

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
	<p><b>EYFS Curriculum</b></p> <p>children develop artistic and cultural awareness which supports their imagination and creativity</p> <p>interpreting and appreciating what they hear, respond to and observe.</p> <p>Children engage with musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments</p>	<p><b>KS1 National Curriculum</b></p> <p><i>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</i></p> <p><i>Play tuned and untuned instruments musically.</i></p> <p><i>Listen with concentration and understanding to a range of high-quality live and recorded music.</i></p> <p><i>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</i></p>		<p><b>KS2 National Curriculum</b></p> <p><i>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</i></p> <p><i>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</i></p> <p><i>Listen with attention to detail and recall sounds with increasing aural memory.</i></p> <p><i>Use and understand staff and other musical notations.</i></p> <p><i>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</i></p> <p><i>Develop an understanding of the history of music.</i></p>				
<b>U N I T S</b>	<p><b>EYFS Singing concert</b></p> <p><i>Original scheme: Me, Everyone, Big Bear Funk</i></p> <p>Sing/rap a range of well-known nursery rhymes and songs;</p> <p>sing along with a backing track adding actions.</p>	<p><b>Y1 Production</b></p> <p><i>New Model:</i> <i>Unit 1: My musical heartbeat.</i></p> <p><i>Unit 2: Dance, Sing &amp; Play OR Production</i></p> <p><i>Unit 3: Exploring sounds</i></p>	<p><b>Y2 End of Year Production</b></p> <p><i>New Model:</i> <i>Unit 1: Pulse, Rhythm and Pitch</i></p> <p><i>Unit 2: Playing in an Orchestra</i></p> <p><i>Unit 3: Inventing a Musical Story</i></p>	<p><b>Year 3 production</b></p> <p><i>Original scheme: Glockenspiel Stage 1</i></p> <p><i>New Model: Composing Using Your Imagination</i></p>	<p><b>Year 4 production</b></p> <p><i>Original scheme: Glockenspiel Stage 2</i></p> <p><i>New Model: Compose with your Friends</i></p>	<p><b>Year 5 production</b></p> <p><i>Original scheme: Recorders</i></p> <p><i>New Model: Sing and play in Different Styles</i></p>	<p><b>Year 6 production</b></p> <p><i>J-Sax lessons</i></p> <p><i>New Model: Creative Composition</i></p>	

***Unit 4: Learning to Listen***

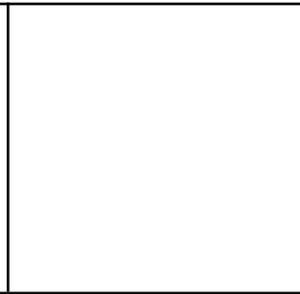
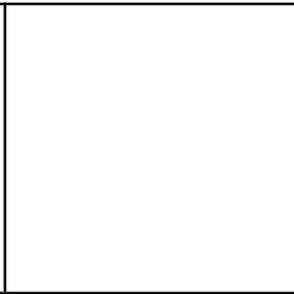
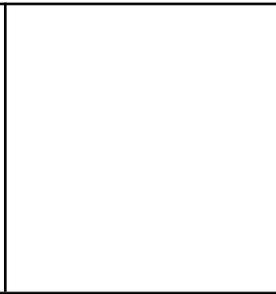
***Unit 5: Having fun with Improvisation***

***Unit 6: Let's Perform Together!***

***Unit 4: Recognising different sounds.***

***Unit 5: Exploring improvisation***

***Unit 6: Our Big Concert!***



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Explore high pitch and low pitch in the context of the songs.

Know that songs of different sections

Children can:

Sing simple songs, chants and rhymes from memory

Begin with simple songs with a very small range

Sing a wide range of call and response songs

Children can:

Sing songs regularly with a pitch range of do-so with increasing vocal control

Sing songs with a small pitch range, pitching accurately

Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. crescendo, decrescendo, pause)

Children can:

Sing a widening range of unison songs of varying styles and structures with a pitch range of do-so, tunefully and with expression

Perform forte and piano, loud and soft

Perform actions confidently and in time to a range of action songs

Perform as a choir in school Productions

Children can:

Continue to sing a broad range of unison songs with the range of an octave (do-do) pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo)

Sing rounds and partner songs in different time signatures (2, 3 and 4 time) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony.

