



Curriculum Progression Map

Music



Controlling sounds through singing

Year group		Key skills and 'sticky' knowledge	Key vocabulary	Links to curriculum drivers Cross curricular links VOCABULARY DIVERSITY ASPIRATION HEALTH AND WELL BEING (Including aspirational figures to be studied)
F1	After 1 term in F1	<ul style="list-style-type: none"> I can join in singing favourite songs. 	Sing, song	NB Strong links with the teaching of Phase 1 phonics.
	After 2 terms in F1	<ul style="list-style-type: none"> I can create sounds in vocal sound games. 		
	By the end of F1	<p>Sing a few familiar songs. Sing to self and make up simple songs. Skills: -Singing in an ensemble</p> <ul style="list-style-type: none"> I can create my own songs, often with a real sense of structure, e.g. a beginning and an end. I can merge elements of familiar songs with improvised singing. I can change some or all of the words of a song. I can often sing an entire song; songs could be nursery rhymes, pop songs, songs from TV programmes, songs from home. I can sing a few familiar songs. I can sing to myself and makes up simple songs. 		
F2	After 1 term in F2	<ul style="list-style-type: none"> I can sing a few familiar songs. I can sing to myself and makes up simple songs. 	Speak, chant, sing	Development of oracy and auracy skills
	After 2 terms in F2	<ul style="list-style-type: none"> I can explore and learn how sounds can be changed. I can pitch match, i.e. reproduce with my voice the pitch of a tone sung by another. I can combine moving, singing and playing instruments, e.g. marching, tapping a drum whilst singing. I can sing the melodic shape (moving melody, e.g. up and down, down & up) of familiar songs. 		
	By	To begin to build a repertoire of songs.		

	the end of F2	<p><i>Skills:</i></p> <ul style="list-style-type: none"> -Use the voice in different ways such as speaking, singing and chanting. -Perform simple rhythms, poems, rhymes and songs by copying. -Use singing and speaking voice as an ensemble <ul style="list-style-type: none"> I can sing songs, make music and dance, and experiment with ways of changing them. 		
Year 1		<p>NC Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p><i>Knowledge:</i></p> <ul style="list-style-type: none"> -Know 5 songs or raps by heart and sing them in unison with others (Ch) -Know how to perform with an awareness of others -Know that their voices make different sounds and that the sounds can be made into patterns -Copy and create patterns with their own voices <p><i>Skills</i></p> <ul style="list-style-type: none"> -Take part in a group singing performance. -Learn about voices, singing notes of different pitches (high low) (Ch) -Learn that they can make different types of sounds with their voices (long, short for duration, loud and quiet for dynamics (Ch) -Learn to start and stop singing when following a leader. (Ch) 	High, low, pitch, beat, pulse, rhythm, long, short, duration, loud, quiet, soft, unison	<p>Well-being links with singing and group ensemble</p> <p>Importance of developing articulation when singing and chanting (links to reading, oracy and phonics) - getting mouth ready to speak/read/sing</p> <p>Genre styles: Old school hip hop, Reggae, Blues, Baroque Folk, Bossa Nova, Classical, Pop</p> <p>Diversity: singing songs: Latin, Bhangra</p> <p>The four seasons by Vivaldi linked to weather and seasons in Science.</p>
Year 2		<p>NC Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p><i>Knowledge:</i></p> <ul style="list-style-type: none"> -Perform songs to an audience. -Confidently know and sing five songs from memory in unison(Ch) -Know that unison is everyone singing at the same time. (Ch) -Know that we need to warm up our voices (Ch) -Know that songs include other ways of using voices e.g. rapping (Ch) -Know how to sing simple songs loudly and softly with control -Know when to breathe when singing (phrasing) <p><i>Skills</i></p> <ul style="list-style-type: none"> -Learn about voices, singing notes of different pitches (high low) (Ch). Identify where singing rises, falls or stays the same. -Learn to find a comfortable singing position (Ch) -Sing with clarity of diction (clear words) appropriate to age 	Planissimo (quietly), forte (loud), loudly, softly, unison, tempo, rapping, warm up, rise, falls, voice, rhythm, melody, stick notation	<p>Importance of diction when singing - links to speaking clearly, reading with clarity and fluency</p> <p>DIVERSITY</p> <p>Singing songs - Afropop, South African music</p>
Year 3		<p>NC Pupils should be taught to ply and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing, fluency, control and expression</p> <p><i>Knowledge:</i></p> <ul style="list-style-type: none"> -Know that singing in a group can be called a choir (Ch) -Know that a person who the choir or group follow is called a 	Choir, conductor, ensemble, pulse, diaphragm, two-part songs, round, harmony	<p>DIVERSITY</p> <p>Singing songs from a range of cultures</p> <p><i>Birdsong Chinese folk music, Vaishnavite Java - A Hindu song</i></p>

	<p>conductor (Ch)</p> <ul style="list-style-type: none"> -Know that songs can make oy feel different things e.g happy, energetic or sad (Ch) -Know that singing as part of an ensemble is fun, but that you must listen to each other (Ch) <p><i>Skills</i></p> <ul style="list-style-type: none"> -Sing in unison and in simple two-parts (Ch) -Enjoy exploring singing solo (Ch) -Sing with an awareness of being in tune and with expression (Ch) -Have an awareness of pulse internally when singing /9keeping in time) (Ch) 		
Year 4	<p>NC Pupils should be taught to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing, fluency, control and expression</p> <p><i>Knowledge:</i></p> <p>As Yr 3 and:</p> <ul style="list-style-type: none"> -Know that a solo singer makes a thinner texture than a large group (Ch) -Listen to a second part and know that ostinato is a repeating pattern in singing. <p><i>Skills:</i></p> <p>Sing songs from memory with accurate pitch.</p> <ul style="list-style-type: none"> -Re-join the song if lost (Ch) -Listen to the group when singing (Ch) -Sing a range of songs in tune with expression as part of a group or individually. -Perform with an awareness of tempo and dynamic. -Evaluate their own singing and make improvements. 	<p>Ostinato (repeating pattern), texture (layers of sound), solo, pitch, control, expression, tempo, dynamics, two-part songs, round, harmony</p>	<p>DIVERSITY Gospel music</p>
Year 5	<p>NC Pupils should be taught to ply and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing, fluency, control and expression</p> <p><i>Knowledge:</i></p> <ul style="list-style-type: none"> -Know and confidently sing five songs and their parts from memory, and to sing them with a -strong internal pulse. (Ch) <p>Choose a song and be able to talk about:</p> <ul style="list-style-type: none"> -o Its main features -o Singing in unison, the solo, lead vocal, backing vocals or rapping -o what the song is about and the meaning of the lyrics -o the importance of warming up your voice (Ch) <p><i>Skills:</i></p> <ul style="list-style-type: none"> -sing in unison and to sing backing vocals. (Ch) -Enjoy exploring singing solo. (Ch) -Listen to the group when singing. (Ch) 	<p>Solo, lead vocal, backing vocals, rapping, unison, posture, 'in tune', expression, cannon, harmony, clarity of projection</p>	<p>DIVERSITY Motown music</p>

	<ul style="list-style-type: none"> -Demonstrate a good singing posture. (Ch) -Follow a leader when singing. (Ch) -Experience rapping and solo singing. (Ch) -Listen to each other and be aware of how you fit into the group. (Ch) -Sing with awareness of being 'in tune'. (Ch) 		
Year 6	<p>NC Pupils should be taught to ply and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing, fluency, control and expression</p> <p><i>Knowledge:</i></p> <ul style="list-style-type: none"> -Know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. (Ch) -Know about the style of the songs so you can represent the feeling and context to your audience (Ch) -Choose a song and be able to talk about: <ul style="list-style-type: none"> o Its main features o Singing in unison, the solo, lead vocal, backing vocals or rapping o To know what the song is about and the meaning of the lyrics o To know and explain the importance of warming up your voice (Ch) <p><i>Skills:</i></p> <ul style="list-style-type: none"> -Sing an individual role in a group performance, from memory or by reading notation, singing -solos, accompaniments or directing a group. -Perform own part in a round or other split part. -Maintain harmony in a song. -Evaluate different types of singing from different cultures and heritages and discuss their preferences. -Sing in unison and to sing backing vocals. (Ch) -Demonstrate a good singing posture. (Ch) -Follow a leader when singing. (Ch) -Experience rapping and solo singing. (Ch) -Listen to each other and be aware of how you fit into the group. (Ch) -Sing with awareness of being 'in tune'. (Ch) 	<p>Notation, directing, harmony (singing higher or lower than the main melody), clear diction, pulse, vocals, posture, conductor, rounds, descant parts (harmony), clarity of projection</p>	<p>DIVERSITY</p> <p>Neo soul music and urban gospel music</p>

