



Music Subject Skills Overview

Year Group	Term					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p>Dynamics and Tempo- Respond to and create noise versus silence.</p> <p>Harvest Festival</p>	<p>Timbre and Texture- Recognise environmental sounds.</p> <p>Pulse and Rhythm- introduce claves/chopsticks and learn how to tap rhythmically. Can we keep a steady beat?</p> <p>Christmas Performance</p>	<p>Timbre and Texture- Body percussion and voice sounds</p> <p>Pitch- Pitch of a tone (pitch match Make and conduct patterns of high and low sounds. 4corners music sessions Claves- Can we follow a pattern? Can we create our own pattern?</p>	<p>Pulse and Rhythm- Play instruments with increasing control to express feelings and ideas.</p> <p>Dynamics and Tempo- Conducting signals introduced and used. Move/play and stop and move/play and stop Recognise and create loud and soft noises.</p> <p>Easter Assembly</p>	<p>Pulse and Rhythm- Copy very short rhythmic patterns derived from words. Music and movement e.g scrunchie & Lycra.</p> <p>Pitch- Memorise short simple melodies as part of the repertoire of songs.</p>	<p>Dynamics and Tempo- Move/play/sing fast and move/play/sing slow Instruments; Can we use instruments to perform (building on composition)</p> <p>Timbre and Texture- Match onomatopoeic words to environmental sounds.</p> <p>Summer Festival Performance</p>
Reception	<p>Dynamics and Tempo- Play/sing getting louder and softer</p> <p>Pulse and Rhythm- Feel and mark the beat with non-tuned percussion.</p> <p>CHARANGA: Me Find the Pulse - using body percussions</p> <p>Learning & singing hand action songs & rhymes.</p> <p>Harvest Festival Nursery Rhymes</p>	<p>Pitch- Recognise, respond to and make ascending and descending pitch sequences with tuned percussion within an octave</p> <p>Timbre and Texture- Match onomatopoeic words to instrumental sounds.</p> <p>CHARANGA: My Stories Changing voice to show different feelings.</p>	<p>Pulse and Rhythm- Improvise dance moves to music with a strong pulse. Feel and mark/count the beat in your head.</p> <p>Pitch- Vocal pitch match with a range of two or three notes</p> <p>CHARANGA: Everyone!</p>	<p>Dynamics and Tempo-Make simple percussion patterns of loud and soft sounds</p> <p>Timbre and Texture- add instrumental sound effects to poems and stories as part of a group.</p> <p>CHARANGA: Our World</p> <p>Easter Assembly</p>	<p>Pitch -memorise longer melody patterns as part of the repertoire of songs.</p> <p>Pulse and Rhythm- mark the rhythmic patterns of whole short rhymes with body and untuned percussion.</p> <p>CHARANGA: Big Bear Funk</p> <p>Class Assembly Performance</p>	<p>Timbre and Texture- Perform a story or narrative poem with instrumental and body percussion effects.</p> <p>Dynamics and Tempo- Play/sing/move getting faster and getting slower. Combine gestures and movements into a simple dance sequence with support, following the changes in tempo.</p>

