


Music Overview – 2 year cycle			
	Autumn term	Spring	Summer
FS1 and 2 Cycle A and B	Autumn 1 – Who am I? Who Are You? (All About Me) Autumn 2 – Why Do We Celebrate? (Celebrations)	Spring 1 – Who Lives in a Land Far, Far Away? (Traditional Tales) Spring 2 – Do You Fly, Walk or Swim? (Lifecycles & Animals)	Summer 1 – What's Above Me? What's Below Me? (Growing) Summer 2 – Do You Wish You Were Here? (Travel)
Year 1/ 2 Cycle A	<u>Aut 1 – Boom whackers</u> <u>Aut 2 – Christmas performance</u>	<u>Spring 1 – Boom whackers</u> <u>Spring 2 – Kapow unit - African Animals (year 2)</u>	<u>Sum 1 – Boom whackers</u> <u>Sum 2 – Kapow unit – Traditional Stories (year 2)</u>
Year 1/ 2 Cycle B	<u>Aut 1 – Boom whackers</u> <u>Aut 2 - Christmas performance</u>	<u>Spring 1 – Boom whackers</u> <u>Spring 2 - Kapow – Under the Sea (year 1)</u>	<u>Sum 1 – Boom whackers</u> <u>Sum 2 - Kapow – Superheroes (year 1)</u>
Year 3 /4 Cycle A	<u>Autumn 1 – Kapow Year 3 Unit: Creating compositions in response to animations (mountain theme – links to topic)</u> <u>Autumn 2 – Ukulele</u>	<u>Spring 1 – Ukulele</u> <u>Spring 2 - Kapow Year 3 Unit : Ballads</u>	<u>Summer 1 – Kapow Year 3 Unit: Jazz</u> <u>Summer 2 - Ukulele</u>
Year 3 /4 Cycle B	<u>Autumn 1 – Kapow Year 4 Unit: Haiku</u> <u>Autumn 2 – Ukulele</u>	<u>Spring 1 – Ukulele</u> <u>Spring 2 - Kapow Year 4 Unit : Changes in pitch, temp and dynamics (rivers- links to topic)</u>	<u>Summer 1 – Kapow Year 4 Unit: Samba and Carnival sounds and instruments</u> <u>Summer 2 - Ukulele</u>
Year 5/ 6 Cycle A	<u>Autumn 1 – Ukulele</u> <u>Autumn 2 – Film Music</u>	<u>Spring 1 – Theme and Variation (Themes: Pop Art)</u> <u>Spring 2 – Ukulele</u>	<u>Summer 1 – Ukulele</u> <u>Summer 2 – End of Year Play</u>
Year 5/ 6 Cycle B	<u>Autumn 1 – Ukulele</u> <u>Autumn 2 – Year 5 Kapow Unit (Songs of WW2)</u>	<u>Spring 1 – Year 5 Kapow Unit (Musical Theatre)</u> <u>Spring 2 – Ukulele</u>	<u>Summer 1 – Ukulele</u> <u>Summer 2 – End of Year Play</u>

Dalestorth Primary and Nursery School Subject Progression Overview								
Subject: Music								
 Area	FS1	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>MUSICAL DEVELOPMENT</u> <u>Hearing and listening</u>	<p>Aut - Shows an interest in the way musical instruments sound.</p> <p>Spring - Listens with increased attention to sounds.</p> <p>Describes the sound of instruments for example scratchy sound, soft sound, loud sound.</p> <p>Responds to what they have heard, expressing their thoughts and feelings.</p> <p>Sum - Identifies and matches an instrumental sound, for example hears</p>	<p>Aut - Identifies and matches an instrumental sound, for example hears a shaker and indicates that they understand it is a shaker.</p> <p>Spring - Thinks abstractly about music and expresses this physically or verbally eg “This music sounds like dinosaurs”.</p> <p>Distinguishes and describes changes in music and compares pieces of music eg “This music started fast and then became slow.” “</p>						