Controlling sounds by playing (and performing)

Year group	Key skills and 'sticky' knowledge	Key vocabulary	Links to curriculum drivers VOCABULARY DIVERSITY ASPIRATION HEALTH AND WELL BEING (Including aspirational figures to be studied)
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F1	After 1 term in F1	<ul style="list-style-type: none"> I can create sounds by banging, shaking, tapping or blowing. I can show control to hold and play instruments to produce a musical sound, e.g. holding a triangle in the air by the string with one hand and playing it with a beater with the other. I can match music to pictures/visual resources. I can identify and match an instrumental sound, e.g. hear a shaker and indicate that they understand it is a shaker. 	Instrument names	Diversity Play instruments from other countries Aspiration Health and well-being
	After 2 terms in F1	<ul style="list-style-type: none"> I can play instruments with control to play loud/ quiet, (dynamics), fast/slow (tempo). 		
	By the end of F1	<ul style="list-style-type: none"> I can physically imitate the actions of musicians, e.g. pretends to play the trumpet, piano, guitar. I can tap out simple repeated rhythms. 		
F2	After 1 term in F2	<ul style="list-style-type: none"> I can tap out simple repeated rhythms. I can play instruments (including imaginary ones such as air guitar) to match the structure of the music, e.g. playing quietly with quiet parts within music, stopping with the music when it stops. I can tap rhythms to accompany words, e.g. tapping the syllables of names/objects/ animals/lyrics of a song. 	Instrument names	Diversity Play instruments from other countries and cultures
	After 2 terms in F2	<ul style="list-style-type: none"> I can keep a steady beat whilst playing instruments - his or her own steady beat in his or her creative music making. I can pitch match, i.e. reproduce with my voice the pitch of a tone sung by another. I can combine moving, singing and playing instruments, e.g. marching, tapping a drum whilst singing. 		
	By the end of F2	-Use a range of percussion instruments to accompany well-known rhymes with a steady pulse. -Tap out simple repeated rhythms. -Explore and learn how sounds can be changed. -Explore the different sounds of instruments. -Select their own instrument. <ul style="list-style-type: none"> I can play along to the beat of the song they are singing or music being listened to. I can play along with the rhythm in music, eg may play along with the lyrics in songs they are singing or listening to. 		
Year 1		NC: Play tuned and untuned instruments chime bars Knowledge: -Learn the names of the notes in their instrumental part from memory or when written down. (Ch)	Instrument names, tuned, un-tuned, leader, long, short, duration, perform, appraise, improve, feedback	Diversity Play instruments from other countries and cultures

	<p>- Learn the names of the instruments they are playing. (Ch)</p> <p><i>Skills:</i></p> <ul style="list-style-type: none"> -Use instruments to perform and choose sounds to represent different things. -Treat instruments carefully and with respect. -Play a tuned instrumental part with the song they perform. (Ch) -Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part). (Ch) -Listen to and follow musical instructions from a leader. (Ch) -Make and control long and short sounds (duration) -Investigate pitch by using chime bars, copying high and low notes. 		
Year 2	<p>NC: Play tuned and untuned instruments glockenspiel and boomwackers</p> <p><i>Knowledge:</i></p> <ul style="list-style-type: none"> -Learn the names of the notes in their instrumental part from memory or when written down. (Ch) -Know the names of untuned percussion instruments played in class. (Ch) -Know that a performance is sharing music with an audience. (Ch) -Know that a performance can be a special occasion and involve a class, a year group or a whole school. (Ch) -Know that an audience can include your parents and friends. (Ch) <p><i>Skills:</i></p> <ul style="list-style-type: none"> -Play simple rhythmic patterns on an instrument. -Treat instruments carefully and with respect. (Ch) - Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part). (Ch) -Play the part in time with the steady pulse. (Ch) -Choose a song they have learnt and perform it. (Ch) -Add their ideas to the performance. (Ch) -Record the performance and say how they were feeling about it. (Ch) - Follow instructions on how and when to sing/play an instrument. -Develop awareness of pitch by identifying higher and lower notes. 	<p>Patterns, rhythm, names of notes being played, names of instruments being played, leader, performance, audience, tuned, untuned, glockenspiel, boom whackers, small group compositions, polish, refine</p>	<p>Diversity Play instruments from other countries and cultures- Kenya.</p>
Year 3	<p>NC: play musically with increasing confidence and control</p> <p><i>Knowledge:</i></p> <ul style="list-style-type: none"> -Know and be able to talk about the instruments used in class 	<p>Names of notes being played, names of instruments being played, audience, performance, composition, pentatonic scale</p>	<p>Diversity Play instruments from other countries and cultures</p>

	<p>(a glockenspiel, a recorder) (Ch)</p> <p>-Know and be able to talk about:</p> <ul style="list-style-type: none"> • Performing is sharing music with other people, an audience • A performance doesn't have to be a drama! It can be to one person or to each other • You need to know and have planned everything that will be performed • You must sing or rap the words clearly and play with confidence • A performance can be a special occasion and involve an audience including of people you don't know • It is planned and different for each occasion • It involves communicating feelings, thoughts and ideas about the song/music (Ch) <p><i>Skills:</i></p> <p>- Play notes on instruments clearly and including steps/ leaps in pitch.</p> <p>-Treat instruments carefully and with respect. (Ch)</p> <p>-Play any one, or all of four, differentiated parts on a tuned instrument- a one-note, simple or medium part or the melody of the song) from memory or using notation. (Ch)</p> <p>-Rehearse and perform their part within the context of the Unit song. (Ch)</p> <p>-Listen to and follow musical instructions from a leader. (Ch)</p> <p>-Choose what to perform and create a programme. (Ch)</p> <p>-Communicate the meaning of the words and clearly articulate them. (Ch)</p> <p>-Talk about the best place to be when performing and how to stand or sit. (Ch)</p> <p>-Record the performance and say how they were feeling, what they were pleased with what they would change and why. (Ch)</p> <p>- Improvise (including call and response) within a group using 1 or 2 notes.</p>	<p>(remove 4- and 7- note -F and B), ipads, laptops, appraise, polish, refine feedback</p>	
Year 4	<p>NC: play instruments and perform in solo and ensemble contexts.</p> <p><i>Knowledge:</i></p> <p>-Know and be able to talk about:</p> <ul style="list-style-type: none"> • The instruments used in class (a glockenspiel, recorder or xylophone) • Other instruments they might play or be played in a band or orchestra or by their friends (Ch) <p>Know and be able to talk about:</p> <ul style="list-style-type: none"> • Performing is sharing music with other people, an audience • A performance doesn't have to be a drama! It can be to one person or to each other • You need to know and have planned everything that will be performed • You must sing or rap the words clearly and play with 	<p>Names of notes being played, names of instruments being played, solo, ensemble, recorder, band, orchestra, audience, rehearse, leader, conductor, body percussion, record, video, playback, clear feedback, perform</p>	<p>Diversity</p> <p>Play instruments from other countries and cultures - Italy focus</p>

