

## Music Overview with Statutory Requirements

	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Autumn	Unit 1	Unit 1 – Step 2	Unit 1 – Steps 1 and 2	Harvest Festival songs	Unit 1 – Steps 1 to 4	Unit 1 Steps 1 to 4	Unit 1 Steps 1 to 4
Term	Unit 2	Charanga	Charanga	Christmas Songs	Unit 2 Glockenspiel 2	Unit 2 Classroom Jazz 1	Unit 2 Classroom Jazz 2
	Christmas	(Model Curriculum)	(Model Curriculum)	P Bone lessons DPA	Harvest Festival songs	Harvest Festival songs	Harvest Festival songs
	songs/production	Unit 2	Unit 2 – Steps 1 and 2	Pupils should be taught to	Christmas Songs	Christmas songs	Christmas Songs
	EYFS Statutory	Harvest Festival	Recorder Lessons	sing and play musically	Pupils should be taught	Pupils should be taught to	Pupils should be taught to
	Education	Songs	Autumn 2	with increasing	to sing and play	sing and play musically	sing and play musically
	Framework	Christmas Songs	Harvest Festival songs	confidence and control.	musically with increasing	with increasing	with increasing confidence
	ELGs		Christmas Songs	They should develop an	confidence and control.	confidence and control.	and control. They should
	Pupils should sing a	Pupils should be		understanding of musical	They should develop an	They should develop an	develop an understanding
	range of well-known	taught to:	Pupils should be	composition, organising	understanding of	understanding of musical	of musical composition,
	nursery rhymes and	<ul> <li>Use their voices</li> </ul>	taught to:	and manipulating ideas	musical composition,	composition, organising	organising and
	songs	expressively and	<ul> <li>Use their voices</li> </ul>	within musical structures	organising and	and manipulating ideas	manipulating ideas within
	Perform songs,	creatively by	expressively and	and reproducing sounds	manipulating ideas	within musical structures	musical structures and
	rhymes, poems and	singing songs and	creatively by	from aural memory.	within musical	and reproducing sounds	reproducing sounds from
	stories with others,	speaking chants	singing songs and	Pupils should be taught	structures and	from aural memory.	aural memory.
	and when	and rhymes	speaking chants	to:	reproducing sounds	Pupils should be taught	Pupils should be taught to:
	appropriate try to	<ul> <li>Play tuned and</li> </ul>	and rhymes	Play and perform in solo	from aural memory.	to:	<ul> <li>Play and perform in solo</li> </ul>
	move in time with	untuned	<ul> <li>Play tuned and</li> </ul>	and ensemble contexts,	Pupils should be taught	Play and perform in solo	and ensemble contexts,
		instruments	untuned	using their voices and	to:	and ensemble contexts,	using their voices and
	music.	musically	instruments	playing musical	Play and perform in	using their voices and	playing musical
	5V50.04	<ul> <li>Listen with</li> </ul>	musically	instruments with	solo and ensemble	playing musical	instruments with
	EYFS Statutory	concentration	Listen with	increasing accuracy,	contexts, using their	instruments with	increasing accuracy,
	Education	and	concentration and	fluency, control and	voices and playing	increasing accuracy,	fluency, control and
	Programme	understanding to	understanding to a	expression	musical instruments	fluency, control and	expression
	Pupils should be	a range of high-	range of high-	Improvise and compose	with increasing	expression	Improvise and compose
	taught to develop	quality live and	quality live and	music for a range of	accuracy, fluency,	Improvise and compose	music for a range of
	their artistic and	recorded music	recorded music	purposes using the	control and expression	music for a range of	purposes using the inter-
	cultural awareness,	Experiment	Experiment with,	inter-related	Improvise and	purposes using the	related dimensions of
	which supports their	with, create,	create, select and	dimensions of music	compose music for a	inter-related dimensions	music
	imagination and creativity.	select and	combine sounds	Listen with attention to	range of purposes	of music	Listen with attention to
	•	combine sounds	using the inter-	detail and recall sounds	using the inter-related	Listen with attention to	detail and recall sounds
	The quality and variety of what	using the inter-	related dimensions	with increasing aural	dimensions of music	detail and recall sounds	with increasing aural
	children see, hear	related	of music.	memory	Listen with attention	with increasing aural	memory
	and participate in is	dimensions of		Use and understand	to detail and recall	memory	Use and understand staff
	crucial for	music.		staff and other musical	sounds with increasing	Use and understand	and other musical
	developing their			notations	aural memory	staff and other musical	notations
	developing their					notations	

understanding, self- expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.		Unit 2 atoms 1 and 2	<ul> <li>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>Develop an understanding of the history of music.</li> </ul>	<ul> <li>Use and understand staff and other musical notations</li> <li>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li></ul>	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians      Develop an understanding of the history of music	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians     Develop an understanding of the history of music
Term  Unit 3 and Unit 4  Easter Songs  EYFS Statutory  Education  Framework  ELGs  Pupils should 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.  EYFS Statutory  Education  Programme  Pupils should be taught to develop their artistic and cultural awareness, which supports their imagination and	Charanga (Model Curriculum) Unit 4 – Step 1 Lent/ Easter songs Pupils should be taught to:  Use their voices expressively and creatively by singing songs and speaking chants and rhymes  Play tuned and untuned instruments musically  Listen with concentration and understanding to a range of high- quality live and recorded music  Experiment with, create, select and combine sounds	Charanga (Model Curriculum) Unit 4 – Steps 1 and 2 Lent/ Easter songs Pupils should be taught to:  Use their voices expressively and creatively by singing songs and speaking chants and rhymes  Play tuned and untuned instruments musically  Listen with concentration and understanding to a range of high- quality live and recorded music  Experiment with, create, select and combine sounds using the inter- related dimensions	P Bone Lessons DPA Lent/ Easter songs Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to:  Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music	Charanga Unit 4- Steps 1 - 4 Lent/ Easter songs Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to:  Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and	Charanga Unit 4 Steps 1 to 4 Lent/ Easter songs Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to:  Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the	Charanga Glockenspiels Act 3 Lent/ Easter songs Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the interrelated dimensions of

