

Nursery Overview

Support and nurture children's musical development by offering broad musical experiences. Children are encouraged to use instruments, enjoy, explore, and talk about music. There will be opportunities for the children to share their thoughts, ideas, and feelings through a variety of musical activities. Children learn a wide range of songs and rhymes and are encouraged to experiment with new sounds.

Learning Goals:

- | Autumn Term | Spring Term | Autumn Term |
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| <ul style="list-style-type: none"> • Awareness, balance, familiarity, and sensation of each part of the body | <ul style="list-style-type: none"> • Create body movement as freedom of musical expression, building confidence | <ul style="list-style-type: none"> • Develop spatial awareness, sequencing, and memory skills |
| <ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes | <ul style="list-style-type: none"> • Use their voices confidently in a variety of ways | <ul style="list-style-type: none"> • Play tuned and un-tuned instruments musically |
| <ul style="list-style-type: none"> • Listen with concentration to a range of high-quality live and recorded music | <ul style="list-style-type: none"> • Respond with body movements and sound to a range of high-quality live and recorded music | <ul style="list-style-type: none"> • Move and play to a musical pulse • Basic understanding of elements of music |

Nursery	Performing Skills	Music Appreciation (Listening & instruments)	Composing & Improvisation Skills	Listening and applying knowledge and understanding
				Theory
SEPT	■ Exploring own's voice	■ Greeting Songs ■ Instructional Songs ■ Non-pitched percussion ■ Melodica	■ Creating body movements (Individual and group)	■ Steady Beats ■ High and Low ■ Fast and slow
OCT	■ Singing VS Speaking Voice ■ Introducing Singing (posture)	■ non-pitched percussion ■ African Music ■ Saint Saen's Carnivals of Animals (Lion)	■ Improvise on body movements as a leader in echo games ■ Conducting Game	■ Steady Beats ■ Call and response ■ High and Low
NOV	■ Singing and movement (in group)	■ Circle Games ■ Japanese Song ■ Kalimba	■ Creating simple rhythmic patterns	■ Rhythm Reading (Crotchet and Quaver)
DEC/ JAN	■ Group Singing ■ Singing and Instruments playing	■ Christmas Songs ■ Revision of Songs ■ Christmas don't be late	■ Creating simple melody using Kodaly hand sign	■ Kodaly Hand sign ■ Rhythm Reading (Crotchet, Quaver and Semiquaver)
FEB	■ Singing Group Games	■ Cat and Wolf ■ Carnival of Animals	■ Animal Symphony	■ Dynamics
MAR	■ Music and Drama	■ Watching peer performances ■ Saint Saen's Carnivals of Animals (Kangeroo)	■ Body Movements	■ Articulation
APR	■ Singing and Instruments playing	■ Recorder ■ Boomwhackers ■ Vivaldi 's Spring	■ Compose with boomwhackers	■ Tempo
MAY	■ Ensemble playing	■ Traditional Instruments ■ Chinese Music	■ Body Percussion	■ Introducing rhythm terms
JUNE / JULY	■ Revision Elements of Music	■ End of Year Games	■ Revision	■ Revision (Understanding Elements of Music)

Reception Overview

Providing musical activities that are imaginative, inspiring, and fun, and that use singing and instrumental playing while corresponding to six areas of learning: Personal, social and emotional development; Communication, language and literacy; Mathematical development; Knowledge and understanding of the world; Physical development; Creative development.

Autumn Term

- Identify and perform high and low, as well as loud and quiet sounds
- Develop awareness of pitch and contour
- Develop and explore the singing voice through various vocal exercises, being aware of the breath and articulators (jaw, lips, tongue and teeth).

Spring Term

- Develop and understanding of the beat and tempo
- Be aware of basic rhythmic notation and read with help
- Listen to a variety of musical styles from different times, traditions, and composers.

Autumn Term

- Start to sing songs/raps together in a group.
- Play tuned and un-tuned instruments musically
- Basic understanding and application of elements of music

Reception	Performing Skills	Music Appreciation (Listening & instruments)	Composing & Improvisation Skills	Listening and applying knowledge and understanding		
				Music Reading (Rhythm)	Music Reading (Pitch)	Theory
SEPT	■ Singing VS Speaking Voice	■ Greeting Songs ■ Instructional Songs ■ non-pitched percussion	■ Creating body movements (Individual and partner) ■ Conducting Game	■ Steady Beats	■ High and Low	■ Music Contour

