|  |
| --- |
| **College Town Primary School - Music Yearly Overview** |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Year 1** | **Hey You!**Sing songs musically and understand how to warm up and project the voice whilst demonstrating good postureFind the pulse whilst listening to music and using movementRecognise different instrumentsListen to, copy and repeat a simple rhythm or melody | **Rhythm in the way we walk and The Banana Rap**Sing songs musically and understand how to warm up and project the voice whilst demonstrating good postureLearn and perform chants, rhythms, raps and songsUse the correct musical language to describe a piece of musicDiscuss feelings and emotions linked to different pieces of music | **In the Groove**Use the correct musical language to describe a piece of musicBegin to understand that the rhythm is a mixture of long and short sounds that happen over the pulseUnderstand that pitch describes how high or low sounds are | **Round and Round**Understand that tempo describes how fast or slow the music isUnderstand that dynamics describe how loud or quiet the music is | **Your Imagination**Learn to follow the conductor or band leaderUse the correct musical language to describe a piece of music | **Reflect, Rewind and Replay**Sing songs musically and understand how to warm up and project the voice whilst demonstrating good postureUse the correct musical language to describe a piece of music |
| **Year 2** | **Hands, Feet, Heart**Experiment with, create, select and combine sounds using the inter-related dimensions of musicUse tuned and untuned classroom percussion to play accompaniments and tunesImprovise a simple rhythm using different instruments including the voiceUnderstand that texture describes the layers within the musicUse his/her voice expressively and creatively by singing songs and speaking chants and rhymes with growing confidenceDevelop an understanding of melody, the words and their importance in *the music being listened to* | **Ho Ho Ho**Listen with concentration and understanding to a range of high-quality live and recorded musicBuild an understanding of the pulse and internalise it when listening to a piece of musicUnderstand that texture describes the layers within the musicDevelop an understanding of melody, the words and their importance in the music being listened toSing a song in two partsPractise, rehearse and present performances to audiences with a growing awareness of the people watchingExperiment with, create, select and combine sounds using the inter-related dimensions of musicUse tuned and untuned classroom percussion to play accompaniments and tunes | **I wanna play in a band**Listen with concentration and understanding to a range of high-quality live and recorded musicBuild an understanding of the pulse and internalise it when listening to a piece of musicImprovise a simple rhythm using different instruments including the voiceUnderstand that timbre describes the character or quality of a soundExperiment with, create, select and combine sounds using the inter-related dimensions of musicUse tuned and untuned classroom percussion to play accompaniments and tunes | **Zootime**Listen with concentration and understanding to a range of high-quality live and recorded musicBuild an understanding of the pulse and internalise it when listening to a piece of musicImprovise a simple rhythm using different instruments including the voiceUnderstand that timbre describes the character or quality of a soundExperiment with, create, select and combine sounds using the inter-related dimensions of musicUse tuned and untuned classroom percussion to play accompaniments and tunes | **Friendship Song**Use his/her voice expressively and creatively by singing songs and speaking chants and rhymes with growing confidenceExperiment with, create, select and combine sounds using the inter-related dimensions of musicUse tuned and untuned classroom percussion to play accompaniments and tunesImprovise a simple rhythm using different instruments including the voiceUnderstand that structure describes how different sections of music are orderedBegin to describe a piece of music using a developing understanding of the interrelated musical dimensions | **Reflect, Rewind and Replay**Experiment with, create, select and combine sounds using the inter-related dimensions of musicUse tuned and untuned classroom percussion to compose and improvisePlay instruments using the correct techniques with respectUse his/her voice expressively and creatively by singing songs and speaking chants and rhymes with growing confidenceBuild an understanding of the pulse and internalise it when listening to a piece of musicUnderstand that structure describes how different sections of music are orderedBegin to describe a piece of music using a developing understanding of the interrelated musical dimensions |
| **Year 3** | **Let Your Spirit Fly**Listen with direction to a range of high-quality music.Confidently recognise a range of musical instruments.Find the pulse within the context of different songs/music with ease.Understand that improvisation is when a composer makes up a tune within boundaries.Understand that composition is when a composer writes down and records a musical idea.Sing songs with multiple parts with increasing confidence.Play and perform in solo or ensemble contexts with confidence.Develop an understanding of formal, written notation which includes crotchets and rests.Begin to listen to and recall sounds with increasing aural memory. | **Glockenspiel Stage 1**Listen with direction to a range of high-quality music.Confidently recognise a range of musical instruments.Find the pulse within the context of different songs/music with ease.Understand that improvisation is when a composer makes up a tune within boundaries.Understand that composition is when a composer writes down and records a musical idea.Sing songs with multiple parts with increasing confidence.Play and perform in solo or ensemble contexts with confidence.Develop an understanding of formal, written notation which includes crotchets and rests.Begin to listen to and recall sounds with increasing aural memory. | **Three Little Birds**Listen with direction to a range of high-quality music.Confidently recognise a range of musical instruments.Find the pulse within the context of different songs/music with ease.Understand that improvisation is when a composer makes up a tune within boundaries.Understand that composition is when a composer writes down and records a musical idea.Sing songs with multiple parts with increasing confidence.Play and perform