

Music: Long term Overview

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	I've got a grumpy face / The sorcerer's apprentice - Explore timbre, beat and pitch contour using voices and percussion. - Respond to musical stories and identify louder/quieter, faster/slower and higher/lower. - Sing with a sense of pitch and mark a steady beat with actions.	Nativity - Singing, Rehearsal & Performance - Learn and remember simple Nativity and seasonal songs, actions and performance cues. - Sing together, keep a steady beat and explore expression through voice, movement and simple percussion. - Build confidence performing to an audience and taking part in a shared musical event.	Birdspotting: Cuckoo polka / Shake my sillies out - Develop active listening and recognise simple pitch patterns. - Show the beat through movement and play percussion in time. - Explore changes in tempo, timbre and high/low sounds.	Up and down / Five fine bumble bees - Follow rising and falling pitch with voices, actions and tuned percussion. - Sing in call-and-response and explore vocal sound effects. - Create a simple minibeast soundscape and respond to changes in tempo.	Down there under the sea / It's oh so quiet! - Create and perform sea-inspired sounds using voices and percussion. - Explore dynamics, timbre and musical storytelling. - Follow a conductor and play instruments with increasing control.	Slap clap clap / Bow, bow, bow Belinda - Feel and perform a steady beat, including music in three-time. - Create a short body-percussion pattern and play simple accompaniments. - Sing, move and perform confidently with others.
1	Menu song - Sing a cumulative song from memory with growing pitch accuracy. - Keep a steady beat and play classroom instruments on the beat. - Copy short call-and-response phrases and move in time to music.	Nativity - Rehearsal & Performance - Learn seasonal repertoire from memory, singing with a clear voice and growing pitch accuracy. - Follow starts, stops, pulse, dynamics and simple staging/performance cues. - Rehearse and perform as an ensemble, developing confidence, expression and audience awareness.	Football - Maintain a steady beat and perform simple ostinato patterns. - Compose and improvise short rhythmic and vocal phrases. - Chant accurately, including rests, and perform together.	Dawn from Sea interludes / Musical conversations - Listen actively and describe musical changes using appropriate vocabulary. - Explore musical question-and-answer through voice and instruments. - Create, remember and perform short musical ideas.	Come dance with me - Sing confidently as a group and coordinate movement with the beat. - Recognise and perform simple rhythmic patterns. - Play tuned/untuned percussion as part of an ensemble.	Nautilus / Composition - Explore instrumental timbres and organise sounds into a simple structure. - Create and represent musical ideas using symbols. - Perform, listen back and talk about how a composition could improve.
2	Tony Chestnut - Distinguish between beat and rhythm and echo short musical phrases. - Improvise simple rhythms using a limited set of pitches. - Sing and perform with increasing accuracy and confidence.	Nativity - Rehearsal & Performance - Sing seasonal repertoire with secure words, pitch, pulse and increasingly clear phrasing. - Use dynamics, actions and simple accompaniment to communicate character and mood. - Rehearse, refine and perform confidently, listening and responding to the ensemble.	Grandma rap - Read and perform crotchet, paired-quaver and crotchet-rest patterns. - Compose four-beat rhythms and perform in unison and as a round. - Keep a steady pulse while chanting and playing.	Orawa / Musical conversations - Recognise repetition and structure in music. - Create and perform simple graphic scores and rhythmic patterns. - Develop ensemble listening through musical question-and-answer.	Swing-a-long with Shostakovich - Recognise and move to music in two- and three-time. - Compare contrasting sections and respond through movement and performance. - Develop control when playing classroom instruments.	Tańczymy labada / The rockpool rock - Sing and perform rhythmic patterns accurately over a steady beat. - Play a simple tuned-percussion accompaniment. - Copy, remember and perform vocal and instrumental patterns.
3	I've been to Harlem - Sing call-and-response confidently and perform a round. - Compose and play a pentatonic ostinato. - Identify melodic direction and combine rhythmic and melodic accompaniments.	Christingle - Singing, Rehearsal & Performance - Learn and rehearse Christingle repertoire with accurate rhythm, pitch and clear diction. - Follow a conductor and maintain a vocal or instrumental part within an ensemble. - Refine phrasing, dynamics and presentation for a confident public performance.	Y3/Y4 Musical - Learn & Rehearse - Learn songs securely, developing accurate pitch, rhythm, diction and character. - Coordinate singing with movement, dialogue and staging while following musical cues. - Develop ensemble discipline: listening, responding, entering together and sustaining a part.	Y3/Y4 Musical - Refine & Perform - Refine songs through focused rehearsal of phrasing, dynamics, expression and timing. - Maintain a vocal or instrumental part confidently alongside movement and dramatic action. - Evaluate rehearsals and contribute to a polished, expressive performance for an audience.	Fly with the stars - Develop tuned-percussion/ukulele-style ensemble skills where available. - Recognise melodic shape, arpeggio patterns and common note durations. - Perform accurately while maintaining an independent part.	Four white horses / Composition - Combine singing, rhythm and movement in an ensemble performance. - Develop and notate short musical ideas using known rhythms and pitches. - Refine, rehearse and evaluate a group composition.

