

# Music Curriculum



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Rode Heath Primary School

**"Music is a universal language that embodies one of the highest forms of creativity."**

(National Curriculum, 2014)

### Intent

At Rode Heath Primary School, we aim for a high quality music curriculum that will enable all children to feel that they are musical. We focus on developing the skills, knowledge and understanding that children need in order to develop a life-long love of music. We want our children to be confident performers, composers and listeners. Our scheme of work, based on the Kapow planning, introduces children to music from all around the world and across generations, teaching children to respect and appreciate the music of all traditions and communities.

Our children will develop the musical skills of singing, playing tuned and untuned instruments, improvising and composing music, and listening and responding to music. They will develop an understanding of the history and cultural context of the music that they listen to and learn how music can be written down. Through music, our curriculum helps children develop transferable skills such as team-working, leadership, creative thinking, problem-solving, decision-making, and presentation and performance skills. These skills are vital to children's development as learners and have a wider application in their general lives outside and beyond school.

Our scheme of work enables pupils to meet the end of key stage attainment targets outlined in the National Curriculum.

### Implementation

Our scheme takes a holistic approach to music, in which the individual strands below are woven together to create engaging and enriching learning experiences:

- Performing
- Listening

- Composing
- The history of music
- The inter-related dimensions of music

Each five-lesson unit combines these strands within a cross-curricular topic designed to capture pupils' imagination and encourage them to explore music enthusiastically. Over the course of the scheme, children will be taught how to sing fluently and expressively, and play tuned and untuned instruments accurately and with control.

They will learn to recognise and name the interrelated dimensions of music - pitch, duration, tempo, timbre, structure, texture and dynamics - and use these expressively in their own improvisations and compositions.

The instrumental scheme lessons from Kapow Music complement our scheme of work and allow lower key stage two pupils to develop their expertise in using a tuned instrument for a minimum of one term as recommended in the Model music curriculum. Children in Year 4, have a term of glockenspiel lessons delivered by The Love Music Trust.

Our music scheme follows the spiral curriculum model where previous skills and knowledge are returned to and built upon. Children progress in terms of tackling more complex tasks and doing more simple tasks better, as well as developing understanding and knowledge of the history of music, staff, and other musical notations, as well as the interrelated dimensions of music and more.

In each lesson, pupils will actively participate in musical activities drawn from a range of styles and traditions, developing their musical skills and their understanding of how music works. Lessons incorporate a range of teaching strategies from independent tasks, paired and group work as well as improvisation and teacher-led performances. Lessons are 'hands-on' and incorporate movement and dance elements, as well as making cross curricular links with other areas of learning.

Differentiated guidance is available for every lesson to ensure that lessons can be accessed by all pupils and opportunities to stretch pupils' learning are available when required. Knowledge organisers for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts and vocabulary.

Strong subject knowledge is vital for staff to be able to deliver a highly effective and robust music curriculum. Each unit of lessons includes multiple teacher videos to develop subject knowledge and support ongoing CPD, aiding teachers in their own acquisition of musical skills and knowledge.

We also provide all children with the opportunity to express themselves musically in weekly singing assemblies, productions, end of unit performances, musical activities embedded into classroom practice and musical links in other subjects. We offer piano, brass and percussion lessons for all Key Stage 2 pupils and have our own class set of glockenspiels for use with our scheme.

### Impact

The impact of our music scheme can be constantly monitored through both formative and summative assessment opportunities. Each lesson includes guidance to support teachers in assessing pupils against the learning objectives and at the end of each unit there is often a performance element where teachers can make a summative assessment of pupils' learning. Knowledge organisers for each unit support pupils by providing a highly visual record of the key learning from the unit, encouraging recall of practical skills, key knowledge and vocabulary. After the implementation of our music curriculum, our pupils leave primary school equipped with a range of skills to enable them to succeed in their secondary education and to be able to enjoy and appreciate music throughout their lives.

