



## **Music**

### **at Morton Church of England Primary School**

**Our Music Curriculum aims to inspire a life-long love of music by enabling all pupils to understand and embrace the role of Music within creativity and the Arts. We aim to give our pupils the knowledge, skills and understanding of musical composition and performance as well as learning about composers and their historical context.**



## Music Implementation Statement

- From Nursery to Year 6, we use the Music Express scheme for whole class music planning.
- Particularly for children aged 2 to 6yrs, songs are used as part of daily routines and woven across other lessons, such as Mathematics.
- We have singing assemblies and collective worship involving the children from Reception to Year 6. All classes are involved in performances each year including class assemblies, child-led church services and nativities performances. Nursery and Reception work together to perform at a singing event for families at Christmas.
- The Reception teacher leads weekly music groups for parents, babies and toddlers from our wider community.
- We have a school choir for children in years 4, 5 and 6. The choir performs at many events including church services and at Lincoln Cathedral.
- We have 2 visiting music teachers for individual piano and woodwind/brass lessons. Children who play instruments have opportunities to perform for the school and parents.
- Whole class recorder lessons are taught in Year 2.
- In 2022/23 Year 3 and 4 are receiving weekly music lessons from a visiting Music Teacher as part of a Singing Project. The project involves working towards a performance with other schools in Boston.
- We give pupils the opportunity to experience live music through visits from amateur and professional musicians.

## Music Impact Statement

Whilst at Morton CE Primary school, children have opportunities to forge their own musical journey, which allows them to discover areas of strength, as well as areas they might like to improve upon. The integral nature of music and the learner creates an enormously rich palette from which a child may access fundamental abilities such as: achievement, self-confidence, interaction with and awareness of others, and self-reflection. Music will also develop an understanding of culture and history, both in relation to students individually, as well as ethnicities from across the world. Pupils learn that music is a part of a multicultural, global community. Children are able to enjoy music, in as many ways as they choose - either as listener, creator or performer. They can discuss music and comprehend its parts. They can sing, feel a pulse, add rhythms and create melodies in a group and they can further develop these skills in the future and continue to enjoy and embrace music in their lives.



## Music at our school





## National Curriculum Expectations

### Early Years

#### **Educational Programmes for EAD**

##### Expressive Arts and Design

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.

#### **Creating with Materials**

ELG Children at the expected level of development will:

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;

Share their creations, explaining the process they have used;

Make use of props and materials when role playing characters in narratives and stories.

#### **Being Imaginative and Expressive**

ELG Children at the expected level of development will:

Invent, adapt and recount narratives and stories with peers and their teacher.

Sing a range of well-known nursery rhymes and songs; - Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.



## Key Stage 1

Pupils should be taught to:

- 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 inter-related dimensions of music

## Key Stage 2

Pupils should be taught to sing and play musically with increasing confidence and control.

They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- 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 purposes using the inter-related dimensions of music
- listen with attention to detail and 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 composers and musicians
- develop an understanding of the history of music



## Our Music Curriculum

### Curriculum Map – Music Express

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Nursery</b>	Let's go green	<b>Music and Mince Pies performance</b>	A tale of long ago	Amazing African animals	Do you see dinosaurs?	Under the sea
<b>Reception</b>	Who Shall I Be Today?	<b>Music and Mince Pies performance</b> Light a Candle	Busy City	A Sky Full of Colour	Our Growing World	Fabulous Food
<b>Year 1</b>	Ourselves/ Our School	<b>Nativity</b>	Our Bodies / Pattern	Animals / Seasons	Storytime/ Weather	Travel/ Water
<b>Year 2</b>	Ourselves/ Toys	<b>Nativity</b>	Animals/ Our Land	Storytime/ Seasons	Weather/ Pattern	<b>Recorders</b>
<b>Year 3</b>	Environment/ Building	Sounds/ Poetry	Time/ China	In the Past/ Communication	Human Body/Singing French	Ancient Worlds/ Food and Drink
<b>Year 4</b>	Poetry/ Environment	Sounds/ Recycling	Built Around the World	2022/23 10 weeks Singing Workshop and Performance Singing Spanish	Worlds/ Communication/ Time	In the Past/ Food and Drink
<b>Year 5</b>	Solar System	<b>Church Carol Service</b>	Lifecycles		At The Movies	Celebrations
<b>Year 6</b>	World Unite (linked to Dance)		Growth		Class Awards	Moving On Journeys focus on <b>leavers assembly</b>



