

Music Long Term Overview (2 year rolling programme)

Year A	EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Autumn	<p>Music forms part of the ‘Expressive Arts and Design’ ELGs 16&17</p> <p>Sing Up unit – I’ve got a Grumpy Face</p> <p><u>Performing</u> I can learn new songs and sing to different audiences. I can tap out simple rhythms.</p> <p><u>Composing</u> I can explore and learn how sounds can be changed.</p> <p><u>Appraising</u> I can talk about the music I listen to. I can tell others about my favourite songs.</p>	<p>Sing Up unit – Colonel Hathi’s March</p> <p><u>Performing</u> I can learn and perform songs for significant festivals (Harvest and Xmas) I can use my voice to sing and join in with others.</p> <p>I can copy and clap rhythmic patterns and sounds.</p> <p><u>Composing</u> I can make different sounds with my voice and instruments.</p> <p><u>Appraising</u> I know about different moods in music.</p>	<p>Sing Up unit – I’ve Been to Harlem</p> <p><u>Performing</u> I can learn and perform songs for significant festivals (Harvest and Xmas) and sing with expression and control. I can sing/play rhythmic patterns in contrasting tempo keeping to the pulse.</p> <p><u>Composing</u> I can create accompaniments for tunes and songs.</p> <p><u>Appraising</u> I know musical words and use them to describe a piece of music and compositions. I can identify the character of a piece of music.</p>	<p>Throughout their time in upper KS2, all children will learn to play the clarinet and perform to various audiences: I can use and understand the staff and musical notation. I can improvise music with my peers. I can perform as a solo, in pairs and as part of an ensemble.</p> <p>Sing Up unit – Drunken Sailor</p> <p><u>Performing</u> I can learn and perform songs for significant festivals (Harvest and Xmas) and sing in a different language.</p> <p><u>Composing</u> I can use different dynamics to affect a change of the music.</p> <p><u>Appraising</u> I know how dynamics, timbre and pitch affect changes in music and the impact on the listener.</p>
Spring	<p>Sing Up unit – Shake my Sillies Out</p> <p><u>Performing</u> I can expand my repertoire of songs and tunes and perform to larger groups of people.</p> <p><u>Composing</u> I can explore the different sounds of different instruments.</p> <p><u>Appraising</u></p>	<p>Sing Up unit – Football</p> <p><u>Performing</u> I can sing and follow a melody.</p> <p><u>Composing</u> I can make a sequence of sounds to create an effect.</p> <p><u>Appraising</u> I know whether I like/dislike a piece of music.</p>	<p>Sing Up unit – ‘March’ from The Nutcracker</p> <p><u>Performing</u> I can perform a simple part rhythmically.</p> <p><u>Composing</u> I can use simple structures when composing music, e.g. verse, chorus, verse (A,B,A). I can create compositions on different instruments (tuned and untuned).</p>	<p>Sing Up unit – Building a Groove</p> <p><u>Performing</u> I can perform using my understanding of the meaning of the music to add expression.</p> <p><u>Composing</u> I can change sounds or re-organise them to change the effect of the music.</p> <p><u>Appraising</u></p>

	I know why I have used different instruments to make different sounds.		<u>Appraising</u> I can listen to the music of the Liverpool Philharmonic Orchestra and use musical terms to say what I like/dislike.	I can listen to the music of the Liverpool Philharmonic Orchestra and compare/contrast the music of the different composers played.
Summer	Sing Up unit – Slap, Clap, Clap <u>Performing</u> I can sing a wide range of songs and perform them confidently. <u>Composing</u> I can make music in a variety of ways and experiment with ways of changing my music. <u>Appraising</u> I can talk about the music I have made. I can talk about the music my peers have made.	Sing Up unit – Dancing and Drawing to Nautilus <u>Performing</u> I can recognise repeated sections in music, e.g. the chorus. <u>Composing</u> I can represent sounds using pictures. I can explain my reasons for choosing an instrument. <u>Appraising</u> I know the difference between fast and slow tempo and loud and quiet dynamics.	Sing Up unit – Just Three Notes <u>Performing</u> I can learn and perform songs for a KS2 performance, singing in parts. <u>Composing</u> I can use musical elements such as tempo, pitch and dynamic to create effects in my compositions. I can use my own symbols to represent my music. <u>Appraising</u> I know that music moves in steps and leaps. I know the work of at least one composer and say where they fit in a historical period.	Sing Up unit – Baloo Baleenie <u>Performing</u> I can learn and perform songs for a KS2 performance and perform in small groups, duets or solo. I can improvise within a group using melodic and rhythmic phrases. <u>Composing</u> I can compose music in response to different stimuli and begin to use standard notation to record it. <u>Appraising</u> I know how to contrast the work of different composers and explain my preferences using musical terminology such as timbre, pitch, etc.

