



# Music

We love music and recognise the contribution that music makes to the social, emotional, mental, physical and academic development of our pupils.

Our overall intent is:

**To inspire pupils to cultivate a love of music and develop their knowledge, understanding and skills as musicians.**

It is our desire that all pupils have opportunities to develop their musicianship and reach their own potential through progressive delivery of the music curriculum and other musical opportunities that we offer.

**To develop a strong sense of community and well-being through participation in Music lessons and activities.**

We recognise that music can have a significant impact on the mental and emotional well-being of adults and pupils. Our intent is that all pupils enjoy a breadth of Music activities and that, in doing so, develop confidence, happiness and self-esteem.



**Reception**

	<b>Autumn 1</b> Exploring Sound	<b>Autumn 2</b> Celebration Music	<b>Spring 1</b> Music and Movement	<b>Spring 2</b> Musical Stories	<b>Summer 1</b> Big band	<b>Summer 2</b> Transport
<b>Key Learning</b>	<p>Use voices to make a variety of sounds.</p> <p>Explore using bodies to make sounds.</p> <p>Explore the sounds of different instruments.</p> <p>Experiment with tempo and dynamics when playing instruments.</p> <p>Identify sounds in the environment and differentiate between them.</p> <p>To use voices to imitate natural sounds.</p>	<p>Learn about music from other cultures and festivals e.g. Diwali, Hanukkah, Christmas.</p> <p>Learn some names of instruments including some instruments from other parts of the world.</p> <p>Respond to music through movement.</p> <p>To perform call and response songs.</p> <p>To perform in a group using voice and instruments.</p>	<p>To understand why songs have actions.</p> <p>To learn some simple Makaton signs to accompany a song.</p> <p>To explore beat through body movement.</p> <p>To express feelings and emotions through movement to music.</p> <p>To explore pitch and tempo through scarf dancing and body movement.</p> <p>To express feelings and emotions through movement to music.</p> <p>To perform action songs to a small audience.</p>	<p>Move to music with instruction, changing movements to match the tempo, pitch or dynamics.</p> <p>Talk about how music makes you feel.</p> <p>Understand that music and instruments can be used to convey moods or represent characters.</p> <p>Use actions to retell a story to music.</p> <p>Work as part of a group to create a musical story based upon a familiar routine.</p>	<p>Learn about different musical instruments.</p> <p>Create own musical instrument.</p> <p>Learn about the role of the conductor in an orchestra.</p> <p>Follow a beat using an untuned instrument.</p> <p>Experiment with playing tuned and untuned instruments.</p> <p>Play in time to familiar songs.</p> <p>Choose an appropriate instrument to represent different parts of a song.</p> <p>Perform to a small audience.</p>	<p>To explore creating sound effects.</p> <p>To explore making sounds at different speeds.</p> <p>To explore moving to different tempos.</p> <p>To interpret symbols to show a change in speed.</p> <p>To interpret a simple score to show tempo changes.</p>
<b>Key Vocabulary</b>	<p>Tempo</p> <p>Fast and slow</p> <p>Dynamics</p> <p>Loud and quiet</p>	<p>Festival names</p> <p>Dance</p> <p>Instrument</p> <p>Listen</p> <p>perform</p>	<p>Dance</p> <p>Tempo</p> <p>Steady</p> <p>Pulse</p> <p>Beat</p>	<p>Compose</p> <p>Instrument</p> <p>Pitch</p> <p>Tempo</p> <p>dynamics</p>	<p>Rhythm</p> <p>Beat</p> <p>Names of musical instruments</p> <p>Orchestra</p> <p>Conductor.</p>	<p>Tempo</p> <p>Fast and slow</p> <p>Score</p> <p>Speed</p> <p>symbols</p>



**Our youngest musicians should know how to**

- use their voice to speak, sing and chant
- use instruments to perform
- clap short rhythmic patterns
- make different sounds with their voice and with instruments
- repeat short rhythmic and melodic patterns
- make a sequence of sounds
- respond to different moods in music
- say whether they like or dislike a piece of music
- choose sounds to represent different things
- follow instructions about when to play and sing



