



The Leys Primary School Subject Overview for Music - 2023-24
(Based on the Charanga MMC Scheme)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS						
Key Skills	<p>I am aware of lots of different sounds that are all around me. (eg washing machine, clock ticking, birds singing etc)</p> <p>I move my body to music, (not necessarily with the beat.)</p> <p>I explore making various different sounds with my voice/ mouth (eg imitating a police car, Sliding up and</p>	<p>I explore and experiment with "found" sounds in my environment. (eg hitting a pan with a wooden spoon, shaking a box of rice etc)</p> <p>I can hear/ begin to understand the difference between a speaking voice and a singing voice.</p> <p>I join in learning songs for our class Nativity sometimes using my singing voice and take part in a performance to an audience.</p>	<p>I can sing a wide range of nursery rhymes and begin to sing songs to myself / in a small group, sometimes using my singing voice.</p> <p>I can join in with actions in songs I know well, (eg. heads, shoulders, knees and toes)</p> <p>I can make a very basic instrument out of junk to shake or tap. (eg.</p>	<p>Adults copy my patterns (rhythms) and I begin to copy their patterns too. Eg How many sounds in the pattern? Does it have some long slow sounds and some really short quick sounds?</p> <p>I sing a wider range of nursery rhymes and action songs. I am now copying actions more confidently and accurately I can perform actions at the appropriate time with several songs I know. (eg touching</p>	<p>I show enjoyment when singing or playing sounds and instruments.</p> <p>I can suggest some sound effects to use to help tell a story.</p> <p>I begin to be more selective about which sounds I choose to make to match with characters/events in a story or a song. And I can say why I chose that sound. (eg. I chose to squeak in a high, quiet voice for the mouse because he is</p>	<p>My early music skills are all improving and my confidence in performing with my friends is growing.</p> <p>I am aware that we must take turns in singing and share instruments.</p> <p>I sing for my own pleasure sometimes whilst I am doing other activities, sometimes just making up a song or playing with my voice.</p> <p>I am starting to pitch match 2-3 notes (la, sol, me) in</p>

	<p>down with my voice (sirening)</p> <p>I try to join in with a range of songs with the whole class, including some Nursery rhymes.</p> <p>I begin to focus and listen to others, waiting for my turn.</p>		<p>put beads in a yoghurt pot, elastic bands around a cardboard box.</p> <p>I explore and experiment with "found" sounds and various basic classroom instruments, finding ways to change their sound - loud/quiet, fast/ slow.</p>	<p>head, shoulders, knees, and toes. Some pupils are beginning to jump, tap, clap etc on the beat)</p> <p>I can physically show an awareness of the beat in music for a short while where the beat in the song is obvious.</p>	<p>little and doesn't make much noise. I chose to play lots of fast sounds on the loud drum for the bear because he growls loudly and is scary.)</p>	<p>my singing (if I find this difficult the teacher will match my notes) I know the difference in my voice when speaking or singing</p> <p>I remember the lyrics of several songs and my repertoire is increasing.</p> <p>I chose to play a specific instrument for a reason and am happy "doodling" with sound (pre-composition skills)</p>
Key subject links	Phonics Personal, Social Emotional Development	Christmas Nativity - Understanding the World Communication and Language	Expressive Arts and Design	Expressive Arts and Design Physical development	Expressive Arts and Design Literacy/Reading	Expressive Arts and Design
Key Vocabulary & Concept	Sound(s), songs, music, sirening, joining in, (lyrics of	Hear, listen, "found sounds," speaking voice, singing voice,	Tap, shake, making, junk, instrument(s), changing sounds,	Long, short, notes, beat, rhythm, in time, actions, clap,	Story, sound effects, high, low, match, character,	Doodling with sound, making up, songs, words, share, take