in solo or ensemble contexts with confidence.Develop an understanding of formal, written notation which includes crotchets and rests.Begin to listen to and recall sounds with increasing aural memory. | **The Dragon Song**Listen with direction to a range of high-quality music.Confidently recognise a range of musical instruments.Find the pulse within the context of different songs/music with ease.Understand that improvisation is when a composer makes up a tune within boundaries.Understand that composition is when a composer writes down and records a musical idea.Sing songs with multiple parts with increasing confidence.Play and perform in solo or ensemble contexts with confidence.Develop an understanding of formal, written notation which includes crotchets and rests.Begin to listen to and recall sounds with increasing aural memory. | **Bringing us together**Listen with direction to a range of high-quality music.Confidently recognise a range of musical instruments.Find the pulse within the context of different songs/music with ease.Understand that improvisation is when a composer makes up a tune within boundaries.Understand that composition is when a composer writes down and records a musical idea.Sing songs with multiple parts with increasing confidence.Play and perform in solo or ensemble contexts with confidence.Develop an understanding of formal, written notation which includes crotchets and rests.Begin to listen to and recall sounds with increasing aural memory. | **Reflect, Rewind and Replay**Listen with direction to a range of high-quality music.Confidently recognise a range of musical instruments.Find the pulse within the context of different songs/music with ease.Understand that improvisation is when a composer makes up a tune within boundaries.Understand that composition is when a composer writes down and records a musical idea.Sing songs with multiple parts with increasing confidence.Play and perform in solo or ensemble contexts with confidence.Develop an understanding of formal, written notation which includes crotchets and rests.Begin to listen to and recall sounds with increasing aural memory. |
| Year 4 | **Mamma Mia**Confidently recognise a range of musical instruments and the different sounds they make.Confidently recognise and explore a range of musical styles and traditions and know their basic style indicators.Use musical language to appraise a piece or style of music.Copy increasingly challenging rhythms using body percussion and untuned instruments where appropriate.Sing as part of an ensemble with confidence and precision.Play and perform in solo or ensemble contexts with increasing confidence.Develop an understanding of formal, written notation which includes minims and quavers.Listen to and recall sounds with *increasing aural memory.* | **Glockenspiels Stage 2**Confidently recognise a range of musical instruments and the different sounds they make.Confidently recognise and explore a range of musical styles and traditions and know their basic style indicators.Use musical language to appraise a piece or style of music.Copy increasingly challenging rhythms using body percussion and untuned instruments where appropriate.Sing as part of an ensemble with confidence and precision.Play and perform in solo or ensemble contexts with increasing confidence.Develop an understanding of formal, written notation which includes minims and quavers.Listen to and recall sounds with increasing aural memory. | **Stop!**Confidently recognise a range of musical instruments and the different sounds they make.Confidently recognise and explore a range of musical styles and traditions and know their basic style indicators.Use musical language to appraise a piece or style of music.Copy increasingly challenging rhythms using body percussion and untuned instruments where appropriate.Sing as part of an ensemble with confidence and precision.Play and perform in solo or ensemble contexts with increasing confidence.Develop an understanding of formal, written notation which includes minims and quavers.Listen to and recall sounds with increasing aural memory. | **Lean On Me**Confidently recognise a range of musical instruments and the different sounds they make.Confidently recognise and explore a range of musical styles and traditions and know their basic style indicators.Use musical language to appraise a piece or style of music.Copy increasingly challenging rhythms using body percussion and untuned instruments where appropriate.Sing as part of an ensemble with confidence and precision.Play and perform in solo or ensemble contexts with increasing confidence.Develop an understanding of formal, written notation which includes minims and quavers.Listen to and recall sounds with increasing aural memory. | **Blackbird**Confidently recognise a range of musical instruments and the different sounds they make.Confidently recognise and explore a range of musical styles and traditions and know their basic style indicators.Use musical language to appraise a piece or style of music.Copy increasingly challenging rhythms using body percussion and untuned instruments where appropriate.Sing as part of an ensemble with confidence and precision.Play and perform in solo or ensemble contexts with increasing confidence.Develop an understanding of formal, written notation which includes minims and quavers.Listen to and recall sounds with increasing aural memory. | **Reflect, Rewind and Replay**Confidently recognise a range of musical instruments and the different sounds they make.Confidently recognise and explore a range of musical styles and traditions and know their basic style indicators.Use musical language to appraise a piece or style of music.Copy increasingly challenging rhythms using body percussion and untuned instruments where appropriate.Sing as part of an ensemble with confidence and precision.Play and perform in solo or ensemble contexts with increasing confidence.Develop an understanding of formal, written notation which includes minims and quavers.Listen to and recall sounds with increasing aural memory. |