Year 1						
	<b>Autumn 1</b> Musical Vocabulary (under the sea)	<b>Autumn 2</b> Pulse and rhythm (All about me)	<b>Spring 1</b> Classical music, dynamics and tempo (Animals)	<b>Spring 2</b> Timbre and rhythmic patterns (fairytales)	<b>Summer 1</b> Pitch and temp (Superheroes)	<b>Summer 2</b> Vocal body sounds (By the sea)
<b>Key Learning</b>	<p>Make movements that are appropriate to the pulse and tempo of a piece of music.</p> <p>Choose instruments with appropriate timbre to represent sparkling fishes.</p> <p>Respond to dynamic changes in a piece of music.</p> <p>Create pitches and rhythms.</p> <p>Perform a layer of the music within an overall piece.</p> <p>Define all the musical terms from this unit.</p>	<p>Clap the rhythm of their name.</p> <p>Clap in time to music.</p> <p>Sing the overall shape of a melody.</p> <p>Play in time to music.</p> <p>Copy and create rhythms based on word patterns.</p> <p>Play on the pulse.</p>	<p>Observe others and try to play appropriately.</p> <p>Sing in time from memory, with some accuracy.</p> <p>Play either a call and/or a response role in time with another pupil.</p> <p>Keep a steady pulse.</p> <p>Improvise, using their instrument, to a given stimulus.</p>	<p>Chant the well-known phrase, "I'll huff..."</p> <p>Make changes to their voices to represent a character.</p> <p>Choose a suitable sound to represent a specific point in a story.</p> <p>Play a rhythmic pattern along with their spoken words.</p> <p>Identify and hold up the correct sign to correspond to some music.</p> <p>Play/chant along with the elements of a story with prompting from the teacher.</p>	<p>Explain what pitch means.</p> <p>Identify whether a note is higher or lower.</p> <p>Create a pattern using two pitches, then play or sing it.</p> <p>Explain what tempo means.</p> <p>Identify simple tempo changes in music.</p> <p>Perform a pattern that gradually gets faster (accelerando).</p> <p>Contribute to a group composition and performance by creating, selecting, combining and performing sounds.</p> <p>Suggest improvements to their work.</p>	<p>Create movements that match the music, explaining why they are moving in that way.</p> <p>Identify descriptive sounds within the music.</p> <p>Recreate and then adapt descriptive sounds heard using their voice or body.</p> <p>Make appropriate instrument choices to represent a descriptive sound.</p> <p>Control instruments and voices to make both quiet and loud sounds.</p> <p>Follow simple instructions during a group performance.</p> <p>Create their own graphic score and play from it.</p> <p>Make more than one sound on their instrument and with their voice.</p>



<b>Key Vocabulary</b>	tempo timbre pitch structure texture	rhythm pulse melody	fast slow quiet dynamics musical composition	timbre pulse rhythm syllables A range of instrument names	accelerando high pitched low pitch pitch tempo	body percussion dynamics graphic score instruments pitch tempo
-----------------------	--	---------------------------	--	---	--	---

**Year 1 Musicians should know how to**

<b>Year 2</b>						
	<b>Autumn 1</b> West African Call and Response song (Animals)	<b>Autumn 2</b> Orchestral instruments (Traditional Western stories)	<b>Spring 1</b> Musical me	<b>Spring 2</b> Dynamics, timbre, tempo and motifs (Space)	<b>Summer 1</b> On this island: British songs and sounds	<b>Summer 2</b> Myths and legends
<ul style="list-style-type: none"> <li>▪ use their voice to speak, sing and chant</li> <li>▪ use instruments to perform</li> <li>▪ clap short rhythmic patterns</li> <li>▪ make different sounds with their voice and with instruments</li> <li>▪ repeat short rhythmic and melodic patterns</li> <li>▪ make a sequence of sounds</li> <li>▪ respond to different moods in music</li> <li>▪ say whether they like or dislike a piece of music</li> <li>▪ choose sounds to represent different things</li> <li>▪ follow instructions about when to play and sing</li> </ul>						



