



St Joseph's Whole School Music Long Term Overview

Pre-Nursery

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	All About Me	Night and Day	Bears	Colours	Transport	Farm Life
Nursery Rhymes	Hello Song Creation Song Goodbye Song	Twinkle Twinkle Little Star Sleeping Bunnies	Teddy Bear, Teddy Bear Round and Round the Garden	The Colour Song I Can Sing a Rainbow	The Wheels on the Bus Down at the Station	Old MacDonald Little Bo Peep
Development Matters	I can move and dance to music. I can move and dance to music. I can respond emotionally to changing music. Rhyme of the week.	I can explore how a range of musical instruments work. I can move and dance to music. I can respond emotionally to changing music.	I can join in with songs and rhymes, making some sounds. I can move and dance to music. I can respond emotionally to changing music. Rhyme of the week.	I can take part in action songs such as 'twinkle, twinkle little star.' I can use a range of musical instruments while singing a familiar song.	I can make rhythmical and repetitive sounds. I can move and dance to music. I can respond emotionally to changing music. Rhyme of the week.	I can show attention to sounds and music. I can sing/vocalise music or songs and mirrors or improvise actions. I can enjoy making sounds. To make rhythmic repetitive sounds. I can move and dance to music. I can respond emotionally to changing music.

Nursery

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Me and My Family	Stories and Celebrations	Animal Fun	Growing Up	Adventures Under the Sea	A Taste of the World
Nursery Rhymes	Wake Up I'm A Little Teapot What's in The Bag? Getting Dressed London Big Ben	Tropical Island Rainbows What's in The Bag? We wish you a Merry Christmas	Mary had a little lamb Two little dicky birds Hello Everyone If You're Happy And You Know It All Join In -	Listen and Appraise – Hedwig's Theme Boing The Gorilla Rabbits Go Boing Five little speckled frogs 5 little ducks	Short Ride In A Fast Machine Listen and Respond pictures Alice The Camel 1,2,3,4,5 Once I caught a fish alive A sailor went to sea, sea, sea	Hello Everyone Rhythm In The Way We Walk Start and Stop Flashcards The Wheels On The Bus Humpty Dumpty Pat a cake, pat a cake I'm a little teapot

			Demonstration Early in the morning	Chick, chick, chick, chicken	Row, row, row your boat	
Development Matters	I can sing a large repertoire of songs and Nursery Rhymes. I can listen with increased attention to sounds. I can sing the pitch of a tone sung by another person (‘pitch match’). I can sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. I can create their own songs, or improvise a song around one they know				I can remember and sing entire songs. I can play instruments with increasing control to express feelings and ideas	Listen with increased attention to sounds. I can play instruments with increasing control to express feelings and ideas
Reception						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Who helps us?	Into the Woods	Space	Minibeasts and Megabeasts	Food Glorious Food	Imagine
Nursery Rhymes	Banana Rap Three instruments in a bag If You’re Happy and You Know It Miss Polly had a Dolly Ten in the Bed London Big Ben	Marching Band The Gruffalo Song 12 Days of Christmas Teddy Bear’s Picnic Fireworks	The Lark Ascending Baby Elephant Baby Elephant Signing Guide Zoom, Zoom, Zoom 5 Little Men in a flying saucer Planets Song Postman song	Ten Green Bottles Hickory Dickory Dock Sing The Clock There’s a worm at the bottom of my garden The ants go marching The Big Dinosaurs go stomp	5 currant buns 10 fat sausages One potato, two potato I am a little teapot Cheeky Seal Bop	ABC Song On The Seashore The Bear Went Over the Mountain Sing a song of sixpence Sing a rainbow London Bridge is falling down Boogie Bugs
Development Matters	I can join in with familiar songs. I can listen carefully to rhymes and songs, paying attention to how they sound. Activities include pitch matching games, humming, singing, and	I can listen to music and make my own dances in response. We will share Fireworks Christmas songs/poems.	I can learn rhymes, poems and songs. I can combine different movements with ease and fluency. I can explore, use and refine a variety of artistic effects	I can sing in a group. I can perform songs/rhymes in Mother’s Day breakfast. I can create collaboratively, sharing ideas, resources and skills.	I can sing a range of well-known nursery rhymes and songs. I can perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music. I will have access to musical instruments	I can listen attentively, move to and talk about music, expressing my feelings and responses. I can sing in a group or on my own, increasingly matching the pitch and following the melody. I can explore and engage in music making and dance, performing solo or in groups.