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4	This little light of mine - Explore gospel music and the pentatonic scale. - Sing with expression, accurate rhythm and secure pitch. - Improvise and perform short pentatonic ideas.	Christingle - Singing, Rehearsal & Performance - Sing Christingle repertoire with increasing accuracy, control, expression and secure phrasing. - Develop part-singing or accompaniment where appropriate and respond accurately to conducting cues. - Refine balance, diction and dynamics through focused rehearsal and performance.	Y3/Y4 Musical - Learn & Rehearse - Learn and sustain more demanding songs/parts with secure pitch, rhythm and phrasing. - Develop part-singing, accompaniment or harmony where appropriate and respond to a conductor. - Combine music, movement and drama with increasing independence and ensemble awareness.	Y3/Y4 Musical - Refine & Perform - Refine balance, diction, dynamics, expression and transitions through repeated rehearsal. - Maintain an independent part and adapt performance in response to musical and staging cues. - Perform confidently and evaluate the effectiveness of the final ensemble performance.	Global pentatonics - Improvise using a pentatonic scale and create accompaniment patterns. - Use graphic and staff notation to record musical ideas. - Compare pentatonic music from different traditions and cultures.	Favourite song / Composition - Perform with increasing fluency, control and expression. - Arrange musical material for a group and maintain an independent part. - Compose, rehearse, refine and evaluate an extended musical outcome.
5	What shall we do with the drunken sailor? / Why we sing - Sing confidently with strong rhythmic accuracy and ensemble awareness. - Explore harmony, texture and the social purpose of songs. - Develop expressive performance and discuss musical context.	Christingle - Singing, Rehearsal & Performance - Perform Christingle repertoire with secure pitch, rhythm, phrasing and expressive intent. - Maintain an independent vocal or instrumental part and listen critically across the ensemble. - Use rehearsal to refine balance, accuracy, communication and presentation.	Madina tun nabi - Explore nasheed, drone, melody, harmony and chords. - Create and sustain a drone or chordal accompaniment. - Sing and play independent parts with increasing accuracy.	Época / Building a groove - Explore groove, rhythm, texture and repeated patterns. - Layer rhythmic parts securely and improvise within a framework. - Listen across the ensemble and maintain an independent part.	Balinese gamelan / Baloo baleerie - Explore interlocking rhythms, musical cycles and vocal chant. - Compose a group piece inspired by gamelan processes. - Compare timbres and musical traditions with respect and curiosity.	Kis nay banaayaa / Composition - Sing with control and explore melody, texture and expressive phrasing. - Select timbres and organise sounds into an effective soundscape/composition. - Record, refine and evaluate musical ideas using appropriate notation.
6	Hey, Mr Miller - Explore swing music, syncopation, big-band sound and scat singing. - Perform complex rhythms with accuracy and stylistic awareness. - Understand aspects of the historical context of swing music.	Christingle - Singing, Rehearsal & Performance - Perform more challenging Christingle repertoire with fluency, control and expression. - Sustain harmony or an independent accompaniment and demonstrate strong ensemble awareness. - Take increasing responsibility for rehearsal, refinement and polished public performance.	Dona nobis pacem - Sing sustained melodic lines with control, phrasing and expression. - Develop part-singing/harmony and listen closely across the ensemble. - Use musical vocabulary to evaluate balance and performance quality.	You to me are everything / Building a groove - Explore groove, bass, chords and layered rhythmic textures. - Maintain an independent part and improvise within a repeated structure. - Perform with stylistic accuracy and strong ensemble awareness.	Empress of the pagodas - Explore ternary form (ABA), pentatonic material, tempo and dynamics. - Compose a structured pentatonic piece with contrasting sections. - Use notation to record, rehearse and refine musical ideas.	Y6 Production - Rehearsal & Performance - No discrete Sing Up unit: curriculum time is used for the Year 6 production. - Apply singing, ensemble, timing, expression and performance skills within production repertoire. - Rehearse independently, refine musical detail and contribute to a polished final performance.