

Music Overview 2025-2026

Terms / Year Groups	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Keeping the Beat Assessment: I can move, clap, and play in time to a steady pulse. Repertoire: *Grand Old Duke of York*, *We Will Rock You* (chorus).	Exploring Rhythm Assessment: I can copy and create short rhythm patterns using words, clapping, or percussion. Repertoire: *Engine, Engine Number Nine*.	Exploring Pitch Assessment: I can recognise high and low sounds and copy simple pitch movement, and represent them using symbols. Repertoire: *Rain, Rain Go Away*.	Storytelling with Sounds Assessment: I can use instruments and voices to represent characters or actions in a story. Repertoire: *Peter and the Wolf* (Prokofiev).	Singing Together Assessment: I can sing songs from memory with clear words and in time with others. Repertoire:	Performing Together Assessment: I can perform in a group, keeping the pulse and changing dynamics.
Year 2	Keeping the Pulse Assessment: I can keep a steady pulse using body percussion and tuned instruments. Repertoire: *Tinga Layo*.	Rhythm and Words Assessment: I can use call and response to sing and work with others to create and perform my own group piece. Repertoire: *Teatime Shout*.	Pitch Patterns Assessment: I can recognise pitch movement and play simple melodic patterns on tuned percussion. Repertoire: *Hot Cross Buns*.	Listening: Assessment: I can combine long and short sounds to describe an idea, and explain the effects of what I hear Repertoire: <i>Flight of the Bumblebee</i> , <i>Clair de Lune</i>	Singing in Rounds Assessment: I can sing in unison and begin to sing simple rounds. Repertoire: *London's Burning*.	Class Performance Assessment: I can prepare and perform a song or instrumental piece using basic notation as part of a group.
Year 3	Animal Sounds Assessment: I can describe how music represents images or animals. Repertoire: *Carnival of the Animals* (Saint-Saëns).	Recorder: Assessment: I can play simple notes on the recorder, perform short melodies, and keep in time with others. Repertoire: Simple recorder tunes*	Whole Class Programme: Assessment: I can rehearse and sing songs from different genres as part of a large group. Repertoire: Songs selected by the external programme (e.g. pop, folk, gospel, musical theatre).	Whole Class Programme: I can perform confidently in a large-scale production, singing and playing with expression and awareness of audience. Repertoire: Final performance setlist (mixed genres)	Notation: I can recognise and read simple notes on a staff (C–E–G) and perform them on an instrument. Repertoire: Short melodic recorder/glockenspiel pieces.	Summer 2 – Composition with Notation Assessment: I can create and notate a short melody or rhythm using crotchets, quavers, and minims, and perform it on an instrument. Repertoire/Listening: <i>O Fortuna</i> (Orff) for rhythmic drive
Year 4	Mamma Mia! Pop/Rock Singing & Genre Study Assessment: I can sing with accurate pitch and expression, and identify instruments used in pop rock. Repertoire/Listening: ABBA	Ostinato Patterns Assessment: I can use repeated rhythmic or melodic patterns in songs. Repertoire:	Reading Music (Rhythm & Pitch) Assessment: I can read and write treble clef notes (E–E) and recognise rhythmic values (crotchets, quavers, minims, rests).	Exploring Scales & Kodály Assessment: I can sing and create melodies using scales, applying Kodály hand signs to show pitch movement.	Improvisation & Performance Project Assessment: I can improvise simple melodic or rhythmic ideas, and perform confidently as part of a large ensemble. Repertoire/Listening: Ensemble repertoire drawn from folk, pop, and world traditions	Listening to Classical Music Assessment: I can describe features of Classical music (melody, dynamics, instruments, structure) after listening to longer works. Repertoire/Listening: <i>Eine Kleine Nachtmusik</i> (Mozart)

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Year 5	Keyboard Skills Assessment: I can locate notes and play simple melodies on the keyboard. Repertoire: <i>Lean on Me</i> (Bill Withers)	Rock & Pop Band Skills Assessment: I can recognise instruments and stylistic features in rock music, and perform simple riffs with accuracy. Repertoire: <i>Smoke on the Water</i> (Deep Purple).	Classroom Jazz Assessment: I can improvise short melodic and rhythmic phrases in a jazz style using given notes. Repertoire: <i>Take the A Train</i> (Ellington).	Singing Through History Assessment: I can sing part songs and rounds with accurate pitch, and describe key features of music from different historical periods. Repertoire/Listening: <i>Hallelujah Chorus</i> (Handel),	World Rhythms Assessment: I can perform complex rhythms in an ensemble, and notate them using crotchets, quavers, minims, semibreves, rests in 2/4, 3/4, and 4/4 time. Repertoire/Listening: West African drumming.	Music Technology Assessment: I can use digital tools to record, and arrange music, and compose short pieces.
Year 6	Chords & Harmony Assessment: I can play and identify major and minor triads. Repertoire: <i>*Count on Me*</i> (Bruno Mars).	Performance Skills Assessment: I can rehearse and refine a performance using dynamics, articulation, and expression. Repertoire: Pachelbel's Canon in D Major.	Singing Styles Assessment: I can compare and perform different vocal styles. Repertoire: <i>*Summertime*</i> (Gershwin, Sing Sing, Sing).	Arrangements Assessment: I can create my own arrangement of a known piece. Repertoire: <i>*In the Hall of the Mountain King*</i> (Grieg).	Listening & Responding Assessment: I can describe features of music from different styles and periods (instruments, structure, texture), and use these ideas in my own short group performance.	Music Technology Assessment: I can compose and refine music using software and live instruments. I can manipulate loops.

Music Overview 2025–2026 (MMC Aligned)

Colour Key:

■ Singing
 ■ Listening
 ■ Composing
 ■ Performing
 ■ Technology