Perform a range of songs in school assemblies

Children can:

Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance.

Sing three-part rounds, partner songs and songs with a verse and a chorus

Perform a range of songs in school assemblies and in school performance opportunities

Children can:

Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance

Continue to sing three- and four part rounds or partner songs

Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
L I S T E N I N G	<p>Children can:</p> <p>Listen and know an increasing range of rhymes, songs.</p> <p>Experience a range of instrumental pieces</p> <p>recognise that music can touch your feelings.</p> <p>Explore ways to move to music by dancing, marching or being characters.</p> <p>Children begin to appropriately move in time with music.</p>	<p>Children can:</p> <p>Teachers should develop pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing</p> <p>Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school</p>	<p>Children can:</p> <p>Teachers should develop pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing</p> <p>Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school</p>	<p>Children can:</p> <p>Teachers should develop pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing</p> <p>Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school</p>	<p>Children can:</p> <p>Teachers should develop pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing</p> <p>Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school</p>	<p>Children can:</p> <p>Teachers should develop pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing</p> <p>Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school</p>	<p>Children can:</p> <p>Teachers should develop pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing</p> <p>Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school</p>

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C O M P O S I N G	<p>Children can:</p> <p>Children use body percussion and untuned instruments such as claves and maracas to explore simple different ways to show rhythm, pitch and beats.</p> <p>Children explore the emotion of the beat of music as they freely move to music.</p> <p>Describe how words in a song tell a story.</p> <p>Invent a pattern using one pitched note,</p>	<p>Children can:</p> <p>Improvise simple vocal chants, using question and answer phrases</p> <p>Create musical sound effects and short sequences of sounds in response to stimuli</p> <p>Combine sounds to make a story, choosing and playing instruments</p> <p>Understand the difference between creating a rhythm pattern and a pitch pattern</p> <p>Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns</p> <p>Use music technology, if available, to capture, change and combine sounds</p>	<p>Children can:</p> <p>Create music in response to a non-musical stimulus.</p> <p>Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion</p> <p>Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces</p> <p>Use music technology, if available, to capture, change and combine sounds</p>	<p>Children can:</p> <p>Become more skilled in improvising (using voices, tuned and untuned percussion and instruments played in whole-class/group/individual/instrumental teaching), inventing short 'on-the-spot' responses using a limited note-range</p> <p>Structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end.</p> <p>Pupils should compose in response to different stimuli, e.g. stories, verse, images (paintings and photographs) and musical sources.</p>	<p>Children can:</p> <p>Improvise freely using tuned percussion and melodic instruments</p> <p>Begin to make compositional decisions about the overall structure of improvisations.</p> <p>Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt</p> <p>Sing and play these phrases as self-standing compositions</p> <p>Arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat</p>	<p>Children can:</p> <p>Improvise on a limited range of pitches on the instrument they are now learning, making use of musical features including <b>smooth (legato) and detached (staccato)</b></p> <p>Improvise over a simple groove, responding to the beat, experiment with using a wider range of dynamics, including: <b>very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano)</b></p> <p>Working in pairs, compose a short ternary piece</p> <p>Use chords to compose music to evoke a specific atmosphere, mood or environment. Equally, pupils might create music to accompany a silent film or to set a scene in a play or book</p> <p>Capture and record creative ideas using graphic symbols, rhythm notation</p>	<p>Children can:</p> <p>Pupils should extend their improvisation skills through working in small groups to:</p> <p>Create music with multiple sections that include repetition and contrast</p> <p>Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape.</p> <p>Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest</p> <p>Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody.</p>

phrases, arranged into bars

and time signatures, staff notation or technology

Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip

Introduce major and minor chords

Include instruments to expand the scope and range of the sound palette available for composition work.

Capture and record creative ideas using graphic symbols, rhythm notation and time signatures, staff notation or technology.

