



Curriculum **Music**

MUSIC

Love, Learn, Discover



Christ Church C.E
Primary School

Love, Learn, Discover



Lark Hill Community
Primary School

Love, Learn, Discover



Lewis Street
Primary School



Music Curriculum

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Music Curriculum

Aims

Aims

The national curriculum for Music aims to ensure that all pupils:

- **perform, 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
- learn to sing and to use their voices, to **create and compose** music on their own and with others, have the opportunity to learn a musical instrument, **use technology appropriately** and have the opportunity to progress to the next level of musical excellence
- **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.

Intent

What are we trying to achieve for our children in Music?

“Music is all around us. It is the soundtrack to our lives. Music connects us through people and places in our ever-changing world. It is creative, collaborative, celebratory and challenging. In our schools, music can bring communities together through the shared endeavour of whole-school singing, ensemble playing, experimenting with the creative process and, through the love of listening to friends and fellow pupils, performing. The sheer joy of music making can feed the soul of a school community, enriching each student while strengthening the shared bonds of support and trust which make a great school.” (New Model Music Curriculum 2021)

It is our intent for the Music element of our school curriculum to engage and inspire pupils through a range of musical activity. Our curriculum should equip pupils with the knowledge and skills to support them to be successful musicians. Using Charanga to support the delivery of the New model Music Curriculum, pupils will develop a deep understanding of musical genres through listening to and appraising different musical styles. Through singing, improvising, composing and performing, they will apply the skills and knowledge taught to create their own pieces of music and to gain confidence in their own musicianship. They will learn to play tuned and untuned instruments and explore opportunities to create music through a range of media, including music technology.



Music Curriculum

Implementation

How is the curriculum delivered?

- Through steps of milestone progression across year groups, using the New Model Music Curriculum, supported by Charanga (online resource).
- Whole class differentiation through questioning, adaptations to enhance the learning and methods of recording.
- Through the use of appropriate trips and visits, e.g. The Lowry, Bridgewater Hall, BBC Philharmonic, Halle Orchestra; visitors and specialist teaching from MAPAS.
- Weekly Singing Assemblies and opportunities to sing in every assembly.
- opportunities to take part in After school clubs run by staff and specialists; and in the Partnership Choir.
- Performances in school and within the community, e.g. MAPAS events, transition events and school productions.

Impact

What difference is the curriculum making?

- Improved enjoyment and engagement in musical activities.
- Pupils perform with confidence in a range of settings.
- Pupils' skills of improvising and composing are developed.
- Pupil build their knowledge and experience of a range of musical genres.
- Pupils can effectively evaluate pieces of music, using accurate musical terminology.

Music Curriculum (Knowledge/**Skills**)

Threshold Concepts

In our curriculum, we define our 6 **threshold concepts** as:

1. **Listening and Appraising** –
2. **Singing** –
3. **Playing** -
4. **Improvisation** –
5. **Composition** –
6. **Performing** -



Music Curriculum (Knowledge/Skills)

Early Years Curriculum

Expressive Arts and Design Education Programme

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Early Learning Goal (ELG): Being Imaginative and Expressive

Children at the expected level of development will:

- **Invent, adapt and recount narratives and stories with peers and their teacher;**
- **Sing a range of well-known nursery rhymes and songs;**
- **Perform songs, rhymes, poems and stories with others, and, - when appropriate - try to move in time with music.**

**The ELG is an assessment checkpoint and should not be used as a curriculum – the curriculum should be broad and balanced with a range of experiences and opportunities not limited to teaching to the ELG.*

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately, referring to the Characteristics of Effective Teaching and Learning These are: playing and exploring – children investigate and experience things, and 'have a go'; active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy their achievements for their own sake; creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things. In addition, the Prime Areas of Learning (Personal, Social and Emotional Development, Communication and Language and Physical Development) underpin and are an integral part of children's learning in all areas.

Development Matters - Non-statutory curriculum guidance for the early years foundation stage.

Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody



Music Curriculum (Knowledge/Skills)

| What children will be learning to do ... | Examples of how to support this... |
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| <p><u>Nursery</u></p> <ul style="list-style-type: none"> ● Listen with increased attention to sounds. ● Respond to what they have heard, expressing their thoughts and feelings. ● Remember and sing entire songs. ● Sing the pitch of a tone sung by another person ('pitch match'). ● Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. ● Create their own songs or improvise a song around one they know. ● Play instruments with increasing control to express their feelings and ideas. | <ul style="list-style-type: none"> ● Help children to develop their listening skills through a range of active listening activities. ● Notice 'how' children listen well, for example: listening whilst painting or drawing, or whilst moving. ● Play, share and perform a wide variety of music and songs from different cultures and historical periods. ● Play sound-matching games. ● Sing slowly, so that children clearly hear the words and the melody of the song. ● Use songs with and without words – children may pitch-match more easily without words. Try using one-syllable sounds such as 'ba' ● Clap or tap to the pulse of songs or music and encourage children to do this ● Offer children a wide range of different instruments, from a range of cultures. This might also include electronic keyboards and musical apps on tablets. ● Encourage children to experiment with different ways of playing instruments. Listen carefully to their music making and value it. Suggestion: record children's pieces, play the pieces back to the children and include them in your repertoire of music played in the setting. |
| <p><u>Reception</u></p> <ul style="list-style-type: none"> ● Listen carefully to rhymes and songs, paying attention to how they sound. ● Learn rhymes, poems and songs ● Combine different movements with ease and fluency. ● Explore, use and refine a variety of artistic effects to express their ideas and feelings. ● Return to and build on their previous learning, refining ideas and developing their ability to represent them. ● Create collaboratively, sharing ideas, resources and skills ● Listen, move to and talk about music, expressing their feelings and responses. | <ul style="list-style-type: none"> ● Give children an insight into new musical worlds. Introduce them to different kinds of music from across the globe, including traditional and folk music from Britain. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops. ● Offer opportunities for children to go to a live performance, such as a pantomime, play, music or dance performance. Provide related costumes and props for children to incorporate into their pretend play. ● Play pitch-matching games, humming or singing short phrases for children to copy. Use songs with and without words – children may pitch match more easily with sounds like 'ba'. Sing call-and-response songs, so that children can echo phrases of songs you sing. Introduce new songs gradually and repeat them regularly. Sing slowly, so that children can listen to the words and the melody of the song. |



Music Curriculum (Knowledge/Skills)

