

Bretforton Village School
 Music overview and 2 year planning cycle

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception and Year 1	Cycle 1	<ul style="list-style-type: none"> • Clap and repeat short rhythmic and melodic patterns • Make a sequence of sounds • Perform simple rhythmic patterns 	<ul style="list-style-type: none"> • Make a variety of sounds with voice • To follow direction of when to sing • Repeat simple phrases when playing and singing 	<ul style="list-style-type: none"> • To express likes and dislike associated with pieces of music 	<ul style="list-style-type: none"> • Sort sounds using simple criteria (loud , soft etc) • Know that sounds can be represented using marks eg shapes (graphic notation) 	<ul style="list-style-type: none"> • Choose instruments to represent different things • Perform with an instrument 	<ul style="list-style-type: none"> • Respond to different moods in music. What does the music make you feel? When might you hear a piece? eg wedding, lullaby etc
	Cycle 2	<ul style="list-style-type: none"> • Clap and repeat short rhythmic and melodic patterns • Make a sequence of sounds • Perform simple rhythmic patterns 	<ul style="list-style-type: none"> • Make a variety of sounds with voice • To follow direction of when to sing • Repeat simple phrases when playing and singing 	<ul style="list-style-type: none"> • To express likes and dislike associated with pieces of music 	<ul style="list-style-type: none"> • Sort sounds using simple criteria (loud , soft etc) • Know that sounds can be represented using marks eg shapes (graphic notation) 	<ul style="list-style-type: none"> • Choose instruments to represent different things • Perform with an instrument 	<ul style="list-style-type: none"> • Respond to different moods in music. What does the music make you feel? When might you hear a piece? eg wedding, lullaby etc



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Year 2 and Year 3	Cycle 1	Perform simple rhythmic patterns when playing an instrument, keeping a steady pulse Play simple rhythmic patterns on an instrument	To sing songs at a variety of tempi Perform simple songs and maintain a steady pulse	To respond to different moods in music and how the changes are created	To listen and explain why a piece of music is suitable for an occasion. (It is quiet and slow - it might be used for a lullaby)	Choose instruments for a desired effect To order sounds to make a short piece of music starting to use correct musical terminology	To make connections between notations and musical sounds To confidently represent sounds using a range of symbols
	Cycle 2	Create repeated patterns on a variety of instruments Begin to play and keep to a rhythmic part when others are playing a different one.	To sing in unison following direction of pitch keeping pulse	Use musical vocabulary when describing a piece of music and when communicating likes and dislikes To know some work of a famous composer	Recognise high and low pitches Recall sounds having listened to a piece of music	Combine sounds to create moods and feelings	Use different musical elements in composing and begin to layer sounds Improve compositions and to know the improvements that are made
Year 4 and Year 5	Cycle 1	Perform on instruments with increasing accuracy, following direction	Sing songs accurately maintaining pitch and clear/accurate sense of rhythm	To describe features of some famous composers music or music from different traditions/cultures	Use notation to record sequences of pitches To perform with an instrument with an increasing	Describe the effects of silences in music Describe different purposes of music	Use notation to record compositions with an increasing number of notes – begin to use staff notation



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					number of notes and to change dynamics	Understand how different musical elements are used expressively	Layer sounds with the inclusion of dynamics to create effect
	Cycle 2	To perform confidently whilst maintaining own part and others maintain theirs	To sing in unison with clear diction, rhythmic awareness and melodic shape	Compare and contrast music by 2 famous composers	To begin to use staff notation when playing an instrument	To use musical terms when explaining ideas when listening to music To listen and recall a range of patterns and sounds	Compose music for specific criteria Choose appropriate tempi and musical elements for music To use conventional musical notation