The expected impact of our music scheme of work is that children will:

- Be confident performers, composers and listeners and will be able to express themselves musically at and beyond school.
- Show an appreciation and respect for a wide range of musical styles from around the world and will understand how music is influenced by the wider cultural, social, and historical contexts in which it is developed.
- Understand the ways in which music can be written down to support performing and composing activities.
- Demonstrate and articulate an enthusiasm for music and be able to identify their own personal musical preferences.
- Meet the end of key stage expectations outlined in the national curriculum for Music.

**Any subject specific information:**

- All teachers have access to Kapow Music subscription.
- A class set of glockenspiels and a variety of untuned instruments are available for use during lessons.

**Curriculum Overview**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Reception</b>	<p><b>Exploring sound</b></p> <p>Exploring how we can use our voice, bodies and instruments to make sounds, and identifying sounds in the environment.</p>	<p><b>EYFS Celebration</b></p> <p>The children will learn a variety of songs during this half term.</p>	<p><b>Music and movement</b></p> <p>Creating simple actions to well-known songs, learning how to move to a beat and expressing feelings and emotions through movement to music.</p>	<p><b>Musical stories</b></p> <p>Moving to music with instruction, changing movements to match the tempo, pitch or dynamics and learning that music and instruments can convey moods or represent characters.</p>	<p><b>Transport</b></p> <p>Identifying and copying sounds produced by different vehicles using voices, bodies and instruments, demonstrating tempo changes and understanding how symbols can represent sound.</p>	<p><b>Big band</b></p> <p>Learning about what makes a musical instrument, the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song.</p>
	<p><b>Composite Task</b></p> <p>All children to use their voice or body to create an environmental sound or to recreate a sound in nature.</p>	<p><b>Composite Task</b></p> <p>Sing and perform a variety of songs. Teacher to record one song.</p>	<p><b>Composite Task</b></p> <p>To perform action songs to a small audience.</p>	<p><b>Composite Task</b></p> <p>Children to perform their musical story to a small audience.</p>	<p><b>Composite Task</b></p> <p>All children to create their own transport score.</p>	<p><b>Composite Task</b></p> <p>To perform a practised song to a small audience.</p>

<b>Year 1</b>	<p><b>Pulse and rhythm (Theme: All about me)</b></p> <p>Identifying the difference between the pulse and rhythm of a song and consolidating understanding of these concepts through listening and performing activities.</p>	<p><b>Christmas Production</b></p> <p>The children will learn a variety of songs during this half term.</p>	<p><b>Musical Vocabulary (Theme: Under the sea)</b></p> <p>Exploring key musical vocabulary, through making visits to underwater worlds and a coral reef. Listening and moving to different types of sea themed music.</p>	<p><b>Timbre and rhythmic patterns (Theme: Fairytales)</b></p> <p>Introducing the concept of timbre; learning that different sounds can represent characters and key events in a story. Clapping to the syllables of words and phrases before creating rhythmic patterns.</p>	<p><b>Pitch and tempo (Theme: Superheroes)</b></p> <p>Learning how to identify high and low notes and to compose a simple tune, exploring some different instruments and investigating how tempo changes help tell a story and make music more exciting.</p>	<p><b>Vocal and body sounds: (Theme: By the sea)</b></p> <p>Children are encouraged to feel pieces of music, conveying mood through movement and making links between music, sounds and environments.</p>
	<p><b>Composite Task</b></p> <p>All children to copy a short rhythm.</p>	<p><b>Composite Task</b></p> <p>Sing and perform a variety of songs. Teacher to record one song.</p>	<p><b>Composite Task</b></p> <p>To complete the Kapow musical vocabulary quiz.</p>	<p><b>Composite Task</b></p> <p>To play a part in the class performance of The Three Little Pigs.</p>	<p><b>Composite Task</b></p> <p>To perform confidently as part of a group and share what they are good at and what they need to improve.</p>	<p><b>Composite Task</b></p> <p>Children to create their own graphic score and play from it.</p>
<b>Year 2</b>	<p><b>West African call and response song (Theme: Animals)</b></p> <p>Using instruments to represent animals, copying rhythms, learning a traditional African call and response song and recognising simple notation, progressing to creating animal-</p>	<p><b>Christmas Production</b></p> <p>The children will learn a variety of songs during this half term.</p>	<p><b>Orchestral instruments (Theme: Traditional Western stories)</b></p> <p>Introducing the instruments of the orchestra. Learning how different characters can be represented by timbre, how emotions can be represented by pitch and how changes</p>	<p><b>Musical me</b></p> <p>Learning to sing the song 'Once a Man Fell in a Well' and to play it using tuned percussion, adding sound effects, experimenting with timbre and dynamics and using letter notation to write a melody.</p>	<p><b>Dynamics, timbre, tempo and motifs (Theme: Space)</b></p> <p>Identifying dynamics, timbre, tempo and instruments in music heard and comparing pieces by the same composer. Visually representing music in creative and more formal ways and</p>	<p><b>Myths and Legends</b></p> <p>Developing understanding of musical language and how timbre, dynamics and tempo affect the mood of a song. Learning to create music through the use of a graphic score.</p>

