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| **National Curriculum** | **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.   **Foundation Stage**  The principal focus of Expressive Arts and Design in EYFS: 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.  Pupils should be taught to:   * Sing a range of well-known nursery rhymes and songs. * Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.   **Key Stage 1**  Pupils should be taught to:   * Use their voices expressively and creatively by singing songs and speaking chants and rhymes * Play tuned and untuned instruments musically * Listen with concentration and understanding to a range of high-quality live and recorded music * Experiment with, create, select and combine sounds using the inter-related dimensions of music.   **Key Stage 2**  Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.  Pupils should be taught to:   * Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression * Improvise and compose music for a range of purposes using the inter-related dimensions of music * Listen with attention to detail and recall sounds with increasing aural memory * Use and understand staff and other musical notations * Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians * Develop an understanding of the history of music. | | | | | | |
|  | ***Nursery Musician*** | | ***Reception Musician*** | | ***Year 1 Musician*** | | ***Year 2 Musician*** |
| **Progression and Assessment** | *Expressive Arts and Design*   * + ***Listen with increased attention to sounds.***   + ***Respond to what they have heard, expressing their thoughts and feelings.***   + *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.*   + ***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.*** * *When teaching songs to children be aware of your own pitch (high/low). Children’s voices are higher than adult voices. When supporting children to develop their singing voice use a limited pitch range. For example, ‘Rain rain’ uses a smaller pitch (high/low) range than many traditional nursery rhymes. Children’s singing voices and their ability to control them is developing. Encourage them to use their ‘singing’ voice: when asked to sing loudly, children often shout. 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.* | | *Expressive Arts and Design*   * ***Listen attentively, move to and talk about music, expressing their feelings and responses.*** * *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.* * ***Watch and talk about dance and performance art, expressing their feelings and responses.*** * *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.* * ***Sing in a group or on their own, increasingly matching the pitch and following the melody.*** * *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.* | | ***Singing***   * *Know how to use my voice to create sounds, sing and chant. (SA)* * *Sing simple songs and chants with actions. (SA)* * *Sing a wide range of call and response songs (H)*   ***Performing***   * *Know how to start and stop together on direction. (S)* * *Know how to use simple untuned instruments to perform. (PCW)* * *Know how to keep a steady beat and copy short rhythmic patterns. (DP)*   ***Composing***   * *Create and clap own rhythms (S)* * *Create simple sequences and patterns of sound – long/short, high/low, loud/quiet. (DP)* * *Know how to choose sounds to represent different things. (MZ)* * *Know how to follow instructions about when to play and sing. (S)* * *Use music technology to capture, change and combine sounds. (MB)* | | ***Singing***   * *Know how to sing and follow a melody. (SA, H)* * *Know how to sing or clap increasing and decreasing tempo and pitch. (SA)* * *Know the meaning of dynamics and tempo when singing. (H)*   ***Performing***   * *Know how to perform simple patterns and accompaniments keeping a steady beat/pulse. (H)* * *Know how to play simple rhythmic patterns on an untuned and tuned instrument. (H)*   ***Composing***   * *Know how to order sounds to create a beginning, middle and an end. (SG)* * *Know how to choose sounds which create an effect. (BBT)* * *Know that symbols can be used to represent sounds and create a simple graphic score. (SG)* * *Use music technology to compose. (SG)* |
|  | ***Nursery Musician*** | | ***Reception Musician*** | | ***Year 1 Musician*** | | ***Year 2 Musician*** |
|  | * + ***Play instruments with increasing control to express their feelings and ideas.***   *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.* | | * ***Explore and engage in music making and dance, performing solo or in groups.*** * *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.* * *Encourage children to replicate choreographed dances, such as pop songs and traditional dances from around the world.* * *Encourage children to choreograph their own dance moves, using some of the steps and techniques they have learnt.*   ***ELGs: Expressive Arts and Design***  ***Being Imaginative and Expressive***   * ***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.*** | | ***Musical appreciation (S, EW, PCW, DP, MZ, MB, SA)***   * *Talk about music and how it makes me feel.* * *Know how to say whether I like or dislike a piece of music.* | | ***Musical appreciation (SD, GFL, BBT, LA, SG, SA)***   * *Talk about music using appropriate vocabulary.* * *Know how to listen out for particular things when listening to music.* |
