

# Music

## EYFS preparation for National Curriculum

### Early Learning Goals

#### 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.

*EYFS adapt their curriculum offer based on children's interests throughout the year so this is not all they will cover in Being Imaginative and Expressive. The curriculum links below support creative progression across their time with us and ensure that they have positive musical experiences from the beginning that enable them to progress onto the National Curriculum.*

**Singing-** Children will join in with and learn a wide range of nursery rhymes. They will also perform songs as part of their Christmas performances. They are taught simple songs, chants and rhymes to sing collectively from memory and respond to simple queues such as start, stop and counting in.

**Listening-** Children will learn how to walk, move or clap a steady **PULSE/BEAT** with others, changing the **speed** of the **PULSE** as the tempo of the music changes. Use body percussion, (e.g. clapping, tapping, walking) and classroom percussion (shakers, sticks and blocks, etc.), playing repeated rhythm **patterns** to maintain a steady PULSE/BEAT. Respond to the PULSE/BEAT in recorded/live music through movement and dance, e.g. Stepping (e.g. Mattachins from Capriol Suite by Warlock), Jumping (e.g. Trepak from The Nutcracker by Tchaikovsky) Walking on tiptoes (e.g. Scherzo from The Firebird Suite by Stravinsky) Children will have opportunities to follow 4 beats using simple symbol prompts. The focus should be following a steady beat without speeding up/slowing down.



## National Curriculum

### Key Stage 1

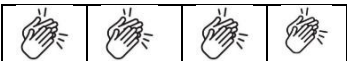
Pupils should be taught:

- ♣ 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

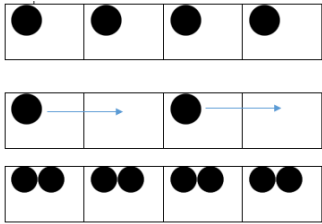
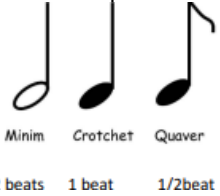
Pupils should be taught to:

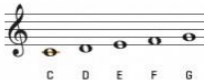
- ♣ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- ♣ improvise and compose music for a range of purposes using the inter-related dimensions of music
- ♣ listen with attention to detail and 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.

| Essential Learning |                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                               |
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| Knowledge          |                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                          | Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                               |
|                    | Knowledge                                                                                                                                                                                                                                                                                                                                                          | Vocabulary                                                                                                                               | Listening                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Singing                                                                                                                                                                                                                                                                                                                              | Playing Instruments                                                                                                                                                                                                                                                                                                                            | Composing and Improvising                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Notation                                                                                                                      |
| Y1                 | <p><b>Singing, composing and performing</b></p> <ul style="list-style-type: none"> <li>-To recognise loud and quiet sounds.</li> <li>-To know what rhythm is.</li> </ul> <p><b>Listening and Appraising</b></p> <ul style="list-style-type: none"> <li>• Listen with concentration and understanding to a range of high-quality live and recorded music</li> </ul> | <p><b>Rhythm</b><br/> <b>Pulse</b><br/> <b>Beat</b><br/> <b>Symbols</b><br/> <b>Tuned</b><br/> <b>Untuned</b><br/> <b>Percussion</b></p> | <ul style="list-style-type: none"> <li>• Recognise changes in mood and character in music.</li> <li>• Hear the pulse in music</li> <li>• Hear different moods in music.</li> <li>• Identify texture– one sound or several sounds?</li> <li>• Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.).</li> <li>• Say what they like or dislike about a piece of music</li> </ul> <p><i>Vivaldi- 4 seasons</i><br/> <i>Howard Blake- Walking in the Air</i><br/>           March/step in time to the steady beat in music.</p> | <p>Learn simple songs, chants and rhymes to sing collectively from memory and respond to simple queues such as start, stop and counting in.</p> <p>They sing a range of call and response songs and try to match the pitch accurately.</p> <p><i>Christmas Performances and Class Assembly</i></p> <p><i>Penguins attention.</i></p> | <p>Experiment playing tuned/untuned percussion in groups starting to explore <b>pulse</b> and <b>beat</b>.</p> <p>Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion.</p> <p>Create rhythms using word phrases as a starting point (<i>e.g. Hel-lo Si-mon or Can you come and play?</i>).</p> | <p>Children will follow a 4-part <b>beat</b> using symbols.</p> <p>These symbols should first show a range of body percussion, such as clapping, stomping, tapping with all 4 beats played. The focus should be following a steady <b>beat</b> without speeding up/slowing down.</p> <div>    </div> | <p>Begin to follow some simple graphic scores (dots and dashes/lines) or body percussion signs within a 4 part beat grid.</p> |