## Progression in Knowledge

Age Phase	Year Group	Autumn	Spring	Summer
EYFS	N	<b>Check points (Birth to Five)</b>		
		<p><b>Range 3</b> <b>Creating with Materials</b></p> <ul style="list-style-type: none"> <li>• Moves while singing/vocalising, whilst listening to sounds and music, while playing with sound makers/instruments</li> <li>• Mirrors and improvises actions they have observed, e.g. clapping or waving</li> <li>• Sings/vocalises whilst listening to music or playing with instruments/sound makers</li> </ul> <p><b>Being Imaginative and Expressive</b></p> <ul style="list-style-type: none"> <li>• Expresses self through physical actions and sound</li> <li>• Creates sound effects and movements, e.g. creates the sound of a car, animals.</li> </ul>	<p><b>Range 4</b> <b>Creating with Materials</b></p> <p>Joins in singing songs • Creates sounds by rubbing, shaking, tapping, striking or blowing • Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. loud/quiet, fast/slow</p> <p><b>Being Imaginative and Expressive</b></p> <p>and fascinations • Begins to make believe by pretending using sounds, movements, words, objects Beginning to describe sounds and music imaginatively, e.g. scary music • Creates rhythmic sounds and movements</p>	
	R	<b>End points (Birth to Five)</b>		
		<p><b>Range 5</b> <b>Creating with Materials</b></p> <ul style="list-style-type: none"> <li>• Explores and learns how sounds and movements can be changed</li> <li>• Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns</li> <li>• Enjoys joining in with moving, dancing and ring games</li> <li>• Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home</li> <li>• Taps out simple repeated rhythms</li> <li>• Develops an understanding of how to create and use sounds intentionally.</li> </ul> <p><b>Being Imaginative and Expressive</b></p> <ul style="list-style-type: none"> <li>• Uses movement and sounds to express experiences, expertise, ideas and feelings</li> <li>• Experiments and creates movement in response to music, stories and ideas</li> <li>• Sings to self and makes up simple songs</li> <li>• Creates sounds, movements, drawings to accompany stories</li> <li>• Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously</li> </ul>	<p><b>Range 6</b> <b>Creating with Materials</b></p> <ul style="list-style-type: none"> <li>• Begins to build a collection of songs and dances</li> <li>• Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to</li> <li>• Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts.</li> </ul> <p><b>Being Imaginative and Expressive</b></p> <ul style="list-style-type: none"> <li>• Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purposes</li> <li>• Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping</li> <li>• Responds imaginatively to art works and objects, e.g. this music sounds like dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth</li> </ul>	



<b>Why this and why now?</b>				
		Children are introduced to musical experiences through whole class teaching as well as adult guided activities and planned provision. Children are supported to join in with singing, chanting and instrument play. Adults in EYFS use songs and instruments to support children's learning in all areas of the curriculum (not just within Music Express units). Adults plan for the use of instruments and other musical enhancements in classroom provision to support children with independent and collaborative musical play.	Children are encouraged to respond creatively through singing playing, movement and dance.	
	<b>Local links</b>	<b>Understanding the immediate locality and their own community with school repertoire songs sung in collective worship and church services. Oats and Beans and Barley circle song (Spring or Autumn term) – from Lincolnshire</b>		
<b>KS1</b>	<b>Key Concepts Y1</b>	OURSELVES Musical focus: Exploring sounds OUR SCHOOL Musical focus: Exploring sounds <b>NATIVITY PERFORMANCE</b>	OUR BODIES Musical focus: Beat PATTERN Musical focus: Beat ANIMALS Musical focus: Pitch SEASONS Musical focus: Pitch	STORYTIME Musical focus: Exploring sounds WEATHER Musical focus: Exploring sounds TRAVEL Musical focus: Performance WATER Musical focus: Pitch
	<b>Why this and why now?</b>			
	To build on skills taught in EYFS and ensure the children become familiar using a wide range of musical vocabulary.			
	<b>Key Concepts Y2</b>	OURSELVES Musical focus: Exploring sounds TOYS Musical focus: Beat OUR LAND Musical focus: Exploring sounds OUR BODIES Musical focus: Beat	ANIMALS Musical focus: Pitch NUMBER Musical focus: Beat STORYTIME Musical focus: Exploring sounds SEASONS Musical focus: Pitch	WEATHER Musical focus: Exploring sounds PATTERN Musical focus: Beat WATER Musical focus: Pitch TRAVEL Musical focus: Performance





