in response to what they hear. Change dynamics and pitch, differentiating between the two.	<u>Theme and Variations</u> (Theme: Pop art) Performing rhythms confidently. Identify the sounds of different instruments and discuss what they sound like. Suggest which instruments can be matched to which art pieces.		<u>Baroque</u> Define some key features of Baroque music, including recitative, canon, ground bass and fugue. Take part in a vocal improvisation task based on Baroque recitative.	<u>Composing and Performing a Leavers' Song</u> Identify and evaluate the musical features of a song. Contribute ideas to their group chorus, suggesting how lines three and four could rhyme. Contribute ideas to their group verse, suggesting how lines one

		Take the role of conductor or follow a conductor. Change texture within their group improvisation and talk about its effect. Create a graphic score to represent sounds. Follow the conductor to show changes in pitch, dynamics and texture.	Recall the names of several instruments according to their orchestra sections. Keep the pulse using body percussion. Sing with control and confidence. Name rhythms correctly. Copy rhythms accurately with a good sense of pulse. Draw rhythms accurately. Show a difference between musical variations. Show creativity in a finished musical product.		Play several parts of a canon using staff notation, with or without letter names. Compose a ground bass melodic ostinato. Notate a ground bass pattern using staff notation. Name some well-known Baroque composers and describe what musical features they were known for. Learn a fugue part by reading staff notation, with or without note names. Perform a fugue.	and four and five and eight could rhyme. Fit an existing melody over a four-chord backing track. Create a melody that fits both the lyrics and the four-chord backing track of the chorus, using tuned percussion instruments. Record melodies using letter notation. Perform the leavers' song with confidence.
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