	based call and response rhythms.		in tempo can convey action.		learning to play and compose motifs.	
	<b>Composite Task</b> To perform their composition to a small audience.	<b>Composite Task</b> Sing and perform a variety of songs. Teacher to record one song.	<b>Composite Task</b> To complete the Kapow music assessment - orchestral instruments.	<b>Composite Task</b> To compose and perform a piece of music using different dynamic levels.	<b>Composite Task</b> To create and play a motif.	<b>Composite Task</b> All children to create and perform a group composition.
<b>Year 3</b>	<b>Ballads</b> Learning what ballads are, how to identify their features and how to convey different emotions when performing... Selecting vocabulary to describe a story, before turning it into lyrics following the structure of a traditional ballad.	<b>Developing singing technique</b> <b>(Theme: The Vikings)</b> Developing singing technique; learning to keep in time, musical notation and rhythm, culminating in a group performance of a song with actions.	<b>Pentatonic melodies and composition</b> <b>(Theme: Chinese New Year)</b> Using the story of Chinese New Year as a stimulus: revising key musical terminology, playing and creating pentatonic melodies, composing a piece of music in a group using layered melodies and performing a finished piece.	<b>Unit 1: South Africa (Instrumental lessons)</b> Whole-class instrumental lessons on tuned percussion. This South Africa-themed unit develops pupils' rhythmic, singing and notation skills.	<b>Traditional instruments and improvisation</b> <b>(Theme: India)</b> Introducing to traditional Indian music. Learning about the rag and tal, listening to a range of examples of Indian music, identifying traditional instruments and creating improvisations and performing.	<b>Unit 2: Caribbean (Instrumental lessons)</b> Learning about the history and features of Calypso music, performing a calypso style song with voices and tuned percussion in multiple parts and playing from staff notation.
	<b>Composite Task</b> Children to write and perform their lyrics to small audience.	<b>Composite Task</b> Children to perform in time and in tune with others. Teacher to record.	<b>Composite Task</b> Children to compose and perform a piece of music. Teacher to record.	<b>Composite Task</b> Children to perform 'Put on your gumboots' in assembly.	<b>Composite Task</b> Children to perform a piece of music using musical notation.	<b>Composite Task</b> Children to perform in a Calypso style using a pentatonic scale. Teacher to record.