	a shaker and indicates that they understand it is a shaker.	This music had lots of instruments, but this music only had voices.” Sum - <i>ELG: Invent, adapt and recount narratives and stories with peers and their teacher, sing a range of well know nursery rhymes and songs, perform songs, rhymes poems and stories with others and (when appropriate) try to move in time with music.</i>						
Key Vocabulary	Instruments, voice, drum, tambourine, bells, clap, tap, bang, shake, rattle, fast, slow, high, low.							
Sticky Knowledge	Different instruments and voices make different sounds. Music can make us feel different and make us imagine and think about different things. Some music is fast and some is slow.							
<u>MUSICAL DEVELOPMENT</u> <u>Vocalising and Singing</u>	<p>Aut - Sings to and with toys, props, resources.</p> <p>Repeats phrases of songs.</p> <p>Sings and chants with and to others.</p> <p>Spring - Remembers and sings an entire song or nursery rhyme from school or home.</p> <p>Has strong preferences for songs he or she likes to sings and/or listen to.</p> <p>Sum - Sings a few familiar songs.</p> <p>Creates sounds in vocal sound games.</p>	<p>Aut - Sings a few familiar songs.</p> <p>Creates sounds in vocal sound games.</p> <p>Spring - Sings in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Sings the pitch of a tone sung by another person (pitch match).</p> <p>Sings the melodic shape (moving melody, such as up and down , down and up) of familiar songs.</p> <p>Sum - <i>ELG: Invent, adapt and recount narratives and stories with peers and their teacher, sing a range of well know nursery rhymes and songs, perform songs,</i></p>						

		<i>rhymes poems and stories with others and (when appropriate) try to move in time with music</i>						
Key Vocabulary	Voice, tune, melody, pitch, song, nursery rhyme							
Sticky Knowledge	A song is music that I can make with my own voice. I change my voice to sing a tune. Singing along with other people creates music. There are lots of songs and nursery rhymes that can be learned.							
<u>MUSICAL DEVELOPMENT</u> <u>Moving and Dancing</u>	<p>Aut - Moves in response to rhythms heard played on instruments e.g. a drum. This could be small movements e.g. moving fingers or large movements such as jumping.</p> <p>Spring - Moves body rhythmically.</p> <p>Imitates movements in response to music.</p> <p>Sum - Claps or taps to the pulse of the music he or she is listening to.</p> <p>Claps or taps to the pulse of the song he or she is singing.</p> <p>Uses movement to express feelings.</p>	<p>Aut - Claps or taps to the pulse of the music he or she is listening to.</p> <p>Claps or taps to the pulse of the song he or she is singing.</p> <p>Uses movement to express feelings.</p> <p>Claps or taps to the pulse of the music he or she is listening to.</p> <p>Claps or taps to the pulse of the song he or she is singing.</p> <p>Uses movement to express feelings.</p> <p>Spring- Adjusts movement to the sound of instruments, eg walks, jumps, hops to the sound of a beating drum.</p> <p>Replicate familiar choreographed dances eg imitate dance and movements associated with pop songs.</p> <p>Choreographs his or her own dances to familiar music, individually or in small groups.</p> <p>Sum - <i>ELG: Invent, adapt and recount narratives and stories with peers and their teacher, sing a range of well know nursery</i></p>						

		<i>rhymes and songs, perform songs, rhymes poems and stories with others and (when appropriate) try to move in time with music</i>						
Key Vocabulary	Dancing, choreography. movement							
Sticky Knowledge	The pulse and rhythm of music often makes us want to move and dance along with it. Dancing is a way of expressing how we feel. We can learn other peoples dances.							
<u>MUSICAL DEVELOPMENT</u> <u>Exploring and Playing</u>	<p>Aut - Knows that we interact with an instrument to create sounds (cause and effect) by banging, shaking, tapping, or blowing.</p> <p>Spring - Experiments with ways of playing instruments e.g., loud/quiet (dynamics), fast/slow (tempo).</p> <p>Explores and is beginning to understand that adjusting our movements adjusts the sounds we produce with instruments</p> <p>Sum - Plays instruments with control to play loud/quiet (dynamics), fast/slow (tempo).</p> <p>Shows control to hold and play instruments to produce musical sound, eg holding a triangle in the air by the string with one hand and playing it with a beater with the other.</p>	<p>Aut - Plays instruments with control to play loud/quiet (dynamics), fast/slow (tempo).</p> <p>Shows control to hold and play instruments to produce musical sound, eg holding a triangle in the air by the string with one hand and playing it with a beater with the other.</p> <p>Spring - Keeps a steady beat whilst playing instruments- his or her own steady beat in his or her creative music making.</p> <p>Taps rhythms to accompany words, eg tapping the syllables of names/objects/lyrics of a song.</p> <p>Plays along to the beat of the song they are singing or music being listen to.</p> <p>Sum - <i>ELG: Invent, adapt and recount narratives and stories with peers and their teacher, sing a range of well know nursery rhymes and songs, perform songs, rhymes poems and stories with others and (when appropriate) try to</i></p>						

