

Music Overview - NURSERY

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	In Harmony Finding my voice - hearing and singing simple songs and clapping the beat	In Harmony Finding my voice - hearing and singing simple songs and clapping the beat	In Harmony Finding my voice - hearing and singing simple songs and clapping the beat and developing when to start and stop following signals.	In Harmony Finding my voice - hearing and singing simple songs and clapping the beat and developing when to start and stop following signals.	In Harmony Finding my voice - hearing and singing simple songs and clapping the beat and developing when to start and stop following signals. Beginning to recognise fast and slow, loud and quiet sounds.	In Harmony Finding my voice - hearing and singing simple songs and clapping the beat and developing when to start and stop following signals. Beginning to recognise fast and slow, loud and quiet sounds.



The Glasshouse
International
Centre for Music

Music lives and grows here

	Reception	YEAR 1	YEAR 2
Pitch and Singing.	<p>Differentiate between speaking voice and singing voice.</p> <p>Recognise high and low sounds and find them using our voice.</p> <p>Begin to be able to pitch match our voices as part of a group and individually.</p> <p>Gain confidence singing a variety of songs from Core repertoire (see Song Bank 1)</p>	<p>Develop and control singing voice.</p> <p>Sing a variety of core repertoire and songs in unison using pentatonic solfa d, r, m, s, l. (see Song Bank 1).</p> <p>Sing songs and play music games using solfa and solfa hand signs.</p> <p>Develop confidence to sing alone and as part of a group.</p>	<p>Sing a variety of core repertoire and songs using the whole scale with accurate pitch.</p> <p>Sing songs and play music games using solfa and solfa hand signs.</p> <p>Singing in parts using rounds and ostinato.</p> <p>Core repertoire in Song Bank 2, to connect with instrumental learning.</p>
Pulse and Beat.	<p>Learn to keep a steady beat, as part of a group, as an individual and on a percussion instrument.</p> <p>Understand silent beats</p>	<p>Differentiate between beat and rhythm.</p> <p>Feeling the strong beats of the bar.</p> <p>Counting beats in a song</p>	<p>Begin to have an awareness of Metre: 2,3 & 4 time.</p> <p>Understand bar lines.</p> <p>Conduct in 2 and 3 time</p>
Rhythm.	<p>Learn to clap/tap/step rhythms of words, names and known songs.</p> <p>Recognise and identify rhythm patterns in games and songs.</p>	<p>Clap & step rhythm patterns against the beat.</p> <p>Confident understanding of Crotchet, quaver, crotchet rest using Kodaly words ta, tete, etc.</p> <p>Recognise and play known rhythm patterns on a percussion instrument.</p>	<p>Reinforce prior learning of rhythm.</p> <p>Understand semiquaver patterns and dotted rhythms.</p> <p>Recognise and play rhythm patterns on a string instrument or recorder.</p>

	Reception	YEAR 1	YEAR 2
Listening, Imagination and Movement.	<p>Listen to a variety of styles and genres of music.</p> <p>Develop inner hearing and aural memory, recognise simple phrase structure and patterns.</p> <p>Begin to have an awareness of concept pairs, faster slower, louder softer, higher lower.</p> <p>Move to the beat, start, and stop on signal.</p> <p>Respond expressively to music and react to changes.</p>	<p>Respond to different styles of music.</p> <p>Further develop inner hearing, 'thinking voice' and aural memory.</p> <p>Demonstrate an understanding of concept pairs</p> <p>Become aware of phrase structure and patterns.</p> <p>Improvise rhythms, create our own words for known melodies, improvise using solfa.</p>	<p>Become familiar with a variety of styles and genres of music.</p> <p>Step the beat and clap the rhythm simultaneously.</p> <p>Move confidently to music. Stop and change speeds on signal.</p> <p>Improvise and use ideas to compose/create songs or performances as part of a group.</p>
Reading Musical Notation.	<p>Recognise basic visual depictions of music and discover how they match up with sound.</p> <p>Begin to have an awareness of written rhythm using Kodaly notation.</p> <p>Recognise high and low, above and below the line, using a one-line stave.</p>	<p>Read and interpret written rhythm notation, minim, crotchet, quavers and crotchet rest.</p> <p>Awareness of high and low using a 3 line stave moving on to a full stave.</p> <p>Recognise the difference between line notes and space notes.</p>	<p>Confidently read and interpret written rhythm including minim, crotchet, quavers and crotchet rest.</p> <p>Read and interpret dotted notes, semiquaver groups and semibreve.</p> <p>Awareness of clefs to match instrumental learning.</p>