	playing musical instruments.		to express ideas and feelings.		to create own music in response to stories.	
Early Learning Goals	Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and - where appropriate - try to move in time with music.					

Year 1	Learning Objectives	Key vocabulary
Autumn 1		
Music: Find the Beat and Dancing Dinosaurs	- Move in time with the beat/pulse, responding to different tempos (speeds). - Chant, rap, and sing using different voices following simple cues such as starting together. - Beat competency: gross motor movement, dancing, - Rhythm patterns: ta, titi - Learning CST songs and prayers (Ongoing)	Rhythm, pulse, dynamics, rap, Baroque, pitch, rap, improvise, compose, melody, bass guitar, drums, perform, warm ups, body percussion

Autumn 2		
Music: Let's Start Singing	- Enjoy learning to sing songs and know how to warm up their body and voice, ready to sing. - Create and follow the melodic shape of the songs they are singing. Recognise and name two or more instruments they hear: Singers, keyboard, bass, guitar, percussion, violin - Coordination – dancing and singing games with movement - Solfa: SM - Rhythm skills development – rhythm patterns and word rhythms.	Pulse, rhythm, pitch, rap, melody, singers, keyboard, bass, guitar, percussion, trumpets, saxophones, perform, warm ups, body percussion Long notes, short notes, “ta”, “ti-ti” Kodaly: Sol mi
Spring 1		
Music: Music Inspired by the World Around Us	- Listen attentively and with understanding to music from different historical periods. - Understand that music can tell a story. - More complex singing games with wider vocal range. - Playing rhythm patterns on percussion. - Exploring rhythm patterns – ta, titi, sh - Solfa: SMD	Blues, Baroque, Irish Folk, pulse, rhythm, pitch, compose, improvise, perform, groove. Long notes, short notes, “ta”, “ti-ti”, “ssh” Kodaly: Sol mi do
Spring 2		

Music: Exploring Rhythm Patterns	- Understand that an ostinato is a recurring pattern. - Copy and compose simple rhythm patterns (call and response) - Learn to read basic rhythmic notation using the Kodaly system	Long notes, short notes, “ta”, “ti-ti”, “ssh” Improvisation, dynamic variation, teamwork; leading and responding
Summer 1		
Music: Sound and Pictures	- Match and create pictures/symbols to represent sound. - Capture, sequence and change sounds to make a musical story. - Learn more complex singing games with wider vocal range. - Playing rhythm patterns on percussion. - Reading rhythm patterns – ta, titi, sh - From notation – ta, titi, sh - Handling percussion instruments - Coordination – dancing and singing games with movement	Keyboard, drums, bass, pulse, rhythm, pitch, improvise, compose, perform, audience, imagination. Long notes, short notes, “ta”, “ti-ti”, “ssh”

Summer 2		
Music: Highs And Lows	- Understand the difference between a rhythm and a pitch pattern. - Identify different pitches (high sounds and low sounds) in music and in sounds around the school. - Playing rhythm patterns on percussion. - Rhythm patterns – ta, titi, sh - Solfa SML - To be able to take part in whole class performance of three songs - Coordination – dancing and singing games with movement and props	Choir, conductor, breathing, rest, crotchet Long notes, short notes, “ta”, “ti-ti”, “ssh” Kodaly: Sol mi la

