

### "Music gives a soul to the universe, wings to the mind, flight to the imagination and life to everything." - Plato

#### Curriculum Intent

The Music curriculum at Fieldhead Carr Primary School aims to engage and inspire pupils to develop a love of music and their talent as musicians, helping to increase their self-confidence, creativity and sense of achievement. As the children progress throughout FHC they will develop a critical engagement with music, allowing them to compose, and the listen with discrimination to the best in the musical canon.

At FHC we value music because it is a unique and powerful form of communication that can change and impact the way children feel, think and act. We believe that teaching music helps the body and the mind work together. We believe that every child should have the opportunity to develop their musical potential and we aim to nurture and encourage musical development across the school.

	Purpose of Study
Philosophical	Children will have the opportunity to critically engage with music, allowing them to compare, and to listen to pieces in the musical canon. They will be able to reflect on how various musical styles have influenced society over time and acknowledge that there can be a variety of ways in which music can be interpreted.
Link to my life	Children will acknowledge that music is an abstract and universal language that connects people from all around the world. They will be encouraged to engage with music from a variety of genres, cultures and historical periods in order to develop a love for music. They will acknowledge that our personal interpretation of various musical styles is ever- changing and will be open to allowing for critical thinking to occur across all musical styles. Children will consider their emotional responses to music and the ways in which different styles of music can have on their thoughts, feelings and mood. These skills will allow children to appreciate musicians and composers from the music canon, but will also build confidence, talent and a sense of achievement in themselves overall.
Practical Skills	Children will be given the opportunity to perform, to listen, review and evaluate a music from a variety of genres, cultures and historical periods, composed by some of the best musicians. They will have the opportunity to compose their own music using a variety of instruments, as well as to sing both independently and with others.
Knowledge	Children will explore how music is created, produced and communicated through exposure to live and recorded music drawn from different traditions and from great composers and musicians. They will develop an understanding of the history of music and how musical forms have changed and developed over time as well as knowledge of key musical terms and language.
<b>ssessment and recor</b> ntry task: xit task: lecording for revisiting	ding for long term knowledge retention:



			Sur	nmary of Progression			
FS1	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		·	Sin	ging and performing	·	·	
Perform (dance,	Perform (dance,	Using their	Using their voices:	Using their voices:	Using their voices:	Using their voices:	Using their voices:
drama and	drama and	voices:	<ul> <li>Sing a variety of songs</li> </ul>	<ul> <li>Sing songs in a</li> </ul>	<ul> <li>Sing songs in a</li> </ul>	Sing confidently in a	Sing confidently in a wide
storytelling)	storytelling)	<ul> <li>Speak and</li> </ul>	with	variety of	variety of	wide variety of styles	variety of styles with
Take part in simple	Watch and talk	chant	more accuracy of	styles with	styles with an	with expression.	expression.
pretend play, using	about dance and	together.	pitch.	confidence,	increasing	Communicate the	Communicate the
an object to	performing arts,	<ul> <li>Sing songs</li> </ul>	<ul> <li>Sing words clearly</li> </ul>	singing an increasing	awareness of the tone	meaning and mood of	meaning and mood of the
represent	expressing their	showing	and	number from	of	the sona.	song.
something else	feelings and responses.	increasing	breathing at the end of	memory.	their voices and the	Sing a simple second	<ul> <li>Sing a simple second part</li> </ul>
even though they	Develop storylines	vocal control	phrases.	<ul> <li>Show increasing</li> </ul>	shape of the melody.	part of a two-part song	of a two-part song with
are not similar.	in their pretend play	(singing more	Convey the mood or	accuracy of	<ul> <li>Sing songs showing</li> </ul>	with confidence.	confidence.
Begin to develop	Explore and engage	in tune,	meaning of the song.	pitch and awareness	musical expression	Maintain own part in a	Maintain own part in a
complex stories	in music making and	breathing	<ul> <li>Sing with a sense of</li> </ul>	of the	(phrasing, changes of	round.	round.
using small world	dance,	deeply, singing	control	shape of a melody.	tempi, dynamics;	Perform a song from	Perform a song from
equipment like	Performing solo or in	words clearly).	of dynamics (volume)	Imitate increasingly	reflecting the mood	memory with attention	memory with attention to
animal sets, dolls	groups.	<ul> <li>Sing songs in</li> </ul>	and	longer	and	to phrasing, dynamics	phrasing, dynamics and
and doll houses	Learn rhymes, poems	different styles	tempo (speed).	phrases with	character of the song	and accuracy of pitch,	accuracy of pitch, for a
Know many	and songs.	conveying	<ul> <li>Echo sing a short</li> </ul>	accuracy with	and its context).	for a special occasion.	special occasion. Using
rhymes, be able to	ana songs.	different	melodic	an awareness of the	<ul> <li>Sing two/three part</li> </ul>	Using classroom	classroom instruments:
talk about familiar		moods	phrase.	phrases	rounds with more	instruments:	Perform on a range of
books, be able to		(happy, sad,	<ul> <li>Identify if the pitch is</li> </ul>	in a song.	confidence and	Perform on a range of	instruments in mixed groups
tell a long story		angry etc.)	getting higher or lower,	Understand that	increasing pitch	instruments in mixed	to an audience, with
		and	or is	posture,	accuracy.	groups to an audience,	confidence.
		with sense of	staying the same and	breathing and diction	<ul> <li>Sing confidently as</li> </ul>	with confidence.	Read and play with
		enjoyment.	copy	are	• sing connidenity as	Read and play with	confidence from
		Co-ordinate	with their voices.	important.	of a small group or solo	confidence from	conventional or graphic
		actions to go	<ul> <li>Follow a leader</li> </ul>	Demonstrate an	being aware of posture	conventional or graphic	notation.
		with a song.	(teacher)	awareness	and good diction.	notation.	Continue to play by ear
		<ul> <li>Sing in time</li> </ul>	starting and stopping	of character or style	Copy short phrases	Continue to play by ear	on pitched instruments,
		to a steady	together.	in	and	on pitched instruments,	extending the length of
		beat.	Using classroom	performance.	be able to sing up and	extending	phrases, melodies played.
		Perform an	instruments:	Chat or sing a round	down in step	the length of phrases,	Perform with sensitivity to
		action or	<ul> <li>Play with control:</li> </ul>	in two	independently.	melodies played.	different dynamics, tempi.
		sound	o Maintaining steady	parts.	Using classroom	Perform with	Lead/conduct a group of
		(clapping,	speed	<ul> <li>Sing songs with a</li> </ul>	instruments:	sensitivity to different	instrumental performers.
		stamping, etc.)	o Getting faster or	recognised structure	Maintain two or more	dynamics, tempi.	Maintain a rhythmic or
		on	slower	(verse	different ostinato	Lead/conduct a group	melodic accompaniment
		the steady	o Getting louder or	and chorus/call and	patterns in a small	of instrumental	to a song.
		beat whilst	quieter	response).	instrumental aroup	performers.	<ul> <li>Maintain own part on a</li> </ul>
		singing.	Perform a repeated	Using classroom	against a steady beat.	Maintain a rhythmic or	pitched instrument in a
		Using	• Penoim a repeatea two	instruments:	Play music that	• Maintain a mynnic of melodic	small ensemble.
		classroom	note melodic ostinato	Keep a steady beat	• Play music man	accompaniment to a	Perform own
		instruments:	to	• Reep a sleady bear	RESTS	song.	compositions to
		<ul> <li>Play</li> </ul>	accompany a song.	instrument in a group	Use tuned percussion	<ul> <li>Maintain own part on a</li> </ul>	an audience.
		• Flay instruments by	<ul> <li>Perform a rhythm</li> </ul>	or	• use funed percussion instruments with	• Maintain own part on a pitched instrument in a	<ul> <li>Use an MP3</li> </ul>
			,			small ensemble.	
		shaking,	accompaniment to a	individually.	increasing confidence	Perform own	recorder/video
		scraping,	song.	Maintain a rhythmic	to		recorder to keep
		rattling,	<ul> <li>Perform a sequence</li> </ul>	Or	accompany songs and	compositions to an	a record of work
		tapping	of	melodic ostinato	improvise.	audience.	in progress and



