
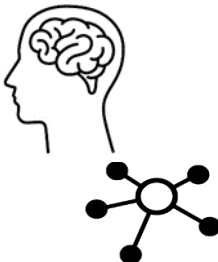


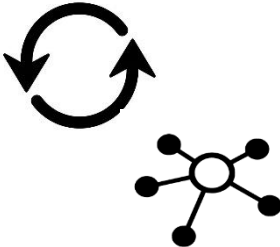
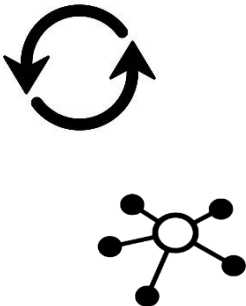
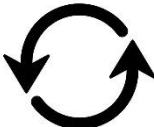
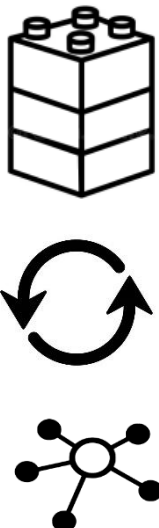




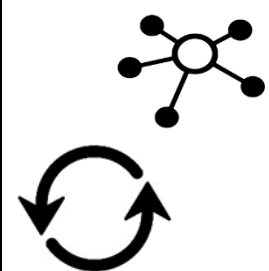
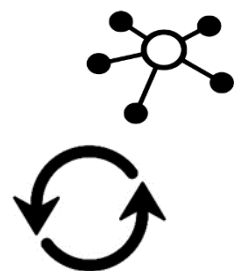





















## Whole school Music overview.





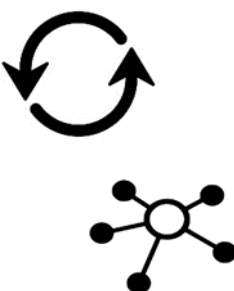
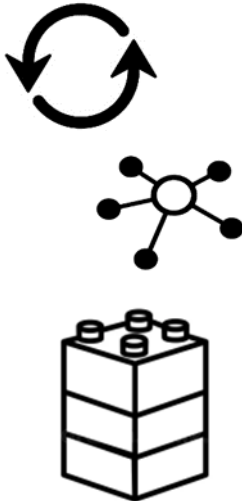


Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p><b>Exploring music through Play</b></p> <p>Explore a range of tunes and un-tuned instruments.</p> <p>Begin to listen with attention to sounds.</p> <p>Begin to repeat and sing simple songs and rhymes.</p> <p>Begin to follow copycat beats and pitch matching.</p> <p>Begin to follow the stop and start symbol.</p> <p>Begin to respond to music through movement.</p>	<p><b>Exploring music through Play</b></p> <p>Explore a range of tunes and un-tuned instruments.</p> <p>Begin to listen with attention to sounds.</p> <p>Begin to repeat and sing simple songs and rhymes.</p> <p>Begin to follow copycat beats and pitch matching.</p> <p>Begin to follow the stop and start symbol.</p>	<p><b>Exploring music through Play</b></p> <p>Sing and learn simple songs and rhymes with confidence and enjoyment.</p> <p>Begin to respond to sounds and music about how they feel.</p>  <p>Explore a range of tunes and un-tuned instruments.</p>	<p><b>Exploring music through Play</b></p> <p>Explore a range of tunes and un-tuned instruments.</p> <p>Begin to listen with attention to sounds.</p> <p>Begin to respond to sounds and music about how they feel.</p> <p>Sing and learn simple songs and rhymes with confidence and enjoyment.</p> <p>Follow copycat beats using pitch match and melody with confidence.</p>	<p><b>Exploring music through Play</b></p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Create their own songs or improvise a song around one they know.</p> 	<p><b>Exploring music through Play</b></p> <p>Explore a range of tunes and un-tuned instruments.</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Respond to music with movement with confidence and skill.</p> <p>Create their own songs or improvise a song around one they know.</p> <p>Play instruments with increasing</p>

















