In **Year 4:**

* Use notation to record compisitions in a small group or individually
* Work by yourself to create a composition without instruments, using resources at home or body percussion

In **Year 3:**

* Create repeated patterns with different instruments
* Recognise the work of at least one famous composer
* Combine different sounds to create a specific mood or feeling
* Improve my work, explaining how it has been improved
* Follow instructions about when to play and sing

In **Year 1:**

* Use instruments to perform and choose sounds to represent different things

**CURRICULUM OVERVIEW**



**Autumn 1...be amazed...**

**Subject:** Music

* Analyse features within different pieces of music
* Research music composers through the ages and how people’s attitudes and opinions towards music have changed

In **Year 5:**

* Music linked to Curriculum topic of rainforests
* Perform simple patterns and accompaniments keeping a steady pulse

In **Year 6**:

* Learn the vocabulary needed to be able to analyse features in music e.g. pitch, volume, tempo, rhythm, dynamics.

In **Year 2:**

* Play simple rhythmic patterns on an instrument

**How this document is structured:**

In case of a bubble or school closure, each box is divided into two sections

–**offline (in-school) and online (remote)**

Subject leaders have identified the knowledge, skills and understanding that can be covered remotely, with a focus on lower order procedural/fluency content. Higher order learning will be delivered at school. In the event of a full school closure, higher order learning will be delivered via pre-recorded videos.

Where there are no school or bubble closures, all objectives will be covered in school.

In **Early Years**, our music education is covered through the different areas in our Early Years Framework, in particular through the ‘**Expressive arts and design”** strand

**In Pre-School,** children show attention to sounds and music, responding emotionally and physically to music, moving and dancing.

**In Nursery,** children develop the ability to remember and sing entire songs. They can sing the pitch of a tone sung by another person and create their own songs.

**In Reception,** children listen attentively, move to and talk about music, expressing their feelings and responses. They may sing in a group or on their own, matching pitch and following melodies.