<i>OCT</i>	<ul style="list-style-type: none"> ■ Singing VS Speaking Voice ■ Introducing Singing (posture) 	<ul style="list-style-type: none"> ■ non-pitched percussion ■ African Music 	<ul style="list-style-type: none"> ■ Improvise on body movements as a leader in echo games 	<ul style="list-style-type: none"> ■ Steady Beats ■ Call and response 	<ul style="list-style-type: none"> ■ High and Low 	<ul style="list-style-type: none"> ■ Music Contour ■ Steady beats
<i>NOV</i>	<ul style="list-style-type: none"> ■ Singing and movement (in group) 	<ul style="list-style-type: none"> ■ Japanese Song ■ Spider poem 	<ul style="list-style-type: none"> ■ Creating simple melody using Kodaly hand sign 	<ul style="list-style-type: none"> ■ Call and Response ■ Echo 	<ul style="list-style-type: none"> ■ Kodaly Hand sign 	<ul style="list-style-type: none"> ■ Reading simplified staff line (1 line)
<i>DEC/ JAN</i>	<ul style="list-style-type: none"> ■ Group Singing ■ Singing and Instruments playing 	<ul style="list-style-type: none"> ■ Christmas Songs ■ Revision of Songs ■ Nutcracker suite 	<ul style="list-style-type: none"> ■ Creating simple melody using Kodaly hand sign 	<ul style="list-style-type: none"> ■ Crotchet, quavers, semiquavers, crotchet rests 	<ul style="list-style-type: none"> ■ Kodaly Hand sign ■ s- m 	<ul style="list-style-type: none"> ■ Reading simplified staff line (3 lines)
<i>FEB</i>	<ul style="list-style-type: none"> ■ Ostinato 	<ul style="list-style-type: none"> ■ Boomwhackers ■ A Capella 	<ul style="list-style-type: none"> ■ Compose with Boomwhackers 	<ul style="list-style-type: none"> ■ Crotchet, quavers, semiquavers, crotchet rests and triplets 	<ul style="list-style-type: none"> ■ m-s ■ (hand sign simplified staff line) 	<ul style="list-style-type: none"> ■ Dynamics & Timbre
<i>MAR</i>	<ul style="list-style-type: none"> ■ Music and Drama 	<ul style="list-style-type: none"> ■ Watching peer performances ■ Greig's In the hall of mountain King 	<ul style="list-style-type: none"> ■ Body Movements as a group 	<ul style="list-style-type: none"> ■ Rhythm Dictation 	<ul style="list-style-type: none"> ■ d-m-s-d' (on staff line) 	<ul style="list-style-type: none"> ■ Articulation and texture
<i>APR</i>	<ul style="list-style-type: none"> ■ Singing Group Games 	<ul style="list-style-type: none"> ■ World Lullabies 	<ul style="list-style-type: none"> ■ Compose own songs with all known musical elements 	<ul style="list-style-type: none"> ■ Regular / Irregular Rhythms 	<ul style="list-style-type: none"> ■ Graphic score reading 	<ul style="list-style-type: none"> ■ Structure of music
<i>MAY</i>	<ul style="list-style-type: none"> ■ Ensemble playing 	<ul style="list-style-type: none"> ■ Music in daily lives 	<ul style="list-style-type: none"> ■ DIY instruments ■ Body Percussion 	<ul style="list-style-type: none"> ■ Introducing rhythm terms 	<ul style="list-style-type: none"> ■ Major Scales 	<ul style="list-style-type: none"> ■ Rhythm
<i>JUNE / JULY</i>	<ul style="list-style-type: none"> ■ Revision Elements of Music 	<ul style="list-style-type: none"> ■ End of Year Games 	<ul style="list-style-type: none"> ■ Revision 	<ul style="list-style-type: none"> ■ Ensemble Skills 	<ul style="list-style-type: none"> ■ Revision 	<ul style="list-style-type: none"> ■ Revision

Year 1 Overview

Developing abilities to feel and follow a musical pulse, as well as performing various rhythmic patterns in a range of structured activities that enable engagement at various levels. Experiencing ensemble singing and playing in a fun and engaging musical learning environment and from a range of styles and genres.

Learning Goals:

Autumn Term

- Develop co-ordination skills, singing and playing technique using tuned and un-tuned instruments
- Read from a basic graphic score
- Develop an awareness of musical structure
- Listen to a variety of musical styles from different times, traditions, and composers.

Spring Term

- Understand the initial playing technique requirements for the ukulele and hand-held percussion
- Read and play from simplified score
- Develop ensemble skills with improved performance focus for singing and playing

Autumn Term

- Start to sing songs/raps together in a group/ensemble.
- Play tuned and un-tuned instruments musically
- Basic understanding and application of elements of music

Year 2 Overview

Developing music skills in a variety of musical styles with lyrics to support musical learning and understanding, as well as instrumental technique, building up a class ensemble that incorporates singing, playing, improvisation and performance. The children further develop their understanding of pulse, rhythm and pitch, learning how to keep in time to the music when singing and playing instruments. They learn how to play the ukulele by reading simplified notation and develop their listening skill to play as part of an ensemble. Music from different culture will be included in the curriculum.