		Nursery Rhyme Week Christmas Songs Christmas performance				CHARANGA: Reflect, Rewind & Replay Summer Festival Performance
One	<p>Singing:</p> <ul style="list-style-type: none"> Basic posture with relaxed shoulders <p>Rhythm</p> <ul style="list-style-type: none"> Pulse (moving in in time to music) Simple rhythmic patterns aurally (identify / repeat) <p>Melody</p> <ul style="list-style-type: none"> High and low <p>Team work</p> <ul style="list-style-type: none"> Take turns <p>Emotional</p> <ul style="list-style-type: none"> Show enjoyment of music <p>Context: Hey You!</p> <p>Charanga Unit 1</p>	<p>Harmony:</p> <ul style="list-style-type: none"> Explore combinations of sounds <p>Contexts</p> <ul style="list-style-type: none"> Use of musical choices to create an effect Use of graphic score <p>Making a contribution</p> <ul style="list-style-type: none"> Perform to an audience <p>Self-esteem</p> <ul style="list-style-type: none"> Perform in a school assembly <p>Team work</p> <ul style="list-style-type: none"> Take turns <p>Emotional</p> <ul style="list-style-type: none"> Show enjoyment of music <p>Context: Classroom percussion</p>	<p><u>Sing Up: Who stole my chickens and my hens?</u></p> <p>Skill:</p> <ul style="list-style-type: none"> Copy and repeat a beat. <p>Concepts</p> <ul style="list-style-type: none"> Respond to different moods in music <p>Improvements</p> <ul style="list-style-type: none"> Identify good features <p>Traditional</p> <ul style="list-style-type: none"> Children's songs and singing games from local, national and pupils' own heritages. <p>Team work</p> <ul style="list-style-type: none"> Take turns <p>Emotional</p> <ul style="list-style-type: none"> Show enjoyment of music <p>Context: Glockenspiel (Charanga), music around the world (Flat Stanley)</p>	<p><u>Pitch, dynamics and tempo</u></p> <p>Skill:</p> <ul style="list-style-type: none"> Basic posture with relaxed shoulders Dynamic contrasts Breathing to show phrases to demonstrate an understanding of the melody or rhythm <p>Expression:</p> <ul style="list-style-type: none"> Explore dynamic choices Explore instrument choices <p>Melody:</p> <ul style="list-style-type: none"> Improvise a 1 bar rhythm Improvise a 1 bar melodic phrase (3 pitches) <p>Harmony</p> <ul style="list-style-type: none"> Single or multiple sounds (instruments / voices / parts) <p>Form</p> <ul style="list-style-type: none"> Phrase (breathing points) <p>Expression</p> <ul style="list-style-type: none"> Dynamics (loud and soft) Timbre of 	<p>Glockenspiels Skill:</p> <p>Contexts</p> <ul style="list-style-type: none"> Use of musical choices to create an effect Use of graphic score <p>Team work</p> <ul style="list-style-type: none"> Take turns <p>Emotional</p> <ul style="list-style-type: none"> Show enjoyment of music <p>Context: Charanga</p>	<p>BBC Ten Pieces Skill:</p> <ul style="list-style-type: none"> Limited range (link to singing) Rhythmic patterns By ear Basic posture Dynamic contrast <p>Making a contribution</p> <ul style="list-style-type: none"> Perform to an audience <p>Self-esteem</p> <ul style="list-style-type: none"> Perform in a school assembly <p>Team work</p> <ul style="list-style-type: none"> Take turns <p>Emotional</p> <ul style="list-style-type: none"> Show enjoyment of music <p>Context: Ten Pieces Project: Mars from The Planets by Gustav Holst</p>

				<p>different instruments</p> <p>Making a contribution</p> <ul style="list-style-type: none"> Perform to an audience <p>Self-esteem</p> <ul style="list-style-type: none"> Perform in a school assembly <p>Team work</p> <ul style="list-style-type: none"> Take turns <p>Emotional</p> <ul style="list-style-type: none"> Show enjoyment of music <p>Context: BBC Ten Pieces Benjamin Britten 'Storm'</p>		
Two	<p>Skill: Listening Recognising beat, rhythm and pitch. Identifying orchestra families.</p> <p>Context: Sing up - Tony Chestnut (Weeks 1-3 - beat, rhythm pitch) Carnival of animals (orchestra families)</p>	<p>Skill: Concepts</p> <ul style="list-style-type: none"> Respond to different moods in music <p>Improvements</p> <ul style="list-style-type: none"> Identify good features <p>Skill: Chanting singing and rhyme. Using voices expressively</p> <p>Context: Christmas Performance</p>	<p>Skill:</p> <ul style="list-style-type: none"> Singing in different pitches, tones, volumes and at different paces. Basic posture with relaxed shoulders Dynamic contrasts Breathing to show phrases to demonstrate an understanding of the melody or rhythm 	<p>Skill:</p> <ul style="list-style-type: none"> To play simple musical instruments. Basic posture Dynamic contrast <p>Context: Glockenspiels</p>	<p>Skill:</p> <ul style="list-style-type: none"> To create and combine sounds to create music Improvise a 1 bar rhythm Improvise a 1 bar melodic phrase (3 pitches) <p>Harmony:</p> <ul style="list-style-type: none"> Explore combinations of sounds <p>Expression:</p> <ul style="list-style-type: none"> Explore dynamic choices Explore instrument choices <p>Context: Sound stories</p>	<p>Skill:</p> <ul style="list-style-type: none"> To play simple musical instruments. Basic posture Dynamic contrast Use of musical choices to create an effect Perform in unison <p>Context: Glockenspiels</p>
Three	<u>To play tuned and untuned instruments</u>	<u>Singing performance</u>	<u>To play tuned and untuned instruments</u>	<u>Percussion</u> <u>Composition and</u> <u>Improvisation</u>	<u>To play tuned and untuned instruments</u>	<u>Performance</u> Skill:

