

Music –
Whole School Overview

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Performing Composing	Appraising	-	-	-	Performing Composing
1	Performing Appraising	Performing Appraising	-	Composing Appraising	-	Performing Composing Appraising
2	Performing	Performing Composing Appraising	Performing Composing	-	Composing Appraising	-
3	Performing Appraising	Performing Appraising	Composing	Appraising	Appraising	Performing Composing Appraising
4	Performing Appraising	Performing Composing	-	Appraising	-	-
5	Composing	-	Appraising	-	Performing Appraising	Performing Appraising
6	Composing Appraising	Performing	Appraising	Performing Appraising	Performing Composing	Performing Composing

EYFS

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Can do statements	<p>Sings a few familiar songs</p> <p>Beginning to move rhythmically.</p> <p>Imitates movement in response to music.</p> <p>Taps out simple repeated rhythms.</p> <p>Explores and learns how sounds can be changed.</p> <p>Begins to build a repertoire of songs and dances.</p> <p>Sings to self and makes up simple songs.</p> <p>Makes up rhythms.</p> <p>Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</p>	<p>Explores the different sounds of instruments.</p>				<p>Children sing songs, make music and dance, and experiment with ways of changing them.</p> <p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>
Challenge	<p>Can they show confidence to sing both independently and in a group?</p>	<p>Can children link similar sounds?</p> <p>Can children spot sounds and</p>				<p>Can they show confidence to sing both independently and in a group?</p>

	<p>Can they begin to add simple movement or actions to help enhance their memory of songs?</p> <p>Can they count aloud to the rhythm of a beat (e.g. 1, 2, 3, 4 repeat)?</p> <p>Can they represent their rhythm in some way (objects, drawings, etc.)?</p>	<p>instruments that they have learned in music they hear?</p> <p>Can they tell you their favourite song and give reasons why?</p>				<p>Can they begin to add simple movement or actions to help enhance their memory of songs?</p> <p>Can they count aloud to the rhythm of a beat (e.g. 1, 2, 3, 4 repeat)?</p> <p>Can they represent their rhythm in some way (objects, drawings, etc.)?</p>
--	--	---	--	--	--	--

YEAR 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Can do statements	<p>Understand that tempo describes how fast or slow the music is</p>	<p>Learn and perform chants, rhymes, raps and songs</p> <p>Sing songs musically and understand how to warm up and project the voice whilst demonstrating good posture</p> <p>Learn to follow the conductor or band leader</p> <p>Find the pulse whilst listening to music and using movement</p>		<p>Listen to music with sustained concentration.</p> <p>Begin to understand that the rhythm is a mixture of long and short sounds that happen over the pulse.</p> <p>Use the correct musical language to describe a piece of music.</p> <p>Listen to music with sustained concentration.</p> <p>Use the correct musical language to describe a piece of music.</p>		<p>Understand that tempo describes how fast or slow the music is.</p> <p>Recognise different instruments.</p> <p>Listen to, copy and repeat a simple rhythm or melody.</p>
Challenge	<p>Can they make loud and quiet sounds?</p> <p>Do they know that the chorus keeps being repeated?</p> <p>Can they tell the difference between a fast and slow tempo?</p> <p>Can they tell the difference between loud and quiet sound?</p>	<p>Can they make loud and quiet sounds?</p> <p>Do they know that the chorus keeps being repeated?</p> <p>Can they tell the difference between a fast and slow tempo?</p> <p>Can they tell the difference between loud and quiet sound?</p>		<p>Can they tell the difference between long and short sounds?</p> <p>Can they tell the difference between high and low sounds?</p> <p>Can they give a reason for choosing an instrument?</p>		<p>Can they make loud and quiet sounds?</p> <p>Do they know that the chorus keeps being repeated?</p> <p>Can they tell the difference between long and short sounds?</p> <p>Can they tell the difference between high and low sounds?</p>

	Can they identify two types of sounds happening at the same time?	Can they identify two types of sounds happening at the same time?		Can they tell the difference between a fast and slow tempo? Can they tell the difference between loud and quiet sound? Can they identify two types of sounds happening at the same time?		Can they give a reason for choosing an instrument? Can they tell the difference between a fast and slow tempo? Can they tell the difference between loud and quiet sound? Can they identify two types of sounds happening at the same time?
--	---	---	--	--	--	--