	<p>confidence</p> <ul style="list-style-type: none"> • A performance can be a special occasion and involve an audience including of people you don't know • It is planned and different for each occasion • It involves communicating feelings, thoughts and ideas about the song/music (Ch) <p><i>Skills:</i></p> <ul style="list-style-type: none"> -Treat instruments carefully and with respect. (Ch) -Play any one, or all four, differentiated parts on a tuned instrument - a one-note, simple or medium part or the melody of the song from memory or using notation. (Ch) -Rehearse and perform their part within the context of the Unit song. (Ch) -Listen to and follow musical instructions from a leader. (Ch) -Experience leading the playing by making sure everyone plays in the playing section of the song. (Ch) -Choose what to perform and create a programme. (Ch) -Present a musical performance designed to capture the audience. (Ch) -Communicate the meaning of the words and clearly articulate them. (Ch) -Talk about the best place to be when performing and how to stand or sit. (Ch) -Record the performance and say how they were feeling, what they were pleased with what they would change and why. (Ch) -Perform with control and awareness of what others are playing. - Improvise (including call and response) within a group using 3 or 4 notes. 		
Year 5	<p>NC: play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy and control.</p> <p><i>Knowledge:</i></p> <ul style="list-style-type: none"> -Know and be able to talk about: • Different ways of writing music down - e.g. staff notation, symbols • The notes C, D, E, F, G, A, B + C on the treble stave • The instruments they might play or be played in a band or orchestra <p>or by their friends (Ch)</p> <p>Know and be able to talk about:</p> <ul style="list-style-type: none"> • Performing is sharing music with other people, an audience • A performance doesn't have to be a drama! It can be to one person or to each other • Everything that will be performed must be planned and learned • You must sing or rap the words clearly and play with confidence • A performance can be a special occasion and involve an 	<p>Names of notes being played, names of instruments being played, control, solo, ensemble, staff notation, symbols, orchestra, quaver, crochet, minim, semibreve, rest, treble clef, line notes, space notes, time signature, small group, innovated composition, set rhythm, interrelated dimensions of music, appraise,</p>	<p>Diversity Play instruments from other countries and cultures - Brazil and South Africa</p>

	<p>audience including of people you don't know</p> <ul style="list-style-type: none"> • It is planned and different for each occasion • A performance involves communicating ideas, thoughts and feelings about the song/music (Ch) <p><i>Skills:</i></p> <ul style="list-style-type: none"> -Maintain own part whilst others are playing their part. -Play a musical instrument with the correct technique within the context of the Unit song. (Ch) -Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts - a one-note, simple or medium part or the melody of the song from memory or using notation. (Ch) -Rehearse and perform their part within the context of the Unit song. (Ch) -Listen to and follow musical instructions from a leader. (Ch) -Choose what to perform and create a programme. (Ch) -Communicate the meaning of the words and clearly articulate them. (Ch) -Talk about the venue and how to use it to best effect. (Ch) -Record the performance and compare it to a previous performance. (Ch) -Discuss and talk musically about it - "What went well?" and "It would have been even better if...?" (Ch) -Perform in solo and ensemble contexts using a variety of techniques, confidently, expressively and in tune. -Lead a call and response pattern involving 3 notes. 		
Year 6	<p>NC: play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>NC: Play and perform music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians</p> <p><i>Knowledge:</i></p> <ul style="list-style-type: none"> -Know and be able to talk about: • Different ways of writing music down - e.g. staff notation, symbols • The notes C, D, E, F, G, A, B + C on the treble stave • The instruments they might play or be played in a band or orchestra or by their friends (Ch) <p>Know and be able to talk about:</p> <ul style="list-style-type: none"> • Performing is sharing music with an audience with belief • A performance doesn't have to be a drama! It can be to one person or to each other • Everything that will be performed must be planned and learned • You must sing or rap the words clearly and play with confidence 	Names of notes being played, names of instruments being played, quaver, crochet, minim, semibreve, rest, treble clef, line notes, space notes, time signature, bar line, body percussion, constructively appraise,	<p>Diversity</p> <p>Play instruments from other countries and cultures</p>

	<ul style="list-style-type: none"> • A performance can be a special occasion and involve an audience including of people you don't know • It is planned and different for each occasion • A performance involves communicating ideas, thoughts and feelings about the song/music (Ch) <p><i>Skills:</i></p> <ul style="list-style-type: none"> -Play parts from memory -Take the lead in a performance -Play a musical instrument with the correct technique within the context of the Unit song. (Ch) -Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts - a one-note, simple or medium part or the melody of the song from memory or using notation. (Ch) -Rehearse and perform their part within the context of the Unit song. (Ch) -Listen to and follow musical instructions from a leader. (Ch) -Lead a rehearsal session. (Ch) -Choose what to perform and create a programme. (Ch) -Communicate the meaning of the words and clearly articulate them. (Ch) -Talk about the venue and how to use it to best effect. (Ch) -Record the performance and compare it to a previous performance. (Ch) -Discuss and talk musically about it - "What went well?" and "It would have been even better if...?" (Ch) - Maintain own part in a round/ sing a harmony/ play accurately with awareness of what others are playing. -Play more complex instrumental parts. -Improvise using 5 notes of the pentatonic scale. 		
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Creating and developing musical ideas (improvisation and composing)

Year group		Key skills and 'sticky' knowledge	Key vocabulary	Links to curriculum drivers VOCABULARY DIVERSITY ASPIRATION HEALTH AND WELL BEING (Including aspirational figures to be studied)
FI	After 1 term in FI	<ul style="list-style-type: none"> • I can create sounds by banging, shaking, tapping or blowing. • I can match music to pictures/visual resources. • I can identify and match an instrumental sound, e.g. hear a shaker and indicate that they understand it is a shaker. 	Action, sound	PE- Dance

	2 terms in F1	<ul style="list-style-type: none"> I can show an interest in the way musical instruments sound. I can add sound effects to stories using instruments. I can create sounds in vocal sound games. 		
	By the end of F1	<p>-Adapt well known songs with own sounds eg. Old Macdonald had a farm'.</p> <p>-Develop a preference for forms of expression.</p> <p>-Notice what adults do, imitating what is observed and then doing it spontaneously when the adults not there.</p> <p>-Make up simple rhythms.</p> <p>-Capture experiences and responses with a range of media, such as music and dance.</p> <ul style="list-style-type: none"> I can create my own songs, often with a real sense of structure, e.g. a beginning and an end. I can merge elements of familiar songs with improvised singing. I can change some or all of the words of a song. I can create visual representation of sounds, instruments and pieces of music, e.g. mark making to specific sounds or pieces of music. I can imitate movement in response to music. I can explore and learn how sounds can be changed. I can develop preferences for forms of expression. I can create movement in response to music. I can sing to myself and makes up simple songs. I can lead or be led by other children in my music making, i.e. being a conductor. 		
F2	After 1 term in F2	<ul style="list-style-type: none"> I can imitate movement in response to music. I can sing to myself and makes up simple songs. I can create music based on a theme e.g. create the sounds of the seaside. I can move to the sound of instruments, e.g. walk, jump, hop to the sound of a beating drum. I can tap rhythms to accompany words, e.g. tapping the syllables of names/objects/ animals/lyrics of a song. . 	Make up, action, sound	Aspiration: Composers
	After 2 terms in F2	<ul style="list-style-type: none"> I can explore and learn how sounds can be changed. I can develop preferences for forms of expression. I can find and record sounds using recording devices. I can keep a steady beat whilst playing instruments - his or her own steady beat in his or her creative music making. I can create rhythms using instruments and body percussion. I can pitch match, i.e. reproduce with my voice the 		