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| <ul style="list-style-type: none"> • Watch and talk about performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Explore and engage in music making and dance, performing solo or in groups | <ul style="list-style-type: none"> • Notice and encourage children to keep a steady beat, this may be whilst singing and tapping their knees, dancing to music, or making their own music with instruments and sound makers. Play movement and listening games that use different sounds for different movements. Suggestions: march to the sound of the drum or creep to the sound of the maraca. Model how to tap rhythms to accompany words, such as tapping the syllables of names, objects, animals and the lyrics of a song. Play music with a pulse for children to move in time with and encourage them to respond to changes: they could jump when the music suddenly becomes louder, for example. Encourage children to create their own music |
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Year 1 to Year 6 Curriculum

| | Listening and Appraising | Singing | Playing | Improvisation | Composition | Performing |
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| Year 1 | <ul style="list-style-type: none"> • Move, dance and respond in any way they can when listening. • Describe their thoughts and feelings when listening to the music, including why they like or don't like the music. • Talk about any instruments they might hear and perhaps identify them. | <ul style="list-style-type: none"> • Sing, rap or rhyme as part of a choir/group. • Begin to demonstrate good singing posture – standing up straight with relaxed shoulders. • Sing unit songs from memory. Perhaps have a go at singing a solo. • Try to understand the meaning of the song. • Try to follow the leader or conductor. • Add actions and/or movement to a song. | <ul style="list-style-type: none"> • Rehearse and learn to play a simple melodic instrumental part by ear. • Play a part on a tuned or untuned instrument by ear. • Learn to treat instruments carefully and with respect. • Rehearse and perform their parts within the context of the unit song. • Learn to play together with everybody while | <ul style="list-style-type: none"> • Use body percussion, instruments and voices. • Find and keep a steady beat together. • Begin to move in time with a steady beat/pulse. • Copy back simple long and short rhythms with clapping. • Copy back singing simple high and low patterns. • Start to know and demonstrate the difference between | <ul style="list-style-type: none"> • Begin to understand that composing is like writing a story with music. • Explore sounds and create their own melody. • Perform their simple composition/s using two, three, four or five notes. • Use simple notation if appropriate to create a simple melody using crotchets and minims. <p>C, D</p> | <ul style="list-style-type: none"> • Rehearse a song and perform it to an audience, explaining why the song was chosen. • Add actions and perhaps movement to the song. • Perform the song from memory. • Follow the leader or conductor. • Talk about the performance afterwards, expressing what was enjoyed and |



Music Curriculum (Knowledge/Skills)

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| | <ul style="list-style-type: none"> Recognise some band and orchestral instruments. Identify a fast or slow tempo. Identify loud and quiet sounds as an introduction to understanding dynamics. Talk about any other music they have heard that is similar. Begin to understand where the music fits in the world. Begin to understand different styles of music. | | <ul style="list-style-type: none"> keeping in time with a steady beat. Perform short, repeating rhythm patterns (ostinati or riffs) while keeping in time with a steady beat. | <ul style="list-style-type: none"> pulse, rhythm and pitch. Explore improvisation within a major and minor scale, using the notes: C, D, E D, E, A F, G, A D, F, G Explore and begin to create personal musical ideas using the given notes for the unit. Understand that improvisation is about the children making up their own very simple tunes on the spot. Follow a steady beat and stay 'in time'. Improvise simple vocal patterns using 'question and answer' phrases. Understand the difference between creating a rhythm pattern and a pitch pattern. | <p>C, D, E C, D, E, F C, D, E, F, G Start and end on the note C.</p> <p>F, G F, G, A F, G, A, C F, G, A, C, D Start and end on the note F.</p> <p>D, F D, F, G D, F, G, A D, F, G, A, C Start and end on the note D.</p> <ul style="list-style-type: none"> Begin to explore and create using graphic score. Create musical sound effects and short sequences of sounds in response to music and video stimuli. Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. | <ul style="list-style-type: none"> what they think could have been better. When planning, rehearsing, introducing and performing the song: <ul style="list-style-type: none"> Introduce the performance. Begin to play tuned and untuned instruments musically within the performance. Begin to use the voice expressively and creatively by singing simple songs. Begin to play together as a group /band /ensemble. Show their understanding of the Musical Spotlight and Social Question, and how they have influenced the performance. |
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Music Curriculum (Knowledge/Skills)

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| | | | | | <ul style="list-style-type: none"> • Create a story, choosing and playing classroom instruments. • Create and perform your own rhythm patterns with stick notation, including crotchets, quavers and minims. • Use music technology, if available, to capture, change and combine sounds. | |
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| | Listening and Appraising | Singing | Playing | Improvisation | Composition | Performing |
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| Year 2 | <ul style="list-style-type: none"> • Find and try to keep a steady beat. • Invent different actions to move in time with the music. • Move, dance and respond with their bodies in any way they can. • Describe their thoughts and feelings when hearing the music. • Describe what they see in their individual | <ul style="list-style-type: none"> • Sing as part of a choir. • Have a go at singing a solo. • Demonstrate good singing posture. Sing songs from memory. • Sing with more pitch accuracy. • Understand and follow the leader or conductor. • Sing and try to communicate the meaning of the words. | <ul style="list-style-type: none"> • Rehearse and learn to play a simple melodic instrumental part by ear. • Play a part on a tuned or untuned instrument by ear (either Part 1, Part 2 or the optional Easy Part). • Rehearse and perform their parts within the context of the unit song. | <ul style="list-style-type: none"> • Use body percussion, instruments and voices. • Move in time and keep a steady beat together. • Create their own rhythmic and melodic patterns. • Continue to copy back simple rhythmic patterns using long and short. • Continue to copy back simple melodic | <ul style="list-style-type: none"> • Continue to understand that composing is like writing a story with music. • Perform their simple composition/s using two, three, four or five notes. • Start their tune/s on note one and end it on note one. • Use simple notation if appropriate: | <ul style="list-style-type: none"> • Rehearse a song and then perform it to an audience, explaining why the song was chosen. • Add actions to the song. • Show a simple understanding of the Musical Spotlight and Social Question, and how they have influenced the performance. |



Music Curriculum (Knowledge/Skills)

