



Whole School Music Overview 2026-2027

Year 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Music	Sounds Interesting <u>Unit Aim:</u> To develop children's ability to identify different sounds and to change and use sounds expressively in response to a stimulus. To understand that voice and instruments can make different sounds. To recognise that untuned percussion instruments make by sound alone Move and respond to recorded music expressively. Recognise 6 different kinds of instruments by sound alone. Use knowledge of sounds to add sound effects to a known story.		<u>The long and the short of it</u> <u>Unit Aim:</u> To develop children's ability to discriminate between longer and shorter sounds, and to use them to create interesting sequences of sound. To understand that some instruments make long sounds, some make short sounds and some can make either. To follow a plan to play a piece with a partner with long and short sounds. To use long and short sounds to make an interesting sequence of sounds. To recognise long and short sounds in recorded music		<u>Exploring Pulse and Rhythm</u> <u>Unit Aim:</u> To develop children's ability to recognise and play rhythms from known songs with a sense of pulse. To follow the rhythm of recorded music accurately using finger walking and then dancing To copy rhythms accurately To play rhythm of known song accurately To play and sing a known song in two parts with a sense of pulse To recognise the difference between pulse and rhythm in recorded music	



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Year 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Music	<u>So/Mi</u>		<u>Playing with Sound</u>		<u>Reading Rhythms</u>	
	Unit Aim: To discriminate between higher and lower sounds and understand the So/Mi interval		Unit Aim: To develop children's ability to recognise different ways sounds are made and how they can be changed.		Unit Aim: To develop children's ability to read and play rhythms confidently and explore the mood of recorded music.	
	To hear the difference between So and Mi when played or sung together		To play different sounding instruments from symbols		To play a 4-phrase <i>Ta and Ti-Ti</i> rhythm accurately on claves	
	To improvise satisfactory short musical phrases using So and Mi chime bars		To identify how a piece of music has changed		To say how a recorded piece makes them feel	
	To understand the difference between higher and lower sounds		To move in an agreed way to different sounds and adapt the movement to the way it is played follow hand signs to play different pitches		To play a rhythm using <i>Ta and Ti-Ti</i> beats accurately in 4 parts	
	To discriminate between higher and lower sounds and understand the So/Mi interval		To play instruments in different ways to musically illustrate a story and notate using symbols.		To accompany a known song	
	To respond to a piece of music with higher and lower sounds with visual art					



Grove Primary School

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Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Music	<u>Animal Magic</u>		<u>Rhythm Patterns and Structure</u>		<u>Make it your own</u>	
	Unit Aim: To develop children's ability to create, rehearse and perform a short, descriptive composition and continue to extend rhythm and pitch understanding.		Unit Aim: To develop children's ability to play simple rhythmic patterns and perform them from rhythm notation.		Unit Aim: To develop pupils' ability to explore new ways of performing a known song	
	To understand that voices and instruments can be used in different ways to make sounds to represent animals To learn to choose and use instruments to make animal sound effects To understand how sound effects can be made into a piece of music and used to tell a story		To play the rhythms of a known song on body percussion To work out & write the rhythm notation of one line of a known song To make up a movement piece in pairs to a given structure To play a given piece accurately in pair To compose a rhythm ostinato piece in a group and perform it to the class		To play the pulse in different ways to a known chant Use word rhythms as an ostinato To find the tunes of known songs on tuned instruments given the starting note To think of & explore new ways of performing a known song To make a group performance of a song	



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Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Music	<u>Pentatonic Music</u>		<u>Painting with Sound</u>		<u>Playground songs</u>	
	<u>Unit Aim:</u> To develop children's ability to recognise and use pentatonic scales and to work with 4 x 4 rhythmic phrase (4 bars of 4 beats)		<u>Unit Aim:</u> To develop children's ability to create, perform, and analyse expressive compositions and extend their sound vocabulary.		<u>Unit Aim:</u> To develop pupils' ability to adapt and perform playground songs.	
	To understand the term Pentatonic		To understand that music can describe a picture		To add and perform a second verse to a known playground song	
	To find pentatonic song tunes on tuned instruments		To choose a picture that they can explore musically and explain to the class		To share playground games and divide them into different types	
	To understand and improvise a 4 bar rhythm		To work in pairs to illustrate a picture musically		To work together to perform a complex playground song	
	To add a pentatonic tune to a 4 bar rhythm		To work in a group to compose a piece of music based on a picture		To extend a known playground song and perform to class	
	To improve last week's work and perform		To perform a carefully planned and finished group composition		To compose a playground song in a small group	



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Year 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Music	<u>Cyclic Music</u> Unit Aim: To develop children's ability to perform rhythmic patterns confidently and with a strong sense of pulse. To understand what cyclic music is To make up and write down a 4X4 rhythmic phrase and play it accurately To play a class cyclic piece accurately and to understand how improvising can be played over a cyclic pattern To play a repeated pattern in 7 time To practice and complete this unit's work		<u>Harmony</u> Unit Aim: - To develop pupils' ability to sing and play music in 2-3 parts and transfer known songs to tuned instruments To understand how songs can be sung in 2 parts using rounds To add drones and ostinatos to known songs and understand the construction process To understand various ways songs can be sung in two or three parts To find and play a round accurately on tuned instrument. To work in a group to perform a song in 2 parts.		<u>Staff Notation</u> Unit Aim: To develop pupils' ability to read staff notation. To write down a 4X4 rhythmic phrase and play it accurately. To write notes on the stave of the treble clef sufficiently to notate simple songs and short pieces of music, written by myself or other people. To read/clap rhythm notation cards in compound time with quavers, dotted crotchets and dotted crotchet rests.	

Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Music	<u>Compound Time</u> Unit Aim: To develop pupils' ability to write and notate a song in compound time To sing do/re/mi/fa/so/la/ti phrases following teacher's hand signs. To sing a song in compound time. To create new lyrics to a known song in compound time. To sing a song from the Medieval, Renaissance, and Baroque Period of Western Classical Music. To explore using ornaments in songs. To sing songs in Monophony and Homophony.	<u>Music through the ages</u> Unit Aim: To develop pupils' ability to recognise and engage with music from different historic periods To work out the structure of a varied range of recorded music. To listen to music in compound time and distinguish between simple and compound recorded music. To listen critically to Medieval, Renaissance, Baroque, Classical, Romantic, and 20th Century music. I recognise the association of Western Classical Music with historic periods.	<u>Musical Genres</u> Unit Aim: To develop pupils' ability to recognise and engage with music from different historic periods and genres. To explore and recognise music from six periods of the Western Classical Music Timeline. To listen to music in compound time and can distinguish between simple and compound recorded music. Critically respond to Medieval, Renaissance, Baroque, Classical, Romantic, and 20th Century music. I recognise the association of Western Classical Music with historic periods.
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