

Music: Long Term Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
N	Environmental Sounds	Instrumental	Rhythm and Rhyme	Responding to what is heard	Voice Sounds	Patterns
IN	Environmental Sounds	Sounds and	Knythin and Knyme	Responding to what is heard	voice Sounds	Fallerns
	Listen & Respond	Body	Listen & Respond	Listen & Respond	Listen & Respond	Listen & Respond
	- To develop listening skills and	Percussion	- To experience and	- To listen and respond to what they hear	- To distinguish between	- To identify and
	awareness of sounds in the environment	i crouccion	appreciate rhythm	- To listen and respond to what they hear	the differences in vocal	name instruments
	- To recall sounds they have heard	Listen &	- To develop awareness of	Explore & Create	sounds	and the sounds that
	- To discriminate between sounds	Respond	rhythm	- To explore how sounds are articulated	- To remember a sound	they make
	- To describe sounds that they hear	- To identify and	,	- To change voice sounds to suit a song	sequence	they make
		name	Explore & Create	To change voice sounds to suit a song	bequeitee	Explore & Create
	Explore & Create	instruments	- To copy a rhythm	Singing	Explore & Create	- To follow a
	- To identify and imitate sounds	being played	- To keep a beat	- To sing songs in a range of voices	- To explore the pitch of	musical pattern
		- To listen to and			different sounds	- To create a
	Singing	appreciate the	Singing	Share and Perform	- To create different voice sounds	pattern or
	- To remember and sing songs	difference	- To sing or chant a rhyming	-To perform nursery songs using	- To be able to 'pitch	sequence
		between sounds	string	different voices	match'	
	Share and Perform	made with	5			Singing
	-To perform nursery songs by singing	instruments	Share and Perform		Singing	- To sing a wide
		linetramente	-To perform nursery songs by		- To listen to and join in	range of nursery
		Explore & Create	using words and actions		with favourite songs	songs using words,
		- To experience	_		-	actions and
		and develop			Share and Perform	appropriate pitch
		awareness of			-To think about pitch as they perform	
		sounds made				Share and Perform
		with instruments				-To perform a wide
		and noise				range of nursery
		makers.				songs using words,
		- To remember				actions and
		and repeat a				appropriate pitch
		rhythm				
		- To reproduce				
		loud and quiet				
		sounds				
		Singing				
		 To articulate 				
		words in a				
		song clearly				
		Share and				
		Perform				
		-To perform				
		nursery songs by				
		using words and				
<u> </u>	Mal	actions		Our World	Die Deer Funk	Deflect Dewig d
R	Me!	My Stories	Everyone	Our World	Big Bear Funk	Reflect, Rewind,
1	Variety of musical styles	Variety of	Variety of musical styles	Variety of musical styles	Funk	and Replay
	Congo that will be tought	musical styles	Congo that will be tought	Sanga that will be tought	Cong that will be tought	Variety of musical
1	Songs that will be taught:	Congo that will	Songs that will be taught:	Songs that will be taught:	Song that will be taught:	styles
	- Pat-a-cake	Songs that will	- Wind The Bobbin Up	- Old Macdonald	- Big bear Funk	Liston & Rospond
	- 1, 2, 3, 4, 5, Once I Caught a Fish Alive	be taught: - I'm A Little	- Rock-a-bye Baby	 Incy Wincy Spider Baa Baa Black Sheep 		Listen & Respond - Review past
1	- This Old Man		- Five Little Monkeys		Listen & Respond	
	- This Uld Man	Teapot	Jumping On The Bed	 Row, Row, Row Your Boat 		pieces of

		1				
	ve Little Ducks	- The Grand	- Twinkle Twinkle	- The Wheels On The Bus	 To learn that music can touch your 	music learned
	ame Song	Old Duke	 If You're Happy And You 	- The Hokey Cokey	feelings.	and recap
- Tr	ings For Fingers	Of York	Know It		Explore & Create	feeling the
		 Ring O' 	 Head, Shoulders, Knees 	Listen & Respond	- To begin to create simple 2-note patterns	beat, moving
Listen 8	& Respond	Roses	And Toes	 To enjoy moving to music by 	to accompany the song.	to the music,
- Tc	explore high and low sounds	- Hickory		dancing, marching, being animals	- To add a 2-note melody to the rhythm of	and singing
Explore	& Create	Dickory	Listen & Respond	or Pop stars.	the words.	together.