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| | <p>imaginations when listening to the piece of music.</p> <ul style="list-style-type: none"> ● Talk about why they like or don't like the music. ● Talk about any other music they have heard that is similar. ● Identify a fast or slow tempo. ● Mark the beat of a listening piece by tapping or clapping, and recognise tempo as well as changes in tempo. ● Identify loud and quiet sounds as an introduction to understanding dynamics. ● Walk in time to the beat of a piece of music. ● Describe differences in tempo and dynamics with more confidence. ● Recognise some band and orchestral instruments. | <ul style="list-style-type: none"> ● Listen for being 'in time' or 'out of time'. ● Add actions and perhaps movement to a song. | <ul style="list-style-type: none"> ● Learn to treat instruments carefully and with respect. ● Play together as a group while keeping in time with a steady beat. ● Perform short, repeating rhythm patterns (ostinati or riffs) while keeping in time with a steady beat. | <p>patterns using high and low.</p> <ul style="list-style-type: none"> ● Understand the difference between creating a rhythm pattern and a pitch pattern. ● Sing short phrases independently. ● Continue to learn to watch and follow a steady beat. ● Begin to understand that the speed of the beat can change, creating a faster or slower pace (tempo). ● Play copy-back rhythms, copy a leader, and invent rhythms for others to copy on untuned and tuned percussion. ● Create rhythms using word phrases as a starting point. ● Recognise long and short sounds, and match them to syllables and movement. ● Explore improvisation within a major scale, using the notes: | <ul style="list-style-type: none"> ● Create a simple melody using crotchets and minims. C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C (C major). G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (pentatonic on G). F, G F, G, A F, G, A, C F, G, A, C, D Start and end on the note F (pentatonic on F). ● Explore and create graphic scores: <ul style="list-style-type: none"> - Create musical sound effects and short sequences of sounds in response to music and video stimuli. | <ul style="list-style-type: none"> ● Perform the song from memory. ● Follow the leader or conductor. ● Continue to play tuned and untuned instruments musically within the performance. ● Continue to use the voice expressively and creatively by singing simple songs. ● Continue to play together as a group /band /ensemble. ● Talk about the performance afterwards; saying what they enjoyed and what they think could have been better. |
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Music Curriculum (Knowledge/Skills)

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| | <ul style="list-style-type: none"> Continue to talk about where music might fit into the world. Begin to understand that there are different styles of music. Discuss the style(s) of the music. Discuss what the song or piece of music might be about. | | | <p>C, D, E C, G, A G, A, B F, G, A</p> <ul style="list-style-type: none"> Begin to create personal musical ideas using the given notes. Understand that improvisation is about the children making up their own very simple tunes on the spot. Follow a steady beat and stay 'in time'. Work with partners and in the class to improvise simple 'question and answer' phrases, to be sung and played on untuned percussion, creating a musical conversation. | <ul style="list-style-type: none"> Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. Create a story, choosing and playing classroom instruments. Create and perform your own rhythm patterns with stick notation, including crotchets, quavers and minims. Use music technology, if available, to capture, change and combine sounds. | |
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Music Curriculum (Knowledge/Skills)

| | Listening and Appraising | Singing | Playing | Improvisation | Composition | Performing |
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| Year 3 | <ul style="list-style-type: none"> Talk about the style of the music. Share their thoughts and feelings about the music together. Find the beat or groove of the music. Invent different actions to move in time with the music. Talk about what the song or piece of music means. Talk about the style of the music. Identify and describe their feelings when hearing the music, including why they like or don't like the music. Use appropriate musical language to describe and discuss the music. Start to use musical concepts and elements more confidently when talking about the music. | <ul style="list-style-type: none"> Sing as part of a choir and in unison. Have a go at singing a solo. Demonstrate good singing posture. Sing the unit songs from memory. Sing with attention to clear diction. Sing more expressively, with attention to breathing and phrasing. Discuss what the song or piece of music might be about. Follow the leader or conductor confidently. Sing with attention to the meaning of the words. Listen for being 'in time' or 'out of time', with an awareness of following the beat. Perform actions confidently and in time. Sing a widening range of unison songs, of | <ul style="list-style-type: none"> Rehearse and learn to play a simple melodic instrumental part, by ear or from notation, in C major, F major, G major and E major. Develop facility in playing tuned percussion or a melodic instrument, such as the violin or recorder. Play a part on a tuned instrument by ear or from notation. Play the instrumental part they are comfortable with and swap when appropriate. Treat instruments carefully and with respect. Play the right notes with secure rhythms. Play together as a group while keeping the beat. Listen to and follow musical instructions from a leader. | <ul style="list-style-type: none"> Use body percussion, instruments and voices. Explore the time signatures of 2/4, 3/4 and 4/4. Internalise, keep and move in time with a steady beat in 4/4, 3/4 and 2/4 time. Find and keep a steady beat. Listen and copy more complex rhythmic patterns by ear or from notation. Copy back more complex melodic patterns. Copy back and improvise with rhythmic patterns using minims, crotchets, quavers and their equivalent rests. Copy back and improvise simple rhythmic patterns using semibreves, minims, dotted | <ul style="list-style-type: none"> Create a simple melody using crotchets, minims and perhaps paired quavers: C, D C, D, E C, D, E, G C, D, E, G, A Start and end on the note C (pentatonic on C). C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C (C major). F, G F, G, A F, G, A, Bb F, G, A, Bb, C Start and end on the note F (F major). G, A G, A, B G, A, B, D G, A, B, D, E | <ul style="list-style-type: none"> Plan, rehearse and perform for an audience a song that has been learnt in the lesson, from memory or with notation, and with confidence. Explain why the song was chosen. Show their understanding of the Musical Spotlight and Social Question, and how they have influenced their performance. Follow the leader or conductor. Talk about the strengths of the performance, how they felt and what they would like to change. Introduce the performance with an understanding of what the song is about and comment on any other relevant connections. |



Music Curriculum (Knowledge/Skills)

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| | <ul style="list-style-type: none"> Recognise that some instruments are band instruments and some are orchestral instruments. Identify specific instruments if they can. Talk about where the music fits into the world. Think about and discuss why the song or piece of music was written and what it might mean. Discuss the style of the music and any other music they have heard that is similar. | <p>varying styles and structures.</p> | <ul style="list-style-type: none"> Play their instruments with good posture and technique. | <p>crotchets, crotchets, quavers and their rests.</p> <ul style="list-style-type: none"> Copy back and improvise simple melodic patterns using the notes: C, D, E G, A, B F, G, A A, B, C Understand the beginnings of formal notation, linking sounds to symbols, and understand that music has its own language. Start learning about basic music theory: <ul style="list-style-type: none"> Introduce and understand the differences between crotchets and paired quavers. Play and sing in the time signatures of 2/4, 3/4 and 4/4. Create rhythms using word phrases as a starting point. | <p>Start and end on the note G (pentatonic on G).</p> <ul style="list-style-type: none"> Successfully create a melody in keeping with the style of the backing track. This could include: <ul style="list-style-type: none"> Composing over a simple chord progression Composing over a simple groove Composing over a drone. Include a home note, to give a sense of an ending; coming home. Perform their simple composition/s, using their own choice of notes. Give the melody a shape. Describe how their melodies were created. Start to use simple structures within compositions, eg introduction, verse and chorus or AB form. Use simple dynamics. | <ul style="list-style-type: none"> Include any actions, instrumental parts/improvisatory ideas/composed passages within the rehearsal and in the performance. Reflect on feelings about sharing and performing, eg excitement, nerves, enjoyment, etc. |
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Music Curriculum
(Knowledge/**Skills**)