		<i>move in time with music</i>			
Key Vocabulary	Instruments, loud, quiet, fast, slow, beat, pulse				
Sticky Knowledge	An instrument can make different sounds if it is played in different ways. All music has a beat or pulse that controls the pace of the sounds,				
LISTENING					
<u>Listening with attention to detail to a range of high-quality live and recorded music, music drawn from different traditions and from great composers and musicians.</u>					
Objectives			<ul style="list-style-type: none"> a. begin to list different genres of music; b. begin to recognise instruments being played in a piece of music; c. express their opinion about pieces of music. 	<ul style="list-style-type: none"> a. identifies a range of music genres; b. recognise instruments being played in a piece of music; c. express their opinion about pieces of music using appropriate musical vocabulary; d. discuss similarities and differences in pieces of music. 	<ul style="list-style-type: none"> a. compare a range of music genres (including from around the world) and describe their characteristics. b. list a variety of composers and artists associated with different genres of music; c. recognise instruments being played in a piece of music; d. express their opinion about pieces of music using appropriate musical vocabulary; e. compare similarities and differences in pieces of music and explain how composers and performers achieve this.
Key Vocabulary			Pulse, rhythm, pitch, rap, improvise, compose, melody, pulse, rhythm, groove, audience, imagination, audience, question and answer, dynamics, tempo, perform/performance, genre, instruments, drums, guitar, piano, saxophone	Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, hook, melody, texture, riff, melody, Solo, unison, rhythm patterns, musical style, rapping, lyrics, by ear, notation, percussion	Rock, bridge, backbeat, amplifier, chorus, riff, hook, improvise, compose, appraising, syncopation, structure, note values, note names, pulse, rhythm, solo, ballad, verse, interlude, tag ending, melody, dynamics, timbre, texture, by ear, melody, ostinato, phrases, unison,
Sticky Knowledge			<p>There are many different genres of music from different periods in history and written for different purposes.</p> <p>It is fine to like or dislike a piece of music as long as we are respectful of all types of music and other people's opinions.</p> <p>There are many different types of instruments that are used to make music.</p> <p>Some are tuned (i.e. can play specific notes) and some are percussion (make noises).</p>	<p>By listening carefully to music we can identify instruments that are used in it.</p> <p>We can compare pieces of music using musical vocabulary such as tempo (how fast or slow the piece is) or whether there a particular feeling to the piece (i.e. happy or sad).</p>	<p>Different areas of the world have different characteristics and instruments used in their pieces and recognising these helps us to identify the time and place that the piece was composed.</p> <p>Our knowledge and opinions about music help us decide whether a piece is successful or unsuccessful.</p> <p>In music, the the venue, occasion and purpose of it can affect the way a piece of music is created.</p>

LISTENING Listening with attention to detail and recall sounds with increasing aural memory					
Objectives				<ul style="list-style-type: none"> a. find the beat in a piece of music; b. Explain the tempo, dynamics and duration of a piece of music; c. begin to recognise some orchestral instruments in a piece of music 	<ul style="list-style-type: none"> a. find the beat in a piece of music; b. Explain the tempo, dynamics, metre, timbre and duration of a piece of music; c. recognise orchestral instruments and describe their effect in a piece of music
Key Vocabulary				Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, hook, melody, texture, riff, melody, Solo, unison, rhythm patterns, musical style, rapping, lyrics, by ear, notation, percussion	Rock, bridge, backbeat, amplifier, chorus, riff, hook, improvise, compose, appraising, syncopation, structure, note values, note names, pulse, rhythm, solo, ballad, verse, interlude, tag ending, melody, dynamics, timbre, texture, by ear, melody, ostinato, phrases, unison,
Sticky Knowledge				<p>We can use musical words to describe a piece of music and compositions, for example whether it has high or low pitch, it's timbre etc.</p> <p>We are able to use musical words to describe what we like and do not like about a piece of music.</p> <p>There are many different purposes of music, and we can use what we know about it to identify and describe them.</p>	<p>After listening to a piece of music we are able to recall key parts of it from memory.</p> <p>Musical vocabulary such as tempo, duration and so forth can help to describe the characteristics of a piece of music</p> <p>Characteristics of music may help us identify the genre of the piece we are listening to.</p>
School Busy Bees Be you				Recognise if we make a mistake	
Be kind				Listen and respect our peers' opinions.	
Be Brave				Ask for help. Ask questions if you are not sure.	
Be a friend					
Be honest				We are honest about our opinions towards different aspects of music.	