<p><b>Key Learning</b></p>	<p>Create short sequences of sound. Copy a short rhythm and recognise simple notation. Learn a traditional song from Ghana Create rhythms based on 'call and response'. Add dynamics to a structure of rhythms.</p>	<p>Listen to and analyse an orchestral version of a traditional story. Listen to and analyse a film musical version of a traditional story. Select appropriate sounds to match events, characters and feelings in a story. Write a play script and select appropriate musical sounds to accompany it. Perform a story script with accompanying music.</p>	<p>Sing and play an instrument at the same time. Choose and play appropriate dynamics and timbres for a piece of music. Use musical notation to play melodies. Use letter notation to write my own melody. Use timbre and dynamics in musical composition.</p>	<p>Create a simple soundscape for effect. Listen for and recognise some basic elements of music. Compare two pieces of music. Create short sequences of sound. Create short sequences of sound and perform with accuracy.</p>	<p>Learn about the music of the British Isles. Learn about the music of the British Isles and create music of our own. Learn about the music of the British Isles and create music of our own. Compose a piece of music as part of a group. Evaluate and improve a group composition.</p>	<p>Create a rhythm. Show structure on a graphic score. Write a graphic score to show texture. Compose a piece of music with a given structure. Perform a group composition.</p>
<p><b>Key Vocabulary</b></p>	<p>dynamics tempo call and response rhythm structure</p>	<p>orchestra strings woodwind brass percussion vocals</p>	<p>rhythm pulse dynamics timbre notation</p>	<p>soundscape timbre dynamics tempo motif</p>	<p>composition duration dynamics pitch structure texture</p>	<p>beat compose dynamics graphic score melody notation</p>

**Year 2 Musicians should know how to**

- sing and follow a melody



- perform simple patterns and accompaniments keeping a steady pulse
- play simple rhythmic patterns on an instrument
- sing or clap increasing and decreasing tempo
- order sounds to create a beginning, middle and an end
- create music in response to different starting points
- choose sounds which create an effect
- use symbols to represent sounds
- make connections between notations and musical sounds
- listen out for particular features when listening to music
- improve their own work



Year 3						
	<b>Autumn 1</b> Creating compositions in response to an animation	<b>Autumn 2</b> Ballads	<b>Spring 1</b> Pentatonic melodies and composition	<b>Spring 2</b> Developing singing technique)	<b>Summer 1</b> Instrumental unit South Africa	<b>Summer 2</b> Instrumental unit Caribbean
<b>Key Learning</b>	<p>Verbalise how the music makes them feel.</p> <p>Create actions or movements appropriate to each section of a piece of music.</p> <p>Play in time and with an awareness of other pupils' parts, giving some thought to dynamics.</p> <p>Play melodies and rhythms which represent the section of animation they are accompanying.</p>	<p>Identify the key features of a ballad.</p> <p>Perform a ballad using actions.</p> <p>Sing in time and in tune with a song and incorporate actions.</p> <p>Retell a summary of an animation's story.</p> <p>Write a verse with rhyming words which tell part of a story.</p> <p>Perform their lyrics fluently and with actions.</p>	<p>Match their movements to the music, explaining why they chose these movements.</p> <p>Accurately notate and play a pentatonic melody.</p> <p>Play their part in a composition confidently.</p> <p>Work as a group to perform a piece of music.</p>	<p>Move and sing as a team, following the lyrics on the screen.</p> <p>Recognise minims, crotchets and quavers often by ear and reliably by sight.</p> <p>Perform rhythms accurately from notation and layer them to create a composition.</p> <p>Add appropriate sound effects to their performances using untuned percussion.</p> <p>Join in with the performances confidently, and reasonably in time and tune.</p> <p>Make suggestions for improving their performance.</p>	<p>Identify the basic key features of staff notation.</p> <p>Recognise and play minims by ear and from staff notation.</p> <p>Recognise and play semibreves by ear and from staff notation.</p> <p>Recognise and play crotchets and crotchet rests by ear and from staff notation.</p> <p>Compose rhythmic patterns for a gumboot dance.</p>	<p>Understand the main features of Calypso music.</p> <p>Improvise a vocal part in the style of a Calypso.</p> <p>Understand how and why percussion instruments can be used in Calypso music.</p> <p>Recognise and perform quavers from staff notation.</p> <p>Improvise in a Calypso style using a pentatonic scale.</p>
<b>Key Vocabulary</b>	<p>repeated rhythm pattern</p> <p>notation</p> <p>ensemble</p> <p>compose</p>	<p>ballad</p> <p>ensemble</p> <p>compose</p>	<p>tempo</p> <p>crescendo</p> <p>dynamics</p> <p>timbre</p> <p>duration</p>	<p>composition</p> <p>melody</p> <p>notation</p> <p>minim</p> <p>crotchet</p> <p>quaver</p>	<p>rest</p> <p>rhythmn</p> <p>pattern</p> <p>gumboot</p> <p>ostinato</p>	<p>Pentatonic scale</p> <p>Rhythm</p> <p>Improvise</p> <p>Vocals</p> <p>lyrics</p>





