

Curriculum Overview – Weekly Learning Objectives

Foundation and SEND

	Key skills	Week 1 (8.8.25)	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn 1	Exploring Sound	To join in with playing, moving and singing. To identify some classroom instruments and know how they are played.	To play with increased control of sound. To know when to play and when to stop.	To play the drum in different ways according to a change in tempo.	To respond to visual instructions. To play the maracas in different ways.	To explore metal instruments. To play along with a piece of music.	To explore wooden sounds and use them to accompany a piece of music.	To use instruments and performance style to enhance a song about Diwali
Autumn 2	Changing Sound	To sing new and familiar songs and move and play with increased control. (Fireworks songs)	To join in confidently with an awareness of own contribution. (Autumn song)	To demonstrate control of instruments. To play with an awareness of the beat.	To interact with a story following cues as to when and how to play.	To respond to a piece of music that changes in tempo and dynamic.	To focus listening skills. To play with anticipation and to demonstrate control.	To join in with songs and rhymes and take part in action songs, choosing and playing instruments appropriately.
Spring 1	Pitch	To play an instrument with control and understanding.	To recognise changing styles of music and play accordingly	To sing with a shape of the melody. To play with an awareness of the beat	To join in with familiar songs and learn new ones. To accompany song by playing instruments related to Chinese New Year	To extend children's experience of instruments – tuned percussion instruments. To use sound to tell a story.	To join in with playing, moving and singing. To identify some classroom instruments and know how they are played. To play with an awareness of the beat.	<i>No week seven</i>
Spring 2	Structure	To use sounds to enhance the meaning of a song. To know how sounds can be used to express ideas.	To sing a new song and suggest new words for own verses.	To consider similarities and differences in sounds. To learn about phrasing and structure	To show signs of musical awareness – knowing when to play and when to stop	To play in different ways to accompany a song and reflect its structure.	<i>No week six</i>	<i>No week seven</i>
Summer 1	Beat/Rhythm	To chant and tap syllables of animal names to make a rhythm.	To play simple rhythmic patterns	To play longer rhythm patterns.	To play more complex rhythm patterns and suggest own.	To show signs of musical awareness – anticipating when to play.	To show signs of musical awareness – knowing when to play and when to stop	<i>No week seven</i>
Summer 2	Revision	To play and move in time to the beat. To focus listening skills.	To sing new and familiar songs and move and play with increased control.	To explore combinations of sounds and play following instructions.	To enjoy singing with others. To sing new and familiar songs.	To play and move in time to the beat.	To choose and use sounds to accompany a song and play in time to the beat.	Music Festival

Year 1

	Key skills	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn 1	Beat/Rhythm	To identify the beat of a tune. 20	To play short, rhythmic phrases. 16	To use symbols to represent a composition and use them to help with a performance. 18	To invent, retain and recall short rhythmic phrases 16	To follow instructions on how and when to play an instrument 6	To use symbols to represent a composition and use them to help with a performance. 18	To take part in singing, accurately following the melody. 5 To play short, rhythmic phrases. 16
Autumn 2	Interpreting Music	To recognise changes in tempo 21	To choose sounds to create an effect. 13	To identify the beat of a tune 20	To follow instructions on how and when to sing or play an instrument. 6	To take part in singing, accurately following the melody. 5 To recognise changes in timbre, tempo, dynamic and pitch. 21		
Spring 1	Pitch	To explore pitch and timbre through playing tuned percussion instruments 12; 15	To sing at a given pitch and to control vocal pitch and sing in tune with others 5	To imitate changes in pitch 8	To create short musical patterns 15 To play short pitch patterns to a beat 20	To invent, retain and recall short melodic phrases 16	To create short musical patterns 15 To play short pitch patterns to a beat 20	No week seven
Spring 2	Structure	To identify phrases that are the same or different 6	To play an accompaniment following the structure and phrasing of a piece 6	To understand what is meant by structure and phrasing 18	To play a piece of music according to a given structure 11; 18	To create short musical patterns 15	No week six	No week seven
Summer 1	Elements	To follow instructions on when to play an instrument 6; 12	To recognise changes in timbre. 21	To sequence sounds to create an overall effect. 14	To create a class sequence of sound and understand how it can be represented graphically. 15; 18	To choose sounds to create an effect. 13 To make and control long and short sounds using voices and instruments 7	To create own sequence of sound and understand how it can be represented graphically. 15; 18	To create a sequence of long and short sounds 10
Summer 2	Revision	To choose sounds to create an effect 13	To use symbols to represent a composition and use them to help with a performance. 18	To follow instructions on how and when to sing or play an instrument. 6 To identify the beat of a tune. 20	Create a mixture of different sounds (long and short, loud and quiet, high and low). 12 To recognise changes in timbre, dynamic and pitch. 21	To create short, rhythmic phrases. 16	To choose sounds to create an effect 13 To sequence sounds to create an overall effect. 14	Music Festival

Year 2

	Key skills	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn 1	Beat/Rhythm	To identify the beat of a tune. 20 To learn the pitch soh on the ocarina. 6	To identify strong and weak beats. 20 To learn the pitch doh on the ocarina. 6	To identify beat groupings. 20 To create and copy short patterns aurally. 15	To engage in a song on two pitches recognising a higher and lower sound 5 To create and play a musical conversation using rhythmic phrases 16	To learn the pitch me on the ocarina. 6 To create and copy short patterns aurally. 15	Read written notation which identifies rhythm and pitch 18	To create short rhythmic patterns 16 Read written notation which identifies rhythm and pitch 18
Autumn 2	Interpreting Music	Take part in singing, accurately following the melody. 5 Identify the beat of a tune. 20	Recognise changes in tempo. 21	Recognise changes in timbre, dynamics and pitch. 21 Follow instructions on how and when to sing or play an instrument. 6	Recognise changes in duration. 21 Follow instructions on how and when to sing or play an instrument. 6 Make and control long and short sounds, using voice and instruments. 7	Follow instructions on how and when to sing or play an instrument. (ocarinas) 6	Make and control long and short sounds, using voice and instruments. 7	Use symbols to represent a composition and use them to help with a performance. 18
Spring 1 Spring 2	Interpreting sound Exploring elements	Create a sequence of long and short sounds. 10 Clap rhythms. 11 Create a mixture of different sounds (long and short, loud and quiet, high and low). 12 Choose sounds to create an effect. 13 Sequence sounds to create an overall effect. 14					No week six	No week seven
Summer 1	Interrelated dimensions	Create a mixture of different sounds (long and short, loud and quiet, high and low). 12	Follow instructions on how and when to sing or play an instrument. 6	Choose sounds to create an effect. 13	Use symbols to represent a composition and use them to help with a performance. 18	Make and control long and short sounds, using voice and instruments. 7 To create, and play, short musical patterns. 15 Read written notation which identifies rhythm and pitch 18		
Summer 2	Revision	Take part in singing, accurately following the melody. 5 Follow instructions on when to sing or play an instrument. 6	To play a mixture of different sounds (long and short, loud and quiet, high and low). 12 To recognise changes in timbre, tempo, dynamic and pitch. 21	Create and play short, musical patterns. 15 Create and play short, rhythmic phrases. 16	Follow instructions on when to sing or play an instrument. 6 To identify the beat of a tune. 20	Follow instructions on when to sing or play an instrument. 6 To identify the beat of a tune. 20	Follow instructions on when to sing or play an instrument. 6 Make and control long and short sounds, using voice and instruments. 7	Music festival