| **Themes** | * ***Me and My Community/Exploring Autumn (C, A)*** * ***Starry Night/Winter Wonderland (S, W)*** * ***Move It (M)*** * ***Puddles and Rainbows (P)*** * ***Ready Steady Grow (R)*** * ***Tumble (T)*** | | * ***Me and My Community (C)*** * ***Exploring Autumn/Sparkle and Shine (E, Sp)*** * ***Let’s Explore/Build It Up (L, B)*** * ***Once Upon A Time (O)*** * ***Animal Safari/Creep, Crawl and Wriggle (A, C)*** * ***Sunshine & Sunflowers/Shadows & Reflections (S, R)*** | | * ***Superheroes (S)*** * ***Enchanted Woodlands (EW)*** * ***Paws, Claws and Whiskers (PCW)*** * ***Dinosaur Planet (DP)*** * ***Moon Zoom (MZ)*** * ***Memory Box (MB)*** * ***Singing Assemblies (SA)*** | | * ***Street Detectives (SD)*** * ***The Great Fire of London (GFL)*** * ***Baddies, Towers and Tunnels (BTT)*** * ***Land Ahoy (LA)*** * ***Scented Garden (SG)*** * ***Humans (H)*** * ***Singing Assemblies (SA)*** * **Handbells (H)** |
| **Vocab** | * loud, quiet, noisy, song, sing, listen, sound | | * voice, chant, steady beat, instrument, perform | | * rhythm, pattern, structure, mood | | * melody, tempo, pulse, pitch, dynamic accompaniment, sequence, graphic score, symbol, orchestra, conductor, woodwind, brass, strings, percussion |
| **Famous** | * Nursery Rhymes – Hickory Dickory Dock, Old McDonald had a Farm, Twinkle Twinkle Little Star, Baa Baa Black Sheep, Incy Wincy Spider, The Wheels on the Bus, Miss Polly had a Dolly, Row Row Row your Boat, Grand Old Duke of York, Humpty Dumpty, Jack and Jill, Wind the Bobbin Up | | * Nursery Rhymes – Hickory Dickory Dock, Old McDonald had a Farm, Twinkle Twinkle Little Star, Baa Baa Black Sheep, Incy Wincy Spider, The Wheels on the Bus, Miss Polly had a Dolly, Row Row Row your Boat, Grand Old Duke of York, Humpty Dumpty, Jack and Jill, Wind the Bobbin Up | | * Jurassic Park theme tune (DP) * Opening to Spiderman, Batman, Superman (S) * Heroes- David Bowie (S) * The Planets – Gustav Holst (MZ) * We’re Going to the Moon (MZ) * Eye of the Tiger- Survivor (PCW) * Three Little Birds – Bob Marley (PCW) | | * London’s Burning- rhyme (GFL) * Sea Shanty- Bobby Shaftoe, The Drunken Salior, Blow the Man Down, A Hundred Years (LA) * Pirates of the Caribbean theme (LA) * I like the Flowers (SG) * Vivaldi Four Seasons (SG) * There was a Princess Long Ago- rhyme (BTT) |
|  | ***Year 3 Musician*** | ***Year 4 Musician*** | | ***Year 5 Musician*** | | ***Year 6 Musician*** | |
| **Progression and Assessment Criteria** | ***Singing***   * *Know how to sing a tune with expression and dynamics. (SA)* * *Perform actions in time to a range of songs (SA)* * *Know how to sing a simple ostinato part. (SA)*   ***Performing***   * *Know how to play clear notes on tuned instruments. (U)* * *Follow dot notation using notes C,D, E (U)* * *Know how to create repeated patterns with different instruments. (U)* * *Introduce a stave, lines and spaces, and clef. (U)* * *Perform in school assemblies. (U)*   ***Composing***   * *Know how to use different elements in my composition. (T, MM)* * *Know how to create accompaniments for tunes. (MM)* * *Compose using a range of stimulus (T, F)* * *Use symbols to represent sounds on a graphic score for a group performance. (MM)* * *Know how to improve my work; explaining how it has been improved. (T, MM)*   ***Musical appreciation (MM, UP, F, SA)***   * *Know how to use musical vocabulary to describe what I like and do not like about a piece of music.* * *Know how to use musical vocabulary to describe a piece of music and compositions.* * *Know how to recognise the work of at least one famous composer.* | ***Singing***   * *Know how to sing songs from memory with accurate pitch. (MMS) (SA)* * *Know how to sing simple rounds and partner songs. (MMS) (SA)*   ***Performing***   * *Know how to perform a simple part rhythmically. (U)* * *Develop basic skills on a selected instrument over a sustained learning period (U)* * *Know how to improvise using repeated patterns. (U)* * *Perform a range a songs in school assemblies. (SA)* * *Play and perform melodies following notation using a pentatonic scale (C-A) as a whole class. (U)*   ***Composing***   * *Know how to combine different sounds to create a specific mood or feeling .(U)* * *Recognise notes on the stave and note values of quavers, crochets and minim. ( U, TR)* * *Know how to use notation to record compositions in a small group or on my own using technology. (U)* * *Know how to explain why silence is often needed in music and explain what effect it has. (U)*   ***Musical appreciation (Pl, SA)***   * *Know how to identify and describe the different purposes of music and their emotional impact.