		<p>pitch of a tone sung by another.</p> <ul style="list-style-type: none"> I can combine moving, singing and playing instruments, e.g. marching, tapping a drum whilst singing. I can sing the melodic shape (moving melody, e.g. up and down, down & up) of familiar songs. 		
	By the end of F2	<p><i>Knowledge:</i></p> <p>-Know that a range of music technology is used in places such as homes and schools.</p> <p><i>Skills:</i></p> <p>-Suggest new actions/sounds for a well-known song or rhyme.</p> <p>-Select and use technology for a particular purpose eg instrument, ipad with music app.</p> <p>-Use what they have learnt about media to represent their own ideas, thoughts and feelings through music and dance.</p> <p>-Talk about the processes which have led them to make music.</p> <ul style="list-style-type: none"> I can sing songs, make music and dance, and experiment with ways of changing them. I can represent my own ideas, thoughts and feelings through music and dance. I can distinguish and describe changes in music and compare pieces of music, e.g. "this music started fast and then became slow." "This music had lots of instruments, but this music only had voices." I can think abstractly about music and expresses this physically or verbally e.g. "This music sounds like floating on a boat." "This music sounds like dinosaurs." I can choreograph my own dances to familiar music, individually, in pairs/small groups. I can play along to the beat of the song they are singing or music being listened to. I can play along with the rhythm in music, eg may play along with the lyrics in songs they are singing or listening to. 		
Year 1		<p>NC: experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p><i>Knowledge:</i></p> <p>-Know that composing is like writing a story with music. (Ch)</p> <p>-Know that everyone can compose. (Ch)</p> <p>-Know that improvisation is about making up your own tunes on the spot. (Ch)</p> <p>-Know that when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. (Ch)</p> <p>-Know that everyone can improvise! (Ch)</p> <p><i>Skills:</i></p> <p>-Clap and repeat short melodic and rhythmic patterns.</p>	<p>Repeat, melody, rhythm, notes, symbols, improvise, compose, long, short, duration, high and low - pitch; loud and quiet - dynamics; fast and slow - tempo; quality of the sound - smooth, crisp, scratchy, rattling, tinkling etc - timbre, melodic phrases</p> <p>Notation: tap a beat, speaking voice, thinking voice, rhythm, melody, rhythm, tap a rhythm</p>	

	<ul style="list-style-type: none"> -Create a sequence of long and short sounds with help (duration). -Clap longer rhythms with help. -Make different sounds (high and low - pitch; loud and quiet - dynamics; fast and slow - tempo; quality of the sound - smooth, crisp, scratchy, rattling, tinkling etc - timbre) -Make a sequence of sounds and respond to different moods in music. -Help to create a simple melody using one, two or three notes. (Ch) -Learn how the notes of the composition can be written down and changed if necessary. (Ch) -Use the improvisation tracks provided to improvise using the three challenges: <ol style="list-style-type: none"> 1. Clap and Improvise - Listen and clap back, then listen and clap your own answer (rhythms of words). 2. Sing, Play and Improvise - Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. 3. Improvise! - Take it in turns to improvise using one or two notes. (Ch) 		
Year 2	<p>NC: experiment with, create, select and combine sounds using the inter-related dimensions of music with more accuracy.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> -Know that improvisation is making up your own tunes on the spot. (Ch) -Know that when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. (Ch) -Know that everyone can improvise, and you can use one or two notes. (Ch) -Know that composing is like writing a story with music. (Ch) -Know that everyone can compose. (Ch) <p>Skills:</p> <ul style="list-style-type: none"> -Carefully choose sounds to achieve an effect (including use of ICT) -Order sounds to create an effect (structure - beginning, middle and an end). -Create short musical patterns. - Create sequences of long and short sounds- rhythmic patterns (duration). -Control playing instruments so they sound as they should. -Use pitch changes to communicate an idea. -Start to compose with two or three notes. -Create music in response to different starting points. -Use the improvisation tracks provided to improvise using the 	<p>Patterns, rhythm, names of notes being played, names of instruments being played, leader, tuned, untuned, glockenspiel, boom whackers, improvising, composing, rehearsing, beginning, middle, end, small group, choir, noises, voices, body parts, sequence</p> <p>Notation: tap a beat, singing, speaking voice, thinking voice, rhythm, melody, rhythm, tap a rhythm, stick notation, pause, rest symbol</p>	

	<p>three challenges:</p> <ol style="list-style-type: none"> 1. Clap and Improvise - Listen and clap back, then listen and clap your own answer (rhythms of words). 2. Sing, Play and Improvise - Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. 3. Improvise! - Take it in turns to improvise using one or two notes. <p>-Help create three simple melodies with the Units using one, three or five different notes. (Ch)</p> <p>-Learn how the notes of the composition can be written down and changed if necessary. (Ch)</p>		
Year 3	<p>NC: develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Knowledge:</p> <p>-Know and be able to talk about:</p> <ul style="list-style-type: none"> • A composition: music that is created by you and kept in some way. <p>It's like writing a story. It can be played or performed again to your friends.</p> <ul style="list-style-type: none"> • Different ways of recording compositions (letter names, symbols, audio etc.) (Ch) <p>Skills:</p> <p>-Combine different sounds to create a specific mood or feeling.</p> <p>-Help create at least one simple melody using one, three or five different notes. (Ch)</p> <p>-Plan and create a section of music that can be performed within the context of the unit song. (Ch)</p> <p>-Talk about how it was created. (Ch)</p> <p>-Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. (Ch)</p> <p>-Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). (Ch)</p> <p>- Compose and perform melodies using two or three notes.</p> <p>- Use sound to create abstract effects (including using ICT).</p> <p>- Create/ improvise repeated patterns (ostinati) with a range of instruments.</p> <p>-Effectively choose, order, combine and control sounds (texture/ structure).</p>	<p>Names of notes being played, names of instruments being played, audience, performance, composition, pulse, rhythm, texture, dynamics, call and response, compose, pentatonic music, five notes repeated, bars, beats, louder, softer</p> <p>Notation: tap a beat, speaking voice, thinking voice, rhythm, melody, rhythm, tap a rhythm, stick notation, pause, rest symbol, pentatonic scale, five notes, stave</p>	

<p>Year 4</p>	<p><i>NC: improvise and compose music for a range of purposes using the inter-related dimensions of music</i></p> <p><i>Knowledge:</i></p> <ul style="list-style-type: none"> -Know and be able to talk about improvisation: <ul style="list-style-type: none"> • Improvisation is making up your own tunes on the spot • When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. (Ch) -Know that using one or two notes confidently is better than using five (Ch) -Know that if you improvise using the notes you are given, you cannot make a mistake (Ch) -Know that you can use some of the riffs you have heard in the Challenges in your improvisations (Ch) -Know and be able to talk about: <ul style="list-style-type: none"> • A composition: music that is created by you and kept in some way. <p>It's like writing a story. It can be played or performed again to your friends.</p> <ul style="list-style-type: none"> • Different ways of recording compositions (letter names, symbols, audio etc.) (Ch) <p><i>Skills:</i></p> <ul style="list-style-type: none"> -Begin to use notation to record compositions in a small group or individually -Improvise using instruments in the context of a song they are learning to perform. -Copy Back - Listen and sing back melodic patterns -Play and Improvise - Using instruments, listen and play your own answer using one note. -Take it in turns to improvise using up to 3 different notes. (Ch) -Help create at least one simple melody using one, three or all five different notes. (Ch) -Plan and create a section of music that can be performed within the context of the unit song. (Ch) -Talk about how it was created. (Ch) -Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. (Ch) -Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). (Ch) <ul style="list-style-type: none"> - Compose and perform melodies using three or four notes. -Make creative use of the way sounds can be changed, organised and controlled (including ICT). -Create accompaniments for tunes using drones or melodic 	<p>Names of notes being played, names of instruments being played, solo, ensemble, recorder, band, orchestra, audience, rehearse, leader, conductor, improvisation, composition, tempo, dynamics, timbre, texture, pulse, rhythm, body percussion, body parts, represents, contrast, silent, loud crescendo, diminishing, direct, musicians</p> <p>Notation: speaking voice, thinking voice, rhythm, melody, rhythm, tap a rhythm, stick notation, pause, rest symbol, pentatonic scale, five notes, stave, fixed notes, C,D,E,F,G,A,B, recorder, reading music, formal stave notation</p>	
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	<p>ostinati (riffs).</p> <p>-Create (dotted) rhythmic patterns with awareness of timbre and duration.</p>		
Year 5	<p>NC: Use musical notations</p> <p>Knowledge:</p> <p>-Know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> • Improvisation is making up your own tunes on the spot • When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. • To know that using one or two notes confidently is better than using five • To know that if you improvise using the notes you are given, you cannot make a mistake • To know that you can use some of the riffs you have heard in the <p>Challenges in your improvisations</p> <ul style="list-style-type: none"> • To know three well-known improvising musicians (Ch) <p>Know and be able to talk about:</p> <ul style="list-style-type: none"> • A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. • A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure • Notation: recognise the connection between sound and symbol (Ch) <p>Skills:</p> <p>-Compose music which meets a specific criteria.</p> <p>-Choose the most appropriate tempo for a piece of music.</p> <p>-Improvise using instruments in the context of a song to be performed..</p> <p>-Play and Copy Back up to 3 different notes (Ch)</p> <p>-Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. (Ch)</p> <p>-Explain the keynote or home note and the structure of the melody. (Ch)</p> <p>-Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. (Ch)</p> <p>-Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). (Ch)</p> <p>- Compose and perform melodies using four or five notes.</p>	<p>Names of notes being played, names of instruments being played, control, solo, ensemble, staff notation, symbols, orchestra, quaver, crochet, minim, semibreve, rest, treble clef, line notes, space notes, time signature, improvisation, composition, tempo, dynamics, timbre, texture, pulse, rhythm, innovation, key rhythmic patterns, memorable phrases, musical terminology, steady beat, rhythm combinations, long sounds, short sounds, pitch, high, low, fast, slow, loud, quiet, structure, plan, map, texture, combination, layering sounds, enhance</p> <p>Notation: stick notation, pause, rest symbol, pentatonic scale, five notes, stave, moveable, fixed notes, C,D,E,F,G,A,B, chord, reading music, formal stave notation, group of notes</p>	