- To	copy basic rhythm patterns of	Dock	 Explore high pitch and 	Explore & Create	- To play with two pitched notes to invent	Explore & Create
sir	gle words & short phrases from	- Not Too	low pitch in the context of	- To invent a pattern using one	musical patterns	- To respond to
	e song/s	Difficult	the songs.	pitched note.	Singing	music heard
Singing		- The ABC	Explore & Create	- To keep the pulse throughout with a	- To sing or rap nursery rhymes and	throughout the
	sing along with a pre-recorded	Song	- To listen to high-pitched	single note	simple songs from memory.	year and new
	ng		& low-pitched sounds on	Singing	Share & Perform	music
	& Perform	Listen &	a glockenspiel.	- To identify different sections of a	- To perform any of the nursery rhymes by	creatively and
	perform any of the nursery	Respond	- To explore high and low	song	singing and adding actions and dance	musically.
	ymes by singing	- To begin to	using voices and sounds	Share & Perform	- To perform any nursery rhymes or songs	Singing
	ynnoo by oniging	identify the	of characters in the	- To perform any of the nursery	adding a simple instrumental part using	- To sing or rap
		pulse of the	songs	rhymes by singing and adding	the keys: C, D, E	songs with
		music	Singing	actions and dance		increasing
		Explore & Create	 To sing along with the 	- To perform any nursery rhymes or		confidence
		- To find	backing track.	songs adding a simple instrumental		and
		different	Share & Perform	part using the keys: C, D, E, F, G &		understanding.
		ways to	- To perform any of the	A		Share & Perform
		keep the	nursery rhymes by			- To perform
		pulse.	singing and adding			vocally and
		Singing	actions and dance			instrumentally
		- To sing	- To perform any nursery			any of the
		along with a	rhymes or songs adding			songs studied
		pre-	a simple instrumental			over the year
		recorded	part using the keys: D, E,			together.
		song and	G & A			together
		add actions.	OdA			
		Share & Perform				
		- To perform				
		any of the				
		nursery				
		rhymes by				
		singing and				
		adding				
		actions				
		- To perform				
		any nursery				
		rhymes or				
		songs				
		adding a				
		simple				
		instrumental				
		part using				
		the keys: C,				
		D & E				
<u> </u>						

						
Y1	Hey You!	Rhythm in The	In The Groove	Round and Round	Your Imagination	Exploring sound
	Old School Hip-Hop	Way We Walk/	Blues, Baroque, Latin,	Bossa Nova	Рор	Stories through
		Banana Rap	Bhangra, Folk, Funk			sound
	Listen & Respond	Reggae		Listen & Respond		
	- To identify the pulse of the music		Listen & Respond	 To begin to identify voices I can 	Listen & Respond	Composing, sound
	Singing	Listen &	- To move in different	hear in the song	- To recognise instruments that are used	design, and graphic
	- To learn to sing the song "Hey You!"	Respond	ways to the pulse	Singing	in different songs	notation explored
	Playing	- To begin to	Singing	- To sing the song: "Round & Round"	Singing	through Prokofiev's
	- To use 1 or 2 notes; C or C & G to	recognise	 To sing the song: "In the 	Playing	- To sing the song "Your Imagination"	Peter and the Wolf
	play along with the song	instruments	Groove"	- To use up to 3 notes; D or D, F, C &	Playing	
	Improvisation	I can hear	Playing	D to play along with the song	- To use 1 or 2 notes; C or C & G to play	Listen & Respond
	- To create my own 4 beat rhythm	in the song	- To use 1 or 2 notes: C or	Improvisation	along with the song	- Explore music
	using claps	Singing	C & D to play along with	 Improvise with claps and voice 	Improvisation	that tells a
	Composition	- To rap the	the song	using notes D, E.	 Improvise with claps, and voice using 	story
	 To compose a simple melody using 	song	Improvisation	Composition	notes C, D.	- Learn how
	simple rhythms choosing from the	"Banana	- To improvise with claps	- None in this unit	Composition	different