COMPOSING <u>Create sounds and music using the interrelated dimensions of music</u>					
Objectives		<ul style="list-style-type: none"> a. compose a simple tune using three or four notes; b. create sound effects for a picture or story, thinking about how music can create a mood 	<ul style="list-style-type: none"> a. compose a tune using eight notes; b. compose music that has a recognisable structure (beginning, middle and end). 	<ul style="list-style-type: none"> a. create more complex tunes, thinking about their audience; b. compose music that has a recognisable structure (beginning, middle and end) that shows variation in timbre and dynamics. 	

		c. write down their compositions using symbols, pictures or patterns.	c. recognise crotchets, quavers, semibreves and crotchet rests; d. begin to be able to recognise some notes on a treble clef staff.	c. recognise crotchets, quavers, semibreves, crotchet and quaver rests; d. recognise notes on a treble clef staff; e. understand that notes are positioned differently on a bass clef; f. read, and play from, music notation; g. record their own compositions using music notation.
Key Vocabulary		Pulse, rhythm, pitch, rap, improvise, compose, melody, pulse, rhythm, pitch, groove, audience, imagination, audience, question and answer, dynamics, tempo, perform/performance.	Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, hook, melody, texture, riff, melody, Solo, unison, rhythm patterns, musical style, rapping, lyrics, by ear, notation, percussion, crotchet, quaver, semibreves, crotchet rests, treble clef staff.	Rock, bridge, backbeat, amplifier, chorus, riff, hook, improvise, compose, appraising, syncopation, structure, note values, note names, pulse, rhythm, solo, ballad, verse, interlude, tag ending, melody, dynamics, timbre, texture, by ear, melody, ostinato, phrases, unison, crotchet, quaver, semibreves, crotchet rests, quaver rests, treble clef staff, bass clef
Sticky Knowledge		It is possible to create and repeat short rhythmic and melodic patterns by clapping. We can make a sequence of sounds and respond to different moods in music. We can use different starting points to respond to and compose music. There are different ways to record your music using shapes to illustrate a sound, or pictures.	Combining different sounds creates a specific mood or feeling in music. To create a whole piece of music there needs to be a beginning, middle and an end. Repeated patterns in music can be created using many different types of instruments. When we have completed a piece or work we are able to look back and make it better and explain how and why we have done this. Musical notation is used to record compositions in a small group or individually. Musical notation is used to record and interpret sequences of pitches.	A composer must create music which meets specific criteria A composer must choose the most appropriate tempo for a piece of music. A composer may use a music diary to record aspects of the composition process. A composer will often use a variety of different musical devices in composition (including melody, rhythms and chords). Reading musical notation is like reading words in a book and acts as instructions about what and how to play.
School Busy Bees Be you		Be resilient.	Be confident Apply own musical knowledge	proud of our musical performances and take pleasure sharing it with our peers.
Be kind		Share musical knowledge with peers.	Share musical equipment.	Be respectful when listening to our peers' compositions.
Be Brave		Try something new. Not be apprehensive about learning new skills.	Use new instruments. Ask for help from our peers and teacher to support our musical skills and knowledge	Perform in front of peers.
Be a friend		Share musical knowledge with peers.	Share skills to help peers use musical instruments. Share equipment.	Listen and appraise our peers' performances. Listen with respect
Be honest			Use and play instruments with respect and in the correct manner.	Understand that we make mistakes.
Performing				