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	etc.	sounds using a graphic	simultaneously with a	<ul> <li>Play by ear – find</li> </ul>	• Use an MP3	record
	<ul> <li>Play in time</li> </ul>	score.	different ostinato	known	recorder/video	performances
	to a steady	<ul> <li>Work and perform in</li> </ul>	and/or	phrases or short	recorder to keep a	
	beat, using	smaller groups.	steady beat.	melodies using tuned	record of work in progress	
	instruments or	<ul> <li>Follow a leader</li> </ul>	<ul> <li>Use tuned</li> </ul>	instruments.	and record	
	body sounds.	(teacher)	percussion with	<ul> <li>Play music in a metre</li> </ul>	performances.	
	<ul> <li>Play loudly,</li> </ul>	starting and stopping	increasing	of		
	quietly, fast,	together.	confidence.	two or three time.		
	slow.	<ul> <li>Demonstrate some</li> </ul>	<ul> <li>Copy a short</li> </ul>	<ul> <li>Read and play from</li> </ul>		
	<ul> <li>Imitate a</li> </ul>	confidence in	melodic phrase	some		
	rhythm pattern	performing as	by ear on a pitched	conventional music		
	on	a group and a	instrument.	symbols.		
	an instrument.		<ul> <li>Play using symbols</li> </ul>	Combine		
	• Play a		including	instrumental		
	repeated		graphic and/or simple	playing with narrative		
	rhythmic		traditional notation.	and movement.		
	pattern		<ul> <li>Follow simple hand</li> </ul>	<ul> <li>Follow a leader,</li> </ul>		
	(rhythmic		directions from a	stopping/starting,		
	ostinato)		leader.	playing faster/slower		
	to accompany		<ul> <li>Perform with an</li> </ul>	and		
	a song.		awareness	louder/quieter.		
	<ul> <li>Play a single</li> </ul>		of others.	<ul> <li>Perform to an</li> </ul>		
	pitched note		<ul> <li>Combine musical</li> </ul>	audience		
	to		sounds	with increasing		
	accompany a		with narrative and	confidence.		
	song (drone).		movement.			
	<ul> <li>Play with</li> </ul>		<ul> <li>Perform a</li> </ul>			
	help the		composed piece			
	rhythmic		to a friendly			
	pattern of a		audience, as a			
	spoken		member of a group or			
	sentence, e.g.		class			
	'Hungry					
	caterpillar'.					
	<ul> <li>Follow simple</li> </ul>					
	hand signals					
	indicating:					
	loud/quiet and					
	start/stop.					
			1		1	

Exploring and compo							
FS1	FS2	Y1	Y2	Y3	Y4	Y5	Y6
Music	Music	Explore:	Explore:	Explore:	Explore:	Explore:	Explore:
<ul> <li>Listen with</li> </ul>	Listen	<ul> <li>Different</li> </ul>	<ul> <li>Ways in which sounds</li> </ul>	• Longer –	<ul> <li>Sounds to create</li> </ul>	Chords/harmony –	Chords/harmony –
increased	attentively,	sounds made	are made (tapped,	shorter/faster –	particular effects	concord	concord
attention to sounds	move to and talk	by the voice	blow, scraped,	slower/higher –	(timbre).	and discord.	and discord.
<ul> <li>Respond to what</li> </ul>	about music,	and hands	shaken) and can be	lower/louderquieter	Rhythm patterns in	Scales, such as	Scales, such as
they have heard	expressing their	(timbre).	changed.	sounds on tuned and	music from different	pentatonic, rag,	pentatonic, rag,
expressing their	feelings and	High and low	Long and short sounds	untuned percussion	times and places	blues.	blues.
thoughts and	responses.	sounds	(rhythm – duration).	and voices.	(duration).	Texture created by	Texture created by
feelinas	Sing in a group	(pitch).	• The rhythm patterns of	Pitch notes moving	The pentatonic scale	lavering	lavering
Remember and	or on their own,	<ul> <li>Long and</li> </ul>	words and sentences.	by step (notes	Pitched notes that	rhythmic and/or melodic	rhythmic and/or melodic
sing entire songs	increasingly	short sounds	Changes in pitch	adjacent to each	move	ostinatos.	ostinatos
<ul> <li>Sing the pitch of</li> </ul>	matching the	(duration).	(higher and lower).	other)	by steps and/or leaps	Developing ideas, using	Developing ideas, using
a tone sung by	pitch and	Loud and	Sequences of sound	and by leap (notes	to make short	musical devices such as	musical devices such as
another person	following the	quiet sounds	(structure)	with gaps between	phrases/melodies.	repetition, question and	repetition, question and
'pitch matching'	melody.	(dynamics).	Sounds in response to	them).	Music that describes	answer, ostinato.	answer, ostinato.
Sing the melodic	Explore and	Fast and slow	a stimulus (visual or	Symbols to	feelings or moods using	Characteristics of	Characteristics of various
shape (moving	engage in music	sounds	aural).	represent sound	'tense' or 'calm'	various	styles, for example, Blues,
melody such as	making and	(tempo).	<ul> <li>How sounds can be</li> </ul>	(graphic	sounds	styles, for example, Blues,	Rap,
Jp and down,	dance,	Pitch shapes	manipulated to	scores/traditional	using dynamics,	Rap,	Gospel, Folk, African etc.
down and up) of	performing solo	(moving	convey different	notation).	different tempi,	Gospel, Folk, African, etc.	Improving in a variety of
familiar songs	or in groups.	up and down)	effects and moods.	The sounds of	different timbres etc.	<ul> <li>Improvising in a variety</li> </ul>	styles.
Create their own	Listen carefully	and	Compose:	different instruments –	Combining and	of styles.	Compose:
songs, or	to rhyme and	rhythmic	Short melodic	TIMBRE and how they	controlling sounds to	Compose:	<ul> <li>(Always considering the</li> </ul>
improvise a song	songs, paying	patterns.	phrases.	can represent	achieve a desired	(Always considering the	musical elements)
around one they	attention to how	Compose:	<ul> <li>Short repeated</li> </ul>	pictures/stories/mood	effect.	musical elements)	Create own simple songs
know	they sound	Add sound	rhythmic patterns	s.	Music that	Create own simple	reflecting the meaning of
Play instruments	Learn rhymes,	effects to a	(ostinato)	<ul> <li>The different sounds</li> </ul>	incorporates	songs	the
with increasing	poems and	story.	Rhythm patterns from	(timbres)	effective silences	reflecting the meaning of	words.
control to express	songs.	Choose	words.	that one instrument	(Rests)	words.	Compose music that
their feelings and	301133.	musical sound	<ul> <li>A piece of music that</li> </ul>	can make.	Different groupings of	Compose music that	reflects
ideas		effects to	has a beginning,	How the musical	beats (metre of 2/3).	reflects given intentions,	given intentions, e.g.
<ul> <li>Increasingly be</li> </ul>		follow a story	middle and end	elements can	Compose:	e.g.	descriptive music, a rap, a
able to use and		line or match a	(structure)	be combined to	A simple rhythmic	descriptive music, a rap,	melody with ostinato
remember		picture.	Music that has long	compose descriptive	accompaniment to a	a melody with an ostinato	accompaniment.
sequences and the		• Use	and short sounds,	music.	song using ostinato	accompaniment.	Arrange a song for class
patterns and		graphics/symb	and/or changes in	Compose:	patterns and drones.	Arrange a song for class	performance with an
movements which		ols	tempo, timbre and	Words and actions	A simple melody from	performance with an	appropriate pitched and
are		to portray the	dynamics, in small	to go with songs.	a simple melody nom	appropriate pitched and	unpitched
related to music		sounds	groups.	A simple rhythmic	selected group of	unpitched	accompaniment.
and rhythm		they have	Music that conveys	accompaniment to	notes	accompaniment	Refine own compositions
• Sing a large		made.	different moods.	go with a song, using	(i.e. a pentatonic	Refine own	after
repertoire of songs		Sequence	Gineren moous.	ostinato patterns.	scale).	compositions after	discussion.
<ul> <li>Know many</li> </ul>		these		Music that has a	Music that has a	discussion.	Use a range of symbols
rhymes, be able		symbols to		<ul> <li>Music indi nas a recognisable</li> </ul>	<ul> <li>Music indi nas a recognisable structure.</li> </ul>	<ul> <li>Use a range of symbols</li> </ul>	<ul> <li>Use a range of symbols (conventional or graphic)</li> </ul>
to talk about		make a		structure; Beginning,	<ul> <li>A Piece of music that</li> </ul>	(conventional or graphic)	to
familiar books, be		simple		Middle and End or	reflects images/and	to	record compositions.
able to tell a long		structure		verse/chorus.	atmosphere, that has a	record compositions.	Use ICT
story		(score)	1	1	clearly defined plan,	Use ICT	