Learning Goals:

- | Autumn Term | Spring Term | Autumn Term |
|---|---|--|
| <ul style="list-style-type: none"> • Singing and playing instruments with correct posture | <ul style="list-style-type: none"> • Sing varied melodic parts in unison and 2 parts | <ul style="list-style-type: none"> • Perform as part of a whole class ensemble |
| <ul style="list-style-type: none"> • Read from a basic graphic score | <ul style="list-style-type: none"> • Read and play from music score | <ul style="list-style-type: none"> • Develop abilities to work effectively as part of a team |
| <ul style="list-style-type: none"> • Reinforce the initial playing technique requirements for the ukulele and hand-held percussion | <ul style="list-style-type: none"> • Give music responses linking sound and symbol | <ul style="list-style-type: none"> • Build increased confidence and self-esteem through engagement in varied activities and performance |
| <ul style="list-style-type: none"> • Listen to a variety of musical styles from different times, traditions, and composers. | | <ul style="list-style-type: none"> • Have experience of how to attain high standards of performance, and an understanding of the process and work that is necessary to achieve this |

The class will be able to develop their musical skills, knowledge and understanding, at the same time as they develop instrumental and vocal techniques through building up a class ensemble that incorporates singing, playing, improvisation and performance. Learning how to play the recorder and hand-held percussion, the children will be able to respond to musical directions and notation linking sound and symbol. Playing as an ensemble, as well as singing in unison and in parts, the class will develop their understanding of pitch, rhythm and pulse. This will give them experience of great quality performance and a good understanding of the process and work that is necessary in order to achieve this.

Year 3 Overview

Learning goals:

Autumn term	Spring Term	Summer Term
<ul style="list-style-type: none"> • Singing and playing by call and response as well as from a notated score. • Learning how to play B and A on the recorder and hand-held percussion. • Improve synchronised playing and understanding rests and articulation. (legato and staccato). 	<ul style="list-style-type: none"> • Learn how to sing in two and four parts. • Introduction of some note names. • Learn how to play C, B, A and G on the recorder as well as playing offbeat and tremolo in hand-held percussion. • Singing in syncopation. 	<ul style="list-style-type: none"> • Learn a total of 6 notes on the recorder (D, C, B, A, G, F and E). • Coordination alternating left and right hand in the percussion. • Learning all the note names of solfa as well as dynamics and breath control. • Confidently deliver great quality and be able to play together in an ensemble.

Year 4 Overview

Building up a class ensemble, learning to read musical notation, singing effectively and the opportunity to play percussion instruments, recorder, guitar and violin.

Key Skills Learned:

- Read and understand simple rhythmic music notation.
- How to sing properly with good diction posture and technique whilst learning songs by ear.
- Play and learn to read simple parts on percussion, recorder, guitar and violin.
- Learn good performance etiquette by performing as part of a whole class ensemble, with opportunities for pupils with existing instrumental experience to play with the class on their own instruments.
- Develop Ensemble skills including listening to each other and themselves and be able to follow a leader.

The class will be able to develop their musical skills playing simple melodic lines on the flute and clarinet. They will develop their instrumental techniques through building up a class ensemble that works from written notation to support playing within the context of stylistically varied pieces. Playing as an ensemble will further their development of understanding pitch, rhythm and pulse. Learning to play a few different notes on both instruments and working on dynamics, the class will be able to deliver great performances and a good understanding of the process and work that is necessary in order to achieve this.

Year 5 Overview

Learning goals:

Autumn term

- Be able to assemble the instrument and hold it in the right manner with a good posture and breathing.
- Learn how to play B and A on the flute and E and D on the Clarinet.
- Improve Synchronised playing and understanding rests and different valued notes.

Spring Term

- Learn how to play C, A, B flat, G and F on the flute and F, D, C and B flat on the clarinet.
- Introduction of the quaver in a 4/4 bar.
- Understanding the meaning of different time signatures.
- Introduction and use of dynamics in the music.

Summer Term

- Learning E, F sharp and top D on the flute and F sharp, G and low A on the clarinets.
- Being able to perform as an ensemble delivering confident and great quality performance.
- Understanding how to read from written notation in a confident way and being able to play tongued and slurred on both instruments.

Year 6 Overview

Learning how to play a stringed instrument and play as part of a string orchestra.

Key Skills Learned:

- The reading of the Open strings and D string notes in different clefs and playing rhythmic values in 4/4, 3/4 and 2/4 and reading from a score of parts.
- Fine motor skills and increased co-ordination between hands.
- Good posture and technique learnt by isolating parts of the body and relaxing muscles in specific movements.
- Detailed listening to the collective sound and their own sound.
- Play in different parts and learn how to balance them within the ensemble.
- Learning to help each other and how to practice effectively during lessons.
- Build confidence and self-esteem through performances, solos and improvisation.