* * *Know the family groups of instruments in an orchestra and the importance of the conductor.* * *Know how to begin to identify the style and work of different famous composers.* | | ***Singing***   * *Know how to breathe in the correct place when singing. (SA)* * *Know how to confidently sing part songs with control, expression, phrasing and dynamics. (SA)*   ***Performing***   * *Know how to maintain my part whilst others are performing their part. (F)* * *Know how to improvise within a group using melodic and rhythmic phrases. (F)* * *Know how to read and play at least 5 notes on an instrument. (F)* * *Develop the skill of playing by ear on a tuned instrument (F)* * *Perform a range of songs in school assemblies and in other performance opportunities. (F)*   ***Composing***   * *Know how to change sounds or organise them differently to change the effect. (F)* * *Know how to compose music which meets specific criteria. (OWH) (F)* * *Know how to choose the most appropriate tempo for a piece of music. (F)* * *Recognise notes on the stave and note values of semiquavers and semibreve. (F)* * *Know how to suggest improvements to my own work and that of others. (F)*     ***Musical appreciation (OWH, Ph, S, SA)***   * *Know how to describe, compare and evaluate music using musical vocabulary.* * *Know how to explain why I think music is successful or unsuccessful.* * *Know how to contrast the work of a famous composer with another and explain my preferences.* | | ***Singing***   * *Know how to sing in harmony confidently and accurately. (SA)* * *Know how to confidently sing canons with control, expression, phrasing and dynamics. (SA)*   ***Performing***   * *Know how to perform parts from memory. (WO)* * *Know how to perform with control, dynamics and awareness of others. (CW)* * *Know how to take the lead in a performance. (CW)* * *Play following staff notation (WO)* * *Perform a range of songs in school assemblies, school performance opportunities and to a wider audience. (WO)*   ***Composing***   * *Know how to use a variety of different musical devices in my composition (including melody, rhythms and chords). (WO)* * *Compose a group performance with an awareness of balance, tempo and dynamics. (BH)* * *Know how to use notation to record groups of pitches (chords). (WO)* * *Compose four bars of music using the pentatonic scale with an understanding of note value, time signature and melody. (WO)* * *Know how to evaluate how the venue, occasion and purpose affects the way a piece of music is created. (WO)*   ***Musical appreciation (FK, CW, HM, SA)***   * *Know how to analyse features within different pieces of music.* * *Know how to compare and contrast the style of music from different musical genres.* * *Know how to compare and contrast the impact that different composers from different times have had on people of that time.* | |
| **Themes** | * ***Tremors (T)*** * ***Tribal Tales (TT)*** * ***Mighty Metals (MM)*** * ***Urban Pioneers (UP)*** * ***Gods and Mortals (GM)*** * ***Flow (F)*** * ***Ukulele (U)*** * ***Singing Assemblies (SA)*** | * ***Burps, Bottoms and Bile (BBB)*** * ***I am Warrior (IW)*** * ***Traders and Raiders (TR)*** * ***Potions (Po)*** * ***Misty Mountain Sierra (MMS)*** * ***Playlists (Pl)*** * ***Ukulele (U)*** * ***Singing Assemblies (SA)*** | | * ***Off with her head (OWH)*** * ***Alchemy Island (AI)*** * ***Pharaohs (Ph)*** * ***Stargazers (S)*** * ***Scream Machine (SM)*** * ***Allotment (A)*** * ***Flutes (F)*** * ***Singing Assemblies (SA)*** | | * ***Darwin’s Delights (DD)*** * ***Blood Heart (BH)*** * ***Frozen Kingdom (FK)*** * ***Child’s War (CW)*** * ***Golden Age of Islam (I)*** * ***Wider Opportunities (WO)*** * ***Singing Assemblies (SA)*** | |
| **Vocabulary** | * allegro(fast), adagio(slow), beat, call and response, question phrase, answer phrase, echo, ostinato, drone, union solo, fotre, piano, stave, clef | * accelerando, rallentando, bar, pentatonic scale, major, minor, rounds, repetition, duet, melody, crescendo, decrescendo, legato, staccato | | * semiquavers, semibreve, record, harmony, fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud), mezzo piano (moderately quiet) | | * musical devices, chords, venue, musical genres | |
| **Famous** | * Stomp (MM) * Steel Bands (MM) * Songs about London (UP) * Pachelbel’s Canon – Johann Pachelbel (F) | * Le Nozze Di Figaro – Mozart (Pl) * One Note Samba - Ella Fitzgerald (Pl) * What a Wonderful World - Lewis Armstrong (Pl) * Jailhouse Rock - Elvis Presley (Pl) * New York, New York - Frank Sinatra (Pl) * Sound of Music - Rogers and Hammerstein (Pl) | | * Greensleeves – Henry VIII (OWH) * Tudor Music (OWH) * Six (the Musical) (OWH) * Walk like an Egyptian – The Bangles (Ph) * Rocket Man – Elton John (S) * Space Oddity – David Bowie (S) * The Planets – Gustav Holst (S) | | * Music for Winter Northern Lights – Ola Gjeilo (FK) * Frozen – Disney (FK) * Run Rabbit Run, It’s a long way to Tipperary, Pack up your troubles in your old kit bag, We’ll Meet Again – War Time Songs ((CW) | |