Love to Learn

Republi Compation Aronning



own seque sound	story, pai or create out help	that tells a aints a picture tes a mood. that uses on/echo.	(computers/iPads/tablets /MP3 recorders etc.) to record, sample, sequence, loop and manipulate sound to create soundscapes/compositio ns.	(computers/iPads/tablets/M P3 recorders etc.) to record, sample, sequence, loop and manipulate sound to create soundscapes/compositions
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Nursery	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Music	Music	Listening:	<ul> <li>Listen with</li> </ul>	Listen with	Recognise aurally the	Distinguish differences	<ul> <li>Distinguish</li> </ul>
<ul> <li>Listen with</li> </ul>	<ul> <li>Listen attentively,</li> </ul>	<ul> <li>Listen to a</li> </ul>	increased	concentration to	range	in timbre and texture	differences in timbre
Increased attention to	move to and talk	piece of music	concentration.	longer	of percussion (tuned	between a wide variety	and texture between
sounds	about music,	and move in time	<ul> <li>Recognise the</li> </ul>	pieces/extracts of	and	of instruments and	a wide variety of
Respond to what they	expressing their	to its	sounds of	music.	untuned) used in	instrumentation.	instruments and
have heard expressing	feelings and	steady beat.	the percussion	Listen to	school	<ul> <li>Identify and discuss</li> </ul>	instrumentation.
their thoughts and	responses.	<ul> <li>Recognise and</li> </ul>	instruments	live/recorder	and some individual	'what happens when'	<ul> <li>Identify and discuss</li> </ul>
feelings	<ul> <li>Sing in a group or</li> </ul>	respond	used, their names,	extracts od different	orchestral instruments	within simple musical	'what happens
Remember and	on their own,	through	how	kinds of	taught in school.	structures.	when' within simple
sing entire songs	increasingly	movement/danc	they are played and	music and identify	<ul> <li>Recognise and talk</li> </ul>	<ul> <li>Recognise and identify</li> </ul>	musical structures.
<ul> <li>Sing the pitch of a</li> </ul>	matching the	е	which	where	about	features of expression	<ul> <li>Recognise and</li> </ul>
tone sung by	pitch and	to the different	ones can make high	appropriate:	some contrasting styles	(phrasing, melody,	identify features of
another person	following the	musical	and	o A steady beat/no	of	harmony, different	expression
'pitch matching'	melody.	characteristics	low sounds.	steady	music in broad terms,	dynamics, metre and	(phrasing, melody,
<ul> <li>Sing the melodic</li> </ul>	<ul> <li>Explore and</li> </ul>	and moods	<ul> <li>Recognise how</li> </ul>	beat	using	tempi) in an extract of	harmony, different
shape (moving	engage in music	of music.	sounds are	o A specific rhythm	appropriate musical	live or recorded music.	dynamics, metre and
melody such as up and	making and	<ul> <li>Recognise the</li> </ul>	made – tapping,	patter or	language (the tempo,	<ul> <li>Compare two pieces of</li> </ul>	tempi) in an extract
down, down and up) of	dance, performing	sounds of	rattling,	event	dynamics, metre,	instrumental music	of live or recorded
familiar songs	solo or in groups.	the percussion	scraping, blowing	o The speed (tempo)	texture,	from different	music.
<ul> <li>Create their own</li> </ul>	<ul> <li>Listen carefully to</li> </ul>	instruments used	etc.	of the	timbre).	countries/times and	<ul> <li>Compare two pieces</li> </ul>
songs, or	rhyme and songs,	in the	<ul> <li>Identify different</li> </ul>	music	<ul> <li>Recognise music</li> </ul>	discuss the similarities and	of instrumental
improvise a song	paying attention	classroom and	qualities	o The volume	from	differences.	music from different
around one they	to how they	identify	of sound such as	(dynamics)	different times and	<ul> <li>Use musical vocabulary</li> </ul>	countries/times and
know	sound	and name them.	smooth,	o The melody	countries identifying	and knowledge to talk	discuss the
<ul> <li>Play instruments</li> </ul>	<ul> <li>Learn rhymes,</li> </ul>	Appraising:	scratchy, clicking,	<ul> <li>Identify common</li> </ul>	key	about and discuss music	similarities and
with increasing	poems and songs	<ul> <li>Begin to use</li> </ul>	ringing	characteristics	elements that give it its	from a variety of sources,	differences.
control to express		musical	(timbre)	<ul> <li>Recognise some</li> </ul>	unique sound.	traditions and cultures,	<ul> <li>Use musical</li> </ul>
their feelings and				familiar		including	vocabulary and



ideas • Increasingly be able to use and remember sequences and the patterns and movements which are related to music and rhythm • Sing a large repertoire of songs • Know many rhymes, be able to talk about familiar books, be able to tell a long story	terms (louder/quieter, faster/slower, higher/lower) • Begin to articulate how changes in speed, pitch and dynamics effect the mood.	Recognise and respond to different changes of speed (tempo)/volume (dynamics) and pitch. Respond through movement/dance to different musical characteristics and moods (angrily, sadly, cheerfully, daintily, etc.) Recognise and respond to the mood of a piece of music. Begin to use music terminology when describing how the mood is created (i.e. the mood is sad because the music played is played very slowly and quietly).	instrumental sounds in recorded music (piano, violin, guitar, drums, etc.). • Identify repetition in music i.e. a song with a chorus. • Recognise aurally wooden, metal, skin percussion instruments and begin to know their names. • Listen to their own compositions and use musical language to describe what happens in them.	Identify repeated rhythmic or melodic phrases in live or recorded music.     Identify whether a song has a verse/chorus or call and response structure.     Identify the use of metre in 2 or 3 in a piece of recorded or live music.     Recognise the combined effect of layers of sound by listening to their own arrangements, compositions and recordings.	performances of their own and others' compositions. • Use musical vocabulary and knowledge to help identify areas for development or refinement when composing.	knowledge to talk about and discuss music from a variety of sources, traditions and cultures, including performances of their own and others' compositions. • Use musical vocabulary and knowledge to help identify areas for development or refinement when composing
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#### Year EYFS EAD- being imaginative and expressive

