



Music Overview 2026-27

	AUTUMN TERM	SPRING TERM	SUMMER TERM
NURSERY 3	<u>Singing Together</u> • Begin to sing simple songs from memory • Begin to respond to changes in music • Begin to keep a steady beat • Begin to clap along to rhythms	<u>Instruments and rhythm</u> • Begin to sing simple songs from memory • Begin to explore voices (loud/quiet, high/low, fast/slow) • Begin to respond to changes in music • Begin to listen to different sounds and musical styles • Begin to keep a steady beat • Begin to clap along to rhythms • Begin to play untuned percussion instruments	<u>Exploring sounds in stories</u> • Begin to sing simple songs from memory • Begin to explore voices (loud/quiet, high/low, fast/slow) • Begin to respond to changes in music • Begin to listen to different sounds and musical styles • Begin to keep a steady beat • Begin to clap along to rhythms • Begin to play untuned percussion instruments • Begin to use voices, instruments and body percussion to create sound effects and tell stories
RECEPTION	<u>Singing Together</u> • Sing a wider range of simple songs from memory • Respond to changes in music • Independently keep a steady beat • Clap along to rhythms	<u>Instruments and rhythm</u> • Sing simple songs from memory • Explore voices (loud/quiet, high/low, fast/slow) • Respond to changes in music • Listen to different sounds and musical styles • Keep a steady beat • Clap along to rhythms • Play untuned percussion instruments	<u>Exploring sounds in stories</u> • Sing simple songs from memory • Explore voices (loud/quiet, high/low, fast/slow) • Respond to changes in music • Listen to different sounds and musical styles • Keep a steady beat • Clap along to rhythms • Play untuned percussion instruments • Use voices, instruments and body percussion to create sound effects and tell stories
YEAR 1	<u>Pulse and rhythm</u> • Sing simple songs, chants and rhymes from memory • Listen to a range of high-quality music • Clap and maintain a steady beat • Perform short, repeating rhythm patterns	<u>Musical Stories</u> • Sing simple songs, chants and rhymes from memory • Sing a wide range of call and response songs • Listen to a range of high-quality music • Use musical vocabulary to describe sounds • Recognise how music can communicate character • Create musical sound effects in response to stimuli • Create sequences of sound to make a story	<u>Exploring musical patterns</u> • Sing simple songs, chants and rhymes from memory • Sing a wide range of call and response songs • Follow pictures and symbols to guide singing (and playing) • Listen to a range of high-quality music • Use musical vocabulary to describe sounds • Recognise how music can communicate character

		• Recognise, explore and use graphic notation • Clap and maintain a steady beat • Create, retain and perform rhythm patterns • Explore percussion sounds to enhance story telling	• Identify musical patterns and understand the difference between a rhythm pattern and a pitch pattern • Create musical sound effects in response to stimuli • Create sequences of sound to make a story • Recognise, explore and use graphic notation • Clap and maintain a steady beat • Create, retain and perform rhythm patterns • Explore percussion sounds to enhance story telling
YEAR 2	<u>Tempo, pulse and rhythm</u> • Sing songs regularly with a pitch range of do-so • Listen to a range of high-quality music • Identify changes in musical texture • Understand that tempo can change • Mark the beat of a piece by tapping or clapping • Create rhythms to perform and for others to copy	<u>Creating and comparing music</u> • Understand and demonstrate dynamics and tempo by responding to a leader's directions • Listen to a range of high-quality music • Compare songs on a given theme • Create music in response to a non-musical stimulus • Work in pairs to improvise simple question and answer phrases • Begin to group beats in twos and threes • Read and represent rhythm patterns using stick notation • Respond independently to pitch changes heard in short melodic phrases	<u>Following a leader</u> • Understand and demonstrate dynamics and tempo by responding to visual symbols • Identify changes in musical texture • Identify musical characteristics of a waltz and a march • Use graphic symbols, dot notation and stick notation to keep a record of composed pieces • Create and perform rhythm patterns using stick notation • Recognise dot notation and match it to 3-note tunes played on tuned percussion
YEAR 3	<u>Recorders and Sea Shanties</u> • Sing a widening range of unison songs • Perform forte and piano • Appreciate and understand a wide range of high-quality music • Develop an understanding of the history of music • Become more skilled in improvising • Compose song accompaniments on untuned percussion • Develop facility in playing the recorder over a sustained learning period • Begin to understand the stave • Begin to understand the differences between crotchets and paired quavers	<u>Shape and structure</u> • Sing a widening range of unison songs • Perform actions confidently and in time • Clap a steady beat, following the tempo • Appreciate and understand a wide range of high-quality music • Recognise different instrumental timbres and their effects • Begin to describe the shape of a melody • Develop an understanding of the history of music • Compose in response to different stimuli • Structure musical ideas to create music that has a beginning, a middle and an end • Play and perform melodies following staff notation using a small range • Use dot notation to show higher or lower pitch	<u>Melodic skills</u> • Perform as a choir in school assemblies • Develop an understanding of the history of music • Listen to and compare different versions of a song • Combine known rhythmic notation with letter names to create rising and falling phrases using 3 notes (eg C-E) • Copy stepwise melodic phrases with accuracy • Use listening skills to correctly order phrases using dot notation