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| | | | | <ul style="list-style-type: none"> - Identify the names of some pitched notes on a staff. - Identify if a song is major or minor in tonality • Explore improvisation within a major scale, using the notes: C, D, E C, D, E, F, G C, D, E, G, A G, A, B G, A, B, D, E G, A, B, C, D F, G, A F, G, A, C, D • Structure musical ideas (eg using echo or 'question and answer' phrases) to create music that has a beginning, middle and end. • When improvising, follow a steady beat and stay 'in time'. • Become more skilled in improvising; perhaps try more notes and rhythms, including rests or silent beats. | <ul style="list-style-type: none"> • Create a tempo instruction. • Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values. • Use simple rhythmic combinations of minims, crotchets and paired quavers with their corresponding rests to create rhythm patterns. • Music Notepad Compose a standalone piece of music which includes: <ul style="list-style-type: none"> - A time signature - A treble clef - Four or six bars - The correct notes for the scale and key signature - Rhythmic combinations of minims, crotchets and paired quavers, with their corresponding rests - Expression/ | |
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Music Curriculum (Knowledge/Skills)

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| | | | | <ul style="list-style-type: none"> Think about creating music with 'phrases' made up of notes, rather than simply lots of notes played one after the other. | <p>dynamics - A melody that starts and ends on note one</p> <ul style="list-style-type: none"> A description of how their melodies were created. | |
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| | Listening and Appraising | Singing | Playing | Improvisation | Composition | Performing |
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| Year 4 | <ul style="list-style-type: none"> Talk about the words of the song. Think about why the song or piece of music was written. Find and demonstrate the steady beat. Identify 2/4, 3/4, and 4/4 metre. Identify the tempo as fast, slow or steady. Discuss the structures of songs. Explain what a main theme is and identify when it is repeated. Identify: <ul style="list-style-type: none"> Call and response A solo vocal/instrumental line | <ul style="list-style-type: none"> Sing as part of a choir with awareness of size: the larger the choir, the thicker and richer the musical texture. Rehearse and learn songs from memory and/or with notation. Sing in different time signatures: 2/4, 3/4 and 4/4. Demonstrate good singing posture. Demonstrate vowel sounds, blended sounds and consonants. Sing 'on pitch' and 'in time'. | <ul style="list-style-type: none"> Rehearse and learn to play a simple melodic instrumental part, by ear or from notation, in C major, F major, G major, D major and D minor. Rehearse and perform their parts within the context of the unit song. Treat instruments carefully and with respect. Play the right notes with secure rhythms. Play together as a group while keeping the beat. | <ul style="list-style-type: none"> Explore improvisation within major and minor scales, using the notes: C, D, E, D, E, A, F, G, A, D, F, G Explore and begin to create personal musical ideas using the given notes for the unit. Understand that improvisation is about the children making up their own very simple tunes on the spot. Follow a steady beat and stay 'in time'. | <ul style="list-style-type: none"> Create a melody using crotchets, minims, quavers and their rests. Use a pentatonic scale: C, D, E, C, D, E, G, C, D, E, G, A. Start and end on the note C (pentatonic on C). C, D, C, D, E, F, C, D, E, F, G. Start and end on the note C (C major). | <ul style="list-style-type: none"> Rehearse and enjoy the opportunity to share what has been learnt in the lessons. Perform, with confidence, a song from memory or using notation. Play and perform melodies following staff notation, using a small range, as a whole class or in small groups. Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance. |



Music Curriculum (Knowledge/Skills)

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| | <p>and the rest of the ensemble</p> <ul style="list-style-type: none"> - A change in texture - The articulation of certain words - Programme music <ul style="list-style-type: none"> ● Know and understand what a musical introduction is and its purpose. ● Recall by ear memorable phrases heard in the music. ● Identify major and minor tonalities. ● Recognise the sound and notes of the pentatonic scale by ear and from notation. ● Describe legato and staccato. ● Recognise the style of music they are listening to. ● Recognise the following styles and any important musical features that distinguish each style: 20th and 21st Century Orchestral, Reggae, Soul, R&B, Pop, Folk, | <ul style="list-style-type: none"> ● Sing expressively, with attention to breathing and phrasing. ● Sing expressively, with attention to staccato and legato. ● Talk about the different styles of singing used for different styles of song. ● Talk about how the songs and their styles connect to the world. | <ul style="list-style-type: none"> ● Listen to and follow musical instructions from a leader. ● Play their instruments with good posture and technique. | <ul style="list-style-type: none"> ● Improvise simple vocal patterns using 'question and answer' phrases. ● Understand the difference between creating a rhythm pattern and a pitch pattern. ● Explore improvisation within a major scale, using the notes: C, D, E C, D, E, G, A C, D, E, F, G D, E, F# D, E, F#, A, B ● Explore improvisation within a major scale, using more notes. ● Improvise using a limited range of pitches on the instruments they are learning, making use of musical features, including smooth (legato) and detached (staccato) articulation. ● Improvise over a simple chord progression /groove. | <p>A, B A, B, C A, B, C, D A, B, C, D, E Start and end on the note A (A minor).</p> <p>D, E D, E, F D, E, F, G D, E, F, G, A Start and end on the note D (D minor).</p> <p>G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (pentatonic on G).</p> <ul style="list-style-type: none"> ● Successfully create a melody in keeping with the style of the backing track. This could include: <ul style="list-style-type: none"> - Composing over a simple chord progression - Composing over a simple groove - Composing over a drone. | <ul style="list-style-type: none"> ● Explain why the song was chosen, including its composer and the historical and cultural context of the song. ● Communicate the meaning of the words and articulate them clearly. ● Reflect on the performance and how well it suited the occasion. ● Discuss and respond to any feedback; consider how future performances might be different. |
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Music Curriculum
(Knowledge/**Skills**)

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| | <p>Jazz, Disco, Musicals, Classical, Rock, Gospel, Romantic, Choral, Funk and Electronic Dance Music.</p> | | | | <ul style="list-style-type: none"> • Include a home note to give a sense of an ending; coming home. • Use music technology, if available, to capture, change and combine sounds. • Start to use simple structures within compositions, eg introduction, verse and chorus or AB form. • Use simple dynamics. • Create a tempo instruction. • Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values. • Create a melody using crotchets, minims, quavers and their rests. • Use a pentatonic scale. Begin to understand the structure of the composition. • Explain its musical shape, identifying melodic intervals (a | |
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Music Curriculum
(Knowledge/Skills)