YEAR 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Can do statements	<p>Play instruments using the correct techniques with respect</p>	<p>Use his/ her voice expressively and creatively by singing songs and speaking chants and rhymes with growing confidence.</p> <p>Practise, rehearse and present performances to audiences with a growing awareness of the people watching.</p> <p>Understand that timbre describes the character or quality of a sound.</p> <p>Used tuned and untuned classroom percussion to play accompaniments and tunes.</p> <p>Play instruments using the correct techniques with respect.</p>	<p>Sing a song in two parts.</p> <p>Improvising a simple rhythm using different instruments including the voice.</p>		<p>Develop an understanding of melody, the words and their importance in the music being listen to</p> <p>Begin to describe a piece of music using a developing understanding of interrelated music dimensions</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Understand that structure describes how different section of music are ordered</p> <p>Use tune and untuned classroom percussion to compose and improvise</p> <p>Experiment with, create, select and combine sounds using the interrelated dimensions</p> <p>Understand that texture describes the</p>	

					layers within the music	
Challenge	Can they sing/play rhythmic patterns in contrasting tempo; keeping to the pulse?	Can they sing/play rhythmic patterns in contrasting tempo; keeping to the pulse? Can they use simple structures in a piece of music? Do they know that the end of phrases are when we breathe in a song? Do they recognise sounds that move by steps and by leaps?	Can they sing/play rhythmic patterns in contrasting tempo; keeping to the pulse? Can they use simple structures in a piece of music? Do they know that the end of phrases are when we breathe in a song?		Can they use simple structures in a piece of music? Do they know that the end of phrases are when we breathe in a song? Do they recognise sounds that move by steps and by leaps?	

YEAR 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Can do statements	<p>I can confidently recognise a range of musical instruments.</p> <p>I can play and perform in solo or ensemble contexts with confidence.</p> <p>I can find the pulse in songs/music with confidence.</p>	<p>I can sing songs with multiple parts with increasing confidence.</p> <p>I can sing songs with multiple parts with increasing confidence.</p> <p>I can begin to listen to and recall sounds with increasing aural memory.</p>	<p>I can understand some formal, written notation which includes crotchets and rests.</p>	<p>I can listen with direction to a range of high quality music.</p> <p>I can understand that composition is when a composer writes down and records a musical idea.</p>	<p>Listen with direction to a range of high quality music</p> <p>Understand that composition is when a composer writes down and records a musical idea</p> <p>Begin to listen to and recall sounds with increasing aural memory</p> <p>Confidently recognise a range of musical instruments</p>	<p>Sing songs with multiple parts with increasing confidence</p> <p>Find the pulse within the context of different songs/music with ease</p> <p>Play and perform in solo or ensemble contexts with confidence</p> <p>Understand that improvisation is when a composer makes up a tune within boundaries</p> <p>Develop an understanding of formal, written notation which includes crotchets and rests</p>
Challenge	<p>Can they work with a partner to create a piece of music using more than one instrument?</p> <p>Can they tell whether a change is gradual or sudden?</p> <p>Can they identify repetition, contrasts and variations?</p>	<p>Can they work with a partner to create a piece of music using more than one instrument?</p> <p>Can they tell whether a change is gradual or sudden?</p> <p>Can they identify repetition, contrasts and variations?</p>	<p>Do they understand metre in 2 and 3 beats; then 4 and 5 beats?</p> <p>Do they understand how the use of tempo can provide contrast within a piece of music?</p>	<p>Can they tell whether a change is gradual or sudden?</p> <p>Can they identify repetition, contrasts and variations?</p>	<p>Can they tell whether a change is gradual or sudden?</p> <p>Can they identify repetition, contrasts and variations?</p>	<p>Can they work with a partner to create a piece of music using more than one instrument?</p> <p>Do they understand metre in 2 and 3 beats; then 4 and 5 beats?</p> <p>Do they understand how the use of tempo</p>

						<p>can provide contrast within a piece of music?</p> <p>Can they tell whether a change is gradual or sudden?</p> <p>Can they identify repetition, contrasts and variations?</p>
--	--	--	--	--	--	---