Educational Program

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe

observe				
Early Years End Points:	Knowledge for Nursery	Key Texts for Nursery	Knowledge for Reception	Key Texts for Reception
ELG: Being Imaginative				
and Expressive Children	Music	<u>Rhymes/songs</u>	Music	Rhymes/songs
at the expected level	<ul> <li>Listen with increased</li> </ul>	See key nursery rhymes	<ul> <li>Listen attentively, move to and talk about</li> </ul>	Heads Shoulders, Knees and Toes
of development will: -	attention to		music, expressing their feelings and	Dingle Dangle Scarecrow
Invent, adapt and	sounds	Key Text/Poem	responses.	Big Red, Combine Harvester
recount narratives and	<ul> <li>Respond to what they have</li> </ul>	Zim, zam, zoom	<ul> <li>Sing in a group or on their own, increasingly</li> </ul>	Busy Body
stories with peers and	heard	All join in	matching the pitch and following the melody.	Away in a Manger
their teacher; - Sing a	expressing their thoughts and		<ul> <li>Explore and engage in music making and</li> </ul>	We Wish you a Merry Christmas
range of well-known	feelings	Vocabulary	dance, performing solo or in groups.	Key Text/Poem
nursery rhymes and	<ul> <li>Remember and sing entire</li> </ul>	loud, quiet, fast, slow, sing, song, listen,	<ul> <li>Listen carefully to rhyme and songs, paying</li> </ul>	Kaya's Heart Song
songs;Perform songs,	songs	feelings (happy, sad,	attention to how they sound	Vocabulary
rhymes, poems and	<ul> <li>Sing the pitch of a tone sung</li> </ul>	scared etc), instrument	<ul> <li>Learn rhymes, poems and songs</li> </ul>	rhyme, loud, quiet, fast, slow, sing, song,
stories with others, and	by another			sound, listen, poem, feelings (happy, sad,
when appropriate try to	person 'pitch matching'			scared etc), instrument, high, low, beat.
move in time with	<ul> <li>Sing the melodic shape</li> </ul>			
music	(moving melody			
	such as up and down, down			
	and up) of			
	familiar songs			
	<ul> <li>Create their own songs, or</li> </ul>			
	improvise a			
	song around one they know			
	<ul> <li>Play instruments with</li> </ul>			
	increasing control			
	to express their feelings and			
	ideas			
	Perform (dance, drama and	Key Text/Poem	Perform (dance, drama and storytelling)	Key Texts/poems
	storytelling)	Little Red Hen	<ul> <li>Watch and talk about dance and</li> </ul>	We're going on a bear hunt
	<ul> <li>Take part in simple pretend</li> </ul>		performing arts, expressing their feelings and	
	play, using an object to	Vocabulary	responses.	Vocabulary
	represent something else even	Dance, perform, retell, story, props, feelings	• Develop storylines in their pretend play	Dance, perform, retell, story, props,
	though they are not similar.	(happy, sad, scared etc), instrument,	• Explore and engage in music making and	feelings (happy, sad, scared etc),
	Begin to develop complex	audience, stage	dance, performing solo or in groups.	instrument, audience, stage
	stories using small world	-	Learn rhymes, poems and songs.	_
	equipment like animal sets, dolls			
	and doll houses			
	Know many rhymes, be able			
	to talk about familiar books			





Possible provision	Expressive arts enquiry
<ul> <li>Set up a music area with a selection of instruments</li> </ul>	Nursery
<ul> <li>Role play areas with props</li> </ul>	Talk about what they see and hear using a wide vocabulary
<ul> <li>Story telling areas with props (e.g. puppets, small world figures, story spoons/stones)</li> </ul>	Make sounds with instruments and objects
Books in all areas of provision	Reception
<ul> <li>Non-fiction texts and photos of instruments, dance, performances</li> <li>Small world resources and figures</li> </ul>	<ul> <li>Describe what they see and hear using a wide vocabulary</li> <li>Describe sounds they hear and relate them to the natural world and their experiences (e.g shaker sounds like rain, drum sounds like an elephant stomping)</li> <li>Connect one idea or action to another</li> <li>Explore instruments by shaking, scraping, rattling, tapping, etc.</li> </ul>

	Year 1		
National Curriculum End Points Key Stage 1: • Use their voices expressively and creatively by singing songs and speaking chants and rhymes. • Play tuned and untuned instruments musically. • Listen with concentration and understanding to a range of high- quality live and recorded music. • Experiment with, create, select and combine sounds using the interrelated dimensions of	National Curriculum End Points Key Stage 1:         Perform (Singing/Playing)         Using their voices:         • Speak and chant together.         • Sing songs showing increasing vocal control (singing more in tune, breathing deeply, singing words clearly).         • Sing songs in different styles conveying different moods (happy, sad, angry etc.) and with sense of enjoyment.         • Co-ordinate actions to go with a song.         • Sing in time to a steady beat.         • Perform an action or a sound (clapping, stamping, etc.) on the steady beat whilst singing.         Using classroom instruments:         • Play instruments by shaking, scraping, rattling, tapping etc.         • Play in time to a steady beat, using instruments or body sounds.         • Play in time to a steady beat, using instruments or body sounds.         • Play in time to a steady beat, using instruments or body sounds.         • Play in time to a steady beat, using instruments or body sounds.         • Play a repeated rhythmic pattern on an instrument.         • Play a repeated rhythmic pattern (rhythmic ostinato) to accompany a song.         • Play a single pitched note to accompany a song (drone).         • Play with help the rhythmic pattern of a spoken sentence, e.g. 'Hungry caterpillar'.         • Follow simple hand signals indicating: loud/quiet and start/stop.	<ul> <li>National Curriculum End Points Key Stage 1:</li> <li>Find and keep the pulse, individually or with a group, to a games track or piece of music- a musical heartbeat.</li> <li>Clap a simple rhythm over the pulse – rhythm is different to pulse, it changes, where pulse stays the same.</li> <li>Know that if you sing you use pitch – high and low sounds.</li> <li>Make up simple rhythm.</li> <li>Explain how tempo and dynamics can be used in a piece of music.</li> <li>Sing with friends in a group / ensemble.</li> <li>Warm up voices to keep them safe. Stand up straight to produce a quality sound. Breathe properly and pronounce words in the correct style of the song being sung.</li> <li>Understand the meaning of songs to perform them properly. Use feelings when singing songs.</li> <li>Keep the pulse inside when singing, listen to friends to make sure they are singing the same tune and they are singing together.</li> <li>Follow a leader when singing.</li> <li>Perform to other people, the audience with confidence.</li> <li>Watch a recording of performance. Talk about what went well and what they could do better.</li> </ul>	Vocabulary: ostinato, drone, steady beat, score.
music.	<ul> <li>Explore and Compose</li> <li>Exploring: <ul> <li>Different sounds made by the voice and hands (timbre).</li> <li>High and low sounds (pitch).</li> <li>Long and short sounds (duration).</li> <li>Loud and quiet sounds (dynamics).</li> <li>Fast and slow sounds (tempo).</li> <li>Pitch shapes (moving up and down) and rhythmic patterns.</li> </ul> </li> <li>Composing: <ul> <li>Add sound effects to a story.</li> <li>Choose musical sound effects to follow a story line or match a picture.</li> </ul> </li> </ul>	<ul> <li>Enjoy playing an instrument. Play 'by ear' or 'by heart'.</li> <li>Play in a band / ensemble. Start and stop or join in when directed.</li> <li>Know there is a language that represents music.</li> <li>Sometimes write music down using colours, shapes or pictures.</li> <li>Create and explore musical sounds with an instrument.</li> <li>Make up simple rhythms / melodies / tunes.</li> <li>Use two notes/ three notes to compose tune.</li> <li>Record compositions.</li> <li>Evaluate.</li> </ul>	duration – steady beat, short and long sounds pitch –high and low tempo – fast and slow dynamics – loud and quiet timbre – the tone quality of the sound