Year 2	Learning Objectives	Key vocabulary
Autumn 1		
Music: Questions and Answers	- Understand what timbre means and identify percussion instruments by their sound. - Improvise using Question and Answer phrases on untuned instruments. Singing voice development with focus on accurate pitching,	Keyboard, drums, bass, electric guitars, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, perform, audience, question and answer, melody, dynamics, tempo, pulse, call and response, South Africa. Long notes, short notes, “ta”, “ti-ti”, “ssh” Kodaly: Do mi sol la

	- Beat competency – gross motor movement dancing, playing simple percussion - Recognise all or many of the instruments they can hear. - Solfa SMDL - Learning CST songs and prayers (Ongoing)	
Autumn 2		
Music: Let's Keep Singing	- Enjoy learning to sing songs and start to understand the phrase 'in tune with each other'. - Demonstrate an understanding of dynamics and tempo following written or visual instructions Reading from staff notation - To learn features of Baroque Music and Dancing - Solfa SMDLR	Christmas, actions, chorus, verse, repeat, slow, fast, steady rhythm Long notes, short notes, "ta", "ti-ti", "ssh" Kodaly: Do re mi sol la
Spring 1		
Music: Sound and Symbol 1	- Find the pulse and know that this Unit is about Rock music. Others will understand that songs have a musical style. - Recognise and name some of the instruments they hear: Keyboard, drums, bass, electric guitar, singers. Others will recognise all or many of the instruments they can hear.	Keyboard, drums, bass, electric guitar, Rock, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo. Long notes, short notes, "ta", "ti-ti", "ssh" Kodaly: Do re mi sol la

Spring 2		
Music: Sound and Symbol 2	- Increase in confidence in understanding rhythmic notation using the Kodaly method - Improvising using known notes - Solfa SMDLR	Rhythm, beat, 'ti-ti', 'ta', 'ssh', rest Kodaly: Do re mi sol la
Summer 1		
Music: Around the World	- Find the pulse and know that this Unit is about being friends. Others will understand that songs have a musical style. - Recognise and name some of the instruments they hear: Keyboard, drums, bass, a female singer, a glockenspiel. Others will recognise all or many of the instruments they can hear. - Read rhythms using Kodaly and notation: semibreve, minim, crotchet, quaver, semiquaver, rest.	Keyboard, drums, bass, glockenspiel, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo. Kodaly: Do mi sol la Rhythm: semibreve, minim, crotchet, quaver, semiquaver, rest.

Summer 2		
Music: The Power of Communication	- Be able to take part in whole class vocal warm ups, and explain the importance of doing so - To sing three songs by memory as a class, practising breathing at the same time. - Read rhythms using Kodaly and notation: semibreve, minim, crotchet, quaver, semiquaver, rest.	Breathing, choir, choral, Pop, warm up, vocal cords, diaphragm. Rhythm: semibreve, minim, crotchet, quaver, semiquaver, rest.
Year 3	Learning Objectives	Key vocabulary
Autumn 1		
Music: A Shining Performance	- Singing development/aural awareness - Use creative ideas inspired by different stimuli to enhance a musical performance. - Mixture of note learning. - Find the pulse whilst listening. Others will identify changes in tempo, dynamics and texture. - Read rhythms using Kodaly and notation: semibreve, minim, crotchet, quaver, semiquaver, rest. - Learning CST songs and prayers (ongoing)	Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, hook, riff, melody, solo, unison. Rhythm: semibreve, minim, crotchet, quaver, semiquaver, rest. Notes: Kodaly: Do re mi sol la ti (CDEGAB)
Autumn 2		
Music: Sing and Move Recorder Intro	- Sing songs with attention to expression and dynamics, following the conductor's cues. - Perform actions with accuracy and confidence. - Learn Recorder features: woodwind, headjoint, body, foot, windway. - Recorder skills: tonguing, minimum notes B - Play a selection of pieces on the recorder in whole class performance using Solfa	Improvise, compose, pulse, rhythm, pitch, tempo, dynamics, texture structure, melody Recorder: woodwind, headjoint, body, foot, windway, breathing, tonguing, B note. Notes: Kodaly: Do re mi sol la ti (CDEGAB)