		• Apply word chants to rhythms	
YEAR 4	<u>Ukulele and Rock Music</u> • Sing a broad range of unison songs • Sing rounds and partner songs • Appreciate and understand a wide range of high-quality music • Develop an understanding of the history of music • Improvise on a limited range of pitches • Begin to make compositional decisions about the overall structure of improvisations • Develop facility in the basic skills of the ukulele over a sustained learning period • Understand the differences between minims, crotchets, paired quavers and rests	<u>Pentatonic Scales</u> • Begin to sing repertoire with small and large leaps • Begin to sing repertoire with a simple second part • Appreciate and understand a wide range of high-quality music • Recognise the structure of a piece of music • Develop an understanding of the history of music • Combine known rhythmic notation with letter names to create short pentatonic phrases • Arrange individual notation cards of known note values to create sequences of 2-, 3- and 4-beat phrases • Develop facility in the basic skills of ukulele over a sustained learning period • Play and perform melodies following staff notation • Identify static and moving parts • Read and perform pitch notation within a defined range	<u>Major and Minor</u> • Perform a range of songs in school assemblies • Appreciate and understand a wide range of high-quality music • Begin to recognise major and minor tonalities • Develop an understanding of the history of music • Compose music to create a specific mood • Develop facility in the basic skills of the ukulele over a sustained learning period • Copy short melodic phrases • Capture and record creative ideas • Read and perform pitch notation within a defined range • Follow and perform simple rhythmic scores to a steady beat

YEAR 5	<u>Minimalism</u> • Sing a broad range of songs • Appreciate and understand a wide range of high-quality music • Describe the structure of a piece of music • Develop an understanding of the history of music • Improvise freely over a drone • Improvise over a simple groove • Play melodies following staff notation • Understand the difference between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers • Understand 2/4, ¾ and 4/4 time signatures • Read and play short rhythmic phrases at sight	<u>Chords and melodies</u> • Sing a broad range of songs • Appreciate and understand a wide range of high-quality music • Describe the structure of a piece of music • Recognise some stylistic features of jazz • Develop an understanding of the history of music • Create a short, ternary piece • Compose melodies in C major or A minor • Understand how triads are formed • Perform simple, chordal accompaniments • Develop the skill of playing by ear • Read and perform pitch notation	<u>Film Music</u> • Sing a broad range of songs • Perform a range of songs in school performance opportunities • Appreciate and understand a wide range of high-quality music • Hear the difference between major and minor chords • Develop an understanding of the history of music • Compose music to evoke a specific atmosphere • Create music to accompany a silent film or set the scene in a play or book • Perform a range of repertoire pieces • Read and perform pitch notation • Capture and record creative ideas
YEAR 6	<u>Tone Poems</u> • Sing a broad range of songs • Continue to sing three- and four-part rounds and partner songs • Appreciate and understand a wide range of high-quality music • Recognise some features of music from different traditions • Develop an understanding of the history of music • Extend improvisation skills • Play a melody following staff notation • Engage with others through ensemble playing • Understand semibreves, minims, crotchets, quavers, semiquavers and their equivalent rests • Read and play confidently from rhythm cards and rhythmic scores	<u>Exploring structure and tonality</u> • Sing a broad range of songs • Continue to sing three- and four-part rounds and partner songs • Perform a wide range of songs to a wider audience • Appreciate and understand a range of high-quality music • Recognise the different structure of songs written in varying styles • Analyse a song • Develop an understanding of the history of music • Plan and compose using the pentatonic scale • Compose melodies in G major or E minor • Compose a ternary piece • Enhance melodies with rhythmic or chordal accompaniment • Accompany a melody using block chords or a bass line • Make decisions about dynamic range • Read and perform pitch notation	<u>Musical performance</u> • Sing a broad range of songs • Continue to sing three- and four-part rounds and partner songs • Perform a range of songs as a choir in school assemblies • Appreciate and understand a wide range of high-quality live and recorded music • Listen to and suggest ways to improve a performance • Recognise some characteristics of a musical theatre performance • Develop an understanding of the history of music • Extend improvised melodies beyond 8 beats • Use chord changes as part of an improvised sequence