	Year 3	Year 4	Year 5	Year 6
Pitch and Singing.	<p>Begin to sing and play a range of repertoire in unison, rounds and using an ostinato.</p> <p>Demonstrate an understanding of solfa sounds and handsigns, understand that d can move, Low so low octave</p> <p>Consolidating major scale solfa</p> <p>Experience and recognise minor Tonality.</p> <p>Develop awareness of semitone steps.</p> <p>Sight-sing stepwise melodies from a stave.</p>	<p>Confidently sing and play a range of repertoire in unison, rounds and using an ostinato.</p> <p>Demonstrate a strong understanding of solfa sounds and handsigns, understand that d can move, Low so low octave</p> <p>Sing and play pieces in natural minor keys,</p> <p>Sing natural minor solfa scale starting on la</p>	<p>Sing and play repertoire that has multiple parts and more complex contrapuntal features,</p> <p>Develop the ability to play a simple rhythmic accompaniment part as well as the melody.</p> <p>Develop confidence in natural minor keys and begin an awareness of Melodic and Harmonic minor.</p>	<p>Confidently sing and play repertoire that has multiple parts and more complex contrapuntal features,</p> <p>Explore and understand harmonic and melodic minors, and have an awareness of modes.</p> <p>Independently find connections between ensemble repertoire and musical concepts.</p>
Pulse, Beat and Rhythm.	<p>Conduct and identify 2, 3 and 4 time. Identify strong beat of bar.</p> <p>Confidently and interpret a range of simple rhythm patterns to clap and on play on an instrument.</p> <p>ABRSM Aural Grade 1.</p> <p>Begin to have an awareness of more complex and irregular time signatures.</p>	<p>Confidently conduct and identify 2, 3 and 4 time.</p> <p>Identify strong beat of bar.</p> <p>Able to maintain strong beat and consistent sense of tempo in singing and on an instrument</p> <p>Develop an awareness of more complex rhythmic concepts, including polyrhythms, syncopation anacrusis</p>	<p>Conduct and identify 2, 3 and 4 and 6/8 time. Identify strong beat of bar.</p> <p>Awareness of subdivided beats</p> <p>Play sing and understand more complex time signatures such as 12/8</p>	<p>To be able to follow a sub-divided beat</p> <p>Play more complicated rhythms</p> <p>Explore music in irregular time signatures with time signature changes.</p>

	Year 3	Year 4	Year 5	Year 6
Listening, Imagination and Movement.	<p>Be able to identify a variety of styles and genres of music.</p> <p>Demonstrate understanding of inner hearing and aural memory, recognise and name simple phrase structures and patterns.</p> <p>Improvise on an instrument using rhythm and core major key notes.</p>	<p>Can improvise with increased confidence and intention, maintaining a strong beat and an awareness of tonality and style.</p> <p>Can compose a short melody for their own instrument and notate on the staff with the use of answering phrase or motif.</p>	<p>Can improvise within a melody and with specific parameters, fitting in with a structure and a key maintaining a sense of tonality and style.</p> <p>Can compose a melody for their own and other instruments and notate on the staff with assistance.</p>	<p>Have an awareness of ornamentation and variation within appropriate styles.</p> <p>Ability to reflect on work as part of a group</p> <p>Create, improvise, and compose music both as part of a group and individually.</p> <p>Improvise using movement and dance</p>
Reading Musical Notation.	<p>Read a range of rhythm patterns confidently and play on an instrument</p> <p>Read reference pitches in home clef, for example open strings on a string instrument.</p> <p>Begin to read and understand scale patterns and octave</p> <p>Begin to be able to read pitch on our home clef for each instrument.</p>	<p>Identify and notate on a staff and follow stepwise changes in pitch, referring to letter names or finger numbers.</p> <p>Understanding of the elements of notated music – clef, time signature, barlines, key signature.</p> <p>Recognising slurs and dynamic markings – ff, f, mf, mp, p, pp</p> <p>Gain more confidence in sight reading simple rhythms.</p> <p>Awareness of other clefs.</p> <p>Awareness of key signature</p>	<p>Become confident in reading pitch on our home clef for each instrument.</p> <p>Awareness of accidentals.</p> <p>Identify the clef signs for other instruments.</p> <p>Confident in sight reading simple rhythms and able to attempt reading more complex rhythmic concepts</p> <p>Have an awareness of longer notes that last more than one bow and hemiolas in the context of simple homophonic music.</p> <p>Simple dictation</p>	<p>Strong understanding of reading pitch and rhythm on our own instrument's clef.</p> <p>Able to identify simple key signatures, understand and interpret accidentals. Understand further elements of notated music such as tempo markings more complex directions for example 1st and 2nd time bars, different value rests, tied notes and pauses.</p> <p>To be able to read notes with low and high ledger lines.</p>