<b>Year 4</b>	<b>Body and tuned percussion</b> <b>(Theme: Rainforests)</b>  Exploring the rainforest through music whilst being introduced to new musical terms. Using a mixture of body percussion and tuned percussion instruments to create rhythms of the rainforest, layer by layer.	<b>Changes in pitch, tempo and dynamics</b> <b>(Theme: Rivers)</b>  Linking to geography learning, pupils represent different stages of the river through vocal and percussive ostinatos, culminating in a final group performance.	<b>Whole class percussion lessons led by The Love Music Trust</b>		<b>Samba and carnival sounds and instruments</b>  Introducing samba and the sights and sounds of the carnival. Learning about the traditional sounds and instruments, syncopated rhythms and composing their samba breaks.	<b>Adapting and transposing motifs</b> <b>(Theme: Romans)</b>  Drawing upon their understanding of repeating patterns in music, pupils are introduced to the concept of motifs and adapt and transpose motifs and perform them to their peers.
	<b>Composite Task</b>  All children to have a completed piece of music with four different layers. Perform to a small audience.	<b>Composite Task</b>  Children to create a perform a piece of music with a variety of ostinatos.	<b>Composite Task</b>  Children to perform in a show to the whole school and year 4 parents.		<b>Composite Task</b>  Children to perform in assembly.	<b>Composite Task</b>  To complete the Kapow music assessment - Adapting and Composing Motifs
<b>Year 5</b>	<b>Composition notation</b> <b>(Theme: Ancient Egypt)</b>  Identifying the pitch and rhythm of written notes and experimenting with notating their compositions in different ways to help	<b>Blues</b>  Identifying the key features and mood of Blues music and its importance and purpose. Learning the 12-bar Blues and the Blues scale, and combining these to create an improvised	<b>South and West Africa</b>  Learning 'Shosholoza', a traditional South African song, playing the accompanying chords using tuned percussion and learning to play the	<b>Composition to represent the festival of colour</b> <b>(Theme: Holi festival)</b>  Learning about the history and features of Latin America music, performing a salsa style song and	<b>Unit 3: South America</b> <b>(Instrumental lessons)</b>  Discovering the features of gamelan music including the Slendro scale and cyclical rhythmic patterns, identifying	<b>Unit 4: Indonesia</b> <b>(Instrumental lessons)</b>  Exploring the associations between music, sounds and colour, composing and, as a class and performing their own



	develop their understanding of staff notation.	piece with a familiar, repetitive backing.	djembe and some dance moves.	playing from staff notation; performing a mini carnival using a range of performance techniques including song, dance, tuned and untuned musical instruments.	traditional gamelan instruments, learning about the concept of an octave, exploring how different timbres are used in gamelan music.	musical composition to represent Holi.
	<b>Composite Task</b> Children to perform in assembly.	<b>Composite Task</b> To complete the Kapow music assessment - Blues	<b>Composite Task</b> Children to perform to a small audience.	<b>Composite Task</b> Children to work in a group to perform a piece of music. Teacher to record.	<b>Composite Task</b> Children to perform a piece of salsa music using voices, instruments and dancing.	<b>Composite Task</b> To complete the Kapow music assessment - Indonesia
<b>Year 6</b>	<b>Dynamics, pitch and tempo (Theme: Fingal's Cave)</b>  Appraising the work of Mendelssohn and further developing the skills of improvisation and composition.	<b>Theme and Variations (Theme: Pop art)</b>  Exploring the musical concept of theme and variations and discovering how rhythms can 'translate' onto different instruments.	<b>Baroque</b>  Exploring music of the Baroque Period (from 1600-1750). Looking at the great Baroque composers and musicians and at the structural and stylistic features of the music that they wrote and performed.	<b>Unit 5: India (Instrumental lessons)</b>  Learning and understanding the history and key features of Bollywood films, how ambient sounds can be used to enhance a film score, practicing staff notation and performing a film sequence using instruments and movement.	<b>Unit 6: North America (Instrumental lessons)</b>  Exploring minimalism and the music of composers like Philip Glass and Steve Reich, children learn to identify music features such as interlocking patterns and layered textures. They learn to sing and play the piece 'Interlocking patterns' as they apply their skills reading staff notation and playing tuned percussion.	<b>Composing and performing a Leavers' Song</b>  Creating their own leavers' song personal to their experiences as a class; listening to and critiquing well known songs, writing the lyrics, exploring the concept of the four chord backing track and composing melodies.