Spring 1

Music: Recorder Music and Video	- Use storyboards to sequence and structure a music video. - Explore self-representation through portraits and personalised avatars. - Perform a song to the whole class in an ensemble of five students. - Play a selection of pieces on the recorder in whole class performance using notation BA.	Rhythm patterns, compose, melody, pulse, rhythm, pitch, tempo, dynamics. Recorder: woodwind, headjoint, body, foot, windway, breathing, tonguing, BA notes. Notes: Kodaly: Do re mi sol la ti (CDEGAB)
---	---	--

Spring 2

Music: Recorder You Gotta Try	- Compose song accompaniments on untuned percussion using known rhythms and note values. - Introduce and understand the differences between crotchets and paired quavers. - To play melodies from staff notation by note. - To play a simple recorder part to accompany songs BAG.	Recorder: woodwind, headjoint, body, foot, windway, breathing, tonguing, BAG notes. Notes: Kodaly: Do re mi sol la ti (CDEGAB)
---	---	---

Summer 1

Music: Recorder Music and Sound	- Identify and describe the key features of Baroque music and its instruments, comparing it to music from a different time period. - Compose, notate using a graphic score, and perform a piece of music inspired by the seasons that conveys an original storyline. - Learn to play more complex songs on the recorder in ensemble settings. - Practise their ensemble performance skills in both singing and playing instruments.	Opera, Concerto, Fugue, Suite, Oratorio, instruments (Harpsichord, Lute), and dance movements (Allemande, Sarabande, Gigue). Recorder: woodwind, headjoint, body, foot, windway, breathing, tonguing, BAG notes.
---	--	---

Summer 2

Music: Recorder Sound Exploration	- Appreciate and respond to music from across historical periods through understanding dynamics, tempo, texture and timbre. - Present a multi-art form performance of a song. Learn to play more complex songs on the recorder in ensemble settings. - Recorder skills – minimum notes BAG. - Practise performing through whole-class performance. - Learn to convey expression and emotion while singing.	Pitch, tempo and dynamics. Recorder: woodwind, headjoint, body, foot, windway, breathing, tonguing, BAG notes.
---	--	---

Year 4	Learning Objectives	Key vocabulary
Autumn 1		
Music: Create and Notate	- Copy and improvise short melodic phrases. - Compose a short, structured piece using a D minor scale in Music Explorer. - Find the pulse whilst listening. Others will identify changes in tempo, dynamics and texture. - Learning CST songs and prayers (ongoing)	Pitch, rhythm, structure, melody, timbre. Notation.
Autumn 2		
Music: Singing and Traditions Ukulele Intro	- Identify how many beats there are in a bar according to a time signature - Sing a 2-part song as a duet or melody with accurate pitching and accompaniment. - Understand contrasting traditions and stories. Explain what crotchets, minims and semibreves are. - Learn parts of the ukulele: learning to hold it correctly (up high, supported by your fretting arm), and practice basic finger placement for chords like C.	Improvise, compose, pulse, rhythm, pitch, tempo, dynamics, texture structure, melody. C Major chord, strumming, headstock, tuning pegs, nut, fretboard, frets, fret markers, neck, body, sound hole, saddle, bridge, strings.

Spring 1		
Music: Recycling Songs Ukulele	- Compose and perform an original song about plastic pollution using researched facts, with clear lyrics, rhythm, and expressive dynamics.	Rhythm patterns, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture structure.