	the songs too) Take turns, wait, share	practising, performance	loud, quiet, fast, slow, explore, find out, try out	tap, pat, jump, click, bend, stretch. Names of body parts. (eg head, toes)	Why? choose Instrument names - drum, tambourine, triangle, shakers, sticks, etc	turns, choose, instruments, speaking voice, singing voice, pitch matching, confidence
The Leys Pathways	Explore, Communicate, Care	Explore, Communicate, Care	Explore, Communicate, Care	Explore, Communicate, Care	Explore, Communicate, Care	Explore, Communicate, Care
Year 1	My Musical Heartbeat	Dance, Sing and Play	Exploring Sounds	Learning to Listen	Having fun with Improvisation	Explore Sound and Make a Story
Key Skills	Finding the pulse of a piece of music. Moving in time to a steady beat. Knowing the difference between high and low pitch. Performing pitched patterns on tuned instruments (glockenspiels). Knowing the difference between short (crotchet) and long (minim) sounds. Describing what a song is about - is there a story? Copying song actions	Using body percussion (e.g. clapping, tapping, walking) to maintain a steady beat Performing copycat rhythms accurately, led by a teacher, containing minim, crotchet and quaver lengths. Performing pitched patterns on tuned instruments. Performing word-pattern chants to recognise rhyme patterns. Singing songs in	Using body percussion (e.g. clapping, tapping, walking) to maintain a steady beat Performing copycat rhythms accurately, led by a teacher, containing minim, crotchet and quaver lengths. Performing pitched patterns on tuned instruments (glockenspiels). Performing word-pattern chants to recognise rhyme patterns.	Using body percussion (e.g. clapping, tapping, walking) to maintain a steady beat Performing copycat rhythms accurately, led by a teacher, containing minim, crotchet and quaver lengths. Performing pitched patterns on tuned instruments (glockenspiels). Performing word-pattern chants to recognise rhyme patterns.	Using body percussion (e.g. clapping, tapping, walking) to maintain a steady beat Performing copycat rhythms accurately, led by a teacher, containing minim, crotchet and quaver lengths. Performing pitched patterns on tuned instruments (glockenspiels). Performing word-pattern chants to recognise rhyme patterns.	Using body percussion (e.g. clapping, tapping, walking) to maintain a steady beat Performing copycat rhythms accurately, led by a teacher, containing minim, crotchet and quaver lengths. Performing pitched patterns on tuned instruments (glockenspiels). Performing word-pattern chants to recognise rhyme patterns.

	from a leader.	unison as a class.	Singing songs in unison as a class.	Singing songs in unison as a class.	Singing songs in unison as a class. Improvising complementary harmonies for a melody.	Singing songs in unison as a class. Improvising complementary harmonies for a melody.
Key subject links	Phonics	Phonics	Phonics	Phonics	Phonics	Phonics
Key Vocabulary & Concept	1. Glockenspiel 2. Pulse 3. Rhythm: 3.1 Long (minims) 3.2 Short (crotchets) 4. Pitch: 4.1 C 4.2 D 4.3 E 4.4 F 4.5 G 4.6 Rising 4.7 Falling	3. Rhythm 3.1 Minims 3.2 Crotchets 3.3 Quavers 4. Pitch: 4.1 C 4.2 D 4.3 E 4.4 F 4.5 G 4.8 F# 4.9 A	4. Pitch: 4.1 C 4.2 D 4.3 E 4.4 F 4.5 G 4.8 F# 4.9 A 5. Tempo 5.1 Fast 5.2 Slow 6. Dynamics	4. Pitch: 4.1 C 4.2 D 4.3 E 4.4 F 4.5 G 4.8 F# 4.9 A 6. Dynamics 6.1 Loud 6.2 Quiet 7. Structure	4. Pitch: 4.1 C 4.2 D 4.3 E 4.4 F 4.5 G 4.8 F# 4.9 A 7. Structure 7.1 Verse 7.2 Chorus	4. Pitch: 4.1 C 4.2 D 4.3 E 4.4 F 4.5 G 4.8 F# 4.9 A 7. Structure 7.3 Question and Answer 7.4 Copyback/ Echo
SMSC and British Values	Cultural - Through the listening to music from a diverse range of cultural backgrounds Mutual Respect and Tolerance of those with different faiths and beliefs - Through listening to music from a variety of cultures					
Global Goals and School values	Inclusivity - How can we make friends when we sing together?	Respect - How does music tell stories about the past?	Aspiration/ Empowerment - How does music make the world a better	Respect - How does music help us to understand our neighbours?	Empowerment - What songs can we sing to help us through the day?	Empathy - How does music teach us about looking after our planet?