	<p><b>Composite Task</b></p> <p>To perform a group composition featuring changes in texture, dynamics and pitch.</p>	<p><b>Composite Task</b></p> <p>To complete the Kapow music assessment - Themes and Variations</p>	<p><b>Composite Task</b></p> <p>To perform a fugue to a small audience.</p>	<p><b>Composite Task</b></p> <p>To perform a film sequence using instruments and movement.</p>	<p><b>Composite Task</b></p> <p>Children to perform a piece of playing from staff notation.</p>	<p><b>Composite Task</b></p> <p>Children to perform their leavers' song at the leavers' assembly.</p>
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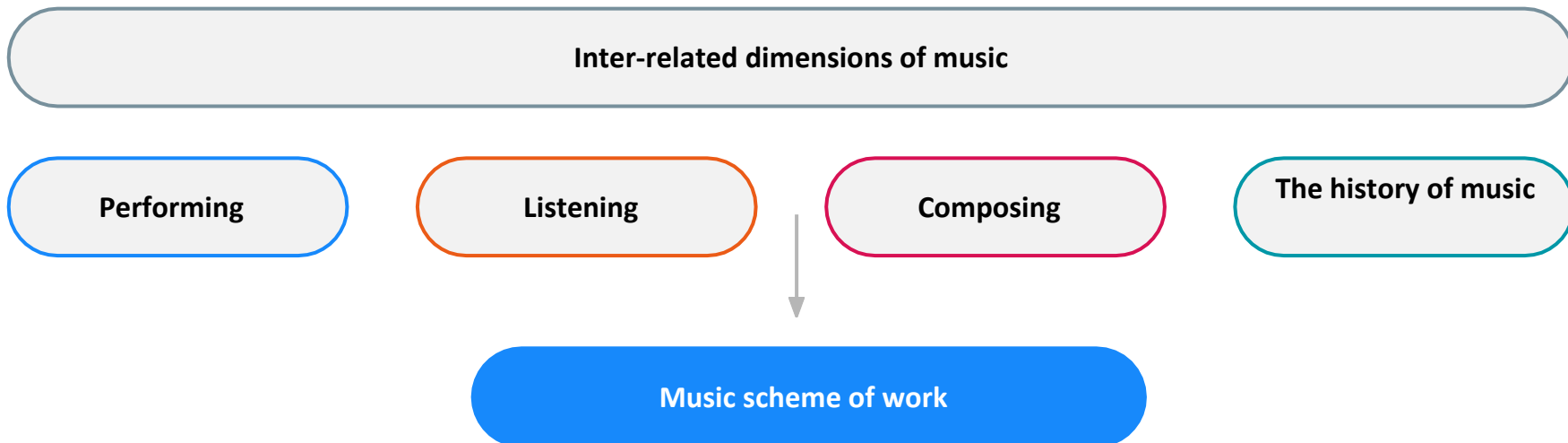
### Progression of skills and Knowledge

This is an overview of the skills covered in each year group and strand and how these skills are developed through our music scheme of work.

The 'Inter-related dimensions of music' is an overarching strand which runs throughout our scheme of work.

We have highlighted skills which would also belong to this strand and provided a Progression of knowledge chart to show how knowledge builds in this area.

