



Rockcliffe CE School – Whole School Music Overview

Below is an overview of the Music learning focus for each term/half term in each class.

2025-2026						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Harvest Songs -The farmer plants his seeds. -Dingle dangle scarecrow. - Oats and beans and barley grow.	EYFS Nativity	Use music to help with core skills -Wind the bobbin up -5 little speckled frogs/ 10 currant buns/ 10 green bottles -Days of the week -Alphabet song	Easter songs -Spring chicken -Sleeping bunnies - I had a little chicken	Instrument recognition -Name some popular instruments. -Identify the action needed to play- hit, strum, pluck, shake. -Junk model to create instruments	Use our bodies to create music -Identify different ways our bodies can make music. -Play Simon says to make different sounds. -Use our bodies to create different sounds to match a picture.
Year 1/2	The role of a conductor in ensemble music -Identify what ensemble music is. -Look at different ways a conductor helps a group of musicians. -Practice being conducted and what different gestures could mean. -Learn a harvest song and conduct a group of performers.	KS1 Nativity	Music and drama festival -Sing as an ensemble. -Use actions to enhance the performance of a song. -Learn about dynamics and how they can portray different emotions. -Learn about how different articulation can affect the mood of a piece. -Appraise different performances of a song. -Explore performing a song with different dynamics and articulation to change the meaning of the piece.		Composing using tuned and un-tuned instruments -Non-standard notation to record compositions. -To explore how sounds have a purpose. -To compose a short piece of music to portray a mood.	Play glockenspiels -Learn what notes are used on a glockenspiel. -Play a basic tune using 3-5 notes. - play in time with others as part of an ensemble.
Year 2/3	Music reading and transcription.	KS2 Carol performance	Music and drama festival -Sing as an ensemble.		Recorders -Learn notes C-G on recorder.	Composing using tuned and un-tuned instruments

	<ul style="list-style-type: none"> -To understand how to read treble clef notation. -To understand how to recognise the length of a note (quaver, crotchet, minim and semi breve). 		<ul style="list-style-type: none"> -Use actions to enhance the performance of a song. -Learn about dynamics and how they can portray different emotions. -Learn about how different articulation can affect the mood of a piece. -Appraise different performances of a song. -Explore performing a song with different dynamics and articulation to change the meaning of the piece. 	<ul style="list-style-type: none"> -Learn to play notes clearly and independently. -Learn to play simple tunes using known notes. 	<ul style="list-style-type: none"> -Use non-standard notation to record compositions. -To explore how sounds have a purpose. -To listen to a range of different music pieces to explore how certain moods are created through sound. -To compose a short piece of music to accompany a familiar story.
Year 4/5	Music reading and transcription. <ul style="list-style-type: none"> -To understand how to read treble clef notation. -To understand how to recognise the length of a note (quaver, crotchet, minim and semi breve). -To recognise the length of a rest (quaver, crotchet, minim and semi breve). 	KS2 Carol performance	Composition around a theme <ul style="list-style-type: none"> -listen and appraise different songs in the Rap and R&B genre. -Explore cultural and social influences behind the Rap & R&B genres. -Learn a popular rap song. -Compose lyrics to their own verse within a set rap song. -Notate using standard and non-standard notation for others to be able to perform their composition. 	History of classical music <ul style="list-style-type: none"> -Explore the 6 eras of classical music. -Identify historically significant events that happened at this time. -Listen and appraise music from the different eras. - Note similarities and differences between the different eras. 	Outreach <ul style="list-style-type: none"> -Performance skills and ensemble singing. -Singing in some harmony.
Year 5/6	Music reading and transcription.	KS2 Carol performance	Progression of music through time <ul style="list-style-type: none"> -To explore the sounds different instruments 	Composition using tuned instruments.	Year 6 musical <ul style="list-style-type: none"> -Performance in a musical theatre style. -To incorporate singing and dance skills to create a cohesive stylistic performance.

	<ul style="list-style-type: none"> -To understand how to read treble clef notation. -To understand how to recognise the length of a note (quaver, crotchet, minim and semi breve). -To recognise the length of a rest (quaver, crotchet, minim and semi breve). -To start to introduce time signatures (4/4 and 3/4) and use bars in their transcription. 		<ul style="list-style-type: none"> make and how they are made. -To appraise music from different eras. -To compose a piece of music in the style of a composer. - To compare live and recorded versions of the same song and discuss how this changes the impact of the music. 	<ul style="list-style-type: none"> -To appraise songs that use similar chord progressions. -Learn to sing songs that use similar chord progressions in a round. -Identify pitch when singing using solfa notation. -To use notes in a pentatonic scale to create a music composition. -To transcribe music using standard STAFF notation (treble clef). 	<ul style="list-style-type: none"> - To act through song.
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