Objectives		<p>Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes. Children can:</p> <ol style="list-style-type: none"> sing with good diction; begin to be able to sing in tune songs with a limited range; sing in time to a steady beat. <p>Pupils should be taught to play tuned and untuned instruments musically. Children can:</p> <ol style="list-style-type: none"> name a variety of instruments; perform with a good sense of beat and rhythm; perform together in an ensemble; change the tempo or dynamics while playing an instrument. 	<p>Pupils should be taught to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Children can:</p> <ol style="list-style-type: none"> sing with good diction; sing in tune songs with a limited range; sing a song with two or more parts; perform with expression; use correct technique to play instruments. 	<p>Pupils should be taught to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Children can:</p> <ol style="list-style-type: none"> sing with good diction; sing in tune; sing a song with two or more parts, showing confidence at being able to maintain tempo and pitch; perform with accuracy and expression, showing an understanding of the context of the music; use correct technique to play instruments with improved confidence and accuracy.
Key Vocabulary		Pulse, rhythm, pitch, rap, improvise, compose, melody, pulse, rhythm, pitch, groove, audience, imagination, audience, question and answer, dynamics, tempo, perform/performance.	Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, hook, melody, texture, riff, melody, Solo, unison, rhythm patterns, musical style, rapping, lyrics, by ear, notation, percussion	Rock, bridge, backbeat, amplifier, chorus, riff, hook, improvise, compose, appraising, syncopation, structure, note values, note names, pulse, rhythm, solo, ballad, verse, interlude, tag ending, melody, dynamics, timbre, texture, by ear, melody, ostinato, phrases, unison,
Sticky Knowledge		<p>It is possible to use instruments to perform and choose sounds to represent different things.</p> <p>We can make music by making simple rhythmic patterns on an instrument or making different sounds with voices and with instruments</p> <p>A musician must follow instructions about when to play and sing.</p> <p>A piece of music may have increasing and decreasing tempo.</p> <p>A musician must perform simple patterns and accompaniments keeping a steady pulse.</p>	<p>When singing it is important to pronounce words and sounds clearly so the audience can hear it properly.</p> <p>A musician must play clear notes on instruments and use different elements in composition and performance.</p> <p>Different instruments are played in a certain way and technique helps get the best noise from an instrument.</p> <p>A performer will sing songs from memory with accurate pitch.</p>	<p>A musician needs to concentrate on and maintain their own part whilst others are performing theirs</p> <p>In a performance, musicians practice singing in harmony confidently and accurately</p> <p>It may be necessary for a musician to perform parts from memory.</p> <p>There are many parts in a performance and there is usually a lead performer.</p>
School Busy Bees		Share our achievements in singing through assemblies and performances.	We are proud of our musical performances and take pleasure sharing it with our peers.	Share and evaluate ideas to improve for next time.
Be you Be kind		Show respect towards others when listening and appraising music.	Show respect towards others when listening and appraising music. Use manners when creating music and working collaboratively with our peers.	
Be Brave		Sing to an audience	Perform and sing to an audience	
Be a friend		Encourage and support our friends to perform music to the best of their ability.		
Be honest		Accept responsibility if we make a mistake during a group or solo performance	Understand that we have different abilities and musical understanding. Ask for help or extra support when needed.	Evaluate mistakes/changes that could be made.

KNOWLEDGE OF MUSIC Develop an understanding of the history of music				
Objectives			a. name some composers and genres of music from different eras.	a. name some composers and genres of music from different eras; b. name different musical periods.
Key Vocabulary			Genre, composer, lyricist, style, instruments, orchestra	Genre, composer, lyricist, style, instruments, orchestra, preference, comparison
Sticky Knowledge			There are many famous composers and we should be able to recognise the work of at least one famous composer. Composers such as Beethoven, Mozart and Elgar had specific styles and we can begin to identify their style and recognise their work.	Composers have many different styles and it is important to contrast the work of a famous composer with another, and being able to explain a preference. Composers and musicians from different times have had a significant impact on people of that time and we can talk about some of these impacts. It is possible to see how music has developed and progressed by placing musical genres and composers on a timeline.
School Busy Bees Be you			Have your own opinion and be proud of them. Don't worry if your opinion is different to your friends.	
Be kind			Listen to music respectfully. Respect peers' opinions on musical pieces.	
Be Brave			Ask for help from peers or the teacher to support musical knowledge.	
Be a friend			We listen to our peers and respect their thoughts and ideas	
Be honest			Speak up if you do not understand or need help.	

Oracy Objectives in Music – Subject Progression

Stage	Music Oracy Objectives
Foundation Stage	<ul style="list-style-type: none"> • Use simple sentences to describe sounds, instruments, and songs. • Listen carefully to music and respond with words or movement. • Begin to express preferences (e.g., “I like this because it’s fast”). • Use role-play or sound exploration to express musical ideas.
Key Stage 1	<ul style="list-style-type: none"> • Talk about how music makes them feel, using descriptive language. • Use key musical vocabulary (e.g., loud/quiet, fast/slow, high/low) in discussions. • Ask and answer questions about instruments, rhythms, and songs. • Take turns in group music-making and listen to others’ contributions.
Lower Key Stage 2	<ul style="list-style-type: none"> • Explain how musical elements (tempo, dynamics, pitch) create mood or effect. • Compare pieces of music using sentence stems (e.g., “This sounds similar to... because...”). • Present ideas clearly when discussing or reviewing performances. • Use a growing range of vocabulary to describe and evaluate music.
Upper Key Stage 2	<ul style="list-style-type: none"> • Debate or discuss musical interpretations respectfully, using evidence from listening. • Justify opinions using musical terminology and references to composers or genres. • Use formal sentence structures to agree or disagree (e.g., “I prefer this version because...”). • Present and evaluate performances confidently to an audience or peers.
Cross-Curricular Oracy Skills	<p>Listening: Active listening to music, peers, and feedback during performance and discussion.</p> <p>Speaking: Clear articulation of musical ideas, opinions, and emotions.</p> <p>Reasoning: Making connections between musical elements, styles, and responses.</p> <p>Presenting: Sharing musical learning through performance, reflection, and presentation.</p>