

MUSIC CURRICULUM OVERVIEW

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
EYFS	Getting to Know You	Performing Together: Christmas show	I Got Rhythm	High and Low	Nursery Rhyme Day/ Teddy Bears' Picnic	What's the Story?
Y1	The Elements of Music: Sounds Interesting	Performing Together: Christmas show	What's the story? We're Going on a Bear Hunt	Pitch and Notation: Introducing boomwhackers	KS1 Musical	Bringing it all Together/ Music Around the World
Y2	The Elements of Music: Rhythm and Sequencing	Performing Together: Christmas show	What's the story? Treasure Island	Pitch and Notation: Introducing the Glockenspiel	KS1 Musical	Bringing it all Together/ Music Around the World
Y3	Performing Together: Autumn Celebration/ Remembrance	Pitch and Notation: Introducing the Recorder	The Elements of Music: Programme Music	Songwriting: Singing Games	Music Around the World: Pentatonic Scales	Bringing it all Together
Y4	Performing Together: Autumn Celebration/ Remembrance	Pitch and Notation: Introducing the Ukulele	The Elements of Music: Music and Mood	Songwriting: Safe school rap	Music Around the World	Bringing it all Together
Y5	Pitch and Notation: Introducing the Keyboard	Performing together: The Vikings	The Elements of Music: The Orchestra	Songwriting: 12 Bar Blues	Music Around the World: Rounds and Ostinatos	Bringing it all Together
Y6	Songwriting: Developing our skills	Songwriting: Composing a pop song	Bringing it all Together	Pitch and Notation: The Beatles	Music Around the World	Performing Together: End of year show

KNOWLEDGE AND SKILLS PROGRESSION

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Rhythmic notation	Picture rhythm cards e.g. penguin, cold	Cat, monkey, cow	Cat, monkey, cow	Cat, monkey, cow, rest (armadillo)	Cat, monkey, cow, rest (armadillo)	Cat, monkey, cow, rest, armadillo (elephant, anteater)	Cat, monkey, cow, rest, armadillo, elephant, anteater
Pitch notation		Letter names	Letter names under simple rhythms	Letter names under rhythms. BAG on the stave.	Begin to read notes on the stave. Ukulele TAB.	Read notes on the stave from middle C to F at the top of the stave, including relevant # and <i>b</i> notes.	Read notes on the stave from middle C to F at the top of the stave, including # and <i>b</i> notes.
Other notation	Picture rhythm cards e.g. penguin, cold	Graphic notation (Bear Hunt project)	Insect rhythm cards 2 Sequence/2 Beat computer generated rhythms Graphic notation	Graphic notation (body percussion)	Ukulele chord symbols.	Letters denoting chords on the keyboard above the melody. Guitar TAB/chords for some.	Letters denoting chords on the keyboard above the melody. Guitar TAB/chords for some.
Performing	As a class/turn taking in a circle Using percussion instruments and body percussion	As a class/small group/paired work Using tuned and untuned percussion instruments and body percussion	As a class/small group/paired work Using tuned and untuned percussion instruments and body percussion	As a class/small group/paired work Using tuned and untuned percussion instruments, body percussion and recorder	As a class/small group/paired work Using tuned and untuned percussion instruments and ukulele	As a class/small group/paired work Using tuned and untuned percussion instruments and keyboard	As a class/small group/paired work Using tuned and untuned percussion instruments and keyboard
Composition	As a class, teacher led	Small groups, simple sound effects, teacher led	Small groups, consider structure	Small groups or pairs, following a checklist to consider the elements of music	Small groups or pairs, following a checklist to consider the elements of music	Small groups or pairs, following a checklist to consider the elements of music	Small groups or pairs, following a checklist to consider the elements of music
Listening	Identify obvious changes in tempo, dynamics and pitch using simple language e.g. loud, quiet, fast, slow. Identify simple, familiar instruments e.g. piano.	Identify obvious changes in tempo, dynamics and pitch using correct vocabulary. Identify simple, familiar instruments.	Identify characteristics of tempo, dynamics, pitch and texture using correct vocabulary. Identify familiar instruments.	As Year 2, plus: Identify timbre, structure, drone, melody and accompaniment using correct vocabulary. Identify familiar instruments and begin to categorise into families of the orchestra.	As Year 3, plus: Identify major/minor tonality, harmony and chord using correct vocabulary. Identify familiar instruments and begin to categorise into families of the orchestra.	As Year 4, plus: Identify musical features such as a canon/round or an ostinato. Identify and classify all the instruments of the orchestra.	As Year 5.