

Curriculum and Progression – Music Curriculum

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Singing | <p>Sing simple songs, chants, rhymes and call and response songs.</p> <p>Small pitch range – mi-so and pentatonic.</p> | <p>Sing songs with increasing vocal control.</p> <p>Pitch range – do-so</p> <p>Know the meaning of dynamics and tempo and be able to demonstrate these when singing by responding to leader's direction and visual symbols.</p> | <p>Widening range of unison songs of varying styles and structures singing tunefully and with expression. Perform forte and piano sounds with voice. Perform actions confidently and in time to a range of action songs.</p> <p>Pitch range – do-so</p> <p>Perform as a choir in school assembly.</p> | <p>Continue to sing a broad range of unison songs with the range of an octave – do-do. Pitch the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo).</p> <p>Sing rounds and partner songs in different time signatures (2,3 and 4 time) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony.</p> <p>Perform a range of songs in school assemblies.</p> | <p>Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and appropriate style.</p> <p>Sing three-part rounds, partner songs, and songs with a verse and a chorus.</p> <p>Perform a range of songs in school assemblies and in school performance opportunities.</p> | <p>Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style.</p> <p>Continue to sing three and four part rounds or partner songs, develop greater listening skills, balance between parts and vocal independence.</p> <p>Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.</p> |
| Repertoire | <p>Boom Chicka Boom Have you Brought your Whispering Voice? Hello, How are You? Copy Kitten I'm a Train Bounce High, Bounce Low Five Little Monkeys Dr Knickerbocker Dragon Dance Trad. Bangladesh: Mo Matchi Trad. Ghana: Kye Kye Kule Trad. England: An Acre of Land</p> | <p>Little Sally Saucer Trad. Star Light, Star Bright, First Star I see Tonight Trad. Hey, Hey, Look at Me Trad. Rain, Rain Go Away Trad. Acka Backa The King is in the Castle Ebeneezer Sneezzer Trad. Oats and Beans and Barley Grow Teddy Bear Rock n Roll Trad. Oliver Cromwell Trad. Lovely Joan Trad. Searching for Lambs Fireworks Trad. Bangladesh: Hatti – ma tim tim Trad. Bangladesh: Charti Kula Beng Trad. Australia: I Got Kicked by a Kangaroo Trad. America: Built My Lady a Fine Brick House Paintbox</p> | <p>Heads and Shoulders: Sing Up Si, Si, Si Flying a Round: To stop the train Trad. Japan: Kaeru no uta Trad. Morocco: A Ram Sam Sam Trad. Bangladesh: Now Charia de Listen to the Rain Extreme Weather Skye Boat Song Trad. Ireland Be Thou My Vision Now the Sun is Shining Candle Light Shadow Mirror Trad. England: Ah! Poor bird/Hey, Ho! Nobody home/Rose</p> | <p>Calypso Our Dustbin Hear the Wind Servant King Happy Birthday Great Weather Songs: Long Journey Great Celebration Songs: World in Union Just Like a Roman Trad. Ghana: Namuma Ghosts Lost in Space</p> | <p>Trad. Ireland: Danny Boy Kodaly: Rocky Mountain Kodaly: My Paddle High Low Chickalo Ally Ally O Trad. West Indies: Four White Horses Trad. Uganda: Dipidu Are you Ready? Row, Row, Row, your Boat</p> | <p>Trad. South Africa: Siyahamba Calypso Touch the Sky Dona Nobis Pacem We are the Champions God Save the Queen We Go Together Trad. Ghana: Senwa de Dende Be the Change One Moment, One People There's a Power in the Music</p> |

