

# Pre-school Music Planning Overview

Development Matters 2020 statements

	1 <sup>st</sup> half term	2 <sup>nd</sup> half term
Autumn Picture perfect & Fantastic Festivals	<ul style="list-style-type: none"> <li>•To know nursery rhymes and story songs.</li> <li>•To be able to listen.</li> <li>•To respond to instructions.</li> <li>•To be able to pitch and tune match to simple songs.</li> </ul> <p>Listen with increased attention to sounds. Remember and sing entire songs.</p>	<ul style="list-style-type: none"> <li>•To know there are different characteristics of music.</li> <li>•To be able recognise that there are different characteristics of music.</li> <li>•To change movement depending on the characteristics of a piece.</li> </ul>
Spring Tell a tale & Wonderful world	<ul style="list-style-type: none"> <li>•To know there are different sounds.</li> <li>•To be able to distinguish between different sounds.</li> <li>•To be able to say what they like and dislike.</li> <li>•To be able to describe a piece of music. (e.g. it is happy, it is sad.)</li> <li>•To be able to describe what a piece of music is like. (loud, quiet)</li> <li>•To know different instruments make different sounds.</li> </ul> <p>Respond to what they have heard, expressing their thoughts and feelings.</p>	<ul style="list-style-type: none"> <li>•To know that music and songs have different pitch.</li> <li>•To be able to recognise that music and songs have different pitch.</li> </ul> <p>Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs</p>
Summer Amazing Animals & Interesting Investigation	<ul style="list-style-type: none"> <li>•To know which sources make which sounds.</li> <li>•To be able to match sounds to its source.</li> </ul>	<ul style="list-style-type: none"> <li>•To be able to able to play instruments differently. (e.g. loudly, fast, quietly)</li> <li>•To be able to recognise that instruments can be played differently.</li> </ul> <p>Create their own songs or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.</p>

## Reception Music Planning Overview

	1 <sup>st</sup> half term	2 <sup>nd</sup> half term
Autumn Picture perfect & Fantastic Festivals	<b><u>Instruments</u></b> To know there are different types of music. To explore a range of instruments. To know they can make different noises using different items. To know what the beat of the music is. To be able to recognise where sounds come from. To be able to play a steady beat. (body percussion) To be able to recognise and talk about the changes in music. To be able to use items to make a range of noises.	<b><u>Voice</u></b> To know words have syllables and be able to identify these as the rhythm of words. To know they can make a song out of any words. To be able to tap or clap the syllables/rhythm of words. To be able to use their voice to sing and chant. To use their voice appropriately. To be able to match high or low sounds. To be able to echo part of a song. To be able to articulate when singing or chanting.
Autumn CP/EP		
Spring Tell a tale & Wonderful world	<b><u>Rhythm and Pulse</u></b> To know there are changes in music To be able to move to music. To be able to match movements to different sounds. (march to the drum, creep to the maraca) To be able to change movements according to changes in music.	<b><u>Graphic Notation</u></b> To know there are different types of music. To know they can make different noises using different items. To know what the beat of the music is. To know that music can be recorded on paper. To be able to play a steady beat. (body percussion). To be able to recognise and talk about the changes in music. To be able to use items to make a range of noises.
Summer CP/EP		
Summer Amazing Animals & Interesting Investigation	<b><u>20<sup>th</sup> century music</u></b> To know that different countries have different music. To be able to listen appropriately with attention to a range of music. To begin to express what they like or dislike about a piece of music.	<b><u>Structure and Form</u></b> To know there are different types of music. To know they can make different noises using different items. To know what the beat of music is. To be able to listen appropriately with attention to a range of music. To be able to play a steady beat (body percussion). To be able to recognise and talk about the changes in music. To be able to use items to make a range of noises.
Summer CP/EP		

# Year 1 Music Planning Overview

	1 <sup>st</sup> half term	2 <sup>nd</sup> half term
Autumn Picture perfect & Fantastic Festivals	<b><u>Composing</u></b> To know that instruments make different sounds if they are played in different ways. To know that notes can be long or short (pulse). To understand which sounds work well together. To play instruments in different ways to make different sounds. To be able to identify the differences in sounds. To be able to make long and short sounds using instruments and voice. To be able to put sounds together effectively.	<b><u>Performing</u></b> To know what a pentatonic scale is. To know that instruments and voices can change pitch, tempo and pulse. To be able to perform pentatonic songs (twinkle twinkle, star light, star bright). To be able to change pitch, tempo and pulse when singing. To perform in front of others. To be able to copy a song matching pitch, tempo and pulse.
Spring Tell a tale & Wonderful world	<b><u>Composing</u></b> To know that a range of sounds can be made with voices. To know that instruments make different sounds if they are played in different ways. To know that notes can be long or short (pulse). To understand which sounds work well together. To be able to make a range of sounds using their voice. To play instruments in different ways to make different sounds. To be able to identify the differences in sounds. To be able to make long and short sounds using instruments and voice. To be able to put sounds together effectively.	<b><u>Composing</u></b> To know that a range of sounds can be made with voices. To know that instruments make different sounds if they are played in different ways. To know that notes can be long or short (pulse). To understand which sounds work well together. To understand that sounds can be represented by images, graphics etc. To be able to make a range of sounds using their voice. To play instruments in different ways to make different sounds. To be able to identify the differences in sounds. To be able to make long and short sounds using instruments and voice. To be able to put sounds together effectively. To be able to follow images and match them to sound or effect. To be able to represent sounds or effects with images.
Summer Amazing Animals & Interesting Investigation	<b><u>Appraising</u></b> To know music can make you feel differently. To know there are patterns within different genres of music. To understand what the pulse is in a piece of music. To understand the differences between music from different eras. To form an opinion and express how they feel about a piece of music. To be able to respond to different moods of music in different ways. (drawing, moving) To be able to identify different patterns within different genres. (pitch, tempo). To listen to music for pleasure. To sing songs for pleasure.	<b><u>Composing and Performing</u></b> To know that a range of sounds can be made with voices. To know that instruments make different sounds if they are played in different ways. To know that notes can be long or short (pulse). To understand which sounds work well together. To understand that sounds can be represented by images, graphics etc. To know what a pentatonic scale is. To know that instruments and voices can change pitch, tempo and pulse. To be able to make a range of sounds using their voice. To develop the skill of playing instruments in different ways to make different sounds. To be able to identify the differences in sounds. To be able to make long and short sounds using instruments and voice. To be able to put sounds together effectively.