Year B	EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Autumn	<p>Music forms part of the 'Expressive Arts and Design' ELGs 16&17</p> <p>Sing Up unit – Witch, Witch</p> <p><u>Performing</u> I can learn new songs and sing to different audiences. I can tap out simple rhythms.</p> <p><u>Composing</u> I can explore and learn how sounds can be changed.</p> <p><u>Appraising</u> I can talk about the music I listen to. I can tell others about my favourite songs.</p>	<p>Sing Up unit – Magical Musical Aquarium</p> <p><u>Performing</u> I can learn and perform songs for significant festivals (Harvest and Xmas). I can perform with others.</p> <p><u>Composing</u> I can identify high/low (pitch) and long/short (duration) sounds.</p> <p><u>Appraising</u> I can follow instructions when singing and playing music.</p>	<p>Sing Up unit – Chilled-Out Clap Rap</p> <p><u>Performing</u> I can learn and perform songs for significant festivals (Harvest and Xmas) and sing with accurate pitch.</p> <p><u>Composing</u> I can beat time to a given piece of music and say whether it is 2, 3 or 4 beat music.</p> <p><u>Appraising</u> I know how to describe and identify repetitions, contracts and variations in different pieces of music.</p>	<p>Throughout their time in upper KS2, all children will learn to play the clarinet and perform to various audiences :</p> <p>I can use and understand the staff and musical notation. I can improvise music with my peers. I can perform as a solo, in pairs and as part of an ensemble.</p> <p>Sing Up unit – Intro to Songwriting</p> <p><u>Performing</u> I can learn and perform songs for significant festivals (Harvest and Xmas) and sing in a different language or harmonious parts.</p> <p><u>Composing</u> I can understand and use pulse, including syncopation, in my compositions and improvisations.</p> <p><u>Appraising</u> I know how to refine and improve my own work and that of others through considered and constructive appraisal.</p>
Spring	<p>Sing Up unit – Up and Down</p> <p><u>Performing</u> I can expand my repertoire of songs and tunes and perform to larger groups of people.</p> <p><u>Composing</u> I can explore the different sounds of different instruments.</p> <p><u>Appraising</u></p>	<p>Sing Up unit – Who Stole my Chickens or my Hens?</p> <p><u>Performing</u> I can make loud and quiet sounds with my voice and with instruments.</p> <p><u>Composing</u> I can sequence sounds to form a beginning, middle and end.</p>	<p>Sing Up unit – From a Railway Carriage</p> <p><u>Performing</u> I can perform with a group of my peers – singing or playing – using voices and instruments.</p> <p><u>Composing</u> I can sequence my compositions and record them using notations and/or symbols.</p>	<p>Sing Up unit – Epoca</p> <p><u>Performing</u> I can perform from notations – standard or my own symbols – with confidence and accuracy.</p> <p><u>Composing</u> I can choose the most appropriate dynamic, e.g., tempo for a piece of music to give a desired effect.</p>

	I know why I have used different instruments to make different sounds.	<u>Appraising</u> I can listen to the Liverpool Philharmonic orchestra and express an opinion about what I have heard.	<u>Appraising</u> I know how to identify the purposes of different pieces of music, e.g., a lullaby, a celebration such as a wedding, music in films etc.	<u>Appraising</u> I know how to analyse the different features within a piece of music, e.g., its structure, impact on the listener etc. I know how the venue, occasion and purpose affect how music is created.
Summer	<p>Sing Up unit – Down There Under the Sea</p> <p><u>Performing</u> I can sing a wide range of songs and perform them confidently.</p> <p><u>Composing</u> I can make music in a variety of ways and experiment with ways of changing my music.</p> <p><u>Appraising</u> I can talk about the music I have made. I can talk about the music my peers have made.</p>	<p>Sing Up unit – Cat and Mouse</p> <p><u>Performing</u> I can sing accurately at a given pitch. I can play rhythmic patterns of different instruments.</p> <p><u>Composing</u> I can use symbols to represent sounds and begin to make connections between notations and musical sounds.</p> <p><u>Appraising</u> I know how to listen for particular things when listening to music, e.g. two sounds happening at the same time.</p>	<p>Sing Up unit – Samba with Sergio</p> <p><u>Performing</u> I can learn and perform songs for a KS2 performance, singing in parts.</p> <p><u>Composing</u> I can begin to use/read standard notation in music when composing and performing my own music in a group.</p> <p><u>Appraising</u> I know the music of at least two composers and compare their styles.</p>	<p>Sing Up unit – Kisne Banaaya</p> <p><u>Performing</u> I can learn and perform songs for a KS2 performance and perform in small groups, duets or solo. I can take the lead in a performance (singing or playing).</p> <p><u>Composing</u> I can use repetitions, patterns, contracts and variations in my own compositions to give structure. I can use the elements of music – timbre, rhythm, dynamics and pitch to good effect when composing my own music.</p> <p><u>Appraising</u> I know the work of different composers and am beginning to understand their place in the history of music. I understand how music has changed over time and how it can reflect and/or influence people of the time.</p>