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| Listening | <p>The teaching of music is enriched by developing pupils' shared knowledge and understanding of stories, origins, traditions, history and social context of the music they are listening to.</p> <p>Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school.</p> | | | | | |
| Repertoire | <p>Classical period: Rondo alla Turca Mozart 20th Century: Mars from The Planets Holst Art Pop: Wild Man Kate Bush Blues: Runaway Blues Ma Rainey Brazil Samba: Fanfarra (Cuba-Le-Le) Sergio Mendes/Carlinhos Brown</p> | <p>21st Century: Night Ferry Anna Clyne Bolero Ravel Rock n Roll: Hound Dog Elvis Presley Pop: With a Little Help from My Friends The Beatles Indonesia Gamelan: Baris Gong Kebyar of Peliatan</p> | <p>Baroque: Hallelujah from Messiah Handel Romantic: Night on a Bare Mountain Mussorgsky 21st Century: Jai Ho from Slumdog Millionaire A R Rahman Funk: I Got You (I Feel Good) James Brown India – Indian Classical: Sahela Re Kishori Amonkar</p> | <p>Classical: Symphony No. 5 Beethoven Early: O Euchari Hildegard 20th Century: For the Beauty of the Earth Rutter Jazz: Take the A Train Duke Ellington 90s Indie: Wonderwall Oasis Punjab/UK – Bhangra Bhabiye Akh Larr Gayee Bhujhangy Group Trinidad – Calypso Tropical Bird Trinidad Steel Band</p> | <p>20th Century: English Folk Song Suite Vaughan Williams Symphonic Variations on an African Air Coleridge-Taylor This Little Babe from Ceremony of Carols Britten 90s Singer/Songwriter: Play Dead Bjork 80s Synth/Pop: Smalltown Boy Bronski Beat Nigeria – Drumming: Jin-Go-La-Ba (Drums of Passion) Babatunde Olatunji South Africa – Choral: Inkanyezi Nezazi Ladysmith Black Mambazo</p> | <p>Romantic: 1812 Overture Tchaikovsky 21st Century: Connect It Anna Meredith 90s RnB: Say My Name Destiny's Child Middle East – Folk: Sprinting Gazelle Reem Kelani England – Folk: Sea Shanties Various Poland – Folk: Mazurkas Op.24 Chopin Argentina – Tango: Libertango Piazzolla</p> |
| Indictive Musical Features | | | <p>Rhythm, Metre and Tempo Downbeats, fast (<i>allegro</i>), slow (<i>adagio</i>), pulse, beat.</p> | <p>Rhythm, Metre and Tempo Getting faster (<i>accelerando</i>), Getting Slower (<i>rallentando</i>), Bar, Metre</p> | <p>Rhythm, Metre and Tempo Simple time, compound time, syncopation.</p> | |
| | | | <p>Pitch and Melody High, low, rising, falling; pitch range do-so</p> | <p>Pitch and Melody Pentatonic scale, major and minor tonality, pitch range do-do.</p> | <p>Pitch and Melody Full diatonic scale in different keys.</p> | |
| | | | <p>Structure and Form Call and response; question phrase, answer phrase, echo, <i>ostinato</i>.</p> | <p>Structure and Form Rounds and partner songs, repetition, contrast.</p> | <p>Structure and Form Ternary form, verse and chorus form, music with multiple sections.</p> | |
| | | | <p>Harmony Drone</p> | <p>Harmony Static, moving.</p> | <p>Harmony Triads, chord progressions.</p> | |
| | | | <p>Texture Unison, layered, solo.</p> | <p>Texture Duet, melody and accompaniment.</p> | <p>Texture Music in 3 parts, music in 4 parts.</p> | |
| | | | <p>Dynamics and Articulation Loud (<i>forte</i>), quiet (<i>piano</i>).</p> | <p>Dynamics and Articulation Getting louder (<i>crescendo</i>), getting softer (<i>decrescendo</i>), <i>legato</i> (smooth), <i>staccato</i> (detached).</p> | <p>Dynamics and Articulation Very loud (<i>fortissimo</i>), very quiet (<i>pianissimo</i>), moderately loud (<i>mezzo forte</i>), moderately quiet (<i>mezzo piano</i>).</p> | |
| | | | <p>Instruments and Playing Techniques Instruments used in Foundation Listening</p> | <p>Instruments and Playing Techniques Instruments used in Foundation Listening including playing techniques</p> | <p>Instruments and Playing Techniques Instruments used in Foundation Listening including playing techniques and effects, for example pizzicato and tremelo.</p> | |