### How is the Music scheme of work organised?



<b>Listening</b>			
<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	
<p>*Responding to music through movement, altering movement to reflect the tempo, dynamics or pitch of the music. Exploring lyrics by suggesting appropriate actions. Exploring the story behind the lyrics or music. Listening to and following a beat using body percussion and instruments. *Considering whether a piece of music has a fast, moderate or slow tempo. Listening to sounds and matching them to the object or instrument. *Listening to sounds and identifying high and low pitch. Listening to and repeating a simple rhythm. Listening to and repeating simple lyrics. Understanding that different instruments make different sounds and grouping them accordingly.</p>	<p>Recognising and understanding the difference between pulse and rhythm. *Understanding that different types of sounds are called timbres. *Recognising basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower). Describing the character, mood, or 'story' of music they listen to, both verbally and through movement. Describing the differences between two pieces of music. Expressing a basic opinion about music (like/dislike). Listening to and repeating short, simple rhythmic patterns. Listening and responding to other performers by playing as part of a group.</p>	<p>*Recognising timbre changes in music they listen to. Recognising structural features in music they *listen to. Listening to and recognising instrumentation. *Beginning to use musical vocabulary to describe music. Identifying melodies that move in steps. Listening to and repeating a short, simple melody by ear. Suggesting improvements to their own and others' work.</p>	
<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<p>*Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz). Understanding that music from different parts of the world has different features. *Recognising and explaining the changes within a piece of music using musical vocabulary. *Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. Beginning to show an awareness of metre. *Beginning to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.</p>	<p>Recognising the use and development of motifs in music. *Identifying gradual dynamic and tempo changes within a piece of music. Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Samba, Rock and Roll). Identifying common features between different genres, styles and traditions of music. *Recognising, naming and explaining the effect of the interrelated dimensions of music. *Identifying scaled dynamics (crescendo/decrescendo) within a piece of music. *Using musical vocabulary to discuss the purpose of a piece of music. *Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.</p>	<p>*Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. (South African, West African, Musical, Theatre, Blues, Dance Remix). *Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. *Comparing, discussing and evaluating music using detailed musical vocabulary. *Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.</p>	<p>Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts (Pop art, Film music). *Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. Identifying the way that features of a song can complement one another to create a coherent overall effect. *Use musical vocabulary correctly when describing and evaluating the features of a piece of music. Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. *Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.</p>

<b>Composing</b>			
<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	
<p>Playing untuned percussion 'in time' with a piece of music.            Selecting classroom objects to use as instruments.            Experimenting with body percussion and vocal sounds to respond to music.            Selecting appropriate instruments to represent action and mood.            Experimenting with playing instruments in different ways.</p>	<p>Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.            Combining instrumental and vocal sounds within a given structure.            Creating simple melodies using a few notes.            *Choosing dynamics, tempo and timbre for a piece of music.</p>	<p>Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.            *Successfully combining and layering several instrumental and vocal patterns within a given structure.            Creating simple melodies from five or more notes.            *Choosing appropriate dynamics, tempo and timbre for a piece of music.            Using letter name and graphic notation to represent the details of their composition.            Beginning to suggest improvements to their own work.</p>	
<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<p>Composing a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing).            Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).            *Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.            *Suggesting and implementing improvements to their own work, using musical vocabulary.</p>	<p>Composing a coherent piece of music in a given style with voices, bodies and instruments.            Beginning to improvise musically within a given style.            Developing melodies using rhythmic variation, transposition, inversion, and looping.            *Creating a piece of music with at least four different layers and a clear structure.            *Using letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions.            *Suggesting improvements to others' work, using musical vocabulary.</p>	<p>Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama).            Improvising coherently within a given style.            *Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.            Using staff notation to record rhythms and melodies.            *Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.            Suggesting and demonstrating improvements to own and others' work.</p>	<p>Improvising coherently and creatively within a given style, incorporating given features.            Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments.            Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure.            *Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.            Recording own composition using appropriate forms of notation and/or technology and incorporating.            *Constructively critique their own and others' work, using musical vocabulary.</p>