	<b>Why this and why now?</b>			
	Continuing to build on previous learning and understand each element of music in further depth. Develop their skills progressively from Year 1			
	<b>Local links</b>	<b>Lute music – My Lord Willoughby (<a href="https://www.youtube.com/watch?v=cCZR41FtZXs">https://www.youtube.com/watch?v=cCZR41FtZXs</a>)</b>		
<b>Lower KS2</b>	<b>Key Concepts Y3</b>	ENVIRONMENT Musical focus: Composition BUILDING Musical focus: Beat SOUNDS Musical focus: Exploring sounds POETRY Musical focus: Performance	CHINA Musical focus: Pitch TIME Musical focus: Beat IN THE PAST Musical focus: Pitch COMMUNICATION Weeks 10-12 Musical focus: Composition	HUMAN BODY Musical focus: Structure SINGING FRENCH Musical focus: Pitch ANCIENT WORLDS Musical focus: Structure FOOD AND DRINK Musical focus: Performance
	<b>Why this and why now?</b>			
		Ensuring they have all the key skills and knowledge expected for KS1. Children continue to appraise, listen, improvise, sing and learn new skills.		
	<b>Key Concepts Y4</b>	POETRY Musical focus: Performance ENVIRONMENT Musical focus: Composition SOUNDS Musical focus: Exploring sounds Recycling Musical focus: Structure	BUILDING Musical focus: Beat AROUND THE WORLD Musical focus: Pitch ANCIENT WORLDS Musical focus: Structure SINGING SPANISH Musical focus: Pitch	COMMUNICATION Musical focus: Composition TIME Musical focus: Beat IN THE PAST Musical focus: Notation FOOD AND DRINK Musical focus: Performance
	<b>Why this and why now?</b>			
		Ensuring they have all the key skills and knowledge expected for KS1 and Year 3. Continue to build on these skills and develop them further. Children continue to appraise, listen, improvise, sing and learn new skills.		
	<b>Local links</b>	<b>Lincolnshire folk songs in the British Library collection <a href="https://sounds.bl.uk/World-and-traditional-music/Percy-Grainger-Collection">https://sounds.bl.uk/World-and-traditional-music/Percy-Grainger-Collection</a></b>		



<b>Upper KS2</b>	<b>Key Concepts Y5</b>	OUR COMMUNITY Musical focus: Performance SOLAR SYSTEM Musical focus: Listening	LIFE CYCLES Musical focus: Structure KEEPING HEALTHY Musical focus: Beat	AT THE MOVIES Musical focus: Composition CELEBRATION Musical focus: Performance
	<b>Why this and why now?</b>			
	To continue the development of their musical knowledge and build on previous skills in KS1 and LSK2. All elements are progressive, and the children gain greater understanding of each element of music.			
	<b>Local links</b>	<b>The Lincolnshire Poacher <a href="https://www.youtube.com/watch?v=E8KQyJyOVKc">https://www.youtube.com/watch?v=E8KQyJyOVKc</a></b>		
	<b>Key Concepts Y6</b>	WORLD UNITE Musical focus: Step dance performance	GROWTH Musical focus: Street dance performance	MOVING ON Musical focus: Leavers' assembly performance JOURNEYS Musical focus: Song cycle performance
	<b>Why this and why now?</b>			
	To continue the development of their musical knowledge and build on previous skills in KS1 and LSK2. All elements are progressive, and the children gain greater understanding of each element of music.			



## Music Skills Progression

### EYFS

**Music Express provides 12 units to used across EYFS:**

“Unit structure -

With a new framework comes a new way of structuring our Early Years resources. Progression is built in within each unit so you can pick and choose your favourite topics and work through them in any order. Every unit covers all seven areas of learning and development and all aspects of musical engagement, and they are all structured in the same way.”

**Songs, Singing and Pitch Matching**

**Music for Listening and Responding**

**Strong Beat/Pulse**

### Year 1

**Use their voices expressively and creatively by singing songs and speaking chants and rhymes**

• Create, respond to, place and change vocal sounds	Unit 1: Ourselves
• Understand (recognise) pitch: make high and low vocal sounds	Unit 3: Animals
• Sing a song with contrasting high and low melodies	Unit 3: Animals
• Control vocal dynamics, duration and timbre	Unit 4: Weather
• Sing a song together as a group	Unit 7: Our School
• Rehearse and perform a rap with sound effects using voices	Unit 9: Storytime
• Combine voices and movement to perform a chant and a song	Unit 11: Travel
• Use voices to create descriptive sounds	Unit 12: Water