			<p>Begin to listen with attention to sounds. Begin to respond to music through movement with increasing confidence. Follow copycat beats using pitch match and melody with confidence. Respond to the stop and start symbol confidently.</p> 	<p>Respond to the stop and start symbol confidently.</p> 	<p>Explore a range of tunes and un-tuned instruments. Respond to music with movement with confidence and skill. Play instruments with increasing control to express their feelings and ideas.</p> 	<p>control to express their feelings and ideas.</p> 
Reception	<p><b>In Harmony Exploring music through Play</b> Explore a range of tunes and un-tuned instruments. Begin to listen carefully to rhymes</p>	<p><b>In Harmony Exploring music through Play</b> Explore a range of tunes and un-tuned instruments. Begin to listen carefully to rhymes</p>	<p><b>In Harmony Exploring music through Play</b> Explore a range of tunes and un-tuned instruments. Listen carefully to rhymes and songs and talk about how they</p>	<p><b>In Harmony Exploring music through Play</b> Explore a range of tunes and un-tuned instruments. Listen carefully to rhymes and songs and talk about how they</p>	<p><b>In Harmony Exploring music through Play</b> Explore a range of tunes and un-tuned instruments. Learn new rhymes and songs and confidently talk</p>	<p><b>In Harmony Exploring music through Play</b> Explore a range of tunes and un-tuned instruments. Learn new rhymes and songs and confidently talk</p>










	<p>and songs and how they sound. Be introduced to new musical vocabulary. Begin to move with grace and skill in response to music with support. Begin to pitch match and follow melody whilst singing with increasing independence. Sing songs in a group with adult support. Begin to make up on songs and music using instruments with adult support.</p> 	<p>and songs and how they sound. Be introduced to new musical vocabulary. Begin to move with grace and skill in response to music with support. Begin to pitch match and follow melody whilst singing with increasing independence. Sing songs in a group with adult support. Begin to make up on songs and music using instruments with adult support.</p> 	<p>sound with more confidence. Sing songs in a group independently.</p>  <p>Begin to use new musical vocabulary with support. Begin to move with grace and skill in response to music with increasing independence. Begin to pitch match and follow melody whilst singing with increasing independence. Begin to make up on songs and music using instruments with peers.</p>	<p>sound with more confidence. Sing songs in a group independently.</p>  <p>Begin to use new musical vocabulary with support. Begin to move with grace and skill in response to music with increasing independence. Begin to pitch match and follow melody whilst singing with increasing independence. Begin to make up on songs and music using instruments with peers.</p>	<p>about how they sound. Use new musical vocabulary with confidence and independence. Confidentially move with grace and support to music independently. Confidently pitch match and follow melody whilst singing with increasing independence. Sing songs in a group or solo independently and confidently. Begin to make up on songs and music using instruments independently.</p> 	<p>about how they sound. Use new musical vocabulary with confidence and independence. Confidentially move with grace and support to music independently. Confidently pitch match and follow melody whilst singing with increasing independence. Sing songs in a group or solo independently and confidently. Begin to make up on songs and music using instruments independently.</p> 
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Year 1	<p><b>In Harmony Music Programme</b> Playing simple pizzicato accompaniments to tunes. Can demonstrate copycat rhythms on all strings. Can recognise the string characters and connect these to the strings on the instrument. Can start and stop with the ensemble.</p> 	<p><b>In Harmony Music Programme</b> Playing simple pizzicato accompaniments to tunes. Can demonstrate copycat rhythms on all strings. Can recognise the string characters and connect these to the strings on the instrument. Can start and stop with the ensemble.</p>  	<p><b>In Harmony Music Programme</b> Playing simple doh-soh melodies pizzicato. Can improvise a simple four beat rhythm which can be copied by others. Can use flying pizzicato and hooked pizzicato. Can read and play simple rhythms on open strings with stick notation and colours.</p>  <p>Can have an awareness of the conductor.</p>	<p><b>In Harmony Music Programme</b> Playing simple doh-soh melodies pizzicato. Can improvise a simple four beat rhythm which can be copied by others. Can use flying pizzicato and hooked pizzicato. Can read and play simple rhythms on open strings with stick notation and colours. Can have an awareness of the conductor.</p> 	<p><b>In Harmony Music Programme</b> Playing simple doh-soh melodies Arco. Can improvise on open strings through call and response. Can play in an ensemble showing awareness of the audience. Can sight read music with the aid of colours and characters.</p>  	<p><b>In Harmony Music Programme</b> Playing simple doh-soh melodies Arco. Can improvise on open strings through call and response. Can play in an ensemble showing awareness of the audience. Can sight read music with the aid of colours and characters.</p>  