	- Collaborate in groups to create a structured song and confidently record and present the performance using digital tools. - Learn A minor chord on Ukulele. - Learn different strumming patterns on the Ukulele.	A minor chord, strumming, headstock, tuning pegs, nut, fretboard, frets, fret markers, neck, body, sound hole, saddle, bridge, strings.
Spring 2		
Music: Exploring Musical Contrasts Ukulele	- Develop instrumental and ensemble skills by performing vocal and instrumental parts with control of pitch, rhythm, dynamics, and contrasts, such as staccato and legato, as well as crescendo and decrescendo. - Compose and interpret musical ideas by improvising and layering parts that convey emotion and maintain ensemble cohesion. - Learn F Major chord on the Ukulele. - Practice strumming patterns playing along known songs.	Ensemble, vocal and instrumental parts, pitch control, rhythm, dynamics, contrasts, staccato, legato, crescendo and decrescendo. F Major chord.

Summer 1		
Music: FX Sound Effects Ukulele	- Use sound effects to enhance the drama and realism of a film clip. - Begin to make compositional decisions, considering mood, timing, and narrative impact. - Learn G7 chord on the Ukulele. - To play well known songs on the Ukulele using CM, Am, FM and G7.	Timing, volume, texture, layering, silence, cohesive soundscape. G7 chord.
Summer 2		
Music: Round and Round Ukulele	- Develop ensemble and vocal skills by performing rounds and songs with accurate pitch, rhythm, and expressive dynamics. - Perform songs confidently in a school assembly, demonstrating their ability to work together as a class and to perform musically through effective performance techniques. - Learn to convey expression and emotion while singing. - To perform well known songs on the Ukulele using CM, Am, FM and G7.	Pulse, pitch control, rhythm, dynamics, and blending voices in a group context. Self- and peer-assessment, phrasing, diction and expression.

Year 5	Learning Objectives	Key vocabulary
Autumn 1		
Music: Shaping Music Ukulele	- Improvise confidently over a drone or groove. - Compose a short ternary piece using Music Notepad. - Perform the song in ensemble groups, using musical instruments to accompany themselves - Learning CST songs and prayers (ongoing)	Ternary form, major and minor keys, structure, pulse, rhythm, pitch, bridge, backbeat, tempo, texture, dynamics, chorus, bridge, riff, hook, improvise, compose.
Autumn 2		
Music: Unlocking Vocal Potential	- Sing with a sense of ensemble, paying attention to phrasing, pitching and musical style. - Sing songs in unison, and in two or three parts. Sing in a two-part harmony. - Learn through engaging warm-up and vocal health activities.	Ensemble, choir, harmony, part-singing, rhythm, conductor, ensemble, rhythm, chords, unison singing, blending voices.
Spring 1		
Music: Sounds Dramatic	- Compose and arrange an original “Spooky Story” track in YuStudio using major and minor chords, melody, rhythm, basslines, and sound effects to create a specific atmosphere or mood. - Reflect on and evaluate musical decisions by performing compositions individually or in groups, considering both creative and technical choices to enhance the piece's overall quality and effectiveness.	Chords, dynamics, context, contrast, forte, piano, fortissimo, pianissimo, staccato, legato, major and minor chords.
Spring 2		
Music: Decoding Sound and Notation	- Develop and expand musical understanding through critical listening and analysis of contrasting pieces. - Read and perform notated melodies with confidence, applying knowledge of pitch, rhythm, and musical expression.	Treble clef, bar line, note, note value, ABCDEFG, stave, crotchet, minim, semibreve, quaver, rest.
Summer 1		
Music: Carnival Time 1 Ukulele	- To learn how to play chords on the ukulele. - To perform at least one song on the ukulele. - Develop ensemble and instrumental skills by performing samba rhythms accurately and expressively, demonstrating awareness of pulse, dynamics, and coordination.	Chords, strum, fretboard, string. Repique, surdo, caixa, ganza, agogo, tambarino, and timbaou, beaters, mallets.