			place?			
The Leys Pathways	Explore, Communicate, Care	Explore, Communicate, Care	Explore, Communicate, Care	Explore, Communicate, Care	Explore, Communicate, Care	Explore, Communicate, Care
Year 2	Pulse, Rhythm and Pitch	Playing in an Orchestra	Inventing a Musical Story	Recognising Different Sounds	Exploring Improvisation	Our Big Concert
Key Skills	Using body percussion (e.g. clapping, tapping, walking) to maintain a steady beat and to perform copycat rhythms accurately, led by a teacher, containing minim, crotchet and quaver lengths. Performing pitched patterns on tuned instruments and by singing. Performing word-pattern chants to recognise rhyme patterns. Singing songs and saying rhythmic words in unison as a class.	Using body percussion (e.g. clapping, tapping, walking) to maintain a steady beat and to perform copycat rhythms accurately, led by a teacher, containing minim, crotchet and quaver lengths. Performing pitched patterns on tuned instruments and by singing. Performing word-pattern chants to recognise rhyme patterns. Singing songs and saying rhythmic words in unison as a class.	Using body percussion (e.g. clapping, tapping, walking) to maintain a steady beat and to perform copycat rhythms accurately, led by a teacher, containing minim, crotchet and quaver lengths. Performing pitched patterns on tuned instruments and by singing. Performing word-pattern chants to recognise rhyme patterns. Singing songs and saying rhythmic words in unison as a class.	Using body percussion (e.g. clapping, tapping, walking) to maintain a steady beat and to perform copycat rhythms accurately, led by a teacher, containing minim, crotchet and quaver lengths. Performing pitched patterns on tuned instruments and by singing. Performing word-pattern chants to recognise rhyme patterns. Singing songs and saying rhythmic words in unison as a class.	Using body percussion (e.g. clapping, tapping, walking) to maintain a steady beat and to perform copycat rhythms accurately, led by a teacher, containing minim, crotchet and quaver lengths. Performing pitched patterns on tuned instruments and by singing. Performing word-pattern chants to recognise rhyme patterns. Singing songs and saying rhythmic words in unison as a class.	Using body percussion (e.g. clapping, tapping, walking) to maintain a steady beat and to perform copycat rhythms accurately, led by a teacher, containing minim, crotchet and quaver lengths. Performing pitched patterns on tuned instruments and by singing. Performing word-pattern chants to recognise rhyme patterns. Singing songs and saying rhythmic words in unison as a class.

	Improvising a simple answer to a played melody. Recognising a time signature and using this to begin grouping notes together in sets of 4, showing this by varying the type of body percussion used (e.g. knee tapping 1st note and clapping next 3 notes).	Improvising a simple answer to a played melody. Recognising a time signature and using this to begin grouping notes together in sets of 2 or 4, showing this by varying the type of body percussion used (e.g. knee tapping 1st note and clapping next 3 notes).	Improvising a simple answer to a played melody. Recognising a time signature and using this to begin grouping notes together in sets of 2 or 4, showing this by varying the type of body percussion used (e.g. knee tapping 1st note and clapping next 3 notes).	Improvising a simple answer to a played melody. Recognising a time signature and using this to begin grouping notes together in sets of 2 or 4, showing this by varying the type of body percussion used (e.g. knee tapping 1st note and clapping next 3 notes).	Improvising a simple answer to a played melody. Recognising a time signature and using this to begin grouping notes together in sets of 2 or 4, showing this by varying the type of body percussion used (e.g. knee tapping 1st note and clapping next 3 notes).	Improvising a simple answer to a played melody. Recognising a time signature and using this to begin grouping notes together in sets of 2,3 or 4, showing this by varying the type of body percussion used (e.g. knee tapping 1st note and clapping next 3 notes).
