



Music Long Term Overview

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>EYFS</p>	<p>To remember and sing entire songs</p> <p>To play instruments with increasing control</p>	<ul style="list-style-type: none"> • I can listen with increased attention to sounds • I can respond to what I have heard, expressing thoughts and feelings. 	<ul style="list-style-type: none"> • I can use drawing to represent ideas like movement or loud noises. 		<ul style="list-style-type: none"> • Explore and engage in music making and dance, performing solo or in groups. • Watch and talk about dance and performance art, expressing their feelings and responses. • Listen attentively, move to and talk about music, expressing their feelings and responses. • I can sing the pitch of a tone sung by another person ('pitch match'). • I can sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • I can sing in a group or on their own, increasingly matching the pitch and following the 	<ul style="list-style-type: none"> • I can sing a range of well-known nursery rhymes and songs. • Can perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

					melody. • Create their own songs or improvise a song around one they know. •	
1	Animals, singing and movement	Seasons, dynamics singing	Portsmouth Adventure: rhythm and keeping beats	Delving into the arts: listen and understand high-quality live and recorded music	Play tuned and untuned instruments	Recognise, respond and create high, middle and low sounds
2	Into the Woods: Perform chants, rhythm, pulse	Singing with awareness and expression	Compose short melodic patterns – sequences of long and short sounds.	Globe Trotters: play tuned and untuned instruments	Listen to a variety of musical styles and explain preferences. Identify well-defined musical features.	Musical notation and composition
3	Identify repetition in a song <i>e.g. chorus</i> sing songs with a range of dynamics and tempi.	Ostinato, rhythm, dynamics	Ancient Egyptians: Musical, cultures and history	Perform with an awareness of audience.	Tuned and untuned instruments	Compose music
4	Recognise the sound of familiar instruments including orchestral instruments.	Music appreciation, pentatonic scale	Composition - Create instrumental compositions and play a range of tuned and untuned instruments	Improvise music technology	Sing using a wider vocal range and a round	Dimensions of music, accompany song on tuned percussion
5	Compare and contrast music	Valiant Victorians: Tempo, composition	Composition	Play and perform	Listen with attention to detail, perform music	Listen with attention to detail: tempo, beat, texture, pitch
6	Perform a song from memory with attention to phrasing, dynamics and accuracy of pitch	Keep in time with my whole group, showing awareness of where the beat falls, and how to keep more complex rhythms in time.	Recognise that different forms of notation serve different purposes.	Play and perform – junk percussion	Use a variety of features of technology to compose individually and in pairs.	Production – perform in ensemble contexts vocals