• • Sec	e graphics/symbols to portray the sounds they have made. quence these symbols to make a simple structure (score). mpose own sequence of sounds without help and perform.		– rough, smooth, scratch etc. structure – phrases of a song, overall
<ul> <li>Recognise and characteristics of Recognise the identify and nar Appraising:</li> <li>Begin to use m</li> </ul>	ce of music and move in time to its steady beat. d respond through movement/dance to the different musical and moods of music. e sounds of the percussion instruments used in the classroom and	<ul> <li>Listen to different musical styles from different parts of the world.</li> <li>Recognise / identify where in the world they are from.</li> <li>Recognise / identify what the different styles of music are and some of the different instruments.</li> <li>Start to use musical words when talking about music.</li> <li>Pay attention and concentrate when others talk about the music listened to.</li> <li>Understand how pulse, rhythm, pitch and tempo and dynamics fit into the music listened to.</li> </ul>	plan of a piece

	Year 2		
National Curriculum End Points Key Stage 1:	National Curriculum End Points Key Stage 1:	National Curriculum End Points Key Stage 1:	Vocabulary:
<ul> <li>Use their</li> <li>Voices</li> <li>expressively</li> <li>and creatively</li> <li>by singing</li> <li>songs and</li> <li>speaking</li> <li>chants and</li> <li>rhymes.</li> <li>Play tuned</li> <li>and untuned</li> <li>instruments</li> <li>musically.</li> <li>Listen with</li> <li>concentration</li> <li>and</li> <li>understanding</li> <li>to a range of</li> <li>high-quality</li> <li>live and</li> <li>recorded</li> <li>music.</li> <li>Experiment</li> </ul>	<ul> <li>Perform (Singing/Playing)</li> <li>Using their voices:</li> <li>Sing a variety of songs with more accuracy of pitch.</li> <li>Sing words clearly and breathing at the end of phrases.</li> <li>Convey the mood or meaning of the song.</li> <li>Sing with sense of control of dynamics (volume) and tempo (speed).</li> <li>Echo sing a short melodic phrase.</li> <li>Identify if the pitch is getting higher or lower, or is staying the same and copy with their voices.</li> <li>Follow a leader (teacher) starting and stopping together.</li> <li>Using classroom instruments:</li> <li>Play with control: a) Maintaining steady beat</li> <li>b) Getting faster or slower</li> <li>c) Getting louder or quieter</li> <li>Perform a repeated two note melodic ostinato to accompany a song.</li> <li>Perform a sequence of sounds using a graphic score.</li> <li>Work and perform in smaller groups.</li> <li>Follow a leader (teacher) starting and stopping together.</li> </ul>	<ul> <li>Find and keep the pulse, individually or with a group, to a games track or piece of music- a musical heartbeat.</li> <li>Clap a simple rhythm over the pulse – rhythm is different to pulse, it changes, where pulse stays the same.</li> <li>Know that if you sing you use pitch – high and low sounds.</li> <li>Make up simple rhythm.</li> <li>Explain how tempo and dynamics can be used in a piece of music.</li> <li>Sing with friends in a group / ensemble.</li> <li>Warm up voices to keep them safe. Stand up straight to produce a quality sound. Breathe properly and pronounce words in the correct style of the song being sung.</li> <li>Understand the meaning of songs to perform them properly. Use feelings when singing songs.</li> <li>Keep the pulse inside when singing, listen to friends to make sure they are singing the same tune and they are singing together.</li> <li>Follow a leader when singing.</li> <li>Perform to other people, the audience with confidence.</li> <li>Watch a recording of performance. Talk about what went well and what they could do better.</li> </ul>	phrase, sequence, ostinato, drone, graphic score, steady beat, rhythm, pattern.
with, create, select and combine sounds using the interrelated	Explore and Compose Exploring: • Ways in which sounds are made (tapped, blown, scraped, shaken) and can be changed. • Long and short sounds (rhythm – duration).	<ul> <li>Enjoy playing an instrument. Play 'by ear' or 'by heart'.</li> <li>Play in a band / ensemble. Start and stop or join in when directed.</li> <li>Know there is a language that represents music. Sometimes write music down using colours, shapes or pictures.</li> </ul>	pitch – high, low, getting higher, getting lower



dimensions of	The rhythm patterns of words and sentences.	Create and explore musical sounds with an instrument. Make up simple	dynamics –
music.	Changes in pitch (higher and lower).	rhythms / melodies / tunes.	loud, quiet,
	Sequences of sound (structure).	Use two notes/ three notes to compose tune.	getting
	Sounds in response to a stimulus (visual or aural).	Record compositions.	louder,
	How sounds can be manipulated to convey different effects and moods.	• Evaluate.	getting
			quieter
	Composing:		tempo – Fast,
	Short melodic phrases.		slow, getting
	Short repeated rhythmic patterns (ostinato).		faster, getting
	Rhythm patterns from words.		slower
	• A piece of music that has a beginning, middle and end (structure).		structure –
	• Music that has long and short sounds, and/or changes in tempo, timbre and dynamics,		phrases of a
	in small groups.		song, overall
	Music that conveys different moods.		plan of a
			piece of
	Listen, Reflect and Appraise	<ul> <li>Listen to different musical styles from different parts of the world.</li> </ul>	music
	Listen with increased concentration.	<ul> <li>Recognise / identify where in the world they are from.</li> </ul>	timbre – The
	• Recognise the sounds of the percussion instruments used, their names, how	Recognise / identify what the different styles of music are and some of	tone quality
	they are played and which ones can make high and low sounds.	the different instruments.	of the sound,
	Recognise how sounds are made – tapping, rattling, scraping, blowing etc.	Start to use musical words when talking about music.	i.e. smooth,
	<ul> <li>Identify different qualities of sound such as smooth, scratchy, ringing (timbre).</li> </ul>	Pay attention and concentrate when others talk about the music	heavy, light,
	Recognise and respond to different changes of speed (tempo)/volume (dynamics)	listened to.	cold, warm,
	and pitch.		dull, bright
	Respond through movement/dance to different musical characteristics and moods	Understand how pulse, rhythm, pitch and tempo and dynamics fit into the	duration –
	(angrily, sadly, cheerfully, daintily, etc.).	music listened to.	Long and
	Recognise and respond to the mood of a piece of music. Begin to use music		short sounds,
	terminology when describing how the mood is created (i.e. the mood is sad because		beat, rhythm
	the music is played very slowly and quietly).		,