<b>Performing</b>			
<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	
<p>Using their voices to join in with well-known songs from memory.</p> <p>Remembering and maintaining their role within a group performance.</p> <p>Moving to music with instruction to perform actions.</p> <p>Participating in performances to a small audience.</p> <p>Stopping and starting playing at the right time.</p>	<p>Using their voices expressively to speak and chant.</p> <p>Singing short songs from memory, maintaining the overall shape of the melody and keeping in time.</p> <p>Maintaining the pulse (play on the beat) using hands, and tuned and untuned instruments.</p> <p>Copying back short rhythmic and melodic phrases on percussion instruments.</p> <p>*Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.</p>	<p>*Using their voices expressively when singing, including the use of basic dynamics (loud and quiet).</p> <p>Singing short songs from memory, with melodic and rhythmic accuracy.</p> <p>Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse.</p> <p>*Performing expressively using dynamics and timbre to alter sounds as appropriate.</p> <p>Singing back short melodic patterns by ear and playing short melodic patterns from letter notation.</p>	
<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<p>Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.</p> <p>Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.</p> <p>*Performing from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology.</p>	<p>*Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes.</p> <p>Singing and playing in time with peers with accuracy and awareness of their part in the group performance.</p> <p>Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.</p> <p>Playing syncopated rhythms with accuracy, control and fluency.</p>	<p>Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.</p> <p>*Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.</p> <p>Performing with accuracy and fluency from graphic and simple staff notation.</p> <p>Playing a simple chord progression with accuracy and fluency.</p>	<p>Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.</p> <p>*Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group.</p> <p>Performing a solo or taking a leadership role within a performance.</p> <p>Performing with accuracy and fluency from graphic and staff notation and from their own notation.</p> <p>Performing by following a conductor's cues and directions.</p>

<b>History of Music</b>							
<b>EYFS</b>		<b>Year 1</b>		<b>Year 2</b>			
N/A		N/A		N/A			
<b>Year 3</b>		<b>Year 4</b>		<b>Year 5</b>		<b>Year 6</b>	
<p>Understanding that music from different times has different features. <i>(Also part of the Listening strand)</i></p>		<p>*Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. <i>(Also part of the Listening strand)</i></p>		<p>*Confidently discussing the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time. <i>(Also part of the Listening strand)</i></p>		<p>*Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. <i>(Also part of the Listening strand)</i></p>	

## Progression of Knowledge

<b>Inter-related dimensions of music - PITCH</b>			
<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	
To understand that what 'high' and 'low' notes are.	To understand that pitch means how high or low a note sounds. To understand that 'tuned' instruments play more than one pitch of notes.	To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches. To understand that a melody is made up from high and low pitched notes played one after the other, making a tune.	
<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
To know that the group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad.  To know that some traditional music around the world is based on five-notes called a 'pentatonic' scale. To understand that a pentatonic melody uses only the five notes C D E G A.	To know that a bass line is the lowest pitch line of notes in a piece of music, and a walking bassline (where patterns of notes go up then down again) is common in rock and roll.  To know that a glissando in music means a sliding effect played on instruments or made by your voice. To know that 'transposing' a melody means changing its key, making it higher or lower pitched.	To understand that a minor key (pitch) can be used to make music sound sad.  To understand that major chords create a bright, happy sound.  To know that a 'bent note' is a note that varies in its pitch, eg the pitch may slide up or down. To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.	To know that the Solfa syllables represent the pitches in an octave.  To understand that 'major' key signatures use note pitches that sound cheerful and upbeat.  To understand that 'minor' key signatures use note pitches that can suggest sadness and tension. To know that a melody can be adapted by changing its pitch.

<b>Inter-related dimensions of music - DURATION</b>			
<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	
To recognise that different sounds can be long or short.	To know that rhythm means a pattern of long and short notes.	To know that 'duration' means how long a note, phrase or whole piece of music lasts. To know that the long and short sounds of a spoken phrase can be represented by a rhythm.	
<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
To know that different notes have different durations, and that crotchets are worth one whole beat. To know that written music tells you how long to play a note for.	To know that combining different instruments playing different rhythms creates layers of sound called 'texture'.  To know that playing 'in time' requires playing the notes for the correct duration as well as	To know that 'poly-rhythms' means many different rhythms played at once. To know that the duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score.	To understand that all types of music notation show note duration, including the Kodaly method which uses syllables to indicate rhythms.  To understand that representing beats of

	at the correct speed. To know that a motif in music can be a repeated rhythm.		silence or 'rests' in written music is important as it helps us play rhythms correctly. To know that a quaver is worth half a beat.
<b>Inter-related dimensions of music - DYNAMICS</b>			
<b>EYFS</b>	<b>Year 1</b>		<b>Year 2</b>
To understand that instruments can be played loudly or softly.	To know that dynamics means how loud or soft a sound is. To understand that sounds can be adapted to change their mood, eg through dynamics.	To know that dynamics can change the effect a sound has on the audience.	
<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
To know that the word 'crescendo' means a sound getting gradually louder.	To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music.	To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.	To know that a melody can be adapted by changing its dynamics.