	<ul style="list-style-type: none"> -Use a variety of different musical devices including melody, rhythms and chords. -Record own compositions. -Create own songs (raps- structure). - Identify where to place emphasis and accents in a song to create effects (duration). 		
Year 6	<p>NC: use staff and other musical notations.</p> <p>Knowledge:</p> <p>Know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> • Improvisation is making up your own tunes on the spot • When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. • To know that using one, two or three notes confidently is better than using five • To know that if you improvise using the notes you are given, you cannot make a mistake • To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations • To know three well-known improvising musicians <p>Know and be able to talk about:</p> <ul style="list-style-type: none"> • A composition: music that is created by you and kept in some way. <p>It's like writing a story. It can be played or performed again to your friends.</p> <ul style="list-style-type: none"> • A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure • Notation: recognise the connection between sound and symbol <p>Skills:</p> <ul style="list-style-type: none"> -Use a variety of different musical devices in composition (including melody, rhythms and chords). -Play and copy back using instruments. Use up to three notes. (Ch) -Question and Answer using instruments. Use up to 3 notes in your answer. (Ch) -Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. (Ch) -Explain the keynote or home note and the structure of the melody. (Ch) 	<p>Names of notes being played, names of instruments being played, quaver, crochet, minim, semibreve, rest, treble clef, line notes, space notes, time signature, bar line, body percussion, improvisation, composition, tempo, dynamics, timbre, texture, pulse, rhythm, combinations, pitch, layering sounds, musical elements, interrelated dimensions of music</p> <p>Notation: stick notation, pause, rest symbol, pentatonic scale, five notes, stave, moveable, fixed notes, C,D,E,F,G,A,B, chord, reading music, formal stave notation, group of notes, accompanying notes</p>	

	<p>-Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. (Ch)</p> <p>-Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). (Ch)</p> <p>- Compose and perform melodies using five or more notes.</p> <p>-Show confidence, thoughtfulness and imagination in selecting sounds and structures to convey an idea.</p> <p>-Create music reflecting given intentions and record using standard notation.</p> <p>- Use ICT to organise musical ideas (where appropriate). (Combine all musical dimensions).</p>		
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Responding and reviewing (appraising)

Year group		Key skills and 'sticky' knowledge	Key vocabulary	Links to curriculum drivers VOCABULARY DIVERSITY ASPIRATION HEALTH AND WELL BEING (Including aspirational figures to be studied)
FI	After 1 term in FI	<ul style="list-style-type: none"> I can begin to use representation to communicate. I can match music to pictures/visual resources. I can identify and match an instrumental sound, e.g. hear a shaker and indicate that they understand it is a shaker. 	Pulse beat music	
	After 2 terms in FI	<ul style="list-style-type: none"> I can show an interest in the way musical instruments sound. I can add sound effects to stories using instruments. I can describe the sound of instruments eg scratchy sound, soft sound. I can talk about likes and dislikes with pieces of music. I can physically interpret the sound of instruments, e.g. tiptoes to the sound of a xylophone. 		
	By the end of FI	<p>-Hear, listen and respond to the pulse in music.</p> <p>-Imitate movement in response to music.</p> <ul style="list-style-type: none"> I can create visual representation of sounds, instruments and pieces of music, e.g. mark making to specific sounds or pieces of music. I can begin to move rhythmically. I can imitate movement in response to music. I can tap out simple repeated rhythms. I can explore and learn how sounds can be changed. I can develop preferences for forms of expression. 		

		<ul style="list-style-type: none"> I can use movement to express feelings. I can create movement in response to music. I can listen and respond to others in pair/group music making. 		
F2	After 1 term in F2	<ul style="list-style-type: none"> I can imitate movement in response to music. I can tap out simple repeated rhythms. I can create music based on a theme e.g. create the sounds of the seaside. I can move to the sound of instruments, e.g. walk, jump, hop to the sound of a beating drum. I can tap rhythms to accompany words, e.g. tapping the syllables of names/objects/ animals/lyrics of a song. I can move in time to the pulse of the music being listened to and physically respond to changes in the music, e.g. jump in response to loud/sudden changes in the music. I can replicate familiar choreographed dances e.g. imitate dance and movements associated with pop songs. 	Pulse beat faster slower	PE moving to the pulse of music
	After 2 terms in F2	<ul style="list-style-type: none"> I can develop preferences for forms of expression. I can use movement to express feelings. I can create movement in response to music. I can keep a steady beat whilst playing instruments - his or her own steady beat in his or her creative music making. I can internalise music, e.g. sing songs inside my head. I can pitch match, i.e. reproduce with my voice the pitch of a tone sung by another. I can sing the melodic shape (moving melody, e.g. up and down, down & up) of familiar songs. 		
	By the end of F2	<p>-Identify when a pulse is faster or slower.</p> <ul style="list-style-type: none"> I can represent my own ideas, thoughts and feelings through music and dance. I can distinguish and describe changes in music and compare pieces of music, e.g. "this music started fast and then became slow." "This music had lots of instruments, but this music only had voices." I can think abstractly about music and expresses this physically or verbally e.g. "This music sounds like floating on a boat." "This music sounds like dinosaurs." I can play along to the beat of the song they are singing or music being listened to. I can play along with the rhythm in music, eg may play along with the lyrics in songs they are singing or listening to. I can accurately anticipate changes in music, e.g. when music is going to get faster, louder, slower. 		