	notes C & D or C, D & E	Rap"	Composition		- To compose a simple melody using	musical ideas
		 To sing the 	- To compose a simple		simple rhythms choosing from the notes	can represent
		song:	melody using simple		C & D or C, D & E	different
		"Rhythm in	rhythms choosing from			characters,
		The Way	the notes C & D or C, D			events, and
		We Walk"	& E			emotions
		Playing				Explore & Create
		- None in this				- Create a
		unit				variety of
		Improvisation				different
		- None in this				sounds for different
		unit				
		Composition				characters and
		 None in this unit 				events in a
		unit				story Singing
						- Sing and recall
		•				songs from
						previous units
						of work
						Share & Perform
						- Share sounds
						with the class
						and contribute
						to whole-class
						and/or group
						work

Y2	Recorder Course 1		Hands, Feet,	I Wanna	Friendship	Explo	ring sound
	(Instrumental technique)		Heart	Play in a	Song		and Storm)
1	(Afropop, South	Band	Pop	(euri	
	- To hold the recorder correctly	v and	African	Rock	, op	Composing sound design and graphic not	tation explored through music depicting weather
	stand in the correct position.	Jana	Antoan	NOON	Listen &	and seasons.	
1	- To make a clear sound on the	o noto P	Liston P	Listen &	Respond		
	- To keep the pulse when play		<u>Listen &</u> Despend	Respond	- To	Listen & Respond	
	recorder	ing the	Respond	- To	identify	- Explore music that tells depicts weath	er and seasons
		o when	- To identify the	name	different	 Explore music that tens depicts weath Learn how different musical ideas car 	
	- To breathe at the correct time		pulse of the				i create entotions and atmospheres
	playing		music	instruments I	movements, I can use to	Explore & Create	r different economic and weather
	- To identify and draw the time			can hear in		 Create a variety of different sounds for 	r different seasons and weather
	signature, bar lines, treble clef and	d note B	Singing	the song	find the pulse	Singing	
	on a score	. (h	- To sing the	Singing To sing	of the music	- Sing and recall songs from previous u	Inits of WOFK
	 To explain what the word rhy 		song "Hands,	- To sing	<u>Singing</u>	Share & Perform	
	means and copy back different rhy	ythms	Feet, Heart"	the song "I	- To sing	- Create and notate soundscapes	
	on the note B		Playing	Wanna Play	the song	 Share sounds with the class and cont 	ribute to whole-class and/or group work
	 To play the note A 		- To use up to	in a Band"	"Friendship		
			three notes – G	Playing	Song"		
	Unit Objectives		or G, A + C to	- To use	<u>Playing</u>		
	 To develop recorder techniquiation 	ue,	'	up to 3 notes;	 To play 		
	accuracy, and competency		play with the	F or F, D & C	instruments		
	- To support pupils in reading s		song	to play along	using up to		
	and other relevant notations, and i			with the song	three notes -		
	applying that notation to their perfe	ormance	Improvisation	Improvisation	C or E and		
	practice		 To improvise 	- To	G.		
	- To develop performance skill	ls and	with claps and	improvise	Improvisation		
	practice both within and without le		voice using	with claps	- To		
	contexts		notes C and D	and voice	improvise		
	- To play a variety of increasin	nalv		using notes F	with claps,		
	complex repertoire in solo and ens		Composition	and G	voice and		
	settings and develop musical	0011010	- To compose a	Composition	notes C, D.		
	competencies of playing in time ar	nd in	simple melody	- To	Composition		
	tune		using simple	compose a	- To		
			rhythms,	simple	compose a		
			choosing from	melody using	simple		
			the notes C + D	simple	melody using		
			or C, D + E.	rhythms,	simple		
			0, 0, D ⁻ L.				
				choosing	rhythms,		
				from the	choosing		
				notes F + G	from the		
				or F, G + A.	notes C + D		
					or C, D or E.		