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| | | | | | <p>melody that leaps) and melodic steps (a melody that moves to the next note).</p> <ul style="list-style-type: none"> ● Perform their simple composition/s using their own choice of notes. ● Music Notepad Compose a standalone piece of music which includes: <ul style="list-style-type: none"> - A time signature - A treble clef - Four or six bars - The correct notes for the scale and key signature - Rhythmic combinations of minims, crotchets and paired quavers, with their corresponding rests - Expression/dynamics - Structured musical ideas (eg using echo or 'question and answer' phrases) to create music that has a | |
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Music Curriculum (Knowledge/Skills)

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| | | | | | beginning, middle and end - A melody that starts and ends on note one - A description of how their melodies were created. | |
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| | Listening and Appraising | Singing | Playing | Improvisation | Composition | Performing |
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| Year 5 | <ul style="list-style-type: none"> Talk about feelings created by the music. Justify a personal opinion with reference to the musical elements. Find and demonstrate the steady beat. Identify 2/4, 3/4, 4/4, 6/8 and 5/4 metre. Identify instruments by ear and through a range of media. Discuss the structure of the music with reference to the verses, bridge, repeat signs, chorus and final chorus, improvisation, | <ul style="list-style-type: none"> Sing in unison and parts, and as part of a smaller group. Sing a second part in a song. Rehearse and learn songs from memory and/or with notation. Sing in 2/4, 3/4, 4/4, 5/4 and 6/8 metre. Sing 'on pitch' and 'in time'. Self-correct if lost or out of time. Sing expressively, with attention to breathing and phrasing. Sing expressively, with attention to dynamics and articulation. | <ul style="list-style-type: none"> Rehearse and learn to play one of four differentiated instrumental parts, by ear or from notation, in the tonal centres of C major, F major, G major, E\flat major, C minor and D minor. Play a part on a tuned instrument, by ear or from notation. Treat instruments carefully and with respect. Play the right notes with secure rhythms. Rehearse and perform their parts within the | <ul style="list-style-type: none"> Use body percussion, instruments and voices. Explore the time signatures of 2/4, 3/4, 4/4, 5/4 and 6/8. Find and keep a steady beat. Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation. | <ul style="list-style-type: none"> Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, plus all equivalent rests. Use a pentatonic and a full scale. Use major and minor tonality: F, G F, G, A F, G, A, B\flat F, G, A, B\flat, C Start and end on the note F (F major). G, A G, A, B G, A, B, C | <ul style="list-style-type: none"> Create, rehearse and present a holistic performance for a specific purpose, for a friendly but unfamiliar audience. Perhaps perform in smaller groups, as well as with the whole class. Perform a range of repertoire pieces and arrangements, combining acoustic instruments to form mixed ensembles, including a school orchestra. Perform from memory or with notation, with |



Music Curriculum (Knowledge/Skills)

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| | <p>call and response, and AB form.</p> <ul style="list-style-type: none"> ● Explain a bridge passage and its position in a song. ● Recall by ear memorable phrases heard in the music. ● Explain the role of a main theme in musical structure. ● Understand what a musical introduction is and know its purpose. ● Explain rapping. ● Identify major and minor tonalities. ● Recognise the sound and notes of the pentatonic and Blues scales, by ear and from notation. ● Identify the musical style of a song or piece of music. ● Recognise the following styles and any key musical features that distinguish each style: 20th and 21st Century Orchestral, Gospel, Pop, Minimalism, Rock 'n' Roll, South African | <ul style="list-style-type: none"> ● Develop confidence as a soloist. ● Talk about the different styles of singing used for different styles of song. ● Talk confidently about how connected they feel to the music and how it connects to the world. ● Respond to a leader or conductor. | <p>context of the unit song.</p> <ul style="list-style-type: none"> ● Play together as a group while keeping the beat. ● Listen to and follow musical instructions from a leader. ● Play their instruments with good posture. ● Begin to understand how to rehearse a piece of music in order to improve. | <ul style="list-style-type: none"> ● Copy back melodic patterns using the notes: C, D, E C, D, E, F, G, A, B D, E, F#, G, A A, B, C, D, E, F#, G F, G, A, Bb, C, D, E G, A, B, C, D, E, F# ● Find and keep a steady beat. ● Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation. ● Copy back various melodic patterns. ● Explore improvisation within a major and minor scale, using the following notes: C, D, Eb, F, G C, D, E, F, G C, D, E, G, A F, G, A, Bb, C D, E, F, G, A ● Improvise over a simple groove, | <p>G, A, B, C, D Start and end on the note G (G major).</p> <p>G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (pentatonic on G).</p> <ul style="list-style-type: none"> ● Understand how chord triads are formed and play them on tuned percussion, melodic instruments or keyboards. ● Perform simple, chordal accompaniments. ● Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, plus all equivalent rests. ● Use a pentatonic and a full scale, as well as major and minor tonalities. ● Understand the structure of the composition. | <p>confidence and accuracy.</p> <ul style="list-style-type: none"> ● Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance. ● Explain why the song was chosen, including its composer and the historical and cultural context of the song. ● A student will lead part of the rehearsal and part of the performance. ● Record the performance and compare it to a previous performance; explain how well the performance communicated the mood of each piece. ● Discuss and talk musically about the strengths and weaknesses of a performance. ● Collect feedback from the audience and reflect on how future |
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Music Curriculum (Knowledge/Skills)

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| | <p>Pop, Jazz: Contemporary, Reggae, Film Music, Hip Hop, Funk, Romantic and Musicals.</p> | | | <p>responding to the beat and creating a satisfying melodic shape.</p> <ul style="list-style-type: none"> Experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano). Follow a steady beat and stay 'in time'. Become more skilled in improvising; perhaps try more notes and rhythms. Become more skilled in improvising; perhaps try to use melodic jumps (intervals) that might get higher and lower. Explore rhythm patterns created from quavers, crotchets, semiquavers, minims and their rests. Include rests or silent beats. | <ul style="list-style-type: none"> Explain its musical shape, identifying melodic intervals (a melody that leaps) and melodic steps (a melody that moves to the next note). Include a home note to give a sense of an ending; coming home. Perform their simple composition/s, using their own choice of notes. Successfully create a melody in keeping with the style of the backing track. Create their composition/s with an awareness of the basic chords in the backing track. Music Notepad Compose a standalone piece of music which includes: <ul style="list-style-type: none"> A time signature - A treble clef Four, six or eight bars The correct notes for the scale and key signature | <p>performances might be different.</p> |
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Music Curriculum
(Knowledge/**Skills**)