| **Year 5** | **Berkshire Maestros – Brass lessons** | **Berkshire Maestros – Brass lessons** | **Living On A Prayer**Compose complex rhythms from an increasing aural memory.Understand how pulse, rhythm and pitch work together.Improvise with increasing confidence using own voice, rhythms and varied pitch.Sing as part of an ensemble with increasing confidence and precision.Play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression.Use and develop an understanding of formal, written notation which includes staff, semibreves and dotted crotchets.Develop an increasing understanding of the history and context of music.Listen with attention to detail and recall sounds with increasing aural memory. | **Make You Feel My Love**Compose complex rhythms from an increasing aural memory.Understand how pulse, rhythm and pitch work together.Improvise with increasing confidence using own voice, rhythms and varied pitch.Sing as part of an ensemble with increasing confidence and precision.Play and perform in solo or ensemble contexts with someaccuracy, control, fluency and expression.Use and develop an understanding of formal, written notation which includes staff, semibreves and dotted crotchets.Develop an increasing understanding of the history and context of music.Listen with attention to detail and recall sounds with increasing aural memory. | **The Fresh Prince of Bel Air**Compose complex rhythms from an increasing aural memory.Understand how pulse, rhythm and pitch work together.Improvise with increasing confidence using own voice, rhythms and varied pitch.Sing as part of an ensemble with increasing confidence and precision.Play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression.Use and develop an understanding of formal, written notation which includes staff, semibreves and dotted crotchets.Develop an increasing understanding of the history and context of music.Listen with attention to detail and recall sounds with increasing aural memory. | **Dancing in the Street**Compose complex rhythmsfrom an increasing aural memory.Understand how pulse, rhythm and pitch work together.Improvise with increasing confidence using own voice, rhythms and varied pitch.Sing as part of an ensemble with increasing confidence and precision.Play and perform in solo or ensemble contexts with someaccuracy, control, fluency and expression.Use and develop an understanding of formal, written notation which includes staff, semibreves and dotted crotchets.Develop an increasing understanding of the history and context of music.Listen with attention to detail and recall sounds with increasing aural memory. |
| **Year 6** | **I’ll Be There**Sing as part of an ensemble with full confidence and precision.Play and perform in solo or ensemble contexts with increasing accuracy, control, fluency and expression.Create a simple composition and record using formal notation**.**Develop a deeper understanding of the history and context of music.Appropriately discuss the dimensions of music and recognise them in music heard.Listen with attention to detail and recall sounds with increasing aural memory and accuracy.Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.Deepen an understanding and use of formal, written notation which includes staff, semibreves and dotted crotchets.Improvise and compose music for a range of purposes using the inter-related dimensions of music. | **Classroom Jazz 2**Sing as part of an ensemble with full confidence and precision.Play and perform in solo or ensemble contexts with increasing accuracy, control, fluency and expression.Create a simple composition and record using formal notation**.**Develop a deeper understanding of the history and context of music.Appropriately discuss the dimensions of music and recognise them in music heard.Listen with attention to detail and recall sounds with increasing aural memory and accuracy.Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.Deepen an understanding and use of formal, written notation which includes staff, semibreves and dotted crotchets.Improvise and compose music for a range of purposes using the inter-related dimensions of music. | **A New Year Carol**Sing as part of an ensemble with full confidence and precision.Play and perform in solo or ensemble contexts with increasing accuracy, control, fluency and expression.Create a simple composition and record using formal notation**.**Develop a deeper understanding of the history and context of music.Appropriately discuss the dimensions of music and recognise them in music heard.Listen with attention to detail and recall sounds with increasing aural memory and accuracy.Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.Deepen an understanding and use of formal, written notation which includes staff, semibreves and dotted crotchets.Improvise and compose music for a range of purposes using the inter-related dimensions of music. | **Happy**Sing as part of an ensemble with full confidence and precision.Play and perform in solo or ensemble contexts with increasing accuracy, control, fluency and expression.Create a simple composition and record using formal notation**.**Develop a deeper understanding of the history and context of music.Appropriately discuss the dimensions of music and recognise them in music heard.Listen with attention to detail and recall sounds with increasing aural memory and accuracy.Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.Deepen an understanding and use of formal, written notation which includes staff, semibreves and dotted crotchets.Improvise and compose music for a range of purposes using the inter-related dimensions of music. | **You’ve Got A Friend**Sing as part of an ensemble with full confidence and precision.Play and perform in solo or ensemble contexts with increasing accuracy, control, fluency and expression.Create a simple composition and record using formal notation**.**Develop a deeper understanding of the history and context of music.Appropriately discuss the dimensions of music and recognise them in music heard.Listen with attention to detail and recall sounds with increasing aural memory and accuracy.Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.Deepen an understanding and use of formal, written notation which includes staff, semibreves and dotted crotchets.Improvise and compose music for a range of purposes using the inter-related dimensions of music. | **Reflect, Rewind and Replay**Sing as part of an ensemble with full confidence and precision.Play and perform in solo or ensemble contexts with increasing accuracy, control, fluency and expression.Create a simple composition and record using formal notation**.**Develop a deeper understanding of the history and context of music.Appropriately discuss the dimensions of music and recognise them in music heard.Listen with attention to detail and recall sounds with increasing aural memory and accuracy.Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.Deepen an understanding and use of formal, written notation which includes staff, semibreves and dotted crotchets.Improvise and compose music for a range of purposes using the inter-related dimensions of music. |