### Year 3 Musicians should know how to

- sing a tune with expression
- play clear notes on instruments
- use different elements in their compositions
- create repeated patterns with different instruments
- compose melodies and songs
- combine different sounds to create a specific mood or feeling
- use musical words to describe a piece of music and compositions
- use musical words to describe what they like and do not like about a piece of music
- Perform from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology.
- improve their work; explaining how it has been improved



Year 4						
	<b>Autumn 1</b> Body and tuned percussion	<b>Autumn 2</b> Rock and Roll	<b>Spring 1</b> Changes in pitch, tempo and dynamics	<b>Spring 2</b> Haiku, music and performance	<b>Summer 1</b> Samba and carnival sounds and instruments (Theme: South America)	<b>Summer 2</b> Adapting and transposing motifs (Theme: Romans)
<b>Key Learning</b>	<p>Identify the structure of a piece of music.</p> <p>Have an idea as to when there is one layer in a piece of music and when there are two.</p> <p>Play a sequence in the correct order in time with their partner.</p> <p>Have two contrasting rhythms being played together.</p> <p>Have two different melodies being played together.</p> <p>Have a complete piece of music with four different layers with an appropriate structure.</p>	<p>Perform the hand jive hand actions in sequence and in time with the music.</p> <p>Sing in tune and perform their actions in time.</p> <p>Play the notes of the walking bass in the correct sequence.</p> <p>Independently play their part with some awareness of the other performers.</p>	<p>Sing in tune and in harmony with others, with developing breath control.</p> <p>Explain how a piece of music makes them feel with some use of musical terminology.</p> <p>Perform a vocal ostinato in time.</p> <p>Listen to other members of their group as they perform.</p> <p>Create an ostinato and represent it on paper so that they can remember it.</p> <p>Create and perform a piece with a variety of ostinatos.</p>	<p>Suggest suitable words to describe their time outdoors, changing the sounds of their words to match their meanings.</p> <p>Recognise, name and describe the effect of the interrelated dimensions of music.</p> <p>Select instruments and sounds which match their vocabulary.</p> <p>Work as a group to create a piece of music.</p> <p>Perform a piece of music as part of a group.</p>	<p>Explain what samba music is and that it is mainly percussion instruments used in celebrations such as Carnival in Brazil.</p> <p>Clap on the off beat (the and of each beat) and be able to play a syncopated rhythm.</p> <p>Play their rhythm in time with the rest of their group (even if they are not always successfully playing in time with the rest of the class).</p> <p>Play their break in time with the rest of their group and play in the correct place in the piece.</p> <p>Play in time and with confidence; accurately playing their break.</p>	<p>Learn a new song, singing in time and in tune while following the lyrics.</p> <p>Identify motifs aurally and play a repeated pattern on a tuned instrument.</p> <p>Create and performing a motif, notating it with reasonable accuracy.</p> <p>Transpose their motif, using sharp or flat notes where necessary and change the rhythm.</p> <p>Combine different versions of a musical motif and perform as a group using musical notation.</p>
<b>Key Vocabulary</b>	<p>body percussion</p> <p>tempo</p> <p>rhythm</p> <p>structure</p>	<p>rock and roll</p> <p>hand jive</p> <p>tempo</p> <p>dynamic</p> <p>style</p>	<p>a cappella</p> <p>breathing</p> <p>harmony</p> <p>listen</p> <p>ostinato</p>	<p>glissando</p> <p>pizzicato</p> <p>composition</p> <p>col legno</p> <p>haiku</p> <p>syllables</p>	<p>crescendo</p> <p>off-beat</p> <p>percussion</p> <p>rhythmic break</p> <p>Samba</p> <p>syncopated rhythms</p>	<p>Name the different kinds of notes e.g. minim, quaver</p> <p>Flats and sharps</p> <p>key signature</p> <p>motif</p> <p>riff</p>