	Year 3				
National Curriculum End Points Key Stage 2:	National Curriculum End Points Key Stage 1:	National Curriculum End Points Key Stage 2:	Vocabulary:		
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of	<ul> <li>Perform (Singing/Playing)</li> <li>Using their voices:</li> <li>Sing songs in a variety of styles with confidence, singing an increasing number from memory.</li> <li>Show increasing accuracy of pitch and awareness of the shape of a melody.</li> <li>Imitate increasingly longer phrases with accuracy with an awareness of phrases in a song.</li> <li>Understand that posture, breathing and diction are important.</li> <li>Demonstrate an awareness of character or style in performance.</li> <li>Chant or sing a round in two parts.</li> <li>Sing songs with a recognized structure (verse and chorus/call and response).</li> <li>Using classroom instruments:</li> <li>Keep a steady beat on an instrument in a group or individually.</li> <li>Maintain a rhythmic or melodic ostinato simultaneously with a different ostinato and/or steady beat.</li> </ul>	<ul> <li>Sing with friends in a group / ensemble / choir and understand what is needed to work together.</li> <li>Understand why we warm up our voices. Stand up straight to produce a quality sound. Breathe properly and pronounce words in the correct style of the song being sung.</li> <li>Know words of the songs mean something - understand their meaning so that they can be performed properly. Show feelings when singing to express the mood of the song.</li> <li>Keep the pulse inside when singing and realise the need to sing together as an ensemble.</li> <li>Follow a leader when singing.</li> <li>Play tunes and improvise. Compose some/a simple melodies/melody.</li> <li>Play together.</li> <li>Play in a band/ensemble. Start and stop or join in when directed.</li> <li>Look after their instrument and play it thoughtfully.</li> </ul>	steady beat, rhythm, ostinato, pitch, phrase, repetition.		





purposes using the inter- related dimensions of music. • Listen with attention to detail and	<ul> <li>Use tuned percussion with increasing confidence.</li> <li>Copy a short melodic phrase by ear on a pitched instrument.</li> <li>Play using symbols including graphic and/or simple traditional notation.</li> <li>Follow simple hand directions from a leader.</li> <li>Perform with an awareness of others.</li> <li>Combine musical sounds with narrative and movement.</li> <li>Perform a composed piece to a friendly audience, as a member of a group or class.</li> </ul>	<ul> <li>Know that sometimes music is written down in the form of notation. Use simple notation to record own music in form of drawings, symbols etc.</li> <li>Perform confidently to an audience. Sing/play an instrument and improvise.</li> <li>Watch recording of performance and evaluate.</li> </ul>	
recall sounds with increasing aural memory. • Use and understand staff and other musical notations. • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great	<ul> <li>Explore and Compose</li> <li>Exploring:</li> <li>Longer - shorter/faster - slower/higher - lower/louder - quieter</li> <li>sounds on tuned and untuned percussion and voices.</li> <li>Pitch notes moving by step (notes adjacent to each other) and by leap (notes with gaps between them).</li> <li>Symbols to represent sound (graphic scores/traditional notation).</li> <li>The sounds of different instruments - Timbre and how they can represent pictures/stories/moods.</li> <li>The different sounds (timbres) that one instrument can make.</li> <li>How the musical elements can be combined to compose descriptive music.</li> <li>Composing:</li> <li>Words and actions to go with songs.</li> <li>A simple rhythmic accompaniment to go with a song, using ostinato patterns.</li> <li>Music that has a recognisable structure; Beginning, Middle and End or verse/chorus.</li> <li>Music that tells a story, paints a picture or creates a mood.</li> <li>Music that uses repetition/echo.</li> </ul>	<ul> <li>Make up/compose simple tunes as part of the song they are learning individually and as a group.</li> <li>Record compositions and evaluate.</li> <li>Know about music notation and begin to understand basics.</li> </ul>	duration – beat, pulse, rhythm, longer, sustained. texture – layering of sounds tempo – steady, faster, slower dynamics – louder, quieter structure – beginning, middle, end, repetition pitch – notes
trom great composers and musicians. • Develop an understanding of the history of music.	Listen, Reflect and Appraise • Listen with concentration to longer pieces/extracts of music • Listen to live/recorded extracts of different kinds of music and identify where appropriate o A steady beat/no steady beat o A specific rhythm pattern or event o The speed (tempo) of the music o The volume (dynamics) o The melody Using appropriate musical terms/language. • Identify common characteristics. • Recognise some familiar instrumental sounds in recorded music (piano, violin, guitar, drums etc.) • Identify repetition in music i.e. a song with a chorus. • Recognise aurally wooden, metal, skin percussion instruments and begin to know their names.	<ul> <li>Enjoy listening to a variety of music from all over the world, different times and traditions and place them in their historical context.</li> <li>Find the pulse through movement when listening to music. Explain that the pulse is the musical heartbeat and that it is the foundation of a piece of music. Every piece of music has a pulse but it is different.</li> <li>Find the pulse on their own when listening to a piece of music or with a games track.</li> <li>Explain / demonstrate how pulse, rhythm and pitch work together to create a song.</li> <li>Make up/improvise own rhythm and simple melody using voice.</li> <li>Explain how some of the other dimensions of music are sprinkled through using examples such as tempo, dynamics, timbre, texture, structure.</li> <li>Use more musical words / language to describe the music they listen to and their feelings towards it.</li> <li>Pay attention and concentrate when their friends talk about the music they have listened to.</li> <li>They can comment and discuss respectfully.</li> <li>Understand how pulse, rhythm, pitch and also tempo, dynamics, timbre, texture and structure fit into the music they listen to.</li> </ul>	repetition pitch – notes moving by step/leap timbre – sound quality of individual instruments



	Ye	ear 4	
National Curriculum End Points Key Stage 2:	National Curriculum End Points Key Stage 2:	National Curriculum End Points Key Stage 2:	Vocabulary:
<ul> <li>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li> <li>Improvise and compose music for a range of purposes using the inter- related dimensions of music.</li> <li>Listen with attention to detail and recall sounds</li> </ul>	<ul> <li>Perform (Singing/Playing) Using their voices: <ul> <li>Sing songs in a variety of styles with an increasing awareness of the tone of their voices and the shape of the melody.</li> <li>Sing songs showing musical expression (phrasing, changes of tempi, dynamics; reflecting the mood and character of the song and its context).</li> <li>Sing two/three part rounds with more confidence and increasing pitch accuracy.</li> <li>Sing confidently as part of a small group or solo being aware of posture and good diction.</li> <li>Copy short phrases and be able to sing up and down in step independently.</li> </ul> </li> <li>Using classroom instruments: <ul> <li>Maintain two or more different ostinato patterns in a small instrumental group against a steady beat.</li> <li>Play music that includes rests.</li> <li>Use tuned percussion instruments with increasing confidence to accompany songs and improvise.</li> <li>Play by ear – find known phrases or short melodies using tuned instruments.</li> <li>Play music in a metre of two or three time.</li> <li>Read and play from some conventional music symbols.</li> <li>Combine instrumental playing with narrative and movement.</li> <li>Follow a leader, stopping/starting, playing faster/slower and louder/quieter.</li> <li>Perform to an audience of adults, an assembly or other classes with increasing confidence.</li> </ul> </li> </ul>	<ul> <li>Sing with friends in a group / ensemble / choir and understand what is needed to work together.</li> <li>Understand why we warm up our voices. Stand up straight to produce a quality sound. Breathe properly and pronounce words in the correct style of the song being sung.</li> <li>Know words of the songs mean something - understand their meaning so that they can be performed properly. Show feelings when singing to express the mood of the song.</li> <li>Keep the pulse inside when singing and realise the need to sing together as an ensemble.</li> <li>Follow a leader when singing.</li> <li>Play tunes and improvise. Compose some/a simple melodies/melody.</li> <li>Play 'by ear'.</li> <li>Play in a band/ensemble. Start and stop or join in when directed.</li> <li>Look after their instrument and play it thoughtfully.</li> <li>Know that sometimes music is written down in the form of notation. Use simple notation to record own music in form of drawings, symbols etc.</li> <li>Perform confidently to an audience. Sing/play an instrument and improvise.</li> <li>Watch recording of performance and evaluate.</li> </ul>	ostinato, drone, repetition, metre, rest, leap, phrase, melody, pentatonic, tuned percussion, untuned percussion
with increasing aural memory. • Use and understand staff and other musical notations. • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.	<ul> <li>Explore and Compose</li> <li>Explore:</li> <li>Sounds to create particular effects (timbre).</li> <li>Rhythm patterns in music from different times and places (duration).</li> <li>The pentatonic scale.</li> <li>Pitched notes that move by steps and/or leaps to make short phrases/melodies.</li> <li>Music that describes feelings or moods using 'tense' or 'calm' sounds using dynamics, different tempi, different timbres etc.</li> <li>Combining and controlling sounds to achieve a desired effect.</li> <li>Music that incorporates effective silences (rests).</li> <li>Different groupings of beats (metre of 2/3).</li> <li>Compose:</li> <li>A simple rhythmic accompaniment to a song using ostinato patterns and drones.</li> <li>A simple melody from a selected group of notes (i.e. a pentatonic scale).</li> <li>Music that has a recognisable structure.</li> <li>A piece of music that reflects images/and atmosphere, that has a clearly defined plan, making subtle adjustments to achieve the intended effect.</li> </ul>	<ul> <li>Make up/compose simple tunes as part of the song they are learning individually and as a group.</li> <li>Record compositions and evaluate.</li> <li>Know about music notation and begin to understand basics.</li> </ul>	duration – Metre – the organisation of beats texture – layers of sounds timbre – different instruments/tone quality pitch – pentatonic scales structure – repetition, verse chorus/call and response, plan metre – the organisation of