Key subject links	Phonics	Phonics	Phonics	Phonics	Phonics	Phonics
Key Vocabulary & Concept	2.1 Time Signature 2.1.1 4/4 4. Pitch: 4.1 C 4.2 D 4.3 E 4.4 F 4.5 G 4.8 F# 4.9 A 6.1 Loud (forte) 6.2 Quiet (piano)	2.1 Time Signature 2.1.2 2/4 4. Pitch: 4.1 C 4.2 D 4.3 E 4.4 F 4.5 G 4.8 F# 4.9 A 4.10 Bb 4.11 B	4. Pitch: 4.1 C 4.2 D 4.3 E 4.4 F 4.5 G 4.8 F# 4.9 A 4.10 Bb 4.11 B 8.2 A Minor 8.3 Sharps	4. Pitch: 4.1 C 4.2 D 4.3 E 4.4 F 4.5 G 4.8 F# 4.9 A 4.10 Bb 4.11 B Reinforce all other previously learned	4. Pitch: 4.1 C 4.2 D 4.3 E 4.4 F 4.5 G 4.8 F# 4.9 A 4.10 Bb 4.11 B 8.5 G Major 9.2 Band	2.1 Time Signature 2.1.3 3/4 4. Pitch: 4.1 C 4.2 D 4.3 E 4.4 F 4.5 G 4.8 F# 4.9 A 4.10 Bb 4.11 B

Year 4	Musical Structures	Exploring Feelings When You Play	Compose with Your Friends	Feelings Through Music	Expression and Improvisation	The Show Must Go On
Key Skills	<p>Using body percussion (e.g. clapping, tapping, walking) to maintain a steady beat and to perform copycat rhythms accurately, led by a teacher, containing minim, crotchet, dotted crotchet and quaver lengths.</p> <p>Performing pitched patterns on instruments and by singing.</p> <p>Performing word-pattern chants to recognise rhyme patterns.</p> <p>Singing songs and saying rhythmic words in unison as a class.</p> <p>Improvising a simple answer to a played melody.</p> <p>Recognising a time</p>	<p>Using body percussion (e.g. clapping, tapping, walking) to maintain a steady beat and to perform copycat rhythms accurately, led by a teacher, containing minim, crotchet, dotted crotchet, quaver and semiquaver lengths.</p> <p>Performing pitched patterns on instruments and by singing.</p> <p>Performing word-pattern chants to recognise rhyme patterns.</p> <p>Singing songs and saying rhythmic words in unison as a class.</p> <p>Improvising a simple answer to a played melody.</p>	<p>Using body percussion (e.g. clapping, tapping, walking) to maintain a steady beat and to perform copycat rhythms accurately, led by a teacher, containing minim, crotchet, dotted crotchet, quaver and semiquaver lengths.</p> <p>Performing pitched patterns on instruments and by singing.</p> <p>Performing word-pattern chants to recognise rhyme patterns.</p> <p>Singing songs and saying rhythmic words in unison as a class.</p> <p>Improvising a simple answer to a played melody.</p>	<p>Using body percussion (e.g. clapping, tapping, walking) to maintain a steady beat and to perform copycat rhythms accurately, led by a teacher, containing minim, crotchet, dotted crotchet, quaver, and semiquaver lengths.</p> <p>Performing pitched patterns on instruments and by singing.</p> <p>Performing word-pattern chants to recognise rhyme patterns.</p> <p>Singing songs and saying rhythmic words in unison as a class.</p> <p>Improvising a simple answer to a played melody.</p>	<p>Using body percussion (e.g. clapping, tapping, walking) to maintain a steady beat and to perform copycat rhythms accurately, led by a teacher, containing minim, crotchet, dotted crotchet, quaver, dotted quaver and semiquaver lengths.</p> <p>Performing pitched patterns on instruments and by singing.</p> <p>Performing word-pattern chants to recognise rhyme patterns.</p> <p>Singing songs and saying rhythmic words in unison as a class.</p> <p>Improvising a simple answer to a played melody.</p>	<p>Using body percussion (e.g. clapping, tapping, walking) to maintain a steady beat and to perform copycat rhythms accurately, led by a teacher, containing minim, crotchet, dotted crotchet, quaver, dotted quaver and semiquaver lengths.</p> <p>Performing pitched patterns on instruments and by singing.</p> <p>Performing word-pattern chants to recognise rhyme patterns.</p> <p>Singing songs and saying rhythmic words in unison as a class.</p> <p>Improvising a simple answer to a played melody.</p>