### Year 4 Musicians should know how to

- Perform a simple part rhythmically
- Sing songs from memory with accurate pitch
- Improvise using repeated patterns
- Use notation to record and interpret sequences of pitches
- Use notation to record compositions in a small group or on their own
- Explain why silence is often needed in music and explain what effect it has
- Identify the character in a piece of music
- Identify and describe the different purposes of music.



Year 5						
	<b>Autumn 1</b> Composition notation (Ancient Egypt)	<b>Autumn 2</b> Blues	<b>Spring 1</b> South and West Africa	<b>Spring 2</b> Composition to represent the festival of colour	<b>Summer 1</b> Looping and remixing	<b>Summer 2</b> Musical Theatre
<b>Key Learning</b>	<p>To sing with accuracy, fluency, control, and expression.</p> <p>To explore and use different forms of notation.</p> <p>To understand note length.</p> <p>To read simple pitch notation.</p> <p>To use hieroglyphs and stave notation to write a piece of music.</p>	<p>Name three key features of Blues music.</p> <p>Sing in tune, using vocal expression to convey meaning.</p> <p>Explain what a chord is and play the chord of C sixteen times.</p> <p>Play the twelve bar blues correctly.</p> <p>Play the notes of the Blues scale in the correct order, ascending and descending.</p> <p>Play a selection of Blues scale notes out of order in their own improvisation.</p>	<p>Sing using the correct pronunciation and with increasing confidence.</p> <p>Play a chord with two notes, remaining in time.</p> <p>Maintain their part in a performance with accuracy.</p> <p>Play the more complicated rhythms in time and with rests.</p> <p>Create an eight beat break and play this in the correct place.</p>	<p>Suggest a colour to match a piece of music.</p> <p>Create a graphic score and describe how this matches the general structure of a piece of music.</p> <p>Create a vocal composition in response to a picture and justify their choices using musical terms.</p> <p>Create a vocal composition in response to a colour.</p> <p>Record their compositions in written form.</p> <p>Work as a group to perform a piece of music.</p>	<p>Perform a looped body percussion rhythm; keeping in time with their group.</p> <p>Use loops to create a whole piece of music, ensuring that the different aspects of music work together.</p> <p>Play the first section of 'Somewhere Over the Rainbow' with accuracy.</p> <p>Choose a suitable fragment of music and be able to play it along to the backbeat.</p> <p>Perform a piece with some structure and two different loops.</p>	<p>Explain what musical theatre is and be able to recall at least three features of this kind of music.</p> <p>Categorise songs as action songs or character songs.</p> <p>Select appropriate existing music for their scene to tell the story of a journey.</p> <p>Perform in time with their groups, ensuring smooth transitions between spoken dialogue, singing and dancing.</p>
<b>Key Vocabulary</b>	<p>Notation</p> <p>Repeating</p> <p>Unison</p> <p>ensemble</p> <p>minor key</p>	<p>Blues</p> <p>chord</p> <p>12-bar Blues</p> <p>Blues scale</p> <p>bent notes</p> <p>ascending and descending scale</p> <p>improvisation</p>	<p>a cappella</p> <p>chord</p> <p>ostinato</p> <p>break</p> <p>syncopation</p> <p>metronome</p>	<p>synesthesia</p> <p>dynamics</p> <p>Holi</p> <p>graphic score</p> <p>vocal composition</p> <p>performance</p>	<p>accuracy</p> <p>backbeat</p> <p>fragment</p> <p>layers</p> <p>looped rhythm</p> <p>melody line</p>	<p>Action and character song</p> <p>Choreographer</p> <p>Comic opera</p> <p>Dialogue</p> <p>Director</p> <p>Duet</p>



