

## Music Yearly Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<ul style="list-style-type: none"> <li>• Creates sound effects and movements, e.g. creates the sound of a car, animal</li> <li>• Begins to build a repertoire of songs and rhymes</li> <li>• Creates rhythmic sounds and movements</li> <li>• Experiments with percussive instruments, both tuned and untuned</li> <li>• Creates sound effects and movements, e.g. creates the sound of a car, animals</li> <li>• Beginning to describe sounds and music imaginatively, e.g. scary music</li> </ul>					
Reception	<p>Experiments and creates movement in response to music, stories and ideas</p> <p>Sings to self and makes up simple songs</p> <p>Uses combinations of art forms, e.g. moving and singing</p> <p>Begins to build a repertoire of songs</p> <ul style="list-style-type: none"> <li>• Children are taught new songs regularly, usually related to the focus of the teaching</li> <li>• Songs taught for various festivals throughout the year eg Christmas/Diwali</li> <li>• Weekly year group singing session to build the skills of singing together</li> <li>• Creates sounds and movements</li> </ul> <p>Explores the different sounds of instruments:</p> <ul style="list-style-type: none"> <li>• Continue to explore using musical instruments, both tuned and un-tuned</li> <li>• Instruments used to illustrate simple stories eg The Colour Monsters</li> <li>• Children learn rhythms through stories eg The Gingerbread Man</li> </ul> <p>Chooses particular instruments/ sounds for their own imaginative purposes</p> <p>Responds imaginatively to music e.g. this music sounds like dinosaurs</p> <ul style="list-style-type: none"> <li>• Conducting using cards eg cheetah for fast / tortoise for slow</li> <li>• Dance lessons involve moving to music from different genres and cultures, extending to simple dance sequences</li> <li>• Performing what they have discovered on the outdoor stage</li> <li>• Score cards to evaluate other children's musical compositions</li> </ul>					

Year 1	Identify and keep a steady beat using instruments (Unit 2)	Sing a song with contrasting high and low melodies (Unit 3)	Play percussion instruments at different speeds (tempi) (Unit 5)	Sing a song together as a group (Unit 7)	Understand how music can tell a story (Unit 9)	Combine voices and movement to perform a chant and a song (Unit 11)
	Recognise and respond to changes in tempo in music (Unit 2)	Control vocal dynamics, duration and timbre (Unit 4)	Play and control changes in tempo (Unit 5)	Explore sounds on instruments and find different ways to vary their sound (Unit 8)	Identify a repeated rhythm pattern (Unit 10)	Use voices to create descriptive sounds (Unit 12)
		Explore and control dynamics, duration, and timbre with instruments (Unit 4)	Identify changes in pitch and respond to them with movement (Unit 6)	Create a soundscape using instruments (Unit 7)	Invent and perform new rhythms to a steady beat (Unit 10)	Use instruments to create descriptive sounds (Unit 12)
		Identify a sequence of sounds (structure) in a piece of music (Unit 4)		Explore different sound sources and materials (Unit 7)		Create, play and combine simple word rhythms (Unit 11)
				Identify metre by recognising its pattern (Unit 8)	Play fast, slow, loud, and quiet sounds on percussion instruments (Unit 9)	Create a picture in sound (Unit 12)
					Play fast, slow, loud, and quiet sounds on percussion instruments (Unit 9)	Understand musical structure by listening and responding through movement (Unit 12)

Year 2	Explore timbre and texture to understand how sounds can be descriptive (Unit 3)	Chant and sing in two parts while playing a steady beat (Unit 4)	Play pitch lines on tuned percussion (Unit 5)	Sing with expression, paying attention to the pitch shape of the melody (Unit 8)	Compose music to illustrate a story (Unit 9)	Understand pitch through singing, movement, and note names (Unit 11)  Prepare and improve a performance using movement, voice and percussion (Unit 12)
	Match descriptive sounds to images (Unit 3)	Listen to and repeat rhythmic patterns on body percussion and instruments (Unit 4)	Combine sounds to create a musical effect in response to visual stimuli (Unit 7)  Explore voices to create descriptive musical effects (Unit 7)	Accompany a song with vocal, body percussion and instrumental ostinati (Unit 8)	Listen in detail to a piece of orchestral music (e.g. identify how it depicts a season) (Unit 9)	Use instruments expressively in response to visual stimuli (Unit 12)