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Key subject links	History	History	History	History	History	History
Key Vocabulary & Concept	1. Recorder 4. Pitch: 4.1 C 4.2 D 4.3 E 4.4 F	1. Recorder 3. Rhythm 3.4 Dotted Crotchets 3.5 Semiquavers 4. Pitch:	1. Recorder 4. Pitch: 4.1 C 4.2 D 4.3 E 4.4 F	1. Recorder 4. Pitch: 4.1 C 4.2 D 4.3 E 4.4 F	1. Recorder 4. Pitch: 4.1 C 4.2 D 4.3 E 4.4 F	1. Recorder 4. Pitch: 4.1 C 4.2 D 4.3 E 4.4 F

Year 5	Learning to play the steel pans as an ensemble	Learning to play the steel pans as an ensemble	Learning to play the steel pans as an ensemble	Learning to play the steel pans as an ensemble	Learning to play the steel pans as an ensemble	Learning to play the steel pans as an ensemble
Key Skills	Learn how to play the steel pans together as part of a steel band ensemble. Correct beater/sticks technique Learn how steel pans are made and the history of music in the Caribbean	Explore typical cross rhythms from genres such as calypso, soca and reggae. How the different parts fit together, keeping in time.	Play on 4 different types of steel pan ranging from Bass, Guitar, Double Second and Tenor. Reading graphic score (or traditional notation)	Play a wide range of pieces from classical to calypso to support understanding of steel pan playing technique, pitch, dynamics, tempo, timbre, structure, duration and notation.	Rehearsal techniques Improving playing with practice and attention to detail	Performance for parents/pupils Working on self-confidence and working as a team.
Key People	Winston 'Spree' Simon - is credited with creating the first 'melody pan' which carried eight pitches.	Andy Narell	The Double Tenor was invented by Bertie Marshall	Bob Marley	Other composers (depends on the songs chosen by the steel pan teacher)	
Key subject links	Geography History	Mathematics	Reading	Geography History		Performance PSHE
Key Vocabulary & Concept	steel pan pannist ensemble	calypso soca reggae	Bass, Guitar, Double Second and Tenor pans			

<p>semiquaver lengths. Performing pitched patterns on instruments and by singing.</p> <p>Performing word-pattern chants to recognise rhyme patterns.</p> <p>Singing songs and saying rhythmic words in unison as a class.</p> <p>Improvising a simple answer to a played melody.</p> <p>Recognising a time signature and using this to begin grouping notes together in bars according to the time signature.</p> <p>Recognising and responding to standard written notation.</p> <p>Understanding and repeating sol-fa patterns.</p> <p>Understanding non-</p>	<p>semiquaver lengths. Performing pitched patterns on instruments and by singing.</p> <p>Performing word-pattern chants to recognise rhyme patterns.</p> <p>Singing songs and saying rhythmic words in unison as a class.</p> <p>Improvising a simple answer to a played melody.</p> <p>Recognising a time signature and using this to begin grouping notes together in bars according to the time signature.</p> <p>Recognising and responding to standard written notation.</p> <p>Understanding and repeating sol-fa patterns.</p> <p>Understanding non-</p>	<p>semiquaver lengths. Performing pitched patterns on instruments and by singing.</p> <p>Performing word-pattern chants to recognise rhyme patterns.