<p>Year 1</p>	<p><i>NC: Listen with concentration and understanding to a range of high-quality live and recorded music</i></p> <p><i>Skills:</i></p> <ul style="list-style-type: none"> -Say whether they like or dislike a piece of music. -Learn how they can enjoy moving to pulse in music by dancing, marching, being animals or pop stars. (Ch) -Hear, listen and respond to moods in music. -Identify texture – one sound or several sounds? <p>Begin to choose sounds to represent different ideas, thoughts, feelings, moods etc.</p> <p><i>Knowledge:</i></p> <ul style="list-style-type: none"> -Know and recognise the sound and names of some of the instruments they use. (Ch) 	<p>Emotions/feelings eg. happy, sad, excited, angry, scared, describe,, because, dancing, marching, names of instruments heard, like, dislike, represent, composer, musicians, low pitched notes, high pitched notes, higher, lower, slowly, faster, repeats, hear, identify, layers up</p>	<p>PE moving in response to music. <i>Vivaldi and four seasons – weather</i></p>
<p>Year 2</p>	<p><i>NC: Listen with improved concentration and understanding to a range of high-quality live and recorded music</i></p> <p><i>Skills:</i></p> <ul style="list-style-type: none"> -Make connections between notations and musical sounds. -Learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. (Ch) -Learn how songs can tell a story or describe an idea. (Ch) -Identify the pulse in music -Recognise changes in timbre (sound quality – smooth, crisp, scratchy, rattling, tinkling etc), dynamics (loud and quiet), tempo (fast and slow) and pitch (high and low) -Begin to recognise different instruments. <p><i>Knowledge:</i></p> <ul style="list-style-type: none"> -Know some songs have a chorus or a response/answer part. (Ch) -Know that songs have a musical style. (Ch) 	<p>Chorus, call and response, musical style, notations, timbre, (sound quality – smooth, crisp, scratchy, rattling, tinkling etc), dynamics, loud, quiet, tempo (fast and slow) and pitch (high and low), conductor, beginning, middle, end, retell, good, bad, scary, evil, kind, innocent, favourite,</p>	<p>Reading comprehension about famous musicians and composers</p>
<p>Year 3</p>	<p><i>NC: Listen with attention to detail.</i></p> <p><i>Knowledge:</i></p> <ul style="list-style-type: none"> -Know five songs from memory and who sang them or wrote them. (Ch) -Know the style of the five songs. (Ch) -Choose one song and be able to talk about: <ul style="list-style-type: none"> o Its lyrics: what the song is about o Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) o Identify the main sections of the song (introduction, verse, chorus etc.) o Name some of the instruments they heard in the song (Ch) -Know and be able to talk about improvisation: <ul style="list-style-type: none"> • Improvisation is making up your own tunes on the spot • When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to 	<p>Lyrics, chorus, verse, musical dimensions – duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, phrase, pulse, emotions, feelings, reasons, describe, internalise, instrument families eg woodwind, brass, strings, sections, story, poem, visualise</p>	<p>Reading comprehension about famous musicians and composers</p>

	<p>them</p> <ul style="list-style-type: none"> • To know that using one or two notes confidently is better than using five • To know that if you improvise using the notes you are given, you cannot make a mistake (Ch) <p>-Know the difference between pulse and rhythm.</p> <p><i>Skills:</i></p> <ul style="list-style-type: none"> -Listen carefully and recognise high and low phrases. -Use musical words to describe a piece of music and compositions. -Use musical words to describe what they like and don't like about a musical piece. -Confidently identify and move to the pulse. (Ch) -Think about what the words of a song mean. (Ch) -Take it in turn to discuss how the song makes them feel. (Ch) -Listen carefully and respectfully to other people's thoughts about the music. (Ch) -Improvise using instruments in the context of the song they are learning to perform. -Copy Back - Listen and sing back -Using instruments, listen and play your own answer using one note. -Take it in turns to improvise using up to 3 different notes. -Internalise the pulse in music. -Begin to use musical dimensions vocabulary to describe music - duration, timbre, pitch, dynamics, tempo, texture, structure. -Use these words to identify where music works well/needs improving. 		
Year 4	<p>NC: appreciate and understand a range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p><i>Knowledge:</i></p> <ul style="list-style-type: none"> -Know five songs from memory and who sang them or wrote them. (Ch) -Know the style of the five songs. (Ch) -Choose one song and be able to talk about: <ul style="list-style-type: none"> • Some of the style indicators of that song (musical characteristics that give the song its style) • The lyrics: what the song is about • Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch) • Identify the main sections of the song (introduction, verse, chorus etc.) • Name some of the instruments they heard in the song (Ch) 	Pulse, duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony. orchestral family timbres, cyclic patterns, repeating phrases, different pitches, fast moving, melodic phrases, chords	Reading comprehension about famous musicians and composers

	<p>-Know how pulse stays the same but rhythm changes in a piece of music.</p> <p>-Use more musical dimensions vocabulary to describe music - duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony.</p> <p><i>Skills:</i></p> <p>-Explain why silence is often needed in music and explain what effect it has.</p> <p>-Identify and describe the different purposes of music.</p> <p>confidently identify and move to the pulse. (Ch)</p> <p>-Talk about the musical dimensions working together in the Unit songs e.g. if the song gets louder in the chorus (dynamics). (Ch)</p> <p>-Talk about the music and how it makes them feel. (Ch)</p> <p>-Listen carefully and respectfully to other people's thoughts about the music. (Ch)</p> <p>-When you talk try to use musical words. (Ch)</p> <p>-Listen to several layers of sound (texture) and talk about the effect on mood and feelings.</p> <p>-Identify orchestral family timbres.</p> <p>-Identify cyclic patterns.</p>		
Year 5	<p><i>NC: appreciate and understand a wider range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i></p> <p><i>Knowledge:</i></p> <p>-Know five songs from memory, who sang or wrote them, when they were written and, if possible, why? (Ch)</p> <p>-Know the style of the five songs and to name other songs from the Units in those styles. (Ch)</p> <p>Choose two or three other songs and be able to talk about:</p> <ul style="list-style-type: none"> ◦ Some of the style indicators of the songs (musical characteristics that give the songs their style) ◦ The lyrics: what the songs are about ◦ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) ◦ Identify the main sections of the songs (intro, verse, chorus etc.) ◦ Name some of the instruments they heard in the songs ◦ The historical context of the songs. What else was going on at this time? (Ch) <p>-Know how pulse, rhythm and pitch fit together.</p> <p>-Use a range of words to describe music - eg duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony, chord, flat, sharp, dotted rhythm, staccato, legato, crescendo, diminuendo.</p> <p><i>Skills:</i></p>	<p>Duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony, chord, flat, sharp, dotted rhythm, staccato, legato, crescendo, diminuendo., call and response, ostinato, rhythmic accompaniment, harmonic accompaniment, melody, narrative, tastes, listen, appraise, preferences</p>	<p>Reading comprehension about famous musicians and composers</p>

	<ul style="list-style-type: none"> -Repeat a phrase from the music after listening intently. -Describe, compare and evaluate music using musical vocabulary. -Explain why they think music is successful or unsuccessful. <p>identify and move to the pulse with ease.</p> <ul style="list-style-type: none"> -Think about the message of songs. (Ch) -Compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. (Ch) -Listen carefully and respectfully to other people's thoughts about the music. (Ch) -When you talk try to use musical words. (Ch) -Talk about the musical dimensions working together in the Unit songs. (Ch) -Talk about the music and how it makes you feel. (Ch) -Use a range of words to identify strengths and weaknesses in own and others' music. 		
Year 6	<p>NC: appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Knowledge:</p> <ul style="list-style-type: none"> -Know five songs from memory, who sang or wrote them, when they were written and why? (Ch) -Know the style of the songs and to name other songs from the Units in those styles. (Ch) -Choose three or four other songs and be able to talk about: <ul style="list-style-type: none"> o The style indicators of the songs (musical characteristics that give the songs their style) o The lyrics: what the songs are about o Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) o Identify the structure of the songs (intro, verse, chorus etc.) o Name some of the instruments used in the songs o The historical context of the songs. What else was going on at this time, musically and historically? o Know and talk about that fact that we each have a musical Identity (Ch) -Know how the other musical dimensions are sprinkled through songs and pieces of music. <p>Skills:</p> <ul style="list-style-type: none"> -Accurately recall a part of the music listened to. -Evaluate how the venue, occasion and purpose affects the way a piece of music is created. <p>identify and move to the pulse with ease.</p> <ul style="list-style-type: none"> -Think about the message of songs. (Ch) -Compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. 	<p>Musical dimensions, duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony, chord, flat, sharp, dotted rhythm, staccato, legato, crescendo, diminuendo, musical arrangements, swing, jazz, brass, woodwind, percussion, skipping rhythm, upbeat tempo, repeating refrain, theme tune</p>	<p>Use the knowledge of how lyrics reflect cultural context and have social meaning to enhance own compositions.</p> <p>Reading comprehension about famous musicians and composers</p>