1/2		Dest				Data ata a 14 T - 4	Englanda I
Y3		Dragon	_			Bringing Us Together	Exploring sound
		Song		der Course (con		Disco	(Planets)
1		Рор	(Instr	umental techniqu	e)		
	Listen & Respond					Listen & Respond	Composing, sound design, and graphic
1	 To identify the pulse <u>Lister</u> 			in a duet (piece v		 To name voices I can hear in the 	notation explored through Holst's The Planets
	of the music Resp		 Sing and play 	the notes A and	B making a	song	
	- To begin to identify -To n	name	clear sound		-	- To describe what the song might be	Listen & Respond
1	the structure of a song instruments I		- Recognise (and draw) the notes A and B		es A and B	about	- Explore music that tells depicts planets
	Singing can hear in		- Sing, then imp	provise and play a	a song, using	Singing	and space, and their associated moods
	- To sing the song the song					- To sing the song "Bringing Us	- Learn how different musical ideas can
	- To sing the song "Three Little Birds" -To begin to Heart Mardi Gras Heart.		,,	Together"	represent mood and emotion		
	Playing desc					Playing	Singing
	ucso					<u>i wing</u>	onging

	 To play instrumental parts with the song from notation using up to 3 notes – C, D + E. Improvisation To improvise with claps and voice using notes C, D and E Composition To compose a simple melody using simple rhythms choosing from the notes C, D + E or C, D, E, F + G 	 arts with the song from tation using up to 3 totes - C, D + E. provisation To improvise with aps and voice using tots C, D and E omposition To compose a mple melody using mple rhythms choosing C, D, E, F + G C, D, E, F + G Song might be about Song might be about Song might be about To sing the song "The Dragon Song " Playing To play a piece using B, A and G – based on songs Mama Mia and Portsmouth. Unit Objectives To develop recorder technique, accuracy, and competency To support pupils in reading stave and other relevant notations, and in applying that notation to their performance practice To play a variety of increasingly complex repertoire in solo and ensemble settings and develop musical competencies of playing in time and in tune 		 To play instrumental parts with the song from notation using up to 3 notes – C, A & G <u>Improvisation</u> To improvise with claps, instruments and voice using notes C and A <u>Composition</u> To compose a simple melody using simple rhythms choosing from the notes G, A + G or C, D, E, G +A. (Pentatonic scale) 	 Sing and recall songs from previous units of work <u>Share & Perform</u> Create and notate soundscapes Share sounds with the class and contribute to whole-class and/or group work 	
		B or D, E, G A + B. (Pentatonic scale)				
Y4	Let your Spirit Fly R&B	M	ama Mia Pop	Stop! Grime	Lean On Me Soul/gospel	Recorder Course (cont'd) (Instrumental technique)
	chorus, etc.) - To explore the lyrics and be able to talk about what the song is about - To sing the song "Mama Mia" - To know that songs can make the ma song (Introd verse, etc.) - To explore the lyrics and be able song (Introd verse, etc.) - To explore the lyrics - T		<u>bond</u> identify nain ions of the j oduction, e, chorus,	Listen & Respond - To name instruments and voices I can hear in the song - To identify the tempo of the song and texture <u>Singing</u> - To sing the song "Stop!" <u>Playing</u> - None in this unit	Listen & Respond - To identify the pulse of the music - To begin to identify the structure of a song Singing - To sing the song "Lean on Me" <u>Playing</u> - To play instrumental parts with the song from notation using up to 4 notes – C, E F +G. <u>Improvisation</u> - To improvise with claps and voice using notes F, G and A	 Play one part in a duet (piece with two parts) Sing and play the notes A and B making a clear sound Recognise (and draw) the notes A and B Sing, then improvise and play a song, using the notes A and B – based on songs Hands, Feet, Heart Mardi Gras Heart. Play and recognise semibreves (four beat notes) and minims (two beat notes) Play the note G and A Play a piece using A and G

	about what the	Improvisation	<u>Composition</u>	 Play a piece using B, A and G – based
Playing	song is about	 To improvise with claps, instruments 	 To compose a simple melody using 	on songs Mama Mia and Portsmouth.