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| | <p>Improvise simple vocal chants, using question and answer phrases. Create musical sound effects using classroom instruments in response to a stimuli. Combine to make a story.</p> <p>Understand the difference between creating a rhythm pattern and a pitch pattern. Invent, retain and recall rhythm and pitch patterns.</p> <p>Recognise how graphic notation can represent created sounds, explore and create own symbols.</p> <p>Use music technology, if available to capture, change and combine sounds.</p> | <p>Create music in response to a non-musical stimulus.</p> <p>Work with a partner to improvise simple question and answer phrases (sung or on untuned percussion).</p> <p>Use graphic symbols, dot notation and stick notation to keep a record of composed pieces.</p> <p>Use music technology, if available to capture, change and combine sounds.</p> | <p>Structure musical ideas to create music that has a beginning, middle and end. Pupils should compose in response to different stimuli.</p> <p>Become more skilled in improvising (using voices, tuned and untuned percussion and instruments played in WCIT/instrumental lessons)</p> <p>Combine known rhythmic notation with letter names to create rising and falling phrases using three notes.</p> <p>Compose song accompaniments on untuned percussion using known rhythms and note values.</p> | <p>Improvise on a limited range of pitches they are now learning making use of musical features including smooth (<i>legato</i>) and detached (<i>staccato</i>). Begin to make compositional decisions about the overall structure of improvisations. Continue this process in the composition tasks.</p> <p>Compose – Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instrument being learnt. Sing and play these phrases as self-standing compositions.</p> <p>Arrange individual notation cards of known note values (<i>minim</i>, <i>crotchet</i>, <i>crotchet rest</i> and <i>paired quavers</i>) to create sequences of 2, 3 or 4 beat phrases arranged into bars.</p> <p>Explore developing knowledge of musical components by composing music to create a specific mood.</p> <p>Introduce <i>major</i> and <i>minor</i> chords.</p> <p>Include instruments played in WCIT and instrumental lessons to expand scope and range of sound palette available for composition work.</p> <p>Capture and record creative ideas using any of; Graphic symbols, rhythm notation and time signatures, staff notation and technology.</p> | <p>Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments.</p> <p>Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, very loud (<i>fortissimo</i>), very quiet (<i>pianissimo</i>), moderately loud (<i>mezzo forte</i>), and moderately quiet (<i>mezzo piano</i>). Continue this process in the composition tasks below.</p> <p>Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment.</p> <p>Working in pairs, compose a short ternary piece.</p> <p>Use chords to compose music to evoke a specific atmosphere, mood or environment. Pupils might create music to accompany a silent film or to set a scene in a play or book.</p> <p>Capture and record create ideas using any of the following; graphic symbols, rhythm notation and time signatures, staff notation and technology.</p> | <p>Improvise Extend improvisation skills through working in small groups. Create music with multiple sections that include repetition and contrast. Use chord changes as part of an improvised sequence. Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape.</p> <p>Compose Plan and compose an 8 or 16 beat melodic phrase using the pentatonic scales and incorporate rhythmic variety and interest. Play this melody on tuned percussion or orchestral instruments. Notate this melody.</p> <p>Compose melodies made from pairs of phrases in either G major or E minor or a suitable key for the instrument chosen.</p> <p>Either of these melodies can be enhanced with rhythmic or chordal accompaniment.</p> <p>Compose a ternary piece: use available music software/apps to create and record it, discussing how musical contrasts are achieved.</p> |
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| Musicianship (KS1) Performance (KS2) | <p>Musicianship Pulse/Beat</p> <p>Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</p> <p>Use body percussion and classroom percussion playing repeated rhythm patterns and maintaining a steady beat.</p> <p>Respond to the pulse in recorded or live music through movement and dance.</p> | <p>Musicianship Pulse/Beat</p> <p>Understand that the speed of a beat can change – tempo.</p> <p>Mark the beat of a listening piece by tapping or clapping, recognising tempo as well as tempo changes.</p> <p>Walk in time to the beat of a piece of music or song. Know the difference between left and right to support coordination.</p> <p>Begin to groups beats in twos and threes by tapping knees on the strong beat and clapping the remaining beats.</p> <p>Identify the beat groupings in familiar music that they sing or listen to.</p> | <p>Performance</p> <p>Develop facility in playing tuned percussion or a melodic instrument. Play and perform melodies following staff notation using a small range (C-E) as a whole class or in small groups. Use listening skills to correctly order phrases using dot notation.</p> <p>Individually copy stepwise melodic phrases with accuracy at different speeds; allegro (fast) and adagio (slow). Extend to question-and-answer phrases.</p> <p>Reading Notation Introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch.</p> | <p>Performance</p> <p>Instrumental Performance Develop facility in the basic skills of a selected instrument over a sustained period (WCIT).</p> <p>Play and perform melodies following staff notation using a small range as a whole class and in small groups.</p> <p>Perform in two or more parts from simple notation using instruments played in WCIT. Identify static and moving parts.</p> <p>Copy short melodic phrases including those using the pentatonic scale.</p> <p>Reading Notation Introduce and understand differences between; Minims Crotchets Paired quavers Rests</p> <p>Read and perform pitch notation within a defined range.</p> <p>Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.</p> | <p>Performance</p> <p>Instrumental Performance Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one staff and using notes within the middle C range.</p> <p>Understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards. Perform simple chordal accompaniments to familiar songs.</p> <p>Perform a range or repertoire combining instruments to form mixed ensembles, including a school orchestra.</p> <p>Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies.</p> <p>Reading Notation Further understand the differences between; Semibreves Minims Crotchets Crotchet rests Paired quavers Semiquavers</p> <p>Understand the differences between; 2/4, 3/4 and 4/4 time signatures.</p> <p>Read and perform pitch notation within an octave.</p> <p>Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.</p> | <p>Perform</p> <p>Play a melody following staff notation written on one staff and using notes within an octave range. Make decisions about dynamic range, including ff, pp, mf and mp.</p> <p>Accompany this same melody, and others, using block chords or a bass line. This could be done using keyboards, tuned percussion or tablets.</p> <p>Engage with others through ensemble playing with pupils taking on melody or accompaniment roles.</p> <p>Reading Notation Further understand the differences between; Semibreves Minims Crotchets Quavers Semiquavers and their equivalent rests</p> <p>Further develop the skills to read and perform pitch notation within an octave.</p> <p>Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations.</p> <p>Read and play from notation a 4 bar phrase, confidently identifying note names and durations.</p> |
| | <p>Rhythm</p> <p>Perform short copycat rhythm patterns accurately.</p> <p>Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat.</p> <p>Perform word-pattern chants; create, retain and perform their own rhythm patterns.</p> | <p>Rhythm</p> <p>Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion.</p> <p>Create rhythms using word phrases.</p> <p>Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchet rests.</p> <p>Create and perform their own chanted rhythm patterns with the same stick notation.</p> | <p>Introduce and understand the differences between; Crotchets Paired quavers</p> <p>Apply word chants to rhythms, understanding how to link each syllable to one musical note.</p> | <p>Read and perform pitch notation within a defined range.</p> | <p>Reading Notation Further understand the differences between; Semibreves Minims Crotchets Crotchet rests Paired quavers Semiquavers</p> | <p>Reading Notation Further understand the differences between; Semibreves Minims Crotchets Quavers Semiquavers and their equivalent rests</p> |
| | <p>Pitch</p> <p>Listen to sounds and compare high and low sounds.</p> <p>Sing familiar songs in both low and high voices and talk about the difference in sound.</p> <p>Explore percussion sounds to enhance a story.</p> <p>Follow pictures and symbols to guide singing and playing.</p> | <p>Pitch</p> <p>Play a range of singing games based on the cuckoo interval – so-mi.</p> <p>Sing short phrases independently within a singing game or short song.</p> <p>Respond independently to pitch changes heard in short melodic phrases, indicating with actions.</p> <p>Recognise dot notation and match it to 3-note tunes played on tuned percussion.</p> | | | | |