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| | | | | <ul style="list-style-type: none"> • Think about creating music with ‘phrases’ made up of notes, rather than just lots of notes played one after the other. • Include smooth (legato) and detached (staccato) articulation when playing notes. | <ul style="list-style-type: none"> - Rhythmic combinations of semibreves, minims, crotchets and paired quavers, with their corresponding rests - Expression/dynamics - Structured musical ideas (eg using echo or ‘question and answer’ phrases) to create music that has a beginning, middle and end - A melody that starts and ends on note one - A description of how their melodies were created. | |
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Music Curriculum (Knowledge/Skills)

| | Listening and Appraising | Singing | Playing | Improvisation | Composition | Performing |
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| Year 6 | <ul style="list-style-type: none"> Talk about feelings created by the music. Justify a personal opinion with reference to the musical elements. Identify 2/4, 3/4, 4/4, 6/8 and 5/4 metre. Identify the following instruments by ear and through a range of media: bass guitar; electric guitar; percussion; sections of the orchestra such as brass, woodwind and strings; electric organ; congas; piano and synthesisers; and vocal techniques such as scat singing. Identify the sound of a Gospel choir and soloist, a Rock band, a symphony orchestra and A cappella groups. Discuss the structure of the music with reference to the verse, chorus, bridge | <ul style="list-style-type: none"> Rehearse and learn songs from memory and/or with notation. Sing a broad range of songs as part of a choir, including those that involve syncopated rhythms, with a good sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style. Continue to sing in parts, where appropriate. Sing in 2/4, 3/4, 4/4, 5/4 and 6/8. Demonstrate and maintain good posture and breath control whilst singing. Sing with and without an accompaniment. Sing syncopated melodic patterns. Lead a singing rehearsal. | <ul style="list-style-type: none"> Rehearse and learn to play one of four differentiated instrumental parts, by ear or from notation, in the tonal centres of C major, F major, G major, D major, E major, A major, Eb major, D minor and F minor. Play a melody, following staff notation written on one staff and using notes within an octave range; make decisions about dynamic range, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano). Play a part on a tuned instrument, by ear or from notation. Treat instruments carefully and with respect. | <ul style="list-style-type: none"> Use body percussion, instruments and voices. Explore the time signatures of 2/4, 3/4, 4/4, 5/4 and 6/8. Find and keep a steady beat. Listen and copy rhythmic patterns made of minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation. Copy back melodic patterns using the notes: D, E, F, G, A C, D, E, F, G, A, B G, A, B, C, D, E, F# D, E, F#, G, A, B, C# A, B, C, D, E, F, G Listen and copy rhythmic patterns made of minims, dotted crotchets, crotchets, dotted | <ul style="list-style-type: none"> Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, plus all equivalent rests. Use a pentatonic and a full scale. Use major and minor tonality: C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C (C major). G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (pentatonic on G). G, Bb G, Bb, C G, Bb, C, D G, Bb, C, D, F | <ul style="list-style-type: none"> Create, rehearse and present a holistic performance for a specific event, for an unfamiliar audience, with a detailed understanding of the musical, cultural and historical contexts. Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience. Perform from memory or with notation. Understand the value of choreographing any aspect of a performance. Understand the importance of the performing space and how to use it. Rehearse and lead parts of the performance, individually or as a group. |



Music Curriculum (Knowledge/Skills)

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| | <p>and instrumental break.</p> <ul style="list-style-type: none"> • Explain a bridge passage and its position in a song. • Recall by ear memorable phrases heard in the music. • Explain the role of a main theme in musical structure. • Understand what a musical introduction and outro are and know their purpose. • Identify major and minor tonalities and chord triads. • Identify the musical style of a song, using some musical vocabulary to discuss its musical elements. • Recognise the following styles and any key musical features that distinguish the style: 20th and 21st Century Orchestral, Soul, Pop, Hip Hop, Jazz: Swing, Rock, Disco, Romantic, Zimbabwean Pop, R&B, Folk, Gospel, | <ul style="list-style-type: none"> • Talk about the different styles of singing used in the various styles of song visited throughout this year. • Discuss with one another how connected they are to the music and songs, and how the songs and styles are connected to the world. | <ul style="list-style-type: none"> • Play the right notes with secure rhythms. • Rehearse and perform their parts within the context of the unit song. • Play together with everybody while keeping the beat. • Listen to and follow musical instructions from a leader. • Play their instruments with good posture. • Understand how to rehearse a piece of music in order to improve. • Play a more complex part. | <p>quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.</p> <ul style="list-style-type: none"> • Explore improvisation within a major scale, using the notes: C, D, E, F, G G, A, B\flat, C, D G, A, B, C, D F, G, A, C, D • Improvise over a groove, responding to the beat, creating a satisfying melodic shape with varied dynamics and articulation. • Follow a steady beat and stay 'in time'. • Become more skilled in improvising, perhaps trying more notes and rhythms. • Include rests or silent beats. • Think about creating music with 'phrases' made up of notes, rather than just lots of notes played one after the other. | <p>Start and end on the note G (minor pentatonic on G).</p> <p>D, E D, E, F D, E, F, G D, E, F, G, A Start and end on the note D (D minor).</p> <p>F, G F, G, A F, G, A, B\flat F, G, A, B\flat, C Start and end on the note F (F major).</p> <p>F, G F, G, A F, G, A, C F, G, A, C, D Start and end on the note F (pentatonic on F).</p> <ul style="list-style-type: none"> • Plan and compose an eight or 16-beat melodic phrase using a pentatonic scale, eg C, D, E, G, A, and incorporate rhythmic variety and interest. • Play this melody on available tuned | <ul style="list-style-type: none"> • Record the performance and compare it to a previous one. • Collect feedback from the audience and reflect on how the audience believed in/supported the performance. • Discuss how the performance might change if it were repeated in a larger/smaller performance space. |
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Music Curriculum (Knowledge/**Skills**)

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| | Salsa, Reggae, Musicals and Film Music. | | | <ul style="list-style-type: none"> Challenge themselves to play for longer periods, both as soloists and in response to others in a group. | <p>percussion and/or orchestral instruments.</p> <ul style="list-style-type: none"> Notate this melody. Either of these melodies can be enhanced with rhythmic or simple chordal accompaniment. Create a simple chord progression. Compose a ternary (ABA form) piece. Use available music software/apps to create and record it, discussing how musical contrasts are achieved. Use music technology, if available, to capture, change and combine sounds. Create music in response to music and video stimuli. Start to use and understand structures within compositions, eg introductions, multiple verse and chorus sections, AB | |
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Music Curriculum
(Knowledge/**Skills**)