- To play instrumental parts with	U U	and voice using notes C and D	simple rhythms choosing from the notes	-
the song from notation using up	Singing	, , , , , , , , , , , , , , , , , , ,	F, G + A or D, E, F, G + A	Unit Objectives
to 4 notes – G, A, B, D and E	- To sing the	Composition		- To develop recorder technique,
	song "Mama	- None in this unit		accuracy, and competency
Improvisation	Mia"			- To support pupils in reading stave and
- To improvise with				other relevant notations, and in applying that
	 To know that 			
claps, instruments	songs can			notation to their performance practice
and voice using notes G, A, C	make you feel			- To develop performance skills and
and D	different			practice both within and without lesson
	things, e.g.			contexts
<u>Composition</u>	happy,			 To play a variety of increasingly complex
 To compose a simple melody 	energetic or			repertoire in solo and ensemble settings and
using simple rhythms choosing	sad			develop musical competencies of playing in
from the notes – G, A, B, D and E				time and in tune
	Playing			
	- To play			
	instrumental			
	parts with the			
	song from			
	notation using			
	up to 4 notes –			
	G, A, B, D and			
	E			
	Improvisation			
	- To improvise			
	with			
	claps,			
	instruments			
	and voice			
	using notes G,			
	A, C and D			
	Composition			
	- To compose			
	a simple			
	melody using			
	simple rhythms			
	choosing from			
	the notes – G,			
	A, B, D and E			
				•

Y5	Keyboard Course	Black Bird	Livin' On A Prayer	Classroom Jazz 1	Make You Feel My Love	Fresh Prince Of
	(Instrumental technique)	Beatles/Pop	Rock	Swing and Latin	Pop Ballad	Bel Air
	 To know what type of instrument a keyboard is To know what a good hand position looks like when playing the keyboard To keep the pulse when playing the keyboard To identify the keys: C D E and F on the keyboard To identify the duration of different notes when reading sheet music To understand what rhythm is and how the duration of notes can change the rhythm Unit Objectives To develop keyboard technique, accuracy, and competency To develop keyboard technique, accuracy, and competency To develop performance skills and practice both within and without lesson contexts To play a variety of increasingly complex repertoire in solo and ensemble settings and develop musical competencies of playing in time and in tune	Listen & Respond - To identify the dynamics, tempo, and texture of the song Singing - To sing the song "Black Bird" Playing - To play instrumental parts with the song from notation using the notes; C and D Improvise with claps and voice using notes G, A and B Composition - To compose a simple melody using simple rhythms choosing from the notes C, D, E, G and A	<u>Listen & Respond</u> To identify the dynamics, tempo, and texture of the song <u>Singing</u> To sing the song "Livin' On A Prayer" <u>Playing</u> To play instrumental parts with the song from notation using the notes; G, A + B or D, E, F# + G <u>Improvisation</u> To improvise with claps and voice using notes G, A and B <u>Composition</u> To compose a simple melody using simple rhythms choosing from the notes G, A + B or G, A, B, D + E (Pentatonic Scale) 	 Swing and Latin Listen & Respond To identify the instruments used to create a piece of music To identify the structure of a piece of Music To describe the musical dimensions Playing Play instrumental parts with the music by ear using the notes G, A + B and D, E, G, A + B Improvisation To improvise in a Bossa Nova style using the notes G, A + B To improvise in a swing style using the notes D, E, G, A + B Share & Perform To begin to identify different ways to introduce a musical performance To reflect on a performance and identify my strengths and weaknesses 	Pop Ballad Listen & Respond - To identify the dynamics, tempo, and texture of the song - To identify the structure of a song Singing - To sing the song "Make You Feel My Love" - To sing in unison Playing - To play instrumental parts with the song by ear or from notation using the 3 notes – C, D + E. Improvisation - To improvise with claps and voice using notes C, D and E Composition - To compose a simple melody using simple rhythms choosing from the notes C, D, E, F & G .	Bet Air Hip Hop Listen & Respond - To identify the dynamics, tempo, and texture of the song - To identify the instruments I can hear in the song Singing - To sing the song "Fresh Prince of Bel Air" - To sing or rap in unison Playing - To play instrumental parts with the song by ear or from notation using the 3 notes – C D G and A. Improvisation - To improvise with claps and voice using notes; D, E and F Composition - To compose a simple melody using simple rhythms choosing from the notes D, E + F or D, E, F, G + A.