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EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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<p>Children have opportunities to sing, play and perform songs, developing their feelings of pulse and rhythm.</p> <p>With support from the teacher, keep the beat of the song with a pitched note.</p> <p>Copy-clap 3 or 4 word phrases from the song</p> <p>explore adding instrumental parts of a song</p> <p>Children learn about an orchestra, the conductor and the musicians.</p>	<p>Children can:</p> <p>Perform short copycat rhythm patterns accurately, led by the teacher.</p> <p>Perform short repeating rhythm patterns (<i>ostinati</i>) while keeping in time with a steady beat</p> <p>Perform word-pattern chants; create, retain and perform their own rhythm patterns.</p> <p>Listen to sounds in the local school environment, comparing high and low sounds</p> <p>Sing familiar songs in both low and high voices and talk about the difference in sound</p> <p>Explore percussion sounds to enhance storytelling</p> <p>Follow pictures and symbols to guide singing and playing.</p>	<p>Children can:</p> <p>Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion</p> <p>Create rhythms using word phrases as a starting point</p> <p>Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests</p> <p>Create and perform their own chanted rhythm patterns with the same stick notation</p> <p>Play a range of singing games based on the cuckoo interval matching voices accurately</p> <p>Sing short phrases independently within a singing game or short song</p> <p>Respond independently to pitch changes heard in short melodic phrases, indicating with actions</p>	<p>Children can:</p> <p>Develop facility in playing tuned percussion or a melodic instrument, such as violin or recorder.</p> <p>Play and perform melodies following staff notation</p> <p>Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi</p> <p>Understand the stave, lines and spaces, and clef</p> <p>Use dot notation to show higher or lower pitch</p> <p>Understand the differences between crotchets and paired quavers</p>	<p>Children can:</p> <p>Develop facility in the basic skills of a selected musical instrument</p> <p>Play and perform melodies following staff notation using a small range as a whole-class or in small groups</p> <p>Perform in two or more parts from simple notation using instruments played in whole class teaching</p> <p>Identify static and moving parts</p> <p>Copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A)</p> <p>Understand the differences between minims, crotchets, paired quavers and rests</p> <p>Read and perform pitch notation within a defined range (e.g. C-G/do-so)</p> <p>Follow and perform simple rhythmic scores to a steady beat</p>	<p>Children can:</p> <p>Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave and using notes within the Middle C-C'/do-do range</p> <p>Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra</p> <p>Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies</p> <p>Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers</p> <p>Understand the differences between 3/4 and 4/4 time signatures</p> <p>Read and perform pitch notation within an octave (e.g. C-C'/do-do)</p> <p>Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations</p>	<p>Children can:</p> <p>Play a melody following staff notation written on one stave and using notes within an octave range (do-do); make decisions about dynamic range, including very loud, very quiet, moderately loud and moderately quiet</p> <p>Engage with others through ensemble playing with pupils taking on melody or accompaniment roles</p> <p>Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers and their equivalent rests</p> <p>Further develop the skills to read and perform pitch notation within an octave (e.g. C-C/ do-do)</p> <p>Read and play confidently from rhythm notation cards and rhythmic scores in up to four parts that contain known rhythms and note durations</p> <p>Read and play from notation a four-bar phrase, confidently identifying note names and durations</p>
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Recognise dot notation and match it to 3-note tunes played on tuned percussion

*Vocabulary*

	<i>Vocabulary</i>					
FYFS	Y1	Y2	Y3	Y4	Y5	Y6
High	Call	Pitch	Verse	Crescendo	Minims	Minims
low	Response	Dynamics	Chorus	Decrescendo	Crotchets	Crotchets
rhythm	Chant	Tempo	Melody	Minims	Crotchet rests	Crotchet rests
beat	Rhyme	Crescendo	Forte	Crotchets	Paired quavers	Paired quavers
	Ostinato (repeating rhythm patterns)	Decrescendo	Piano	Quavers	Semi quavers	Semi quavers
		Crotchets	Stave	Pentatonic scale??	Semibreves	Semibreves
		Quavers	Clef		Octave	Octave range
						Syncopated rhythm