



Curriculum Overview

Music

Music				
Year		Autumn	Spring	Summer
Reception Class	Communication and Language	*Listen carefully to rhymes and songs, paying attention to how they sound. *Learn rhymes, poems and songs.		
	Physical Development	*Combine different movements with ease and fluency.		
	Expressive Arts and Design	*Explore, use and refine a variety of artistic effects to express their ideas and feelings. *Return to and build on their previous learning, refining ideas and developing their ability to represent them. *Create collaboratively, sharing ideas, resources and skills. *Listen attentively, move to and talk about music, expressing their feelings and responses. *Sing in a group or on their own, increasingly matching the pitch and following the melody. *Explore and engage in music making and dance, performing solo or in groups.		
	Being Imaginative and Expressive Children will have opportunities to achieve the following ELG			
	Children at the expected level of development will:	*Invent, adapt and recount narratives and stories with peers and their teacher. *Sing a range of well-known nursery rhymes and songs. *Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.		
1	Sing - follow instructions - make and control long and short sounds, using voices and instruments - imitate changes in pitch. Make a sequence of long and short sounds with help, clap longer rhythms. Make sounds that are very different (loud and quiet, high and low etc.) Choose sounds to represent different things (ideas, thoughts, feelings, moods etc). Listen to different moods in music. Know how some sounds are made and changed. With help, make sounds with a slight difference. Use voice in different ways to create different effects. Listen out for different types of sounds. Music Express – Exploring Sounds/Exploring Instruments/Pulse and Rhythm/Recognise Different Sounds/Create Music			
2	Sing songs, following the tune (melody) well. Perform with others, taking instructions from the leader. Make and control long and short sounds using voices and instruments. Choose sounds to achieve an effect. Order my sounds to help create an effect. Create short musical patterns. Create a sequence of long and short sounds. Create short rhythmic phrases. Show control when playing musical instruments so that they sound as they should. Use changes in pitch to communicate an idea. Identify the beat in music. Recognise changes in timbre, dynamics and pitch. Listen carefully and recall short rhythmic and melodic patterns. Use knowledge of dynamics, timbre and pitch to organise music. Know how sounds can be made and changed to suit a situation. Music can be played or listened to for a variety of purposes (including throughout history and in different cultures). Music Express – Exploring Duration/Exploring Pulse and Rhythm/Exploring Pitch/Exploring Instruments and Symbols/Exploring Timbre, tempo and dynamics.			
3	Sing songs from memory with accurate pitch. Sing in tune. Maintain a simple part within a group. Understand the importance of pronouncing the words in a song well. Control the voice when singing. Play notes on instruments with care so that they sound clear. Perform with control and awareness of what others in the group are singing or playing. Compose and perform melodies and songs. Use sound to create abstract effects. Recognise and create repeated patterns with a range of instruments. Create accompaniments for tunes. Carefully choose, order, combine and control sounds with awareness of their combined effect Describe music using words such as duration, timbre, pitch beat, tempo, and texture. Use these words to identify where music works well and how it can be improved. Music Express – Exploring arrangements/Exploring pentatonic scales/Exploring singing games Learn to play the recorder			

4	<p>Sing songs from memory with accurate pitch. Sing in tune. Maintain a simple part within a group. Show voice control when singing. Play notes on instruments with care so that they sound clear. Perform with control and awareness of what others in the group are singing or playing.</p> <p>Compose and perform melodies and songs. Use sound to create abstract effects. Recognise and create repeated patterns with a range of instruments. Create accompaniments for tunes.</p> <p>Describe music using words such as duration, timbre, pitch beat, tempo, and texture. Use these words to identify where music works well and how it can be improved. Listen to several layers of sound and talk about the effect on the mood and feelings.</p> <p>Year 4 children are taught an instrument, typically the fife, flute or clarinet. This is for the duration of the year and with a specialist teacher.</p>
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