



Sandford Hill Primary School Curriculum Overview: Music

Thoughtfulness and Respect

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Exploring sounds Body Percussion Vocal.	Singing and performing Christmas.	Exploring sounds In stories and traditional tales.	Singing and keeping a beat Linked to books by Julia Donaldson.	Composing Low and high-pitch Quiet and loud-dynamic	Singing and performing End of year performance.
	Musical knowledge and understanding					
Vocabulary	Tap, slap, click, clap, shake, scrape, slide, stamp, pat, loud, quiet, silence Tambourine, triangle, maracas, drum, claves, castanet, bells	Conductor, chorus, verse, introduction	Mood, sound effect, emphasize, silence, character	Beat, rhythm, silence, ta, rest, accompany	Low, high, pitch, loud, quiet, dynamics, xylophone, glockenspiel, beater	Solo, duet, perform, Conductor, accompany



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Year 1	Composing Create and choose sounds in response to starting points.	Performing Speak, sing and chant and perform with awareness of others.	Listening and appraising Identify and respond to changes in sound and musical instructions.			
	Musical knowledge and understanding					
Vocabulary	Two tone wood block, Cabasa Caterpillar Indian bells, Maracas Tambour, Dynamics Tempo, Silence	Ballet, Orchestra March, Beat, Pulse	Tempo Dynamics Silence, Structure Crescendo Pattern accompaniment conductor, fanfare			



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Year 2				Listening and appraising Represent sounds with symbols. Recognise how musical elements create mood and effect.	Composing Order sounds within simple structures and in response to starting points.	Performing Perform simple patterns and accompaniments keeping to a steady beat.
				Musical knowledge and understanding		
Vocabulary				Round Beat Rhythm Entry Point, Notation Crotchet, Quaver Rest	Shanty Call and Response Seascape, Structure Tempo, Dynamics Ostinato	Unison Duet Mood, Tempo Dynamics, sustain Structure Performance Conductor introduction



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Year 3	Listening and appraising Recognise how combined elements can be used expressively.	Composing Improve repeated patterns and combine layers.	Performing Sing in tune and perform rhythmically in simple parts.			
	Musical knowledge and understanding					
Vocabulary	Sequence Vocal, Percussive Accompaniment Conductor Graphic score	Timbre, Texture Romantic Symphonic poem Orchestra, Families elements	Tonguing, Minim Crotchet, Quaver Rest, Structure Arrangement Bar line, Time signature			



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Year 4				Listening and appraising Recorders.	Composing Compose by developing ideas within musical structures – rhythmic and melodic.	Performing Perform by ear Maintain own part with awareness of parts fitting together.
				Musical knowledge and understanding		
Vocabulary				Structure, Tempo Dynamics, Crescendo / Diminuendo Structure	Rhythms, polyrhythms, call and response. Reco reco, Apito Ganza, Tamborim Surdo, Caixa Agogo, Claves	Introduction Tempo, Dynamics Crescendo / Diminuendo Structure Accompaniment Rhythmic, Ostinato



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Year 5	Listening and appraising Annalise and compare musical features. Evaluate how a stimulus defines the way music is created.	Performing Perform significant parts from memory and from notation with awareness of own contribution.	Composing Use melody, rhythm, chords, and structure to compose music Represent using a variety of notations.			
	Musical knowledge and understanding					
Vocabulary	Composer, Orchestra Families, Timbre Elements, Crescendo Diminuendo, Tempo Pizzicato strings Accompaniment	Texture, Street cry Theatrical, Music hall Concert hall	Elements (Pitch Dynamics, Tempo, Duration, Timbre Texture, Structure). Gustav Holst Planet Suite, Woodwind Brass (trumpet, trombone, French horn), Strings Percussion Classical music Repeated pattern (Ostinato)			



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Year 6				Listening and Appraising Compare and contrast the use of elements in different pieces of music.	Composing Improve and compose by developing musical ideas to achieve intended effect.	Performing Select and make expressive use of elements. Evaluate and improve own work.
				Musical knowledge and understanding		
Vocabulary				elements: timbre, texture, dynamics, pitch, structure, silence, tempo, duration (rhythm) programme music contrast, compare manipulate, stimulus	Baroque, Classical Romantic, Modern Pop, Rock and Roll Hip Hop, Blues Jazz	Posture, Control Conductor, Context Harmony, Part singing, Expressively Projection, Elements