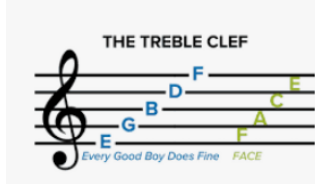
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| Y2 | <p>-To know what pitch is and recognise high and low sounds.</p> <p>-To know that tempo is the speed of the music</p> <p>-To know that some songs have a verse and a chorus that repeats.</p> <p>-To know that some instruments can play different pitches (tuned) and some make one sound (untuned percussion)</p> <p>-To know that you can read or create a score to play music.</p> | <p><b>Dynamics, Rhythm, Tempo Pitch</b></p> | <ul style="list-style-type: none"> <li>• Identify the pulse in music.</li> <li>• Recognise changes in dynamics (loud and quiet), tempo (fast and slow) and pitch (high and low).</li> <li>• Start to recognise different instruments.</li> <li>• Explain what they like about a piece of music and why.</li> </ul> <p><i>Folk music</i></p> | <p>Begin to collectively sing with increasing control of <b>PITCH</b>.</p> <p>Explore how the voice can be used by singing simple songs with expression showing differences in <b>DYNAMICS</b> (loud/quiet) and <b>TEMPO</b> (fast/slow).</p> <p>Respond to visual cues and direction.</p> <p><i>Suggested songs that use different voices</i></p> | <p><b>Tuned instruments-</b><br/>Ukulele<br/>Lessons delivered by Music for Life</p> <p><b>Untuned Instruments -</b></p> | <p>Using Shakers, tambourines and other soft percussion to improvise simple question and answer phrases, to be sung and played on <b>untuned percussion</b>, creating a musical conversation.</p> <div data-bbox="1384 368 1650 424" data-label="Image"> </div> <p>Use the music grid with 4 beats to create a more complex piece using percussion instruments.</p> | <p>Begin to follow some simple graphic scores (dots and dashes/lines) or body percussion signs within a 4 part beat grid.</p> |
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| Y3 | <p>To know some different styles of music. -To know that music is structured- Beginning= Introduction, middle, end= ending, chorus, verse.</p> <p>-To recognise the sound of an instrument from each musical family.</p> <p>-To know that rests are silent spaces in the music</p> | <p><b>Dynamics, Rhythm, Tempo Pitch Unison</b></p> <p><b>Style indicators</b></p> | <ul style="list-style-type: none"><li>Internalise the pulse in music.</li><li>Know the difference between pulse and rhythm.</li><li>Start to use musical dimensions' vocabulary to describe music– duration, pitch, dynamics, tempo, texture, structure.</li><li>Use these words to identify where music works well/ needs improving.</li></ul> <p><i>English and Celtic folk music (link to UK topic) to include a variety of sea shanties</i></p> <p><i>Middle-Eastern music (link to Egypt and Early civilizations as well as Islam in RE)</i></p> <p><i>To include Sprinting Gazelle by Reem Kelani</i></p> | <p>Sing a widening range of songs in <b>unison</b>, tunefully and with expression. They should perform actions with confidence and respond to direction relating to <b>dynamics</b> and <b>tempo</b>.</p> <p>Respond independently to <b>pitch</b> changes heard in short melodic phrases, indicating with actions (e.g. stand up/sit down, hands high/hands low).</p> <p><i>Christmas carols, class assembly and an additional cross-curricular topic.</i></p> | <p><b>Tuned Instruments</b></p> <p>Use glockenspiel to explore <b>PITCH</b> and it's link to the letters on the glockenspiel. Follow 4-part music grids using notes given as letters.</p> | <p>Create and perform using music grids with 2 notes, giving consideration to <b>PITCH</b>, <b>DYNAMICS</b> and <b>RHYTHM</b>.</p> | <p>Begin to use notes (letters) to compose pieces using the 4 beat grid.</p> <table><tr><td>A</td><td>A</td><td>A</td><td>A</td></tr><tr><td>A</td><td></td><td>A</td><td>A</td></tr><tr><td>A</td><td>B</td><td>B</td><td>A</td></tr><tr><td>A</td><td>B</td><td></td><td>A</td></tr></table> | A | A | A | A | A |  | A | A | A | B | B | A | A | B |  | A |
| A  | A                                                                                                                                                                                                                                                                                  | A                                                                                 | A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                           |                                                                                                                                    |                                                                                                                                                                                                                                                                                                |   |   |   |   |   |  |   |   |   |   |   |   |   |   |  |   |