						
Year 2	<p><b>In Harmony Music Programme</b>  Can play open string tunes across 2 strings both pizzicato and bowed.  Can recognise open strings on the stave.  Can have an awareness of playing as a group.  Can play with a relaxed, natural bow action on one string.</p> 	<p><b>In Harmony Music Programme</b>  Can play open string tunes across 2 strings both pizzicato and bowed.  Can recognise open strings on the stave.  Can have an awareness of playing as a group.  Can play with a relaxed, natural bow action on one string.</p> 	<p><b>In Harmony Music Programme</b>  Can begin to have an awareness of bow techniques.  Can recognise the clef and time signature on the stave.</p>  <p>Can bow a variety of different rhythms on open string.  Can learn the use of basic dynamics and follow the conductors lead on loud and soft playing.</p>	<p><b>In Harmony Music Programme</b>  Can begin to have an awareness of bow techniques.  Can recognise the clef and time signature on the stave.</p>  <p>Can bow a variety of different rhythms on open string.  Can learn the use of basic dynamics and follow the conductors lead on loud and soft playing.</p>	<p><b>In Harmony Music Programme</b>  Can begin to understand the left hand position and 1st finger playing.</p>  <p>Can understand line and space notes.  Can improvise rhythms on open strings independently by call and response.  Can play natural harmonics accurately.  Can have a sense of occasion within a performance.</p>	<p><b>In Harmony Music Programme</b>  Can begin to understand the left hand position and 1st finger playing.</p>  <p>Can understand line and space notes.  Can improvise rhythms on open strings independently by call and response.  Can play natural harmonics accurately.  Can have a sense of occasion within a performance.</p>

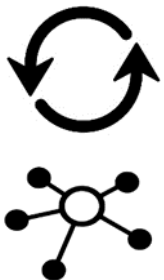
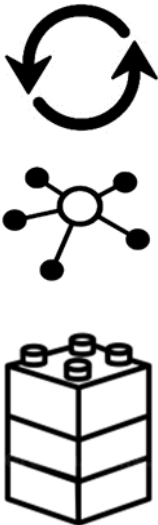
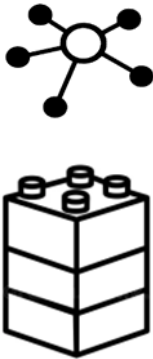

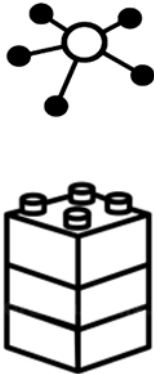
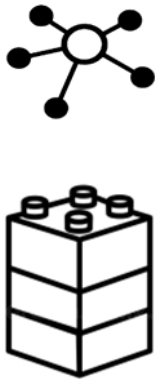
						
Year 3	<p><b>In Harmony Music Programme</b>            Play one and two octave scales in major and natural minor keys.            To take part in at least three ensemble performances per year with an awareness of an audience.            Begin to build the confidence required to play a solo or a small group performance.</p>	<p><b>In Harmony Music Programme</b>            Play one and two octave scales in major and natural minor keys.            To take part in at least three ensemble performances per year with an awareness of an audience.            Begin to build the confidence required to play a solo or a small group performance.</p>	<p><b>In Harmony Music Programme</b>            Begin to play semiquaver groupings.            Begin to build the confidence required to play a solo or a small group performance.</p>  <p>Recognise open strings on the stave and be able to follow</p>	<p><b>In Harmony Music Programme</b>            Begin to play semiquaver groupings.            Begin to build the confidence required to play a solo or a small group performance.</p> 	<p><b>In Harmony Music Programme</b>            Begin to play compound time and dotted rhythms.            Begin to play using accurate string crossing, uneven bow patterns and slurs.            Begin to build the confidence required to play a solo or a small group performance.</p>	<p><b>In Harmony Music Programme</b>            Begin to play compound time and dotted rhythms.            Begin to play using accurate string crossing, uneven bow patterns and slurs.            Begin to build the confidence required to play a solo or a small group performance.</p>