### Year 5 Musicians should know how to

- Maintain their part whilst others are performing their part
- Improvise within a group using melodic and rhythmic phrases
- Compose music which meets specific criteria
- Choose the most appropriate tempo for a piece of music
- Describe, compare and evaluate music using musical vocabulary
- Explain why they think music is successful or unsuccessful
- Suggest improvement to their own work and that of others



Year 6

	<b>Autumn 1</b> Dynamics, pitch and texture	<b>Autumn 2</b> Advanced rhythms	<b>Spring 1</b> Songs of World War 2	<b>Spring 2</b> Film music	<b>Summer 1</b> Theme and variation	<b>Summer 2</b> Leavers' song
<b>Key Learning</b>	Engage in discussion about the sounds of an orchestral piece. Have a selection of varied vocabulary in response to what they hear. Change dynamics and pitch, differentiating between the two. Take the role of conductor or follow a conductor. Change texture within their group improvisation and talk about its effect. Create a graphic score to represent sounds. Follow the conductor to show changes in pitch, dynamics and texture.	Repeat rhythms accurately. Successfully participate in rhythm games. Feel the pulse while participating in activities, e.g. singing or chanting. Notate rhythms accurately. Clap the rhythm at the same time as chanting the words. Choose rhythmic elements that add up to 8 counts. Perform compositions demonstrating a good sense of pulse. Perform their compositions securely with their partners.	Use musical and comparative language in discussion. Follow the melody line. Follow the scores with a good sense of timing, showing that they understand which section of pitch they are singing. Sing the correct words at the correct time. Recall the counter-melody line.	Identify how different styles of music contribute to the feel of a film. Participate in discussions, sharing their views and justifying their answers. Use the terms 'major' and 'minor'. Identify different instruments to describe how music evokes different emotions. Give reasonable and thought-out suggestions for what different graphic scores represent. Use their body, voice and instruments to create sounds to represent a given theme. Create a musical score to represent a composition. Interpret their graphic score and performing their composition appropriately with their group. Create sounds that relate to the scene of a film.	Perform rhythms confidently either on their own or in a group. Identify the sounds of different instruments and discuss what they sound like. Make reasonable suggestions for which instruments can be matched to which pieces of art. Recall the names of several instruments according to their orchestra sections. Keep the pulse with the body percussion section and sing with control and confidence. Name the three rhythms correctly and copy the rhythms accurately with a good sense of pulse. Draw the rhythms accurately and show a difference between each of their variations.	Identify and evaluate the musical features of a song. Contribute ideas to their group chorus, suggesting how lines three and four could rhyme. Contribute ideas to their group verse, suggesting how lines one and four and five and eight could rhyme. Fit an existing melody over a four-chord backing track. Create a melody that fits both the lyrics and the four-chord backing track of the chorus, using tuned percussion instruments. Record melodies using letter notation. Perform the leavers' song with confidence.
<b>Key Vocabulary</b>	depicting conductor improvisation graphic score composition	kodaly rhythm syllables Types of notes eg. crotchets pulse chant	morale contrast diaphragm melody phrase	crescendo descending major and minor orchestral solo and unison tension	3/4 and 4/4 time accidentals legato motif orchestra and instrument names	allegro arrangement backing track chorus chord progression crescendo and diminuendo



### Year 6 Musicians should know how to

- Sing in harmony confidently and accurately
- Perform parts from memory
- Change sounds or organise them differently to change the effect
- Use a variety of different musical devices in their composition (including melody, rhythms and chords)
- Evaluate how the venue, occasion and purpose affects the way a piece of music is created
- Analyse features within different pieces of music
- Compare and contrast the impact that different composers from different times have had on people of that time