

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><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><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. 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 can comment on different moods in music.</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 can use musical words 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><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 can explain how dynamics, timbre and pitch affect changes in music and the impact on the listener.</p>
Spring	<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> I can explain why have used different instruments to make different sounds.</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 can say whether I like/dislike a piece of music.</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><u>Appraising</u> I can listen to the music of the Liverpool Philharmonic Orchestra and use musical terms to say what I like/dislike.</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> I can listen to the music of the Liverpool Philharmonic Orchestra and compare/contrast the music of the different composers played.</p>

Summer	<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><u>Performing</u> I can recognise repeated sections in music, e.g. the chorus.</p> <p><u>Composing</u> I can represent sounds using pictures. I can explain my reasons for choosing an instrument.</p> <p><u>Appraising</u> I can tell the difference between fast and slow tempo and loud and quiet dynamics.</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 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.</p> <p><u>Appraising</u> I can recognise that music moves in steps and leaps. I can recognise the work of at least one composer and say where they fit in a historical period.</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 improvise within a group using melodic and rhythmic phrases.</p> <p><u>Composing</u> I can compose music in response to different stimuli and begin to use standard notation to record it.</p> <p><u>Appraising</u> I can contrast the work of different composers and explain my preferences using musical terminology such as timbre, pitch, etc.</p>

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><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><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><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 can describe and identify repetitions, contrasts 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><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 can refine and improve my own work and that of others through considered and constructive appraisal.</p>
Spring	<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> I can explain why have used different instruments to make different sounds.</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><u>Appraising</u> I can listen to the Liverpool Philharmonic orchestra and express an opinion about what I have heard.</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><u>Appraising</u> I can identify the purposes of different pieces of music, e.g., a lullaby, a celebration such as a wedding, music in films etc.</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> <p><u>Appraising</u> I can analyse the different features within a piece of music, e.g., its structure, impact on the listener etc.</p>

				I can evaluate how the venue, occasion and purpose affect ow music is created.
Summer	<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><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 can listen for particular things when listening to music, e.g. two sounds happening at the same time.</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 can begin to identify the music of at least two composers and compare their styles.</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 can identify the work of different composers and being to understand their place in the history of music. I can begin to understand how music has changed over time and how it can reflect and/or influence people of the time.</p>