	 <p>Consolidate major scale playing and melodies in the open string keys. Read from the stave with colours with the aid of numbers. Play more complex repertoire, including rounds. Have the ability to improvise within compound and simple time.</p>  	  <p>Consolidate major scale playing and melodies in the open string keys. Read from the stave with colours with the aid of numbers. Play more complex repertoire, including rounds. Have the ability to improvise within compound and simple time.</p> 	<p>stepwise changes in pitch. Play more complex repertoire, including Ostinato. Improvise within a major pentatonic scale. Build further on listening to intonation, low second finger position and relaxed left hand position.</p>  	<p>Recognise open strings on the stave and be able to follow stepwise changes in pitch. Play more complex repertoire, including Ostinato. Improvise within a major pentatonic scale. Build further on listening to intonation, low second finger position and relaxed left hand position.</p>  	 <p>Can read, write and understand more complex rhythms and articulation such as slurs and staccato. Gain a wider understanding of phrasing as an ensemble including crescendo and diminuendo. Improvise call and response phrases and question and answer phrases.</p>  	  <p>Can read, write and understand more complex rhythms and articulation such as slurs and staccato. Gain a wider understanding of phrasing as an ensemble including crescendo and diminuendo. Improvise call and response phrases and question and answer phrases.</p> 
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Year 4	<p><b>In Harmony Music Programme</b> Begin to take part in solo performances and performances out of school.</p>   <p>Play repertoire confidently in the first position in the</p>	<p><b>In Harmony Music Programme</b> Begin to take part in solo performances and performances out of school.</p>  <p>Play repertoire confidently in the first position in the keys of (open string major keys and natural minor keys starting 1st finger).</p>	<p><b>In Harmony Music Programme</b> Begin to develop stage presence - introducing pieces, receiving applause by standing/bowing.</p>  <p>Consolidate major/minor scale melodies with more complex string crossing and slurs. Understanding of the elements of notated music - clef, time</p>	<p><b>In Harmony Music Programme</b> Begin to develop stage presence - introducing pieces, receiving applause by standing/bowing.</p>   <p>Consolidate major/minor scale melodies with more</p>	<p><b>In Harmony Music Programme</b> Can begin to depend less on vocal instructions and instead follow conductor's visual signs for starting, stopping. Can compose a short melody for their own instrument and notate on the stave with the use of answering phrase or motif. Begin to have an awareness of playing in less formal occasions,</p>	<p><b>In Harmony Music Programme</b> Can begin to depend less on vocal instructions and instead follow conductor's visual signs for starting, stopping. Can compose a short melody for their own instrument and notate on the stave with the use of answering phrase or motif. Begin to have an awareness of playing in less formal occasions,</p>

	<p>keys of (open string major keys and natural minor keys starting 1st finger). Identify and notate open string notes on stave and follow step-wise changes in pitch, referring to letter names or finger numbers. Can play in parts without backing track through rounds or simple 3 or 4 part writing. Can improvise with increased confidence and intention.</p> 	<p>Identify and notate open string notes on stave and follow step-wise changes in pitch, referring to letter names or finger numbers. Can play in parts without backing track through rounds or simple 3 or 4 part writing. Can improvise with increased confidence and intention.</p>  	<p>signature, barlines, key signature. Can switch attention between sheet music, conductor, other children and own instrument. Can improvise maintaining a strong beat and an awareness of tonality and style.</p>  	<p>complex string crossing and slurs. Understanding of the elements of notated music - clef, time signature, barlines, key signature. Can switch attention between sheet music, conductor, other children and own instrument. Can improvise maintaining a strong beat and an awareness of tonality and style.</p>  	<p>background music or accompanying dancers.</p>  <p>Increased use of semiquaver groupings, compound time and dotted rhythms. Recognising slurs and dynamic markings - ff, f, mf, mp, p, pp.</p>  	<p>background music or accompanying dancers.</p>  <p>Increased use of semiquaver groupings, compound time and dotted rhythms. Recognising slurs and dynamic markings - ff, f, mf, mp, p, pp.</p>  
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Year 5	<p><b>In Harmony Music Programme</b>            Play repertoire including sharpened 3rd finger (for example A major 2 octaves) and including low first finger (for example B flat.            Understand further elements of notated music such as tempo markings more complex directions for example 1st and 2nd time bars, different value rests, tied notes and pauses.            Have an awareness of longer notes that last more than one bow.            Can improvise within a melody and with specific parameters.            Develop performances including different</p>	<p><b>In Harmony Music Programme</b>            Play repertoire including sharpened 3rd finger (for example A major 2 octaves) and including low first finger (for example B flat.            Understand further elements of notated music such as tempo markings more complex directions for example 1st and 2nd time bars, different value rests, tied notes and pauses.            Have an awareness of longer notes that last more than one bow.            Can improvise within a melody and with specific parameters.            Develop performances including different</p>	<p><b>In Harmony Music Programme</b>            Begin to gain more confidence in reading without the aid of colours and numbers.</p>  <p>During ensemble consolidate melodies in keys from level 4*            Have an awareness that all instruments can have the melody, so repertoire that passes the tune around the group.            To be able to play and enjoy chamber music.            Can improvise with the ability to maintain strong beat and consistent sense of tonality and style.            Performance with confidence in different locations and to different audiences.</p>	<p><b>In Harmony Music Programme</b>            Begin to gain more confidence in reading without the aid of colours and numbers.</p>   <p>During ensemble consolidate melodies in keys from level 4*            Have an awareness that all instruments can have the melody, so repertoire that passes the tune around the group.            To be able to play and enjoy chamber music.            Can improvise with the ability to maintain strong beat</p>	<p><b>In Harmony Music Programme</b>            To be able to follow a sub-divided beat.            To be able to read notes with low and high ledger lines.</p>  <p>Play confidently in ensemble in more complex time signatures.            To be aware of intonation and listening within their section.            Can compose a melody for their own and other instruments and notate on the stave with assistance.            Play in side-by-side performances.            Develop stage presence - introducing pieces,</p>	<p><b>In Harmony Music Programme</b>            To be able to follow a sub-divided beat.            To be able to read notes with low and high ledger lines.</p>   <p>Play confidently in ensemble in more complex time signatures.            To be aware of intonation and listening within their section.            Can compose a melody for their own and other instruments and</p>
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	<p>styles and occasions.</p> 	<p>styles and occasions.</p> 		<p>and consistent sense of tonality and style. Performance with confidence in different locations and to different audiences.</p> 	<p>receiving applause by standing/bowing. Developing resilience to errors.</p> 	<p>notate on the staff with assistance. Play in side-by-side performances. Develop stage presence - introducing pieces, receiving applause by standing/bowing. Developing resilience to errors.</p> 
Year 6	<p><b>In Harmony Music Programme</b> Play a repertoire including B flat major, F major and harmonic minors starting on open strings.</p>	<p><b>In Harmony Music Programme</b> Play a repertoire including B flat major, F major and harmonic minors starting on open strings.</p>	<p><b>In Harmony Music Programme</b> Can read notation without the aid of colours and numbers. Play melodic repertoire that has contrapuntal features</p>	<p><b>In Harmony Music Programme</b> Can read notation without the aid of colours and numbers. Play melodic repertoire that has contrapuntal features</p>	<p><b>In Harmony Music Programme</b> Play more complicated rhythms and explore music in irregular time</p>	<p><b>In Harmony Music Programme</b> Play more complicated rhythms and explore music in irregular time</p>

