













Reception					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
					
Chant To The Animals	Creative Moves	Lilting Lullaby	Number Time	Well-being matters	Rhythm Adventure
Explore and learn chants that tell a story. Know that a chant uses speaking voices musically.	Find and move to the beat. Move creatively, expressively and with control.	Pitch match with accuracy when singing. Feel the lilt of a 2–3 pattern of beats in music with five beats.	Sing with expression. Hear, draw and sing melody shapes	Learn to explore and share emotions. Follow a leader to play loudly and quietly.	Sing songs rhythmically. Combine words to compose rhythm.

Year 1					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
					
My musical heartbeat. How can we make friends together?	Dance, sing and play!	Exploring Sounds	Learning to Listen	Having Fun with Improvisation	Let's Perform Together
<p><b>Vocal:</b> Sing songs clearly and rhythmically. Sing songs with long and short sounds, high and low pitches.</p> <p><b>Instrumental:</b> Play or clap rhythmic patterns using long or short sounds. Clap four beat rhythms, creating long and short sounds.</p> <p><b>Compose:</b> Keep a steady beat when improvising.</p>	<p><b>Vocal:</b> Sing a melody that ascends and descends in steps. Sing a song with four beats in a bar.</p> <p><b>Instrumental:</b> Play or clap rhythmic patterns using long or short sounds. Clap four beat rhythms, creating long and short sounds.</p> <p><b>Compose:</b> Keep a steady beat when improvising.</p>	<p><b>Vocal:</b> Sing a melody that has long and short rhythms, and high and low sounds. Sing a song with five beats in a bar.</p> <p><b>Instrumental:</b> Play or clap rhythmic patterns using long or short sounds. Clap four beat rhythms, creating long and short sounds.</p> <p><b>Compose:</b> Keep a steady beat when improvising.</p>	<p><b>Vocal:</b> Sing a melody that has long and short rhythms, and high and low sounds. Sing clearly and rhythmically.</p> <p><b>Instrumental:</b> Play or clap rhythmic patterns using long or short sounds. Clap four beat rhythms, creating long and short sounds.</p> <p><b>Compose:</b> Keep a steady beat when improvising.</p>	<p><b>Vocal:</b> Sing a melody that has long and short rhythms, and high and low sounds. Sing a melody that ascends and descends in steps.</p> <p><b>Instrumental:</b> Clap three beat rhythms, creating long and short sounds.</p> <p><b>Compose:</b> Keep a steady beat when improvising. Improvise using one, two or three notes using C, D and E.</p>	<p><b>Vocal:</b> Sing clearly and rhythmically. Sing a melody that ascends and descends in steps.</p> <p><b>Instrumental:</b> Clap three beat rhythms, creating long and short sounds.</p> <p><b>Compose:</b> Keep a steady beat when improvising. Improvise using one, two or three notes using C, D and E.</p>









Potters Gate C of E Primary School

## Curriculum Overview: Music



Improvise using one, two or three notes using C, D and E.	Improvise using one, two or three notes using C, D and E.	Improvise using one, two or three notes using F, G and A.	Improvise using one, two or three notes using F, G and A.	Improvise using one, two or three notes using C, D and E.	
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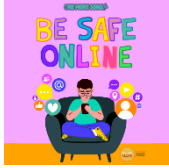



Year 2					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
					
<b>Pulse, Rhythm and Pitch</b>	<b>Playing in an Orchestra</b>	<b>Inventing a Musical Story</b>	<b>Recognising Different Sounds</b>	<b>Exploring Improvisation</b>	<b>Our Concert</b>
<p><b><u>Vocal:</u></b> Sing with attention to meaning of the words. Sing while performing actions in time. Sing with good singing posture.</p> <p><b><u>Instrumental:</u></b> Play or clap simple rhythmic patterns using long and short sounds. Respond to different high and low pitches. Clap four-beat rhythms using long and short sounds.</p> <p><b><u>Compose:</u></b> Keep a steady beat when improvising.</p>	<p><b><u>Vocal:</u></b> Sing with attention to meaning of the words. Sing with more pitch accuracy.</p> <p><b><u>Instrumental:</u></b> Play or clap simple rhythmic patterns using long and short sounds. Respond to different high and low pitches. Clap four-beat rhythms using long and short sounds.</p> <p><b><u>Compose:</u></b> Keep a steady beat when improvising.</p>	<p><b><u>Vocal:</u></b> Sing with attention to meaning of the words. Sing with good singing posture. Sing while performing actions in time.</p> <p><b><u>Instrumental:</u></b> Play or clap simple rhythmic patterns using long and short sounds. Respond to different high and low pitches. Clap four-beat rhythms using long and short sounds.</p> <p><b><u>Compose:</u></b> Keep a steady beat when improvising.</p>	<p><b><u>Vocal:</u></b> Sing with attention to meaning of the words. Sing with good singing posture. Sing while performing actions in time.</p> <p><b><u>Instrumental:</u></b> Play or clap simple rhythmic patterns using long and short sounds. Respond to different high and low pitches. Clap four-beat rhythms using long and short sounds.</p> <p><b><u>Compose:</u></b></p>	<p><b><u>Vocal:</u></b> Sing with attention to meaning of the words. Sing with good singing posture. Sing while performing actions in time.</p> <p><b><u>Instrumental:</u></b> Play or clap simple rhythmic patterns using long and short sounds. Respond to different high and low pitches. Clap two-beat rhythms using long and short sounds.</p>	<p><b><u>Vocal:</u></b> Sing with attention to meaning of the words. Sing with good singing posture. Sing while performing actions in time.</p> <p><b><u>Instrumental:</u></b> Play or clap simple rhythmic patterns using long and short sounds. Respond to different high and low pitches. Clap two-beat rhythms using long and short sounds.</p>