**Play tuned and untuned instruments musically**



• Learn to play percussion with control (e.g. changing dynamics)	Unit 2: Number
• Identify and keep a steady beat using instruments	Unit 2: Number
• Explore and control dynamics, duration, and timbre with instruments	Unit 4: Weather
• Play percussion instruments at different speeds (tempi)	Unit 5: Machines
• Create a soundscape using instruments	Unit 7: Our School
• Explore sounds on instruments and find different ways to vary their sound	Unit 8: Pattern
• Rehearse and perform a chant/rap with sound effects using instruments	Unit 9: Storytime
• Use instruments to create descriptive sounds	Unit 12: Water
<b>Listen with concentration and understanding to a range of high-quality live and recorded music</b>	
Recognise and respond to changes in tempo in music	Unit 2: Number
• Identify a sequence of sounds (structure) in a piece of music	Unit 4: Weather
• Respond to music through movement	Unit 4: Weather
• Identify changes in pitch and respond to them with movement	Unit 6: Seasons
• Listen in detail to a piece of orchestral music (e.g. identify instruments)	Unit 6: Seasons
• Identify metre by recognising its pattern	Unit 8: Pattern
• Understand how music can tell a story	Unit 9: Storytime
• Respond to change of mood in a piece of music with a slow and fast steady beat	Unit 10: Our bodies
• Identify a repeated rhythm pattern	Unit 10: Our bodies
• Understand musical structure by listening and responding through movement	Unit 12: Water
<b>Experiment with, create, select and combine sounds using the inter-related dimensions of music*</b>	
• Explore, create and place vocal and body percussion sounds	Unit 1: Ourselves
• Explore and develop an understanding of pitch using the voice and body movements	Unit 3: Animals
• Explore and control dynamics (volume), duration, and timbre with voices, body percussion, and instruments	Unit 4: Weather
• Improvise descriptive music	Unit 4: Weather
• Play and control changes in tempo	Unit 5: Machines
• Relate pitch changes to graphic symbols and perform pitch changes vocally	Unit 6: Seasons
• Explore different sound sources and materials	Unit 7: Our School
• Create a soundscape using instruments as part of a song performance	Unit 7: Our School
• Explore sounds on instruments and find different ways to vary their sound	Unit 8: Pattern
• Play fast, slow, loud, and quiet sounds on percussion instruments	Unit 9: Storytime



• Invent and perform new rhythms to a steady beat	Unit 10: Our bodies
• Create, play and combine simple word rhythms	Unit 11: Travel
• Create a picture in sound	Unit 12: Water

<b>Year 2</b>	
<b>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</b>	
Develop the use of vocal sounds to express feelings	Unit 1: Ourselves
• Chant and sing in two parts while playing a steady beat	Unit 4: Our bodies
• Explore voices to create descriptive musical effects	Unit 7: Storytime
• Sing with expression, paying attention to the pitch shape of the melody	Unit 8: Seasons
• Perform a rhythmic chant and play an independent rhythm pattern accompaniment	Unit 9: Weather
• Perform an updated version of a traditional nursery rhyme with a rap section	Unit 9: Weather
• Understand pitch through singing, movement, and note names	Unit 11: Water
• Prepare and improve a performance using movement, voice and percussion	Unit 12: Travel
<b>Play tuned and untuned instruments musically</b>	
• Listen to and repeat rhythmic patterns on body percussion and instruments	Unit 4: Our bodies
• Play pitch lines on tuned percussion	Unit 5: Animals
• Perform a steady beat and simple rhythms using movement, percussion, and body percussion	Unit 6: Number
• Accompany a song with vocal, body percussion and instrumental ostinati	Unit 8: Seasons
• Explore and develop an understanding of pitch using percussion instruments	Unit 11: Water
• Use instruments expressively in response to visual stimuli	Unit 12: Travel
<b>Listen with concentration and understanding to a range of high-quality live and recorded music</b>	
• Identify ways of producing sounds (e.g. shake, strike, pluck)	Unit 3: Our land
• Match descriptive sounds to images	Unit 3: Our land
• Listen in detail to a piece of orchestral music (e.g. identify how it depicts a season)	Unit 9: Weather
• Use simple musical vocabulary to describe music	Unit 12: Travel