	<p>(Ch)</p> <ul style="list-style-type: none"> -Listen carefully and respectfully to other people's thoughts about the music. (Ch) -Use musical vocabulary confidently to describe music. (Ch) -Talk about the musical dimensions working together in the Unit songs. (Ch) -Talk about the music and how it makes you feel, using musical language to describe the music. (Ch) -Work out how harmonies are used and how drones and melodic ostinati (riffs) are used to accompany singing. -Use the knowledge of how lyrics reflect cultural context and have social meaning to enhance own compositions. -Refine and improve own/others' work. 		
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Listening and applying knowledge and understanding

Year group		Key skills and 'sticky' knowledge	Key vocabulary	Links to curriculum drivers VOCABULARY DIVERSITY ASPIRATION HEALTH AND WELL BEING (Including aspirational figures to be studied)
FI	After 1 term in FI	<ul style="list-style-type: none"> • I can begin to use representation to communicate. • I can match music to pictures/visual resources. • I can identify and match an instrumental sound, e.g. hear a shaker and indicate that they understand it is a shaker. 	Voice tongue lips teeth	
	After 2 terms in FI	<ul style="list-style-type: none"> • I can operate equipment such as CD players, MP3 players, handheld devices, keyboards. • I can describe the sound of instruments eg scratchy sound, soft sound. • I can talk about likes and dislikes with pieces of music. • I can physically interpret the sound of instruments, e.g. tiptoes to the sound of a xylophone. 		
	By the end of FI	<p>-Use voice in different ways to create different sounds.</p> <ul style="list-style-type: none"> • I can create my own songs, often with a real sense of structure, e.g. a beginning and an end. • I can create visual representation of sounds, instruments and pieces of music, e.g. mark making to specific sounds or pieces of music. • I can imitate movement in response to music. • I can develop preferences for forms of expression. • I can use movement to express feelings. • I can create movement in response to music. • I can listen and respond to others in pair/group music 		

		<p>making.</p> <ul style="list-style-type: none"> I can lead or be led by other children in my music making, i.e. being a conductor. 		
F2	After 1 term in F2	<ul style="list-style-type: none"> I can imitate movement in response to music. I can move in time to the pulse of the music being listened to and physically respond to changes in the music, e.g. jump in response to loud/sudden changes in the music. I can replicate familiar choreographed dances e.g. imitate dance and movements associated with pop songs. 	Listen vocabulary to describe sounds eg squeaky, low, high, bouncy etc.	
	After 2 terms in F2	<ul style="list-style-type: none"> I can develop preferences for forms of expression. I can use movement to express feelings. I can find and record sounds using recording devices. I can keep a steady beat whilst playing instruments - his or her own steady beat in his or her creative music making. I can pitch match, i.e. reproduce with my voice the pitch of a tone sung by another. I can combine moving, singing and playing instruments, e.g. marching, tapping a drum whilst singing. 		
	By the end of F2	<p>-Listen for different types of sounds.</p> <ul style="list-style-type: none"> I can represent my own ideas, thoughts and feelings through music and dance. I can distinguish and describe changes in music and compare pieces of music, e.g. "this music started fast and then became slow." "This music had lots of instruments, but this music only had voices." I can think abstractly about music and expresses this physically or verbally e.g. "This music sounds like floating on a boat." "This music sounds like dinosaurs." I can choreograph my own dances to familiar music, individually, in pairs/small groups. I can accurately anticipate changes in music, e.g. when music is going to get faster, louder, slower. 		
Year 1		<p>NC: develop a love of music and talent as a musician.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> -know that a performance is sharing music with other people, called an audience. (Ch) -Know that music has a steady pulse, like a heartbeat. (Ch) -Know that we can create rhythms from words, our names, favourite food, colours and animals. (Ch) -Know how sounds are made and changed. <p>Skills:</p> <ul style="list-style-type: none"> -Choose a song they have learnt from the Scheme and perform it. (Ch) -They can add their ideas to the performance. (Ch) 	Audience, pulse, rhythms, names of nouns, effects, different emotions/feelings eg. happy, sad, excited, angry, scared, describe,, because, dancing, marching, names of instruments heard, like, dislike, represent, composer, musicians, low pitched notes, high pitched notes, higher, lower, slowly, faster, repeats, hear, identify, layers up	<p>Aspiration (in addition to the modern and classical composers studied through Charanga)</p> <p>Composers studied: Tchaikovsky and The Waltz of the Flowers, Vivaldi and The Four seasons, Edward Elgar and Pomp and Circumstance</p>

	<p>-Record the performance and say how they were feeling about it. (Ch)</p> <p>-Make sounds with a slight difference, with help.</p> <p>-Use voice in different ways to create different effects.</p>		
Year 2	<p>NC: increase self-confidence, creativity and sense of achievement</p> <p>Knowledge:</p> <ul style="list-style-type: none"> -Know that music has a steady pulse, like a heartbeat. (Ch) -Know that we can create rhythms from words, our names, favourite food, colours and animals. (Ch) -Know that rhythms are different from the steady pulse. (Ch) -Know that we add high and low sounds, pitch, when we sing and play our instruments. (Ch) -Know music can be played or listened to for a variety of purposes (in history/ different cultures). <p>Skills:</p> <ul style="list-style-type: none"> -Listen carefully and recall short rhythmic and melodic patterns. -Use changes in dynamics, timbre and pitch to organise music. -Change sounds to suit a situation. -Make own sounds and symbols to make and record music. -Start to look at basic formal notation- play by ear first. 	<p>Chorus, call and response, musical style, notations, timbre, (sound quality - smooth, crisp, scratchy, rattling, tinkling etc), dynamics, loud, quiet, tempo (fast and slow) and pitch (high and low), conductor, beginning, middle, end, retell, good, bad, scary, evil, kind, innocent, favourite, pulse</p>	<p>Aspiration (in addition to the modern and classical composers studied through Charanga)</p> <p>Composers studied: Gustav Holst and <i>The Planet Suite</i>, Camille Saint Saëns, and <i>The Carnival of the Animals</i>, Claude Debussy and <i>La Mer</i>, Sergei Prokofiev and <i>Peter and the Wolf</i></p>
Year 3	<p>NC: listen with attention to detail and recall sounds with increasing aural memory</p> <p>Knowledge:</p> <ul style="list-style-type: none"> -Recognise the work of at least one famous composer. -Know how to find and demonstrate the pulse. (Ch) -Know the difference between pulse and rhythm. (Ch) -Know how pulse, rhythm and pitch work together to create a song. (Ch) -Know that every piece of music has a pulse/steady beat. (Ch) -Know the difference between a musical question and an answer. (Ch) - Know number of beats in a minim, crotchet, quaver and semibreve and recognise symbols (duration). -Describe different purposes of music in history/ other cultures. <p>Skills:</p> <ul style="list-style-type: none"> -Create repeated patterns with different instruments. -Improve work, explaining how it has been improved. - Play with a sound-then symbol approach. -Use silence for effect and know symbol for a rest (duration). 	<p>Repeated patterns, composer, steady beat, question and answer, lyrics, chorus, verse, musical dimensions - duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, phrase, pulse, emotions, feelings, reasons, describe, internalise, instrument families eg woodwind, brass, strings, sections, story, poem, visualise</p>	<p>Aspiration (in addition to the modern and classical composers studied through Charanga)</p> <p>Composers studied: Ten Pieces Handel : <i>Zadok the Priest</i> <i>The Lark Ascending</i> by Vaughan Williams (100+ years ago- Nationalism) and <i>Dance To Your Daddy</i> (English Folk Fishing Song, 200 years ago)? Mussorgsky: <i>A Night on the Bare Mountain</i></p>
Year 4	<p>NC: begin to develop an understanding of the history of music.</p> <p>NC: understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture and structure.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> -Begin to identify the style of work of Beethoven, Mozart and Elgar. -Know and be able to talk about: 	<p>Names of some composers, long and short patterns, high, low ,musical ideas, notation, notes, sequences, pulse, duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony. orchestral family timbres, cyclic</p>	<p>Aspiration (in addition to the modern and classical composers studied through Charanga)</p> <p>Italian composers Rossini 179 2-1868 Puccini 1858-1924</p>