	The quality and	related		Listen with attention to	range of purposes	inter-related dimensions	Listen with attention to
	variety of what	dimensions of		detail and recall sounds	using the inter-related	of music	detail and recall sounds
	children see, hear	music.		with increasing aural	dimensions of music	Listen with attention to	with increasing aural
	and participate in is			memory	Listen with attention	detail and recall sounds	memory
	crucial for			Use and understand	to detail and recall	with increasing aural	<ul> <li>Use and understand staff</li> </ul>
	developing their			staff and other musical	sounds with increasing	memory	and other musical
	understanding, self-			notations	aural memory	Use and understand	notations
				Appreciate and	Use and understand	staff and other musical	Appreciate and
	expression,			understand a wide	staff and other musical	notations	understand a wide range
	vocabulary and			range of high-quality	notations	Appreciate and	of high-quality live and
	ability to			live and recorded music	Appreciate and	understand a wide	recorded music drawn
	communicate			drawn from different	understand a wide	range of high-quality	from different traditions
	through the arts. The			traditions and from	range of high-quality	live and recorded music	and from great
	frequency, repetition			great composers and	live and recorded	drawn from different	composers and musicians
	and depth of their			musicians	music drawn from	traditions and from	Develop an understanding
	experiences are			Develop an	different traditions and	great composers and	of the history of music.
	fundamental to their			understanding of the	from great composers	musicians	
	progress in			history of music.	and musicians	Develop an	
	interpreting and				Develop an	understanding of the	
	appreciating what				understanding of the	history of music.	
	they hear, respond				history of music.		
	to						
	and observe.						
Summer	Charanga	Unit 5 Step 5	Unit 5 Step 1and 2	P Bone Lessons DPA	Unit 5 Steps 2 to 3	Unit 5 -Steps 1 to 4	Unit 5 Steps 1 to 4
Term	Unit 4 and Unit 5	(concert piece)	(Concert Piece)	Concert piece	Charanga	Charanga	Charanga
	(concert piece)	Pupils should be	Pupils should be	Pupils should be taught to		Concert Piece	Concert Piece (Year 6 Show
	EYFS Statutory	taught to:	taught to:	sing and play musically	Pupils should be taught	Pupils should be taught to	pieces)
	Education	<ul> <li>Use their voices</li> </ul>	Use their voices	with increasing	to sing and play	sing and play musically	Pupils should be taught to
	Framework	expressively and	expressively and	confidence and control.	musically with increasing	_	sing and play musically
	ELGs	creatively by	creatively by	They should develop an	confidence and control.	confidence and control.	with increasing confidence
	Pupils should sing a	singing songs and	singing songs and	understanding of musical	They should develop an	They should develop an	and control. They should
	range of well-known	speaking chants	speaking chants	composition, organising	understanding of	understanding of musical	develop an understanding
	nursery rhymes and	and rhymes	and rhymes	and manipulating ideas	musical composition,	composition, organising	of musical composition,
	songs	Play tuned and	Play tuned and	within musical structures	organising and	and manipulating ideas	organising and
	Perform songs,	untuned	untuned	and reproducing sounds	manipulating ideas	within musical structures	manipulating ideas within
	rhymes, poems and	instruments	instruments	from aural memory.	within musical	and reproducing sounds	musical structures and
	stories with others,	musically	musically	Pupils should be taught	structures and	from aural memory.	reproducing sounds from
	and when	Listen with	Listen with	to:	reproducing sounds from aural memory.	Pupils should be taught to:	aural memory.
	appropriate try to	concentration	concentration and	Play and perform in solo     and ensemble contexts	Pupils should be taught		Pupils should be taught to:
	move in time with	and	understanding to a	and ensemble contexts, using their voices and	to:	<ul> <li>Play and perform in solo and ensemble contexts,</li> </ul>	<ul> <li>Play and perform in solo and ensemble contexts,</li> </ul>
	music.	understanding to	range of high-	playing musical	<ul><li>Play and perform in</li></ul>	using their voices and	using their voices and
		a range of high- quality live and	quality live and recorded music	instruments with	solo and ensemble	playing musical	playing musical
		recorded music	recorded illusic	increasing accuracy,	contexts, using their	instruments with	instruments with
		recorded music		mer casing accuracy,	Contexts, using their	Instruments with	Mod differits with

EYFS Statuto Education Programme Pupils should	e	•	Experiment with, create, select and combine sounds	•	Experiment with, create, select and combine sounds using the inter-	•	fluency, control and expression Improvise and compose music for a range of		voices and playing musical instruments with increasing accuracy, fluency,		increasing accuracy, fluency, control and expression Improvise and compose
taught to dever their artistic a cultural awares which supports imagination a creativity. The quality a variety of who children see, hand participate crucial for developing the understanding, expression vocabulary a ability to communicate through the artificed frequency, repeated and depth of the experiences a fundamental to progress in interpreting a appreciating withey hear, respection and observerse.	and ness, their and nat near in is neir self-ind te s. The etition cheir are their are other and what bond		using the interrelated dimensions of music.		related dimensions of music.	•	purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians  Develop an understanding of the history of music.	•	control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music.	•	music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians  Develop an understanding of the history of music.

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