YEAR 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Can do statements	<p>Use musical language to appraise a piece or style of music</p> <p>Use musical language to appraise a piece or style of music.</p> <p>Copy increasingly challenging rhythms using body percussion and untuned instruments where appropriate</p>	<p>Sing as part of an ensemble with confidence and precision.</p> <p>Play and perform in solo or ensemble contexts with increasing confidence.</p>		<p>Confidently recognise and explore a range of musical styles and traditions and know their basic style indicators.</p>		
Challenge	<p>Can they use selected pitches simultaneously to produce simple harmony?</p> <p>Can they identify how a change in timbre can change the effect of a piece of music?</p>	<p>Can they use selected pitches simultaneously to produce simple harmony?</p> <p>Can they explore and use sets of pitches, e.g. 4 or 5 note scales?</p> <p>Can they show how they can use dynamics to provide contrast?</p>		<p>Can they identify how a change in timbre can change the effect of a piece of music?</p>		

YEAR 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Can do statements	<p>Composing a ceremonial piece for the goods using percussion instruments and simple notations</p> <p>Understand how pulse, rhythm and pitch work together.</p> <p>Use and develop an understanding of formal, written notation which includes staff, semibreves and dotted crotchets.</p> <p>Compose complex rhythms from an increasing aural memory.</p> <p>Play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression.</p>		<p>Develop an increasing understanding of the history and context of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p>		<p>Sing as part of an ensemble with increasing confidence and precision</p> <p>Play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression</p> <p>Develop an increasing understanding of the history and context of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p>	<p>Understand how pulse, rhythm and pitch work together</p> <p>Improvise with increasing confidence using own voice, rhythms and varied pitch</p>
Challenge	<p>Do they understand the relation between pulse and syncopated patterns?</p> <p>Can they identify (and use) how patterns of repetitions, contrasts and variations can be</p>		<p>Can they explain how tempo changes the character of music?</p> <p>Can they identify where a gradual change in dynamics has helped to shape a phrase of music?</p>		<p>Can they use pitches simultaneously to produce harmony by building up simple chords?</p> <p>Can they devise and play a repeated sequence of pitches</p>	<p>Can they use pitches simultaneously to produce harmony by building up simple chords?</p> <p>Can they devise and play a repeated sequence of pitches</p>

	organised to give structure to a melody, rhythm, dynamic and timbre?				on a tuned instrument to accompany a song? Can they explain how tempo changes the character of music? Can they identify where a gradual change in dynamics has helped to shape a phrase of music?	on a tuned instrument to accompany a song? Can they explain how tempo changes the character of music? Can they identify where a gradual change in dynamics has helped to shape a phrase of music?
--	--	--	--	--	---	---

YEAR 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Can do statements	<p>Listen with attention to detail and recall sounds with increasing aural memory and accuracy</p> <p>Compose music for a purpose.</p>	<p>Sing together as an ensemble.</p>	<p>Listen with attention to detail and recall sounds with increasing aural memory and accuracy.</p> <p>Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions.</p> <p>Develop a deeper understanding of the history and context of music.</p>	<p>Sing as part of an ensemble with full confidence and precision.</p> <p>Develop a deeper understanding of the history and context of music.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions</p>	<p>Performance music and songs</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>
Challenge	<p>Can they show how a smack change if tempo can make a piece of music more effective?</p> <p>Do they use the full range of chromatic pitches to build up chords, melodic lines and bass lines?</p> <p>Can they appraise the introductions, interludes and endings for songs and compositions they have created?</p>	<p>Can they perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the parts will fit together?</p>	<p>Can they appraise the introductions, interludes and endings for songs and compositions they have created?</p>	<p>Can they perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the parts will fit together?</p> <p>Can they appraise the introductions, interludes and endings for songs and compositions they have created?</p>	<p>Can they perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the parts will fit together?</p> <p>Can they show how a smack change if tempo can make a piece of music more effective?</p> <p>Do they use the full range of chromatic pitches to build up chords, melodic lines and bass lines?</p>	<p>Can they perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the parts will fit together?</p> <p>Can they show how a smack change if tempo can make a piece of music more effective?</p> <p>Do they use the full range of chromatic pitches to build up chords, melodic lines and bass lines?</p>