	<ul style="list-style-type: none"> How pulse, rhythm and pitch work together Pulse: Finding the pulse – the heartbeat of the music Rhythm: the long and short patterns over the pulse Know the difference between pulse and rhythm Pitch: High and low sounds that create melodies How to keep the internal pulse Musical Leadership: creating musical ideas for the group to copy or respond to (Ch) <p>-Know that sense of occasion affects performance. -Describe different purposes of music in history/ other cultures.</p> <p><i>Skills:</i> -Begin to use notation to record and interpret sequences and pitches. - Combine sounds expressively (all dimensions). -Read notes and know how many beats they represent (minim, crotchet, semibreve, quaver, dotted crotchet, rests).</p>	patterns, repeating phrases, different pitches, fast moving, melodic phrases, chords	Beethoven, Mozart and Elgar (Charanga) Science unit link: Sound
Year 5	<p><i>NC: develop an understanding of the history of music.</i> <i>NC: use technology appropriately to progress to the next level of musical excellence</i> <i>NC: understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</i></p> <p><i>Knowledge:</i> -Contrast the work of a famous composer with another and explain preferences. -Know and be able to talk about:</p> <ul style="list-style-type: none"> How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song How to keep the internal pulse Musical Leadership: creating musical ideas for the group to copy or respond to <p>-Describe different purposes of music in history/ other cultures.</p> <p><i>Skills:</i> -Use a music diary to record aspects of the composition process. -Find the pulse (Ch) -Copy back rhythms based on the words of the main song, that include syncopation/off beat (Ch) -Copy back one-note riffs using simple and syncopated rhythm patterns (Ch) -Lead the class by inventing rhythms for others to copy back (Ch) - Create music with an understanding of how lyrics, melody, rhythms and accompaniments work together effectively (pitch/texture/ structure). -Read/ work out the musical stave (notes as Year 4). -Perform songs in a way that reflects the meaning of the words, the venue and sense of occasion so that the audience appreciates it.</p>	Contrast famous composer names, leadership, copy, respond, riff, syncopated patterns, inventing, duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony, chord, flat, sharp, dotted rhythm, staccato, legato, crescendo, diminuendo., call and response, ostinato, rhythmic accompaniment, harmonic accompaniment, melody, narrative, tastes, listen, appraise, preferences	<p><i>Aspiration (in addition to the modern and classical composers studied through Charanga)</i> <i>Composers studied: John Williams (Star Wars theme)</i> <i>Ten pieces: Jean Sibelius: Finlandia</i> <i>In The Hall of The Mountain King by Edvard Grieg (100 years ago- Nationalism)</i> <i>Ten pieces: Dvorak: Symphony 9 (Early 20- century)</i></p>
Year 6	<p><i>NC: use and understand staff and other musical notations</i> <i>NC: use technology (Music APPS such as Garageband) to create</i></p>	Compare contrast names of famous composers, leadership copy, respond,	<p><i>Aspiration (in addition to the modern and classical composers studied through</i></p>

	<p>and produce music.</p> <p>NC: develop an understanding of the history of music</p> <p>NC: listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians</p> <p><i>Knowledge:</i></p> <ul style="list-style-type: none"> -Compare and contrast the impact that different composers from different times have had on people of that time. -Know and be able to talk about: <ul style="list-style-type: none"> • How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music • How to keep the internal pulse • Musical Leadership: creating musical ideas for the group to copy or respond to (Ch) -Use knowledge of musical dimensions to know how to best combine them. -Know and use standard musical notation to perform and record own music (adding dotted quavers). -Describe different purposes of music in history/ other cultures. <p><i>Skills:</i></p> <ul style="list-style-type: none"> -Analyse features within different pieces of music -Find the pulse (Ch) -Copy back rhythms based on the words of the main song, that include syncopation/off beat (Ch) -Copy back one-note riffs using simple and syncopated rhythm patterns (Ch) -Lead the class by inventing rhythms for others to copy back (Ch) -Copy back two-note riffs by ear and with notation (Ch) -Question and answer using up to three different notes (Ch) -Use increased aural memory to recall sounds accurately. -Use different venues and occasions to vary performances. (Combining all musical dimensions). 	<p>analyse, riff, syncopated patterns, inventing, syncopation (off beat), notation, musical dimensions, duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony, chord, flat, sharp, dotted rhythm, staccato, legato, crescendo, diminuendo, musical arrangements, swing, jazz, brass, woodwind, percussion, skipping rhythm, upbeat tempo, repeating refrain, theme tune</p>	<p>Charanga)</p> <p>Composers studied: Ten Pieces:</p> <p>Bernstein: Mambo (Contemporary)</p> <p>Ten pieces: Bach: Toccata and Fugue in D Minor (Baroque)</p> <p>Dame Evelyn Elizabeth Ann Glennie (born 19 July 1965) a Scottish virtuoso multi-percussionist (deaf).</p>
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Overview of Music content (Key Composers/Periods of Music History).

We study the composers set out in Charanga and also look at a Key Composers. As a whole school we have a composer of the month which we listen to and appreciate in assemblies.

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FI	Ongoing. Children learn a range of traditional and modern songs and nursery rhymes. These are planned out on the reading spine.					

F2	Charanga: Me!	Charanga: My Stories	Charanga: Everyone	Charanga: Our World	Charanga: Big Bear Funk	Charanga: Reflect rewind and replay
Year 1	Charanga: Hey You!	Charanga: Christmas Nativity eg Little Angel gets her wings. Four Seasons by Vivaldi (Baroque)	Charanga: Rhythm in the way we walk and the Banana Rap. Elgar Pomp and circumstance March No.1. and National Anthem (British Romantic composer)	Charanga: In the Groove.	Charanga: Round and about Tchaikovsky: Waltz of the flowers	Charanga: Your imagination
Year 2	Charanga: Hands, Feet, Heart Gustav Holst and The Planet Suite	Charanga: Ho Ho Ho	Charanga: I wanna play in band Camille Saint Saens, and The Carnival of the Animals	Charanga: Zootime	Charanga: Friendship Song Sergei Prokofiev and Peter and the Wolf	Charanga: Reflect, rewind and replay Claude Debussy and La Mer
Year 3	Charanga: Let Your Spirit Fly	Charanga: Glockenspiel Stage 1 Mussorgsky: A Night on the Bare Mountain	Charanga: Three Little birds	Charanga: The Dragon Song The Lark Ascending by Vaughan Williams (100+ years ago- Nationalism) and Dance To Your Daddy (English Folk Fishing Song, 200 years ago)?	Charanga: Bringing us together	Charanga: Reflect, rewind and replay Ten Pieces Handel : Zadok the Priest
Year 4	Charanga: Mamma Mia.	Charanga: Glockenspiel Stage 2 Tchaikovsky: The Nutcracker	Charanga: Stop! Beethoven: Symphony No.5?	Charanga: Lean on me.	Charanga: Blackbird Tocata And Fugue in D Minor by J.S.Bach (Baroque- 350 years ago and Greensleeves (Tudor Lute version- Renaissance- 500 years ago)?	Charanga: Reflect, rewind and replay

Year 5	Charanga: Livin' on a prayer John Williams (Star Wars theme)	Charanga: Classroom Jazz 1. Ten pieces: Jean Sibelius: Finlandia	Charanga: Make you feel my love In The Hall of The Mountain King by Edvard Grieg (100 years ago- Nationalism)	Charanga: The Fresh Prince of Bell Air	Charanga: Dancing in the street	Charanga: Reflect, rewind and replay Ten pieces: Dvorak: Symphony 9 (Early 20 th century)
Year 6	Charanga: Happy	Charanga: Classroom Jazz 2 Ten Pieces: Bernstein: Mambo (Contemporary)	Charanga: A New Year Carol (Benjamin Britain)	Charanga: You've got a friend	Charanga: Ten pieces: Bach: Toccata and Fugue in D Minor (Baroque)	Charanga: Reflect, rewind and replay Dame Evelyn Elizabeth Ann Glennie (born 19 July 1965) a Scottish virtuoso multi-percussionist.