# Curriculum Overview: Music



<p>Improvise using one, two or three notes using C, D and E.</p>	<p>Improvise using one, two or three notes using C, D and E.</p>	<p>Improvise using one, two or three notes using A, B and C .</p>	<p>Keep a steady beat when improvising. Improvise using one, two or three notes using A, B and C .</p>	<p><u>Compose:</u> Keep a steady beat when improvising. Improvise using one, two or three notes using A, B and C .</p>	<p><u>Compose:</u> Keep a steady beat when improvising. Improvise using one, two or three notes using G, A, B, C and D .</p>
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Year 3					
					
<b>A shining performance</b>	<b>Sing and Move</b>	<b>Music and video</b>	<b>Percussion power</b>	<b>Music and Sound</b>	<b>Sound Exploration</b>
<p>Read and play G, A and B (doh, re, me) on a musical instrument.</p> <p>Use creative ideas inspired by different stimuli to improve a performance.</p>	<p>Sing songs with attention to expression and dynamics, following the conductor's cues.</p> <p>Perform actions with accuracy and confidence.</p>	<p>Use storyboards to sequence and structure a music video.</p> <p>Explore self-representation through portraits and personalised avatars</p>	<p>Compose song accompaniments on untuned percussion using known rhythms and note values.</p> <p>Introduce and understand the differences between crotchets and paired quavers.</p>	<p>Add an accompaniment to a song/piece of music.</p> <p>Compose in response to a musical stimulus.</p>	<p><b>New topic – currently being uploaded.</b></p>





Year 4					
					
<b>Create and notate</b>	<b>Singing and traditions</b>	<b>Recycling songs</b>	<b>Exploring musical contrasts</b>	<b>FX sound effects</b>	<b>Round and Round</b>
<p>Copy and improvise short melodic phrases.</p> <p>Compose a short, structured piece using a D minor scale in Music Explorer.</p>	<p>Sing 2-part songs as duets or melody and accompaniment with accurate pitching.</p> <p>Understand contrasting traditions and stories.</p>	<p>Compose a song demonstrating an understanding of the musical components.</p> <p>Capture and record creative ideas.</p>	<p>Develop and deepen instrumental skills.</p> <p>Explore musical contrasts, such as staccato and legato, as well as crescendo and decrescendo.</p>	<p>Use sound effects to add drama to a film clip.</p> <p>Begin to make compositional decisions.</p>	<p>Sing rounds and songs with small and large leaps.</p> <p>Perform a range of songs in a school assembly.</p>

Year 5					
					
Shaping Music	Unlocking vocal potential	Sounds dramatic	Decoding sound and notation	Carnival time 1	Carnival time 2
<p>Improvise freely over a drone or groove.</p> <p>Compose a short ternary piece using Music Notepad.</p>	<p>Sing with a sense of ensemble, paying attention to phrasing, pitching and musical style.</p> <p>Sing songs in unison, and in two or three parts.</p>	<p>Introduce major and minor chords.</p> <p>Use chords when composing music to evoke a specific atmosphere, mood or environment.</p>	<p>Develop and expand musical understanding through critical listening.</p> <p>Read and play notated melodies.</p>	<p>Develop the skill of playing by ear on instruments, copying longer phrases.</p> <p>Play musical instruments with increasing technical control, accuracy, fluency and expression.</p>	<p>Perform as an ensemble using acoustic instruments.</p> <p>Understand the stories, origins, traditions, history and social context of Brazilian samba.</p>





# Curriculum Overview: Music

Year 6					
					
<p>Music speaks</p>	<p>Express, Inspire and Perform</p>	<p>Music Reimagined</p>	<p>Musical sketches</p>	<p>Music Remixed</p>	<p>The Grand Finale</p>
<p>Create and produce music with multiple sections that include repetition and contrasts.</p> <p>Use chord changes as part of a (sequenced) composition</p>	<p>Perform songs in school assemblies, school performance opportunities and to a wider audience.</p> <p>Develop listening skills, balance between parts and vocal independence by experimenting with where students stand.</p>	<p>Compose a piece using music software to create and record it.</p> <p>Understand and be able to explain how musical contrasts are achieved.</p>	<p>Plan and compose 8 bars of music with melodic and rhythmic interest.</p> <p>Notate and play this music, adding dynamic contrasts.</p>	<p>Develop students' knowledge and understanding of the music they are listening to.</p> <p>Learn how to remix instrumental loops.</p>	<p>Sing a range of songs, including those that involve syncopated rhythms, with appropriate style.</p> <p>Sing rounds and partner songs.</p>