• Develop an understanding of the history of	• Arrange a song using tuned and untuned accompaniments developed from the song and perform to a friendly audience.		beats into groups tempo – the
music.	Listen, Reflect and Appraise • Recognise aurally the range of percussion (tuned and untuned) used in school and some individual orchestral instruments taught in school. • Recognise and talk about some contrasting styles of music in broad terms, using appropriate musical language (the tempo, dynamics, metre, texture, timbre). • Recognise music from different times and countries identifying key elements that give it its unique sound. • Identify repeated rhythmic or melodic phrases in live or recorded music. • Identify whether a song has a verse/chorus or call and response structure. • Identify the use of metre in 2 or 3 in a piece of recorded or live music. • Recognise the combined effect of layers of sound by listening to their own arrangements, compositions and recordings.	<ul> <li>Enjoy listening to a variety of music from all over the world, different times and traditions and place them in their historical context.</li> <li>Find the pulse through movement when listening to music. Explain that the pulse is the musical heartbeat and that it is the foundation of a piece of music. Every piece of music has a pulse but it is different.</li> <li>Find the pulse on their own when listening to a piece of music or with a games track.</li> <li>Explain / demonstrate how pulse, rhythm and pitch work together to create a song.</li> <li>Make up/improvise own rhythm and simple melody using voice.</li> <li>Explain how some of the other dimensions of music are sprinkled through using examples such as tempo, dynamics, timbre, texture, structure.</li> <li>Use more musical words / language to describe the music they listen to and their feelings towards it.</li> <li>Pay attention and concentrate when their friends talk about the music they have listened to. They can comment and also tempo, dynamics, timbre, texture and structure fit into the music they listen to.</li> </ul>	speed of the music



Year 5					
National Curriculum End Points Key Stage 2:	National Curriculum End Points Key Stage 2:	National Curriculum End Points Key Stage 1:	Vocabulary:		
, 0	<ul> <li>Perform (Singing/Playing)</li> <li>Using their voices:</li> <li>Sing confidently in a wide variety of styles with expression.</li> <li>Communicate the meaning and mood of the song.</li> <li>Sing a simple second part of a two part song with confidence.</li> <li>Maintain own part in a round.</li> <li>Perform a song from memory with attention to phrasing, dynamics and accuracy of pitch, for a special occasion.</li> <li>Using classroom instruments: <ul> <li>Perform on a range of instruments in mixed groups to an audience, with confidence.</li> <li>Read and play with confidence from conventional or graphic notation.</li> <li>Continue to play by ear on pitched instruments, extending the length of phrases, melodies played.</li> <li>Perform with sensitivity to different dynamics, tempi.</li> <li>Lead/conduct a group of instrumental performers.</li> <li>Maintain own part on a pitched instrument in a small ensemble.</li> <li>Perform own compositions to an audience.</li> </ul> </li> </ul>	<ul> <li>Enjoy singing in an ensemble / group. Think about pronouncing words correctly, singing in tune and how the whole song fits together.</li> <li>Understand the importance of warming up voice to keep it safe.</li> <li>Understand that when you sing, you need to know what the song is about and how the melody and words work together, as this enables you to perform musically.</li> <li>Feel the pulse when singing, understand how important it is to work together as an ensemble.</li> <li>Lead a group. Stop and start the group and help them to keep the pulse.</li> <li>Enjoy playing an instrument, play tunes and improvise and compose using instrument.</li> <li>Play different parts by ear and sometimes with notation.</li> <li>Play a different part to others and keep it going within the ensemble.</li> <li>Understand that music has a language and it is called notation. Read and understand some notes.</li> <li>Explain why we work together in an ensemble and what it means to do so.</li> <li>Understand watching audience is important to evaluate performance.</li> </ul>	rhythm, phrase, melody, harmony, ostinato, metre, repetition, scale, accompaniment, style, expression, record, ICT		
	<ul> <li>Explore and Compose</li> <li>Explore:</li> <li>Chords/harmony - concord and discord.</li> <li>Scales, such as pentatonic, rag, blues.</li> <li>Texture created by layering rhythmic and/or melodic ostinatos.</li> <li>Developing ideas, using musical devices such as repetition, question and answer, ostinato.</li> <li>Characteristics of various styles, for example, Blues, Rap, Gospel, Folk, African etc.</li> <li>Improvising in a variety of styles.</li> <li>Compose:</li> <li>Create own simple songs reflecting the meaning of words.</li> <li>Compose music that reflects given intentions, e.g. descriptive music, a rap, a melody with an ostinato accompaniment.</li> <li>Arrange a song for class performance with an appropriate pitched and unpitched accompaniment.</li> <li>Refine own compositions after discussion.</li> <li>Use a range of symbols (conventional or graphic) to record compositions.</li> <li>Use ICT (computers/iPads/tablets/MP3 recorders etc.) to record, sample, sequence, loop and manipulate sound to create soundscape/compositions.</li> </ul>	<ul> <li>Create improvised melodies with voice and instrument.</li> <li>Explain what improvisation is.</li> <li>Improvise individually and in group/ensemble.</li> <li>Use harder rhythms that lead to harder melodies.</li> <li>Use up to 5 notes.</li> <li>Use notes when composing.</li> <li>Record compositions.</li> <li>Experiment with ways to make compositions sound more interesting.</li> <li>Find the pulse of any piece of music with ease and confidence, internally or externally, with body movement.</li> <li>Understand and demonstrate how pulse, rhythm and pitch work together over a music track and explain how they work together to create a song.</li> <li>Create own rhythms and short improvised melodies with voice.</li> <li>Understand how other interrelated dimensions of music are sprinkled through songs and pieces of music and why that makes music more interesting when we listen to it.</li> </ul>	duration – metre – the organisation of beats texture – layers of sounds timbre – different instruments/tone quality pitch – pentatonic scales structure – repetition, verse chorus/call and response, plan metre – the organisation of beats into groups tempo – the speed of the music		