	<p>Skill: Using their voices with control and expression. Perform in solo and ensemble</p> <p>Context: Christmas Performance</p> <p>Skill:</p> <ul style="list-style-type: none"> Listen, appraise and evaluate a range of music learn about differing types of music and the routes of music. Develop an understanding of the history of music. <p>Context: Study of music from the Tudor period. Learning the recorder</p>	<p>Skill:</p> <ul style="list-style-type: none"> Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians <p>Traditional</p> <ul style="list-style-type: none"> Music from national and other heritages represented in the school <p>Classical</p> <ul style="list-style-type: none"> Music from western classical tradition <p>Popular</p> <ul style="list-style-type: none"> Popular music <p>Context: Ten Pieces Project: George Gershwin</p>	<p>Skill:</p> <ul style="list-style-type: none"> Listen with attention to detail Play and perform in solo and ensemble contexts Understand staff and other musical notations (Tuned instrument) Basic posture Clear tone Simple additional part with others (e.g. round, ostinato accompaniment) <p>Context: Playing the Ukulele</p>	<ul style="list-style-type: none"> Improvise an ostinato/riff (e.g. for an accompaniment) Improvise a melodic phrase (up to 5 pitches) within a structure <p>Making a contribution</p> <ul style="list-style-type: none"> Support other musicians (e.g. play / sing a part to accompany an instrumental piece or song) <p>Team work</p> <ul style="list-style-type: none"> With teacher's guidance work in a group to improve a group performance or composition <p>Context</p> <ul style="list-style-type: none"> Use of staff notation <p>Concepts</p> <ul style="list-style-type: none"> Features of music for different purposes <p>Improvements</p> <ul style="list-style-type: none"> Improve own work 	<p>Skill:</p> <ul style="list-style-type: none"> Listen with attention to detail Play and perform in solo and ensemble contexts Understand staff and other musical notations (Tuned instrument) Basic posture Clear tone Simple additional part with others (e.g. round, ostinato accompaniment) <p>Context: Playing the Ukulele</p>	<ul style="list-style-type: none"> Improvise and compose music for a range of purposes using the inter-related dimensions of music To play untuned instruments <p>Making a contribution</p> <ul style="list-style-type: none"> Support other musicians (e.g. play / sing a part to accompany an instrumental piece or song) <p>Self-esteem</p> <ul style="list-style-type: none"> Perform a solo to teacher Perform in a group to teacher <p>Context: Summer festival performance - Glockenspiels charanga unit 1</p>
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<p>Four</p>	<p><u>To play tuned and untuned instruments</u></p> <p>Skill:</p> <ul style="list-style-type: none"> • Listen with attention to detail • Play and perform in solo and ensemble contexts • Understand staff and other musical notations • Perform a solo to teacher • Perform in a group to teacher <p>Context: Ukulele</p>	<p><u>Christmas Songs</u></p> <p>Skill:</p> <ul style="list-style-type: none"> • Perform in ensemble contexts using voices with control and expression. • Listen with attention to detail and recall sounds with increasing aural memory. • Appreciate and understand a wide range of live music • Range of an octave, mostly by step • Using notation <p>Context: Christingle performance</p>	<p><u>Musical Notation</u></p> <ul style="list-style-type: none"> • First four or five notes (or 3 chords) • Rhythms (using notation) with two note lengths <p>Melody</p> <ul style="list-style-type: none"> • Improvise an ostinato/riff (e.g. for an accompaniment) • Improvise a melodic phrase (up to 5 pitches) within a structure <p>Context</p> <ul style="list-style-type: none"> • Use of staff notation <p>Concepts</p> <ul style="list-style-type: none"> • Features of music for different purposes <p>Rhythm</p> <ul style="list-style-type: none"> • Crotchets and rests (in four beat rhythms) • Quaver pairs or minims and minim rests (in four beat rhythms) <p>Melody</p> <ul style="list-style-type: none"> • Three note melody (e.g. hand signs or one line stave) <p>Context: Glockenspiels</p>	<p><u>Improvising and Composing:</u></p> <ul style="list-style-type: none"> • Performing skills and controlling sounds • Composing skills, creating and developing ideas • Appraising skills, responding and reviewing • Listening and applying knowledge and understanding • Improvise an ostinato/riff (e.g. for an accompaniment) • Improvise a melodic phrase (up to 5 pitches) within a structure <p>Context: Sounds of the Fish Quay Project</p>	<p><u>To play tuned and untuned instruments</u></p> <p>Skill:</p> <ul style="list-style-type: none"> • Listen with attention to detail • Play and perform in solo and ensemble contexts • Understand staff and other musical notations • Perform a solo to teacher • Perform in a group to teacher <p>Context: Ukulele</p>	<p><u>Percussion</u> <u>BBC Ten Pieces</u></p> <p>Skill:</p> <p>Traditional</p> <ul style="list-style-type: none"> • Music from national and other heritages represented in the school <p>Classical</p> <ul style="list-style-type: none"> • Music from western classical tradition <p>Popular</p> <ul style="list-style-type: none"> • Popular music <p>Composer: Heiter Villa-Lobos</p>
<p>Five</p>	<p>Skill: To perform and play in solo and ensemble contexts, using voices with increasing expression and control</p>	<p><u>BBC Ten Pieces</u></p> <p>Context</p> <ul style="list-style-type: none"> • How musical concepts are used to reflect different 	<p>Skill:</p> <ul style="list-style-type: none"> • Dynamic contrasts • Articulation contrasts e.g. Staccato 	<p>Skill: To listen with attention to detail and recall sounds with increasing aural memory</p>	<p>Skill: To improvise and compose music for a range of purposes using the inter-related dimensions of music.</p>	<ul style="list-style-type: none"> • How music reflects different cultural contexts • How venue