• Listen, describe and respond to contemporary orchestral music	Unit 12: Travel
<b>Experiment with, create, select and combine sounds using the inter-related dimensions of music</b>	
Notate pitch shape and duration using simple line graphics	Unit 1: Ourselves
• Understand the structure of call and response songs	Unit 1: Ourselves
• Mark beats within a four-beat metre	Unit 2: Toys
• Explore timbre and texture to understand how sounds can be descriptive	Unit 3: Our land
• Understand and perform rising and falling pitch direction	Unit 5: Animals
• Read and write simple pitch line notation	Unit 5: Animals
• Combine pitch changes with changes in other elements/dimensions	Unit 5: Animals
• Understand and differentiate between beat and rhythm	Unit 6: Number
• Combine sounds to create a musical effect in response to visual stimuli	Unit 7: Storytime
• Identify rising and falling pitch	Unit 8: Seasons
• Compose music to illustrate a story	Unit 9: Weather
• Perform and create simple three- and four-beat rhythms using a simple score	Unit 10: Pattern
• Explore different ways to organise music	Unit 10: Pattern
• Understand and play from simple notation	Unit 12: Travel

<b>Year 3</b>	
<b>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</b>	
• Sing in two-part harmony	Unit 1: Environment
• Accompany a song with a melodic ostinato on tuned percussion	Unit 1: Environment
• Layer rhythms using untuned percussion instruments	Unit 2: Building
• Perform a pentatonic song with tuned and untuned accompaniment	Unit 5: China
• Play independent parts in more than one metre simultaneously on body percussion, untuned and tuned percussion	Unit 6: Time
• Perform rhythmic ostinati individually and in combination	Unit 6: Time
• Copy and create a wide range of vocal sounds to incorporate into a song	Unit 8: Communication



• Sing in two parts (two different melodies) with movements and percussion	Unit 9: Human body
• Perform a round in three parts	Unit 11: Ancient worlds
<b>Improvise and compose music for a range of purposes using the interrelated dimensions of music</b>	
• Select descriptive sounds to accompany a poem	Unit 1: Environment
• Choose different timbres to make an accompaniment	Unit 1: Environment
• Make choices about musical structure	Unit 2: Building
• Improvise descriptive music	Unit 4: Poetry
• Improvise to an ostinato accompaniment	Unit 6: Time
• Develop a song by choosing lyrics and structure	Unit 10: Singing French
• Arrange an accompaniment with attention to balance and musical effect	Unit 11: Ancient worlds
• Explore simple accompaniments using beat and rhythm patterns	Unit 12: Food and drink
• Use a score and combine sounds to create different musical textures	Unit 12: Food and drink
<b>Listen with attention to detail and recall sounds with increasing aural memory</b>	
• Identify a sequence of sounds (structure) in a piece of music	Unit 4: Poetry
• Identify the metre in a piece of music	Unit 6: Time
• Recognise pitch shapes	Unit 10: Singing French
• Explore musical phrases, melodic imitation and rounds	Unit 11: Ancient worlds
<b>Use and understand staff and other musical notations</b>	
• Use graphic notation with the pentatonic scale	Unit 5: China
• Recognise rhythm patterns in staff notation	Unit 6: Time
• Understand and use pitch notations	Unit 7: In the past
• Read simple rhythm notation	Unit 7: In the past
• Create and perform from a symbol score	Unit 8: Communication
• Read graphic notation to play a melody on tuned instruments	Unit 10: Singing French
<b>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</b>	
• Learn about ternary form	Unit 1: Environment
• Understand how music can be organised in sequences and layers	Unit 2: Building
• Learn a traditional Caribbean song	Unit 3: Sounds
• Listen to and learn about Hindustani classical music	Unit 3: Sounds



• Learn how sounds are produced and how instruments are classified	Unit 3: Sounds
• Understand the pentatonic scale	Unit 5: China
• Listen to and learn about traditional Chinese music	Unit 5: China
• Understand and perform binary form	Unit 9: Human body
<b>Develop an understanding of the history of music</b>	
• Listen to and learn about a Romantic piece of music	Unit 6: Time
• Listen to and learn about a medieval antiphon	Unit 7: In the past
• Listen to, learn about, play and dance to Tudor dance music	Unit 7: In the past
• Learn about an instrument from Ancient Greece	Unit 11: Ancient worlds

<b>Year 4</b>	
<b>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</b>	
• Use beatbox techniques to imitate the sound of a drum kit	Units 1: Poetry & 3: Sounds
• Perform a rap or song with a vocal beatbox accompaniment	Units 1: Poetry & 3: Sounds
• Perform a poem as an ensemble with rhythmic accuracy to a steady beat	Unit 1: Poetry
• Learn to sing partner songs	Unit 3: Sounds
• Perform verse and chorus structure	Unit 4: Recycling
• Chant in three parts	Unit 4: Recycling
• Combine four body percussion ostinati as a song accompaniment	Unit 5: Building
• Play a pentatonic song with leaps in pitch on tuned percussion	Unit 6: Around the world
• Combine singing with untuned and tuned percussion in a performance	Units 6: Around the world & 8: Singing Spanish
• Sing a call and response song in a minor key in two groups	Unit 8: Singing Spanish