Y6	Dancing in the Street	Нарру	Classroom Jazz 2	You've Got a Friend	Music and Me	EOY Performance-
	Motown	Pop	Swing and Latin	Рор	Inspirational female artists	The Lion King
	Listen & Respond		5	,		(Musical)
	- To identify the	Listen &	Listen & Respond	Listen & Respond	Listen & Respond	· · · · ·
	dynamics and texture of the song	Respond	- To identify what style	- To identify what style indicators, I	- To identify the dynamics, tempo and	Listen & Respond
	- To identify the	- To identify	indicators, I can hear	can hear	texture of the song	- To identify
	instruments and	what style	- To identify the structure	 To describe the structure of the 	- To identify the structure of a song	different
	voices I can hear in the song	indicators, I can	of a piece of Music	song	Composition	instruments used
	g	hear	- To describe the musical	Singing	- To work collaboratively	within a piece of
	Singing	- To describe	dimensions	 To sing the song "You've got a 	- To identify suitable lyrics	music
	- To sing the song "Dancing in the Street"	the structure of	Plaving	friend"	- To be able to write suitable lyrics for a	- To describe
	- To sing in unison	the song	- Play instrumental parts	- To sing in Unison	song or rap	the structure of a
	- To sing with backing vocals	Singing	with the music by ear using	Playing	- To create and practise melodies in the	piece of Music
	to only with backing vocale	- To sing the	the notes C, D, E, F, G, A, B +	 To play instrumental parts with the 	Music Explorer Composition Tool	- To be able to
	Playing	song "Happy"	C. And C, Bb, G, F + C	song by ear or from notation using up to		identify how the
	- To play instrumental	- To sing in 2	Improvisation	4 notes $-$ B, A + G and C, D, E + F.		singer is feeling
	parts with the song by ear or from notation	parts	- To improvise in	Improvisation		due to the
	using the notes F & G (complex rhythms).	Playing	Bacharach Anorak using the	- To improvise with claps,		dynamics of the
		- To play	notes C, D, E, F, G, A, B + C.	instruments and voice using notes; A, G		music.
	Improvisation	instrumental	- To improvise in a Blues	and E		music.
	- To improvise with claps, instruments and	parts with the	style using the notes C, Bb, G,	Composition		Playing
	voice using notes; D, E and F	song by ear or	F + C.	 To compose a simple melody using 		- To explore
	volce doing notes, D, E and T	from notation	Share & Perform	simple rhythms choosing from the notes		different sounds a
	Composition	using the notes	- To build a repertoire of	E, G + A or E, G, A, C + D		percussion
	- To compose a simple melody using	A, G and B.	ways to introduce a musical	playing accurately, fluently and in time.		instrument can
	simple	Improvisation	performance	playing accurately, intentity and in time.		make based on
	Rhythms choosing from	- To	- To reflect on a			how it is hit.
	the notes C, D, E, F and G	improvise with	performance and identify my			now it is flit.
		claps.	strengths and weaknesses			Singing
		instruments and	Strengths and weaknesses			- To sing in a
		voice using				solo, ensemble or
		notes; A, G and				choir.
		B				choir.
		Composition				Share & Perform
		- To				- To present a
		compose a				musical
		simple melody				performance
						designed to capture
		using simple rhythms				the audience
		choosing from				- To
		the notes A, G +				- TO communicate the
		B or C, E, G, A +				meaning of the
		B 01 C, E, G, A +				words and clearly
						particulate them
						- To talk about
						the best place to be
						when performing
						and how to stand or
			1			sit.