

Long term overview plan for Music  
NC links in bold and italics, curriculum links in orange

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| Y1 | Animals and fireworks<br><i>Experiment with, create, select and combine sounds</i>                    | Instruments and Christmas<br><i>Pupils will learn to play tuned and un-tuned instruments musically</i> | Winter<br><i>Experiment with, create, select and combine sounds</i>  | Spring, insects and growing<br><i>Listen with concentration and understanding</i>  | We are singers and conductors<br><i>Use of voice expressively and creatively</i>                                  | Jack and the Beanstalk<br><i>Experiment with, create, select and combine sounds</i>                 |
| Y2 | Beat/pulse and exploring our voices<br><i>Pupils will learn to play tuned instruments musically</i>   | Singing together in tune (Christmas song)<br><i>Use of voice expressively and creatively</i>           | Peter and the Wolf - orchestra<br><i>Listen with concentration and understanding</i>   | Partner songs and notation<br><i>Use of voice expressively and creatively</i>  | We are improvisers, conductors and composers!<br><i>Experiment with, create, select and combine sounds</i>        | Sing, play, perform!<br><i>Pupils will learn to play tuned and un-tuned instruments musically</i>   |
| Y3 | Score reading and rhythm<br><i>play and perform in solo and ensemble contexts, use and understand</i> | Christmas songs<br><i>using their voices with increasing accuracy, fluency, control and expression</i> | 'Speed Bonnie Boat'<br>Focus on voice<br><i>using their voices with increasing accuracy, fluency, control and expression</i> | <b>Romans</b><br>Rossini – listening, notation<br><i>appreciate and understand a wide range of high-quality live and</i> | 'Senwa Dedende'<br>Voice, syncopation, rhythm reading<br><i>listen with attention to detail and recall sounds</i> | Seaside composing in groups<br><i>improvise and compose music for a range of purposes using the</i> |

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|    | <i>staff and other musical notations</i>   |   |   | <i>recorded music drawn from different traditions and from great composers and musicians</i>  | <i>with increasing aural memory</i>  | <i>inter-related dimensions of music</i>   |
| Y4 | <p><b>Recorders first access</b> <span style="float: right;"><i>All aspects of the National Curriculum covered</i></span></p> <p>Stave notation and performing<br/> Christmas songs    Playing B, A, G.<br/> Improvising and Composing    New note C'</p> <p>Singing partner songs<br/> Christianity ('Swing low' etc)<br/> B, A, G, E, C'<br/> Ties and staccato<br/> Tudor music</p> |   |   |   |  |  |
| Y5 | <p><b>Incorporating Ukuleles and recorders</b></p> <p>Introduction to the ukulele and chords</p> <p><i>play and perform in solo and ensemble contexts, use and understand staff and other musical notations</i></p>  | <p><b>Incorporating Ukuleles and recorders</b></p> <p>Christmas songs, performing songs on the uke</p> <p><i>using their voices with increasing accuracy, fluency, control and expression</i></p> | <p><b>Incorporating Ukuleles and recorders</b></p> <p>Mexcio<br/> Major/minor, performing on Ukes and recorders</p> <p><i>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i></p> | <p><b>Incorporating Ukuleles and recorders</b></p> <p>Rainforests<br/> 'The Lion Sleeps tonight'</p> <p><i>listen with attention to detail and recall sounds with increasing aural memory</i></p> | <p><b>Incorporating Ukuleles and recorders</b></p> <p>Bob Marley - Reggae<br/> <i>Play and Perform</i></p> <p><i>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i></p> | <p><b>Incorporating Ukuleles and recorders</b></p> <p>The Blues<br/> Play, listen, compose</p> <p><i>improvise and compose music for a range of purposes using the inter-related dimensions of music</i></p> |
| Y6 | <p>Composing</p> <p>'Hall of the Mountain King – Grieg'</p>  | <p>Christmas songs</p> <p>Performing and listening</p>  | <p>We are composers<br/> The planets</p> <p><i>improvise and compose music for a range of purposes using the inter-</i></p>   | <p>Listening and composing</p> <p>Hans Zimmer 'Earth'<br/> Climate change</p>   | <p>Memories – Maroon 5 and Pachelbel's cannon<br/> 400 years apart... same chords!</p>   | <p>Music technology – introduction to making music using a computer</p>  |

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|  | <p><i>improvise and compose music for a range of purposes using the inter-related dimensions of music.</i></p> <p><i>listen with attention to detail and recall sounds with increasing aural memory</i></p> | <p><i>using their voices with increasing accuracy, fluency, control and expression</i></p> <p><i>play and perform in solo and ensemble contexts, use and understand staff and other musical notations</i></p> | <p><i>related dimensions of music.</i></p> | <p><i>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i></p> | <p>Performing and singing together</p> <p><i>play and perform in solo and ensemble contexts, use and understand staff and other musical notations.</i></p> <p><i>using their voices with increasing accuracy, fluency, control and expression</i></p> | <p>ICT</p> <p><i>use and understand staff and other musical notations.</i></p> <p><i>listen with attention to detail and recall sounds with increasing aural memory</i></p> |
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