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| A  | B                                                                                                                                                                                                                                                                                  | B                                                                                 | A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                           |                                                                                                                                    |                                                                                                                                                                                                                                                                                                |   |   |   |   |   |  |   |   |   |   |   |   |   |   |  |   |
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| Y4 | <p>-To understand differing sound qualities and use words to describe those differences -To know there are groups of instruments that make music families in an orchestra.</p> <p>- To understand how to play with a range of dynamics</p> | <p><b>Dynamics,</b><br/><b>Rhythm,</b><br/><b>Tempo</b><br/><b>Pitch</b><br/><b>Unison</b><br/><b>Style indicators</b><br/><b>Crescendo</b><br/><b>Decrescendo</b><br/><b>Style indicators</b></p> | <ul style="list-style-type: none"> <li>• Know how pulse stays the same but rhythm changes in a piece of music.</li> <li>• Listen to several layers of sound (texture) and talk about the effect on mood and feelings.</li> <li>• Use more musical dimensions vocabulary to describe music—duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, melody, harmony.</li> <li>• Identify orchestral family timbres.</li> <li>• Identify cyclic patterns.</li> </ul> | <p>Sing a range of songs in <b>unison</b>, pitching voices accurately and following directions for getting louder (<b>crescendo</b>) and quieter (<b>decrescendo</b>).</p> <p>Walk, move or clap to a steady beat and be able to change this as the <b>TEMPO</b> changes. They will also begin to sing songs in rounds and with a simple second part harmony.</p> | <p><b>Untuned instruments</b></p> <p>Create more complex <b>rhythms</b> using a range of length notes.</p> <p><i>Caribbean music- calypso (linked to islands in When the Giant Stirred) Drums and/or rhythm sticks</i></p> <p><b>Tuned Instruments</b></p> <p>Violin lessons provided by Music for Life.</p> | <p>Explore duration using the music grid where there is 1 note in each box, 2 notes in each box or where a note last for 2 boxes. We can refer to each note lasting for 1 beat, 2 beats or half a beat.</p>  <p>Move to different <b>tempos</b> of music to understand this dimension of music (dancing extracts) and compare <b>TEMPOs</b> and how the dancers move differently.</p> | <p>Read and create own graphic scores using given symbols. (long shapes, short shapes) Introduce minim, crotchet and quavers.</p>  <p>Introduce five-line stave starting on middle C, singing up and down three notes.</p>  |
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| Y5       | <p>-To know that tempo is the speed of the music. -To know that dynamics can be graduated – crescendo, diminuendo</p> <p>-To know about different textures of the music. -To know how to play a simple tune on an instrument</p> | <p><b>Ensemble</b><br/><b>Unison</b><br/><b>Rounds</b><br/><b>Harmonies</b><br/><b>Timbre</b><br/><b>Texture</b><br/><b>Notation</b></p> | <p>Know how pulse, rhythm and pitch fit together. • Use a range of words to describe music (eg. duration, timbre, pitch, dynamics, tempo, texture, structure, beat, rhythm, silence, melody, harmony, chord, flat, sharp, crescendo, diminuendo).</p> <p>• Use these words to identify strengths and weaknesses in own and others’ music.</p> <p>Children are introduced to the term <b>TEXTURE</b> and listen to a range of music with different <b>TEXTURES</b> (<b>HARMONY</b>, unison, solo, <b>MELODY</b> and accompaniment, duet, music in parts, one sound or lots of sounds)</p> | <p>Sing with a sense of <b>ensemble</b> and performance with accurate <b>pitching</b>, appropriate <b>style</b> and observing phrasing.</p> <p>Sing in <b>unison</b>, in two and three part <b>rounds</b> and with simple <b>harmonies</b>.</p> <p><i>Women of country music (linked to USA)</i></p> <p><i>A feeling of space (link to Space topic) See interview with BBC radio interview with Chris Hadfield. To include-Space Oddity by David Bowie, Blue Danube by Strauss and Brahms, Music from Star Wars by John Williams, Mars form The Planets Suite by Holst</i></p> | <p><b>Untuned Instruments</b></p> <p>Use a range of percussion instruments. Explore the term <b>TIMBRE</b> by listening to a variety of music linked to space from varied film clips, to music that inspired astronauts.</p> <p><b>Tuned instruments</b></p> <p><i>Glockenspiels</i></p> <p>Thinking about the intended effect and audience for their music, compose more complex pieces using 8 boxes in their music grid.</p> <p>Play pieces with a partner where they play in unison or one playing a melody and another playing the background.</p> | <p><b>Tuned Instruments</b></p> <p>Compose a piece for purpose (to be chosen by teacher but must take place before untuned instruments unit is taught) using an 8-part grid with 2 children playing. When composing, children should consider all previously taught inter-related dimensions of music.