



Pilgrims' Way Primary School

Whole School Music Overview 20/21



Year	Perform	Compose	Transcribe	Describe
EYFS	Expressive arts and design ELG Exploring and using media and materials: children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Being imaginative: children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories			
1	Take part in singing, accurately following the melody. Follow instructions on how and when to sing or play an instrument.	Create a sequence of long and short sounds. Clap rhythms. Create a mixture of different sounds (long and short, loud and quiet, high and low).		Identify the beat of a tune.
2	Make and control long and short sounds, using voice and instruments. Imitate changes in pitch.	Choose sounds to create an effect. Sequence sounds to create an overall effect. Create short, musical patterns. Create short, rhythmic phrases.	Use symbols to represent a composition and use them to help with a performance.	Recognise changes in timbre, dynamics and pitch.



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3	<p>Sing from memory with accurate pitch. Sing in tune. Pronounce words within a song clearly. Play notes on an instrument with care so that they are clear. Perform with control and awareness of others.</p>	<p>Compose and perform melodic songs. Use drones as accompaniments.</p>	<p>Recognise the notes EGBDF and FACE on the musical stave.</p>	<p>Understand layers of sounds and discuss their effect on mood and feelings.</p>
4	<p>Show control of voice. Maintain a simple part within a group.</p>	<p>Use sound to create abstract effects. Create repeated patterns with a range of instruments Create accompaniments for tunes. Choose, order, combine and control sounds to create an effect.</p>	<p>Devise non-standard symbols to indicate when to play and rest. Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.</p>	<p>Use the terms: <i>duration, timbre, pitch, beat, tempo, texture</i> and use of <i>silence</i> to describe music. Evaluate music using musical vocabulary to identify areas of likes and dislikes.</p>
5	<p>Hold a part within a round. Sustain a drone or a melodic ostinato (repeated rhythm) to accompany singing. Perform with controlled breathing (voice) and skilful playing (instrument).</p>	<p>Create songs with verses and a chorus. of timbre and duration. Combine a variety of musical devices, including melody, rhythm and chords. Use drones (continuous sound) and melodic ostinati (based on the pentatonic scale).</p>	<p>Understand the purpose of the treble and bass clefs and use them in transcribing compositions. Use and understand simple time signatures.</p>	<p>Describe how lyrics often reflect the cultural context of music and have social meaning.</p>



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		<p>Convey the relationship between the lyrics and the melody.</p> <p><i>Use digital technologies to compose, edit and refine pieces of music.*</i></p>																	
6	<p>Sing or play from memory confidently.</p> <p>Perform solos or as part of an ensemble.</p> <p>Sing or play expressively and in tune.</p>	<p>Create rhythmic patterns with an awareness.</p> <p>Thoughtfully select elements for a piece in order to gain a defined effect.</p>	<p>Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.</p> <p>Read and create notes on the musical stave.</p> <p>Understand and use the # (sharp) and ♭ (flat) symbols.</p>	<p>Use a wide range of musical vocabulary:</p> <table border="1"> <tr> <td>pitch</td> <td>dynamics</td> <td>tempo</td> </tr> <tr> <td>timbre</td> <td>texture</td> <td>lyrics and melody</td> </tr> <tr> <td>sense of occasion</td> <td>expressive</td> <td>solo</td> </tr> <tr> <td>rounds</td> <td>harmonies</td> <td>accompaniments</td> </tr> <tr> <td>drones</td> <td>cyclic patterns</td> <td>combinations</td> </tr> </table>	pitch	dynamics	tempo	timbre	texture	lyrics and melody	sense of occasion	expressive	solo	rounds	harmonies	accompaniments	drones	cyclic patterns	combinations
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