EYFS – Long Term Plan

Nursery

As part of Nursery's Expressive arts/Music objectives, the children will be able to:

- Sing a range of well-known songs and nursery rhymes - moving in time and adding actions to complement and feel the music.
- Find the pulse, using percussion instruments and their bodies as body percussion.
 - Copy 'animal' rhythms, led by teacher and create their own patterns.
 - Lead, by singing, fun songs individually and create their own ideas within songs.
- Take part in call and response songs, using small musical intervals, such as mi-so, do-mi, do-so.
- Explore musical instruments and their sounds and use them to bring stories to life.
 - Create rhythms and tunes using 'Glockenspiels'.
- Listen to different musical styles and music from around the world, whilst playing and during carpet time, paying attention to sounds.
 - Respond to what they have heard, expressing their thoughts and feelings.
 - Enjoy moving to music by dancing, marching or being animals.

Reception

As part of Reception's Expressive arts/Music objectives, the children will be able to:

- Sing and perform a range of well-known songs and nursery rhymes with confidence and from memory. Understanding that songs have sections. Moving in time and adding detailed actions to complement the music.
- Find the pulse, using untuned, tuned percussion instruments and body percussion as well as showing others their ideas.
 - Copy and read 'animal' rhythms, led by teacher and students.
 - Lead fun songs individually and create their own ideas within topics.
 - Take part in call and response songs, using mi-so, do-mi and do-so intervals.
- Explore untuned and tuned percussion instruments - adding instruments to stories to represent characters.
- Compose short tunes on glockenspiels, exploring melodic patterns over a range of two notes.
 - Create rhythm patterns on claves to go with songs.
- Listen to different musical styles and music from different cultures, whilst play learning (painting pictures to the music) during carpet time.
- Respond to what they have heard, expressing their thoughts and feelings about the music. [Knowing that the words of the songs can tell the stories]
 - Enjoy moving to music by dancing, marching, being animals or Pop stars.

Resources

We use the Charanga Music Scheme to enhance our EYFS learning alongside SINGING EXPRESS (Gillyanne Kayes and Ana Sanderson), SING FOR PLEASURE (Banks Music), SINGING SHERLOCK (Val Whitlock and Shirley Court), HIGH LOW DOLLY PEPPER (Veronica Clark) and TEACHING FOUNDATION MUSIC (Ann Bryant).