• Sing a song with three simple independent parts	Unit 10: Time
• Play a piece with melody, chords, bass and rhythm parts from graphic, rhythm and staff notations	Unit 11: In the past
• Combine singing, playing and dancing in a performance	Unit 11: In the past
• Play an instrumental accompaniment of rhythms, chords and riffs	Unit 11: In the past
<b>Improvise and compose music for a range of purposes using the interrelated dimensions of music</b>	
• Balance voices in a performance by choosing appropriate dynamics (volume)	Unit 1: Poetry
• Compose an introduction for a song	Unit 2: Environment
• Improvise in response to visual stimuli, with a focus on timbre	Unit 4: Recycling
• Explore household items as instruments and match rhythms with appropriate soundmakers	Unit 4: Recycling
• Improvise melodies with a given set of five notes (a pentatonic scale)	Unit 5: Building
• Create descriptive sound pictures with instruments	Unit 8: Singing Spanish
• Compose a rap	Unit 9: Communication
• Understand syncopation and clap improvised off-beat rhythms	Unit 10: Time
• Compose a fanfare	Unit 11: In the past
• Compose and play sequences of word rhythms	Unit 12: Food and drink
<b>Listen with attention to detail and recall sounds with increasing aural memory</b>	
• Understand how rhythmic articulation affects musical phrasing	Unit 1: Poetry
• Identify different instrument groups from a recording	Unit 3: Sounds
• Demonstrate understanding of how sounds are produced by making instruments	Unit 4: Recycling
• Compare and contrast the structure of two pieces of music	Unit 7: Ancient worlds
• Copy rhythms and a short melody	Unit 9: Communication
• Identify the metre of a new song or piece	Unit 10: Time
<b>Use and understand staff and other musical notations</b>	
• Compose and notate pentatonic melodies on a graphic score	Unit 6: Around the world
• Explore layers and layering using a graphic score	Unit 7: Ancient worlds
• Play and sing repeated patterns (ostinati) from staff notation	Unit 10: Time
• Match short rhythmic phrases with rhythm notation	Unit 10: Time
• Learn to play a Renaissance dance from notations (graphic, rhythm and staff)	Unit 11: In the past
<b>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</b>	



• Explore the descriptive music of two famous composers of the 20th and 21st century	Unit 2: Environment
• Listen to and play along with Bhangra music	Unit 4: Recycling
• Perform a piece in rondo form	Unit 4: Recycling
• Describe the structure of a piece of orchestral music	Unit 5: Building
• Use rondo structure to build a performance	Unit 5: Building
• Learn about and sing an African-American spiritual	Unit 6: Around the world
• Develop listening skills by analysing and comparing music from different traditions	Unit 6: Around the world
• Learn a traditional West African call and response song	Unit 12: Food and drink
<b>Develop an understanding of the history of music</b>	
• Listen to and learn about 1940s dance band music	Unit 3: Sounds
• Identify key features of minimalist music	Unit 7: Ancient worlds
• Listen to and analyse 20th century ballet music	Unit 10: Time
• Learn a dance and play music from a 19th century German opera	Unit 11: In the past
• Listen to and learn about Renaissance instruments	Unit 11: In the past
• Learn a 1960s pop song and popular dance styles of the time	Unit 11: In the past

<b>Year 5</b>	
<b>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</b>	
• Conduct metres of two, three and four	Unit 1: Our Community
• Prepare for a performance by considering narration, performance space, setting up and other logistics	Unit 1: Our Community
• Develop techniques of performing rap using texture and rhythm	Unit 2: Solar system
• Create and present a performance of song, music and poetry	Unit 2: Solar system
• Sing and play scales and chromatic melodies accurately	Unit 4: Keeping healthy
• Sing and play percussion in a group piece with changes in tempo and dynamics	Unit 5: At the movies
• Perform music together in synchronisation with a short movie	Unit 5: At the movies
• Sing a song in unison and three-part harmony	Unit 6: Celebration
• Perform a song with a complex structure in four parts	Unit 6: Celebration