<b>Inter-related dimensions of music - TEMPO</b>			
<b>EYFS</b>	<b>Year 1</b>		<b>Year 2</b>
To recognise music that is 'fast' or 'slow'.  To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music.	To know that the 'pulse' is the steady beat that goes through music.  To know that tempo is the speed of the music.	To understand that the tempo of a musical phrase can be changed to achieve a different effect.	
<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
	To know that playing in time means all performers playing together at the same speed.	To understand that a slow tempo can be used to make music sound sad. To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.	To know that a melody can be adapted by changing its dynamics, pitch or tempo.

<b>Inter-related dimensions of music - TIMBRE</b>		
<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>
To know that different instruments can sound like a particular character.	To know that 'timbre' means the quality of a sound; eg that different instruments would sound different playing a note of the same pitch. To know that my voice can create different timbres to help tell a story.	To know that musical instruments can be used to create 'real life' sound effects. To understand an instrument can be matched to an animal noise based on its timbre.



<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
To understand that the timbre of instruments played affect the mood and style of a piece of music.	To know that grouping instruments according to their timbre can create contrasting 'textures' in music. To understand that both instruments and voices can create audio effects that describe something you can see.	To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways.	To know that timbre can also be thought of as 'tone colour' and can be described in many ways eg warm or cold, rich or bright.

### ***Inter-related dimensions of music - TEXTURE***

<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	
To know that music often has more than one instrument being played at a time.	To know that music has layers called 'texture'.	To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music.	
<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
To know that many types of music from around the world consist of more than one layer of sound; for example a 'tala' and 'rag' in traditional Indian music.	To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'. To understand that harmony means playing two notes at the same time, which usually sound good together.	To understand that a chord is the layering of several pitches played at the same time. To know that poly-rhythms means many rhythms played at once.	To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change. To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.

### ***Inter-related dimensions of music - STRUCTURE***

<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	
To recognise the chorus in a familiar song.	To know that a piece of music can have more than one section, eg a versed and a chorus.	To understand that structure means the organisation of sounds within music, eg a chorus and verse pattern in a song.	
<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
To know that in a ballad, a 'stanza' means a verse. To know that music from different places often has different structural features, eg traditional Chinese music is based on the five-note pentatonic scale.	To know that deciding the structure of music when composing can help us create interesting music with contrasting sections.  An ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice. To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music	To know that a loop is a repeated rhythm or melody, and is another word for ostinato. To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords.	To know that a chord progression is a sequence of chords that repeats throughout a song. To know that a 'theme' in music is the main melody and that 'variations' are when this melody has been changed in some way.

<b><i>Inter-related dimensions of music - NOTATION</i></b>			
<b>EYFS</b>		<b>Year 1</b>	<b>Year 2</b>
To know that signals can tell us when to start or stop playing.		To understand that music can be represented by pictures or symbols.	To know that 'notation' means writing music down so that someone else can play it I know that a graphic score can show a picture of the structure and / or texture of music.
<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play.	To know that 'performance directions' are words added to music notation to tell the performers how to play.	To know that simple pictures can be used to represent the structure (organisation) of music. To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.	To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'. To know that chord progressions are represented in music by Roman numerals.

## **End Points**

### End of EYFS

Pupils will be able to:

- Enjoy performing and listening to music
- Sing a range of songs they have been taught.
- Express likes and dislikes to different types of music.
- Move their bodies to different types of music.
- Play percussion instruments to accompany different types of music.

### End of Key stage 1

Pupils will be able to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the interrelated dimensions of music

### End of Key stage 2

Pupils will be able to:

- sing and play musically with increasing confidence and control.
- Have developed an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.
- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the interrelated dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff, other musical notations and musical terminology
- Identify, appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- show an understanding of the history of music