# Year 2 Music Planning Overview

	1 <sup>st</sup> half term	2 <sup>nd</sup> half term
Autumn Picture perfect & Fantastic Festivals	<p><b><u>Appraising and performing</u></b></p> <p>To know the names of some instruments.</p> <p>To know the sounds made by some specific instruments.</p> <p>To understand what timbre, dynamics, crescendo, decrescendo and pause are.</p> <p>To know how to play tuned and untuned instruments appropriately.</p> <p>To know what an ostinato is. (continually repeated musical phrase or rhythm)</p> <p>To be able to identify specific features when listening to music. (dynamics, crescendo, decrescendo, pause)</p> <p>To be able to identify the changes in features during a piece of music. (dynamics, crescendo, decrescendo, timbre)</p> <p>To be able to identify the sounds in music made by specific instruments.</p> <p>To be able to evaluate their own work and give reasons.</p> <p>To be able to perform a melody using instruments or voice.</p> <p>To be able to tell a story through the use of instruments and voice.</p> <p>To be able to have control over instruments and voice when performing.</p> <p>To be able to follow rhythm and beat keeping in time.</p> <p>To be able to play a continually repeated musical phrase or rhythm. (ostinato)</p>	<p><b><u>Performing and composing</u></b></p> <p>To understand how a group is lead through a performance using simple hand gestures and graphic notation.</p> <p>To know that tuned instruments and voices can make different notes.</p> <p>To be able to compose a piece of music with a beginning, middle and end.</p> <p>To be able to choose the appropriate effects when composing a piece of music.</p> <p>To use appropriate musical instruments or vocal sounds to create specific effects.</p>
Spring Tell a tale & Wonderful world	<p><b><u>Composing</u></b></p> <p>To understand that a piece of music has a beginning, middle and end.</p> <p>To understand how the features of music can be used in the beginning, middle and end of a piece.</p> <p>To know that tuned instruments and voices can make different notes.</p> <p>To know which notes work well together.</p> <p>To be able to compose a piece of music with a beginning, middle and end.</p> <p>To be able to choose the appropriate effects when composing a piece of music.</p> <p>To use appropriate musical instruments or vocal sounds to create specific effects.</p> <p>To be able to compose short melodic patterns using tuned instruments.</p>	<p><b><u>Performing</u></b></p> <p>To understand how a group is lead through a performance using simple hand gestures and graphic notation.</p> <p>To know how to play tuned and untuned instruments appropriately.</p> <p>To know what an ostinato is. (Continually repeated musical phrase or rhythm).</p> <p>To be able to perform a melody using instruments or voice.</p> <p>To be able to tell a story through the use of instruments and voice.</p> <p>To be able to have control over instruments and voice when performing.</p> <p>To be able to respond to hand gestures and graphic notation when performing.</p> <p>To be able to lead a group through a performance using simple hand gestures and graphic notation.</p> <p>To be able to follow rhythm and beat keeping in time.</p> <p>To be able to play a continually repeated musical phrase or rhythm. (ostinato).</p>
Summer Amazing Animals & Interesting Investigation	<p><b><u>Appraising</u></b></p> <p>To know the names of some instruments.</p> <p>To know the sounds made by some specific instruments. To be able to identify specific features when listening to music. (dynamics, crescendo, decrescendo, pause)</p> <p>To be able to identify the changes in features during a piece of music. (dynamics, crescendo, decrescendo, timbre)</p> <p>To be able to identify the sounds in music made by specific instruments.</p> <p>To be able to evaluate their own work and give reasons.</p> <p>To understand what timbre, dynamics, crescendo, decrescendo and pause are.</p>	<p><b><u>Composing and performing</u></b></p> <p>To understand that a piece of music has a beginning, middle and end.</p> <p>To understand how the features of music can be used in the beginning, middle and end of a piece.</p> <p>To know that tuned instruments and voices can make different notes.</p> <p>To know which notes work well together.</p> <p>To understand how a group is lead through a performance using simple hand gestures and graphic notation.</p> <p>To know how to play tuned and untuned instruments appropriately.</p> <p>To know what an ostinato is. (continually repeated musical phrase or rhythm).</p> <p>To be able to compose a piece of music with a beginning, middle and end.</p> <p>To be able to choose the appropriate effects when composing a piece of music.</p> <p>To use appropriate musical instruments or vocal sounds to create specific effects.</p> <p>To be able to compose short melodic patterns using tuned instruments.</p> <p>To be able to perform a melody using instruments or voice.</p> <p>To be able to tell a story through the use of instruments and voice.</p> <p>To be able to have control over instruments and voice when performing.</p> <p>To be able to respond to hand gestures and graphic notation when performing.</p> <p>To be able to lead a group through a performance using simple hand gestures and graphic notation.</p> <p>To be able to follow rhythm and beat keeping in time.</p> <p>To be able to play a continually repeated musical phrase or rhythm. (ostinato)</p>