• Sing with attention to accuracy in rhythm, pitch and dynamics	Unit 6: Celebration
• Develop ensemble playing, focusing on steady beat and placing notes accurately together	Unit 6: Celebration
• Control short, loud sounds on a variety of instruments	Unit 6: Celebration
<b>Improvise and compose music for a range of purposes using the interrelated dimensions of music</b>	
• Develop accompaniments using ostinato and invent or improvise rhythms on untuned percussion	Unit 1: Our Community
• Play and improvise using the whole tone scale	Unit 2: Solar system
• Create musical effects using contrasting pitch	Unit 3: Life cycles
• Use the musical dimensions to create and perform music for a movie	Unit 5: At the movies
• Evaluate and refine compositions with reference to the inter-related dimensions of music	Unit 5: At the movies
<b>Listen with attention to detail and recall sounds with increasing aural memory</b>	
• Listen to music with focus and analyse using musical vocabulary	Unit 2: Solar system
• Hear and understand the features of the whole tone scale	Unit 2: Solar system
• Compare and contrast two pieces of 19th century Romantic music	Unit 3: Life cycles
• Identify changes in tempo and their effects	Unit 5: At the movies
• Demonstrate understanding of the effect of music in movies	Unit 5: At the movies
• Explore and analyse a song arrangement and its structure	Unit 6: Celebration
• Rehearse, improve and analyse an ensemble performance, with attention to balance and staying in time	Unit 6: Celebration
<b>Use and understand staff and other musical notations</b>	
• Read a melody in staff notation	Unit 3: Life cycles
• Develop a structure for a vocal piece and create graphic scores	Unit 3: Life cycles
• Read grid or staff notation to play a bassline	Unit 4: Keeping healthy
• Interpret graphic notation on various soundmakers with an understanding of their qualities and capabilities	Unit 5: At the movies
• Learn about and use cue scores	Unit 5: At the movies
• Create sounds for a movie, following a timesheet	Unit 5: At the movies
<b>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</b>	
• Learn about jazz scat singing and devise scat sounds	Unit 1: Our Community
• Listen to a 19th century tone poem and describe its effects and use of the musical dimensions	Unit 2: Solar system
• Explore extended vocal techniques through listening to and composing 'a capella' (unaccompanied) vocal music based on graphic scores	Unit 3: Life cycles



• Sing and play an American spiritual	Unit 4: Keeping healthy
• Learn about and explore techniques used in movie soundtracks	Unit 5: At the movies
<b>Develop an understanding of the history of music</b>	
• Learn to sing a song from English musical heritage (20th century)	Unit 1: Our Community
• Listen to and learn about modern classical/avant garde music (20th century)	Unit 2: Solar system
• Listen to and analyse 19th century impressionist music using musical vocabulary	Unit 2: Solar system
• Learn about the music of an early Baroque opera	Unit 3: Life cycles

<b>Year 6</b>	
<b>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</b>	
• Demonstrate understanding of beat and syncopation through singing and body percussion	Unit 1: World unite
• Demonstrate coordination and rhythm skills by participating in a complex circle game	Unit 1: World unite
• Convey lyrical meaning through expressive singing in a part-song with echoes	Unit 2: Journeys
• Develop song cycles for performance, making decisions about texture, staging and dramatisation	Unit 2: Journeys
• Learn to sing major and minor note patterns accurately	Unit 2: Journeys
• Demonstrate planning, directing, and rehearsal skills through allocated roles, such as technicians and researchers	Unit 2: Journeys
• Play a chordal accompaniment to a piece	Unit 3: Growth
• Perform complex song rhythms confidently	Unit 6: Moving on
• Change vocal tone to reflect mood and style	Unit 6: Moving on
<b>Improvise and compose music for a range of purposes using the interrelated dimensions of music</b>	



• Devise, combine and structure rhythms through dance	Unit 1: World unite
<b>Listen with attention to detail and recall sounds with increasing aural memory</b>	
• Revise, rehearse, and develop music for performance, with reference to the inter-related dimensions of music	Unit 3: Growth
• Experience and understand the effect of changing harmony	Unit 6: Moving on
• Listen to and understand modulation in a musical bridge	Unit 6: Moving on
<b>Use and understand staff and other musical notations</b>	
• Demonstrate understanding of pitch through singing from simple staff notation	Unit 1: World unite
• Follow and interpret a complex graphic score for four instruments	Unit 3: Growth
• Play tuned instrumental parts confidently from graphic scores with note names	Unit 6: Moving on
<b>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</b>	
• Learn a 1980s pop song with understanding of its structure	Unit 2: Journeys
• Learn to sing and play ostinati from an early 20th-century orchestral work	Unit 3: Growth
<b>Develop an understanding of the history of music</b>	
• Learn to sing a 21st-century British choral work	Unit 2: Journeys
• Learn to sing and play ostinati from an early 20th-century orchestral work	Unit 3: Growth