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| | | | | | <p>form or ABA form (ternary form).</p> <ul style="list-style-type: none"> • Use rhythmic variety. • Compose song accompaniments, perhaps using basic chords. • Use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet). • Use a pentatonic and a full scale, as well as major and minor tonalities. • Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, plus all equivalent rests. • Explain its musical shape, identifying melodic intervals (a melody that leaps) and melodic steps (a melody that moves to the next note). | |
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Music Curriculum
(Knowledge/**Skills**)

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| | | | | | <ul style="list-style-type: none"> • Include a home note to give a sense of an ending; coming home. • Perform their simple composition/s, using their own choice of notes. • Successfully create a melody in keeping with the style of the backing track and describe how their melodies were created. • Create their composition/s with an awareness of the basic chords in the backing track. • Music Notepad Compose a standalone piece of music which includes: <ul style="list-style-type: none"> - A time signature - A treble clef - Four, six, eight or 12 bars - The correct notes for the scale and key signature - Rhythmic combinations of semibreves, minims, | |
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Music Curriculum (Knowledge/**Skills**)

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| | | | | | <p>crotchets, paired quavers, semiquavers and their rests</p> <ul style="list-style-type: none"> - Expression/dynamics - Structured musical ideas (eg using echo or 'question and answer' phrases) to create music that has a beginning, middle and end. - A melody that starts and ends on note one. - A description of how their melodies were created. | |
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Christ Church CE, Lark Hill and Lewis Street Primary Schools



Music Curriculum (Knowledge/Skills)

Vocabulary

| | Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| | beat pulse rhymes rhythm listen copy sing songs play move count fast slow high slow loud quiet perform instruments | beat pulse rhymes rhythm listen pitch tempo dynamics copy sing songs play move count high slow loud quiet soft perform compose tempo pace style instruments percussion | actions, audience, backing singers/backing vocals, ballet, band, bass, bass guitar, bassline, beat, beaters, bells, big band, brass instruments, celeste, cello, chimes, chorus, clap, Classical music, compose, composer, composition, concert, conga drums, copy back, count, count in, Country music, cymbals, dance, double bass, drum kit, drums, drumsticks, electric guitar, electric organ, electronic, fast and slow, film, | Accordion, actions, audience, backing singers/backing vocals, ballet, band, bass, bass drum, bass guitar, bassline, bassoon, beat, beaters, bells, brass band, brass instruments, Calypso, canon, cello, choir, Choral music, chorus, clap, clarinet, Classical music, compose, composer, composition, concert, conductor, copy back, cornet, count, count in, cymbals, dance, double bass, drum kit, drums, drumsticks, dynamics, electric guitar, electric organ/ Hammond organ, electronic, euphonium, fast and slow, film, Film Music, flute, Folk music, French horn, Funk, glockenspiel, Gospel, groove, guitar, high and low sounds, Hip Hop, horn section (trumpets and trombones), hymn, | 20th and 21st Century Orchestral music, Appalachian music, articulation, backing singers/backing vocals, backing track, Ballad, bar, barline, Baroque music, bass, Blues, chorus, clef, compose, composition, Country music, crotchet, Disco, dotted crotchet, dynamics, expression, Film & TV Soundtracks, Folk music, forte (Italian musical term for 'loud'), Gospel, Hip Hop, hook, imagination, improvise, intro/ | 20th and 21st Century Orchestral music, acoustic guitar, alto clef, articulation, backing singers/backing vocals, backing track, Ballad, bar, barline, bass, bass clef, by ear, Choral music, choreography, Classical music, compose, composition, Contemporary R&B, crescendo (Italian musical term for 'gradually getting louder'), crotchet, digital/electronic sounds, diminuendo (Italian musical term for 'gradually getting quieter'), Disco, dotted crotchet, | 20th and 21st Century Orchestral music, alto clef, amplifier, articulation, backbeat, backing track, loops, Ballad, bar, bass, bass clef, bassline, big band, brass section, bridge, chords, chorus, compose, composition, Contemporary Jazz, Contemporary R&B, cover, crescendo, crotchet, deck, diminuendo, dotted crotchet, dotted minim, dotted quaver, dynamics, Film & TV Soundtracks, forte, fortissimo, | 20th and 21st Century Orchestral music, alto clef, articulation, bar, bass clef, bassline, Blues, brass section, by ear, chords, compose, composition, Contemporary R&B, cover, crescendo, crotchet, Dimensions of Music, diminuendo, Disco, dotted crotchet, dotted minim, dotted quaver, dynamics, Elements of Music/Musical Elements, Film & TV Soundtracks, Folk music, forte, fortissimo, Gospel, groove, harmony, Hip Hop, hook, improvisation, improvise, Jazz, key signature, legato, |



Music Curriculum (Knowledge/Skills)