	- Compose and perform original Call and Response sections, integrating learned patterns into full samba compositions.	
Summer 2		
Music: Discovering Grime Ukulele	- To develop knowledge of the ukulele through learning more chords and strumming patterns - Identify Grime's origins and key features. Use music technology to create a complete track, layering drum sounds, synths, and vocals, and applying terms like tempo before a final mix. - Make independent creative decisions to develop original musical ideas. Build confidence by presenting the final track and reflecting on the creative choices made.	Chords, fretboard, string, strumming patterns. Synthesiser, rap vocals, creating an intro, using sound effects, adjusting the mix.

Year 6	Learning Objectives	Key vocabulary
Autumn 1		
Music: Music Speaks	- Create and produce music with multiple sections that include repetition and contrasts. - Use chord changes as part of a (sequenced) composition. - Describe the style indicators of the song/music. - Describe the structure of the song. - Identify the instruments/voices they can hear. - Talk about the musical dimensions used in the song. - Learning CST songs and prayers (ongoing)	Style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo.
Autumn 2		
Music: Express, Inspire and Perform Rap Intro	- Perform songs in school assemblies, school performance opportunities and to a wider audience. - Develop listening skills, balance between parts and vocal independence by experimenting with where children stand. - Create and perform a Rap song, individually and in small groups.	Blues, Jazz, improvisation, by ear, melody, compose, improvise, pulse, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo, Bossa Nova. Rap: flow, bars, rhyme scheme, freestyle, beat, cypher, describing lyrical skill, rhythm.
Spring 1		
Music: Music Reimagined Rap Composition	- To analyse and compare two contrasting musical interpretations of "Spring", relating the differences to the theme of climate change (eco-warriors).	Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, ostinato, phrases, unison, Urban Gospel.

	- To compose an original soundscape using digital software by arranging loops, incorporating new sounds, and applying mixing techniques and effects. - To create and record a composition in Rap style.	Rap: flow, bars, rhyme scheme, freestyle, beat, cypher, describing lyrical skill, rhythm.
Spring 2		
Music: Musical Sketches Samba	- Plan and compose 8 bars of music that demonstrate melodic and rhythmic interest, using creative musical ideas inspired by a historical or narrative context. - Notate and perform your composition, applying dynamic contrasts, ensemble awareness, and expressive techniques to communicate the intended musical character. - To understand the structure of a Samba piece. - To use correct playing technique for each instrument - To perform most of the instrumental parts of the bateria with accuracy and in time to the beat. - To respond to signals – aural and visual. - -To accurately maintain a part in the contest of others and move in time to beat.	Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo, career. Melodic, rhythmic, and dynamic features. Surdo, Repinique, Agogo, Tambourim, syncopation (off-beat rhythms) and ostinato (repeated patterns), performance roles (Puxador/singer, Mestre de Bateria/leader, Rainha da Bateria/Queen), and event-specific words like Bateria (percussion section) and Carnival.
Summer 1		
Music: Music Remixed Samba	- To create and arrange a remix of a song by layering original instrumental parts (drumbeats, basslines, melodies) with manipulated loops using music technology. - To listen critically to music in order to make informed creative decisions, and to evaluate the creative process and the final outcome of your own and others' work. - To create a class performance project.	Drumbeat, bassline, melody. Surdo, Repinique, Agogo, Tambourim, syncopation (off-beat rhythms) and ostinato (repeated patterns), performance roles (Puxador/singer, Mestre de Bateria/leader, Rainha da Bateria/Queen), and event-specific words like Bateria (percussion section) and Carnival.
Summer 2		
Music: The Grand Finale. La Bamba.	- Sing a repertoire of songs, including syncopated and partner songs, with appropriate style, phrasing, and expression. - Perform confidently as part of an ensemble, integrating solo lines, rounds, or instrumental accompaniments. - To prepare a class performance project. - To practise songs for the year group's summer show, including movement.	Performance solo or small ensemble lines, syncopated rhythms, dynamics, and expressive singing techniques. Multi-part ensemble work.