## Vocabulary

Key Vocabulary		
EYFS	<b>KEY WORDS</b> FOUND OBJECTS Pots and pans, material, paper or anything that can be manipulated to create sound SINGING VOICE The musical quality of the voice, unlike the speaking voice uses tonality or pitch and rhythm STEADY BEAT Regular pulse (in time)	<b>MUSICAL ELEMENTS</b> 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 – rough, smooth, scratch, etc STRUCTURE Phrases of a song, overall plan of a piece
	<b>KEY WORDS</b> OSTINATO Repeated rhythmic pattern or melodic shape DRONE Pitched note played continuously throughout a piece of music STEADY BEAT Regular pulse (in time)	<b>MUSICAL ELEMENTS</b> DURATION Steady beat, short and long sounds PITCH High and low TEMPO Fast and slow DYNAMICS Loud and quiet



	<p><b>SCORE</b> A written form of musical composition</p>	<p><b>TIMBRE</b> The tone quality of the sound – rough, smooth, scratch, etc <b>STRUCTURE</b> Phrases of a song, overall plan of piece</p>
Year 2	<p><b>KEY WORDS</b>  <b>PHRASE</b> Short section of a melody  <b>SEQUENCE</b> One after another  <b>OSTINATO</b> Short repeated rhythmic pattern or melodic shapes  <b>DRONE</b> Continuous or repeated pitch or pitches  <b>GRAPHIC SCORE</b> Notation using pictures or symbols  <b>STEADY BEAT</b> Regular pulse  <b>RHYTHM PATTERN</b> A group of long and short sounds</p>	<p><b>MUSICAL ELEMENTS</b>  <b>PITCH</b> High, low, getting higher, getting lower  <b>DYNAMICS</b> Loud, quiet, getting louder or quieter  <b>TEMPO</b> Fast, slow, getting faster or slower  <b>STRUCTURE</b> Phrases of a song, overall plan of a piece of music  <b>TIMBRE</b> The tone quality of the sound i.e. smooth  scratchy, heavy, light, cold, warm, dull,  bright.  <b>DURATION</b> Long and short sounds, beat, rhythm</p>
Year 3	<p><b>KEY WORDS</b>  STEADY BEAT, RHYTHM, OSTINATO, PITCH, PHRASE, REPETITION,  MUSICAL SYMBOLS</p>	<p><b>MUSICAL ELEMENTS</b>  <b>DURATION</b> Beat (pulse), rhythm, longer, shorter,  sustained  <b>TEXTURE</b> Layering of sounds  <b>TEMPO</b> Steady, faster, slower  <b>DYNAMICS</b> Louder, quieter  <b>STRUCTURE</b> Beginning, middle, end, repetition  <b>PITCH</b> Notes moving by step/leap  <b>TIMBRE</b> Sound quality of individual  instruments</p>
Year 4	<p><b>KEY WORDS</b>  OSTINATO, DRONE, REPETITION, METRE, RESTSTEP, LEAP, PHRASE,  MELODY, PENTATONIC, TUNED PERCUSSION, UNTUNED, PERCUSSION</p>	<p><b>MUSICAL ELEMENTS</b>  <b>DURATION</b> Metre – the organisation of beats  <b>TEXTURE</b> Layers of sound  <b>TIMBRE</b> Different instruments/ tone quality  <b>PITCH</b> Pentatonic scales  <b>STRUCTURE</b> Repetition, verse chorus / call and response, plan  <b>METRE</b> The organisation of beats into groups  <b>TEMPO</b> The speed of the music</p>
Year 5	<p><b>KEY WORDS</b>  RHYTHM, PHRASE, MELODY, HARMONY, OSTINATO, METRE, REPETITION,  SCALE, ACCOMPANIMENT, STYLE, EXPRESSION, RECORD, ICT</p>	<p><b>MUSICAL ELEMENTS</b>  <b>DURATION</b> (beat, rhythm, metre) <b>PITCH</b>(melody,  harmony), <b>TEXTURE</b>, <b>TIMBRE</b>, <b>DYNAMICS</b>, <b>STRUCTURE</b>, <b>TEMPO</b></p>
Year 6	<p><b>KEY WORDS</b></p>	<p><b>MUSICAL ELEMENTS</b>  <b>DURATION</b> (beat, rhythm, metre) <b>PITCH</b>(melody,</p>



RHYTHM, PHRASE, MELODY, HARMONY, OSTINATO, METRE, REPETITION, SCALE, ACCOMPANIMENT, STYLE, EXPRESSION, RECORD, ICT
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harmony), TEXTURE, TIMBRE, DYNAMICS, STRUCTURE, TEMPO
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