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| | | | <p>flute, Funk, glockenspiel, Gospel, groove, guitar, harpsichord, high and low sounds, Hip Hop, imagination, improvise, instrument, introduction, Jazz, keyboard, listen, Lullaby, loud and quiet sounds, maracas, march, marching band, marimba, melody, Musicals, musician, note, nursery rhyme, octobass, orchestra, orchestral, outro, percussion, perform, piano, piano keys, pitch, play, player, Pop, pulse, question and answer, rap, rattle, Reggae, rhythm, Rock, saxophone, section, singer, sleigh bells,</p> | <p>imagination, improvisation, improvise, instrument, instrumental, introduction, Jazz, keyboard, Kwela, layers of sound, lead singer/vocals, listen, Lullaby, loud and quiet sounds, lyrics, major, maracas, march, marching band, melody, minor, mouthpiece, Musicals, musician, noise, note, oboe, off-beat rhythms, one-man band, opera, orchestra, orchestral, outro, penny whistle, percussion, perform, performance, performer, piano, piano accompaniment, piano keys, pianola, piccolo, pitch, play, player, Pop, production, pulse, question and answer, Ragtime, rap, rattle, recorder, records, reeds, Reggae, rhythm, Rock, Rock 'n' Roll, round, Romantic music, saxophone, scat singing, section, side drum (or snare drum), singer, smooth and</p> | <p>introduction, key signature, lead singer/vocals, legato (Italian musical term for 'smooth'), major, melody, minor, Musicals, musical style, Native American music, New Orleans Jazz, notation, ostinato, pentatonic scale, piano (instrument), piano (Italian musical term for 'quiet/soft'), pitch, Pop, pulse, quaver, Reggae, repeats, rests, rhythm, rhythm patterns, riff, Rock, Romantic music, semibreve, semiquaver, scale, Sea Shanty, staccato (Italian musical term for 'detached'), Soul, stave, structure and form,</p> | <p>dotted quaver, dynamics, Electronic Dance Music (EDM), Folk music, forte (loud), fortissimo (Italian musical term for 'very loud'), Funk, Gospel, hook, improvisation, improvise, Jazz, key signature, legato (smooth), lyrics, major, Medieval music, melody, mezzo forte (Italian musical term for 'medium-loud'), mezzo piano (Italian musical term for 'medium-quiet'), minim, minor, Musicals, musical style, notation, ostinato, pentatonic scale, pitch, Pop, pulse, quaver, Reggae, repeats, rests, rhythm, rhythm patterns, riff, Rock, Romantic music, semibreve, semiquaver, scale, Sea Shanty, staccato (Italian musical term for 'detached'), Soul, stave, structure and form, rests, rhythm,</p> | <p>Funk, groove, Gospel, harmony, Hip Hop, hook, improvisation, improvise, interlude, key signature, legato (smooth), major, melody, mezzo forte, mezzo piano, minim, Minimalism, note names, note values, ostinato, pianissimo, piano, pitch, Pop, pulse, quaver, rap, Reggae, repeats, rests, rhythm, rhythm patterns, riff, Rock, Rock 'n' Roll, Romantic music, scratching, semiquaver, solo, Soul, South African Pop, staccato (detached), stave, strings, structure and form, Swing, syncopation (playing on the off-beat), tag</p> | <p>major, melody, mezzo forte, mezzo piano, minim, minor, Motown, Musicals, notation, note names, note values, ostinato, phrases, pianissimo, piano, pitch, Pop, producer, pulse, quaver, Reggae, repeats, rests, rhythm, rhythm patterns, riff, Rock, Rock 'n' Roll, Romantic music, Salsa music, semibreve, semiquaver, solo, Soul, staccato, stave, structure and form, Style Indicators, Swing, syncopation, tempo, texture, timbre, time signature, tonality, treble clef, triplet crotchet, triplet quaver, unison, Zimbabwean Pop.</p> |
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Music Curriculum (Knowledge/Skills)

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| | | | <p>smooth and spiky sounds, solo, song, songwriter, Soul, sound, steady, steel pans, string instruments, structure, musical style, Swing, synthesizer, tempo, trumpet, tuba, verse, viola, violin, vocals, voice, Waltz, warm up, words of the song, xylophone.</p> | <p>spiky/detached sounds, solo, song, songwriter, Soul, sound, steady, steel pans, string instruments, structure and form, musical style, sustain pedal, Swing, symphony, synthesizer, tambourine, tempo, time signature, timpani, trio, trombone, trumpet, tuba, verse, vibraslap, viola, violin, vocals, voice, warm up, woodblock, woodwind instruments</p> | <p>synthesizer, tempo, texture (layers of sound), time signature, tune, verse.</p> | <p>rhythm patterns, riff, Rock, Romantic music, semiquaver, solo, Soul, staccato (detached), stave, structure and form, tempo, texture, timbre (sound quality), time signature, tonality, treble clef, tune, turntables, unison.</p> | <p>ending, tempo, texture, timbre, time signature, tonality, treble clef, triplet quaver, tune/head, unison, verse</p> | |
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Music Curriculum (Knowledge/Skills)

Whole School Music Long Term Plan

Curriculum breadth –

**A range of musical experiences *Knowledge of the world *Aspirations and engagement *Community – music from different cultures and periods of time*

| Term | Nursery | Reception (Charanga) | Year 1 (Charanga) | Year 2 (Charanga) | Year 3 (Charanga) | Year 4 (Charanga) | Year 5 (Charanga) | Year 6 (Charanga) |
|---------------|--|---|--|---|---|--|--|--|
| Autumn | Nursery Rhymes and Number Songs Loud and quiet; fast and slow | Me! My Stories | My Musical Heartbeat Dance, Sing and Play! | Pulse, Rhythm and Pitch Playing in an Orchestra | Writing Music Down Playing in a Band | Musical Structures Exploring Feelings when you Play | Melody and Harmony in Music Sing and Play in different styles | Music and Technology Developing Ensemble skills |
| Spring | Exploring sounds Exploring and controlling instruments | Everyone! Our World | Exploring Sounds Learning to Listen | Inventing a Musical Story Recognising Different Sounds | Compose using your Imagination More Musical Styles | Compose with your Friends Feelings through Music | Composing and Chords Enjoying Musical styles | Creative Composition Musical Styles connect us |
| Summer | Improvisation with instruments and sounds Performing | Big Bear Funk Reflect, Rewind and Replay | Having Fun with Improvisation Let's Perform Together! | Exploring Improvisation Our Big Concert | Enjoying Improvisation Opening Night | Expression and Improvisation The Show must go on! | Freedom to Improvise Battle of the Bands! | Improvising with Confidence Farewell Tour |



Music Curriculum (Knowledge/**Skills**)

Useful Links

Home – **Salford Music and Performing Arts Service** (gmmusiconline.co.uk)

Charanga - Primary music curriculum, Secondary & Instrumental music

SingUp - <https://www.singup.org/>

PopUK - <https://www.popuk.org/>

Sparkyard – www.sparkyard.com

YouTube Model Music Curriculum Playlists -

- Year 1: <https://www.youtube.com/watch?v=LpCBCwPGQGE&list=PLitQ2pP9mJehgHI2SKh41Y5eUrFHmRo-V>
- Year 2: https://www.youtube.com/watch?v=wg9TYGi8s4k&list=PLitQ2pP9mJeiRGOvXhw6WY_02DmCU9g_W
- Year 3: https://www.youtube.com/watch?v=-4axTbfoVZM&list=PLitQ2pP9mJehJa2_AYSJQOoxpvZy7kBrd
- Year 4: <https://www.youtube.com/watch?v=HI5Y9I2NHlo&list=PLitQ2pP9mJeigXP056mW2dTK4Kp2Wgbpx>
- Year 5: <https://www.youtube.com/watch?v=mUmTjrTk8Uc&list=PLitQ2pP9mJegL6G920NQ0bAUOxyVkoOul>
- Year 6: <https://www.youtube.com/watch?v=SO55XyrQmGk&list=PLitQ2pP9mJehEmHrFDdbZbmSp5Ln13JkIP>