<ul> <li>Listen, Reflect and Appraise</li> <li>Distinguish differences in timbre and texture between a wide variety of instruments and instrumentation.</li> <li>Identify and discuss 'what happens when' with simple musical structures.</li> <li>Recognise and identify features of expression (phrasing, melody, harmony, different dynamics, metre and tempi) in an extract of live or recorded music.</li> <li>Compare two pieces of instrumental music from different countries/times and discuss the similarities and differences.</li> <li>Use musical vocabulary and knowledge to talk about and discuss music from a variety of sources, traditions and cultures, including performances of their own and others' compositions.</li> </ul>	<ul> <li>Listen to a variety of music from all over the world, different times and traditions. Place them in their historical context. Recognise / identify different style indicators and different instruments and their sounds.</li> <li>Find the pulse easily when listening. Explain that the pulse is the musical heartbeat and that it is the foundation of a piece of music; every piece of music has a pulse, but it is different.</li> <li>Use musical words / language to describe the music we listen to and describe feelings towards it.</li> <li>Listen to others discussing their ideas about the music listened to. Comment and discuss respectfully and share ideas.</li> <li>Discuss other dimensions of music and how they fit into the music listened to.</li> </ul>	
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	Ye	ear 6	
National Curriculum End Points Key Stage 2:	National Curriculum End Points Key Stage 2:	National Curriculum End Points Key Stage 1:	Vocabulary:
<ul> <li>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li> <li>Improvise and compose music for a range of purposes using the interrelated dimensions of music.</li> <li>Listen with attention to detail and recall sounds with increasing aural memory.</li> <li>Use and understand staff and other musical notations.</li> <li>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</li> <li>Develop an understanding of the history of music.</li> </ul>	<ul> <li>Perform (Singing/Playing)</li> <li>Using their voices:</li> <li>Sing confidently in a wide variety of styles with expression.</li> <li>Communicate the meaning and mood of the song.</li> <li>Sing a simple second part of a two-part song with confidence.</li> <li>Maintain own part in a round.</li> <li>Perform a song from memory with attention to phrasing, dynamics and accuracy of pitch, for a special occasion.</li> <li>Using classroom instruments: <ul> <li>Perform on a range of instruments in mixed groups to an audience, with confidence.</li> <li>Read and play with confidence from conventional or graphic notation.</li> <li>Continue to play by ear on pitched instruments, extending the length of phrases, melodies played.</li> <li>Perform with sensitivity to different dynamics, tempi.</li> <li>Lead/conduct a group of instrumental performers.</li> <li>Maintain a rhythmic or melodic accompaniment to a song.</li> <li>Maintain own part on a pitched instrument in a small ensemble.</li> <li>Perform own compositions to an audience.</li> <li>Use an MP3 recorder/video recorder to keep a record of work in progress and record performances.</li> <li>Know what makes a good performance.</li> </ul> </li> </ul>	<ul> <li>Enjoy singing in an ensemble / group. Think about pronouncing words correctly, singing in tune and how the whole song fits together.</li> <li>Understand the importance of warming up voice to keep it safe.</li> <li>Understand that when you sing, you need to know what the song is about and how the melody and words work together, as this enables you to perform musically.</li> <li>Feel the pulse when singing, understand how important it is to work together as an ensemble.</li> <li>Lead a group. Stop and start the group and help them to keep the pulse.</li> <li>Enjoy playing an instrument, play tunes and improvise and compose using instrument.</li> <li>Play different parts by ear and sometimes with notation.</li> <li>Play a different part to others and keep it going within the ensemble.</li> <li>Understand that music has a language and it is called notation. Read and understand some notes.</li> <li>Explain why we work together in an ensemble and what it means to do so.</li> <li>Understand watching audience is important to evaluate performance.</li> </ul>	rhythm, phrase, melody, harmony, ostinato, metre, repetition, scale, accompaniment, style, expression, record, ICT
	<ul> <li>Explore and Compose</li> <li>Explore:</li> <li>Chords/harmony – concord and discord.</li> <li>Scales, such as pentatonic, rag, blues.</li> <li>Texture created by layering rhythmic and/or melodic ostinatos.</li> <li>Developing ideas, using musical devices such as repetition, question and answer, ostinato.</li> <li>Characteristics of various styles, for example, Blues, Rap, Gospel, Folk, African etc.</li> <li>Improvising in a variety of styles.</li> <li>Compose:</li> <li>Create own simple songs reflecting the meaning of the words.</li> <li>Compose music that reflects given intentions, e.g. descriptive music, a rap, a melody with an ostinato accompaniment.</li> <li>Arrange a song for class performance with an appropriate pitched and unpitched accompaniment.</li> <li>Refine own compositions after discussion.</li> <li>Use a range of symbols (conventional or graphic) to record compositions</li> <li>Use ICT (computers/iPads/tablets/MP3 recorders etc.) to record, sample, sequence, loop and manipulate sound to create soundscapes/compositions.</li> </ul>	<ul> <li>Create improvised melodies with voice and instrument.</li> <li>Explain what improvisation is.</li> <li>Improvise individually and in group/ensemble.</li> <li>Use harder rhythms that lead to harder melodies.</li> <li>Use up to 5 notes.</li> <li>Use notes when composing.</li> <li>Record compositions.</li> <li>Experiment with ways to make compositions sound more interesting.</li> <li>Find the pulse of any piece of music with ease and confidence, internally or externally, with body movement.</li> <li>Understand and demonstrate how pulse, rhythm and pitch work together over a music track and explain how they work together to create a song.</li> <li>Create own rhythms and short improvised melodies with voice.</li> <li>Understand how other interrelated dimensions of music more interesting when we listen to it.</li> </ul>	Duration – beat, rhythm, metre. Pitch – melody, harmony. Texture, timbre, dynamics, structure, tempo





<ul> <li>Listen, Reflect and Appraise</li> <li>Distinguish differences in timbre and texture between a wide variety of instruments and instrumentation.</li> <li>Identify and discuss 'what happens when' with simple musical structures.</li> <li>Recognise and identify features of expression (phrasing, melody, harmony, different dynamics, metre and tempi) in an extract of live or recorded music.</li> <li>Compare two pieces of instrumental music from different countries/times and discuss the similarities and differences.</li> <li>Use musical vocabulary and knowledge to talk about and discuss music from a variety of sources, traditions.</li> <li>Use musical vocabulary and knowledge to help identify areas for development or refinement when composing.</li> </ul>	<ul> <li>Listen to a variety of music from all over the world, different times and traditions. Place them in their historical context. Recognise / identify different style indicators and different instruments and their sounds.</li> <li>Find the pulse easily when listening. Explain that the pulse is the musical heartbeat and that it is the foundation of a piece of music; every piece of music has a pulse, but it is different.</li> <li>Use musical words / language to describe the music we listen to and describe feelings towards it.</li> <li>Listen to others discussing their ideas about the music listened to. Comment and discuss respectfully and share ideas.</li> <li>Discuss other dimensions of music and how they fit into the music listened to.</li> </ul>	
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# **Overview of Topics**

Year Groups	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
FS1	Pitch	Kazoos (pitch imitation)	To learn and memorise a song.	Kazoos (Use voices to perform a song)	Percussion	To learn and memorise a song.	
FS2	Percussion	Claves	Charanga (singing)	Egg shakers	Rhymes	Charanga (singing)	
Year 1	Rhyth	ms/Pulse	Mixed p (com	I cts to a story ercussion upose) nt on a performance	Charango	ן בי (singing)	
Year 2		carina ord a performance.		a (singing)	Rhythms/Pulse	Percussion to follow a song.	
Year 3		ms/pulse kenspiels	Percussion to follow a song. Record a composition.		Musical structures (beginning, middle and end)	Charanga (singing)	
Year 4	History of music	Rhythms/pulse, including rests.	Charanga (singing) Pebble c Young Voices Perform music				
Year 5		e, including rests with voices	Boomwhackers Conducting				•
Year 6	Record composition u Perform and record	ndbells Ising symbols (handbells) d composition using a ng device	Charanga (singing)		World	music	