	<p>Context: Singing - Christmas performance rehearsal</p> <p>Context: African Djembe</p>	<p>intentions</p> <p>Concepts</p> <ul style="list-style-type: none"> How music reflects different cultural contexts <p>How venue and occasion influence performance and composition</p> <p>Traditional</p> <ul style="list-style-type: none"> Traditional music from other parts of the world <p>Emotional</p> <ul style="list-style-type: none"> Express contrasting emotions through music (e.g. happy, sad) 	<ul style="list-style-type: none"> Phrasing Range about an octave (or 6 chords) Rhythmic playing with at least three note lengths <p>Context: Keyboards</p>	<p>Context: WW2 - soundscapes/ percussion/ukuleles</p>	<p>Context: Keyboards</p>	<p>and occasion influence performance and composition</p> <p>Improvements</p> <ul style="list-style-type: none"> Suggest improvements for own and others work <p>Form</p> <ul style="list-style-type: none"> Simple structure (e.g. introduction, verse and chorus) <p>Expression</p> <ul style="list-style-type: none"> Contrasting dynamics (forte / piano) and articulation (staccato / legato) <p>Melody</p> <ul style="list-style-type: none"> Explore layering of rhythmic and / or melodic phrases <p>Harmony</p> <ul style="list-style-type: none"> Explore layering of rhythmic and / or melodic phrases <p>Expression</p> <ul style="list-style-type: none"> Indicate tempo
Six	<p>Skill:</p> <ul style="list-style-type: none"> Dynamic contrasts Articulation contrasts e.g. Staccato Phrasing Range about an octave (or 6 chords) 	<p>Skill:</p> <ul style="list-style-type: none"> Open mouth, relaxed jaw and clear pronunciation Dynamic range <p>Making a contribution</p> <ul style="list-style-type: none"> Support other artists (e.g. 	<p><u>BBC Ten Pieces</u></p> <p>Context</p> <ul style="list-style-type: none"> How musical concepts are used to reflect different intentions <p>Concepts</p> <ul style="list-style-type: none"> How music reflects 	<p><u>Garage Band</u></p> <p>Melody</p> <ul style="list-style-type: none"> Explore layering of rhythmic and / or melodic phrases <p>Harmony</p> <ul style="list-style-type: none"> Explore layering of 	<p>Skill:</p> <ul style="list-style-type: none"> Dynamic contrasts Articulation contrasts e.g. Staccato Phrasing Range about an octave (or 6 chords) 	<p><u>Performance</u></p> <p>Skill:</p> <ul style="list-style-type: none"> Open mouth, relaxed jaw and clear pronunciation Dynamic range <p>Making a contribution</p> <ul style="list-style-type: none"> Support other

	<ul style="list-style-type: none"> Rhythmic playing with at least three note lengths <p>Context: Keyboards</p>	<p>play or create music for a dance or drama performance or an exhibition)</p> <p>Self-esteem</p> <ul style="list-style-type: none"> Perform a solo to school class Perform in a group in a school assembly <p>Independence</p> <ul style="list-style-type: none"> Identify an aspect of performing or composing to improve through working at home <p>Context: Christmas Production</p>	<p>different cultural contexts</p> <p>How venue and occasion influence performance and composition</p> <p>Traditional</p> <ul style="list-style-type: none"> Traditional music from other parts of the world <p>Emotional</p> <ul style="list-style-type: none"> Express contrasting emotions through music (e.g. happy, sad) <p>Composer: Anna Meredith</p>	<p>rhythmic and / or melodic phrases</p> <p>Expression</p> <ul style="list-style-type: none"> Indicate tempo <p>Improvements</p> <ul style="list-style-type: none"> Suggest improvements for own and others work <p>Team work</p> <ul style="list-style-type: none"> Without teacher's help work in a group to improve a group performance or composition 	<ul style="list-style-type: none"> Rhythmic playing with at least three note lengths <p>Context: Keyboards</p>	<p>artists (e.g. play or create music for a dance or drama performance or an exhibition)</p> <p>Self-esteem</p> <ul style="list-style-type: none"> Perform a solo to school class Perform in a group in a school assembly <p>Independence</p> <ul style="list-style-type: none"> Identify an aspect of performing or composing to improve through working at home <p>Context: Leavers Assembly</p>
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To include Enrichment opportunities / Visits out and Visitors In