</p> <p>Singing songs and saying rhythmic words in unison as a class.</p> <p>Improvising a simple answer to a played melody.</p> <p>Recognising a time signature and using this to begin grouping notes together in bars according to the time signature.</p> <p>Recognising and responding to standard written notation.</p> <p>Understanding and repeating sol-fa patterns.</p> <p>Understanding non-</p>	<p>semiquaver lengths. Performing pitched patterns on instruments and by singing.</p> <p>Performing word-pattern chants to recognise rhyme patterns.</p> <p>Singing songs and saying rhythmic words in unison as a class.</p> <p>Improvising a simple answer to a played melody.</p> <p>Recognising a time signature and using this to begin grouping notes together in bars according to the time signature.</p> <p>Recognising and responding to standard written notation.</p> <p>Understanding and repeating sol-fa patterns.</p> <p>Understanding non-</p>	<p>semiquaver lengths. Performing pitched patterns on instruments and by singing.</p> <p>Performing word-pattern chants to recognise rhyme patterns.</p> <p>Singing songs and saying rhythmic words in unison as a class.</p> <p>Improvising a simple answer to a played melody.</p> <p>Recognising a time signature and using this to begin grouping notes together in bars according to the time signature.</p> <p>Recognising and responding to standard written notation.</p> <p>Understanding and repeating sol-fa patterns.</p> <p>Understanding non-</p>	<p>semiquaver lengths. Performing pitched patterns on instruments and by singing.</p> <p>Performing word-pattern chants to recognise rhyme patterns.</p> <p>Singing songs and saying rhythmic words in unison as a class.</p> <p>Improvising a simple answer to a played melody.</p> <p>Recognising a time signature and using this to begin grouping notes together in bars according to the time signature.</p> <p>Recognising and responding to standard written notation.</p> <p>Understanding and repeating sol-fa patterns.</p> <p>Understanding non-</p>	<p>semiquaver lengths. Performing pitched patterns on instruments and by singing.</p> <p>Performing word-pattern chants to recognise rhyme patterns.</p> <p>Singing songs and saying rhythmic words in unison as a class.</p> <p>Improvising a simple answer to a played melody.</p> <p>Recognising a time signature and using this to begin grouping notes together in bars according to the time signature.</p> <p>Recognising and responding to standard written notation.</p> <p>Understanding and repeating sol-fa patterns.</p> <p>Understanding non-</p>
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	verbal indications made by a teacher regarding volume.	verbal indications made by a teacher regarding volume.	verbal indications made by a teacher regarding volume.	verbal indications made by a teacher regarding volume.	verbal indications made by a teacher regarding volume.	verbal indications made by a teacher regarding volume.
Key subject links						Speech and Drama
Key Vocabulary & Concept	1. Glockenspiel 3. Rhythm 3.6 Dotted Quavers 3.7 Semibreves 4. Pitch: 4.1 C 4.2 D 4.3 E 4.4 F 4.5 G 4.8 F# 4.9 A 4.10 Bb 4.11 B 4.14 G# 4.17 Scale 6. Dynamics 6.7 Very loud (fortissimo) 6.8 Very quiet (pianissimo) 6.9 Somewhat loud (mezzo forte) 6.10 Somewhat quiet (mezzo piano)	Reinforce all other previously learned vocabulary	Reinforce all other previously learned vocabulary	Reinforce all other previously learned vocabulary	Reinforce all other previously learned vocabulary	Reinforce all other previously learned vocabulary