	<p>Have an awareness that all instruments can have the melody, so repertoire that passes the tune around the group. Understand and read notation without the aid of colour markings. Play in positions other than first position (cello thumb position).</p>  <p>Have an awareness of longer notes that last more than one bow.</p>	<p>Have an awareness that all instruments can have the melody, so repertoire that passes the tune around the group. Understand and read notation without the aid of colour markings. Play in positions other than first position (cello thumb position).</p>  <p>Have an awareness of longer notes that last more than one bow.</p>	<p>(being able to play a simple rhythmic accompaniment part as well as the melody). Maintain a strong beat and consistent sense of tonality and style with an awareness of ornamentation and variation with appropriate styles. Continue to develop bow techniques such as hooked bowing, martele, longer slurs, accents, and open string double stops.</p>  	<p>(being able to play a simple rhythmic accompaniment part as well as the melody). Maintain a strong beat and consistent sense of tonality and style with an awareness of ornamentation and variation with appropriate styles. Continue to develop bow techniques such as hooked bowing, martele, longer slurs, accents, and open string double stops.</p>  	<p>signatures with time signature changes. Understand further elements of notated music such as coda, dal segno. Compose a melody for their own and other instruments and notate on the stave with assistance. Take part in ABRSM examinations if requested.</p>   <p>Read and follow bowing markings. Continue to develop bow techniques such as hooked bowing, martele, longer slurs, accents, and</p>	<p>signatures with time signature changes. Understand further elements of notated music such as coda, dal segno. Compose a melody for their own and other instruments and notate on the stave with assistance. Take part in ABRSM examinations if requested.</p>  <p>Read and follow bowing markings. Continue to develop bow techniques such as hooked bowing, martele, longer slurs, accents, and open string double stops.</p>
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	<p>Improvise within a melody and with specific parameters, fitting in with a structure and key. Recognise and acknowledge the emotions associated with performing.</p>  	<p>Improvise within a melody and with specific parameters, fitting in with a structure and key. Recognise and acknowledge the emotions associated with performing.</p>  			<p>open string double stops. Reflect upon performances positively.</p>   <p>Composing and creating a leavers song and music video.</p> 	<p>Reflect upon performances positively.</p>   <p>Composing and creating a leavers song and music video.</p> 
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