</p> <p>Example-</p> <table><tr><td>Chil d A</td><td>AA</td><td></td><td>EE</td><td></td><td>CC</td><td></td><td>AA</td><td>C</td></tr><tr><td>Chil d B</td><td>A</td><td>C</td><td>E</td><td>A</td><td>C</td><td>E</td><td>A</td><td>C</td></tr></table> <p>Children to use notation to create final piece</p> <p><b>Untuned Instruments</b></p> <p>Compose own pieces of music to make backing tracks to a film clip, Consideration given to the feeling that they want to communicate to the audience.</p> <p>Select percussion instruments based on the sounds and effect that they want to create. Use <b>beat</b> grid to compose piece for untuned instruments.</p> <table><tr><td>Child A</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Child B</td><td></td><td></td><td></td><td></td><td></td></tr></table> <p>Children should also consider <b>TEXTURE</b> when creating their pieces- will they perform in unison? Will there be one sound at a time or many sounds?</p> | Chil d A | AA |  | EE |  | CC |  | AA | C | Chil d B | A | C | E | A | C | E | A | C | Child A |  |  |  |  |  | Child B |  |  |  |  |  | <p>Introduce minim and crotchet rests</p> <div></div> <p>Learn to read five notes on a score Perform instrumental parts following a five-note score</p> <div></div> |
| Chil d A | AA                                                                                                                                                                                                                               |                                                                                                                                          | EE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                    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| Chil d B | A                                                                                                                                                                                                                                | C                                                                                                                                        | E                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | A                                                  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| Child A  |                                                                                                                                             |                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |          |    |  |    |  |    |  |    |   |          |   |   |   |   |   |   |   |   |         |                                                                                       |                                                                                       |                                                                                       |                                                                                       |  |         |                                                                                       |                                                                                       |                                                                                       |                                                                                       |                                                                                       |                                                                                                                                                                                                                                                                                                                                           |
| Child B  |                                                                                                                                             |                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |          |    |  |    |  |    |  |    |   |          |   |   |   |   |   |   |   |   |         |                                                                                       |                                                                                       |                                                                                       |                                                                                       |  |         |                                                                                       |                                                                                       |                                                                                       |                                                                                       |                                                                                       |                                                                                                                                                                                                                                                                                                                                           |

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|  |  |  |  |  |  | Use <b>Garageband</b> on the iPads or laptops to produce an alternative backing track (possibly to an alternative clip or for an alternative purpose), thinking about the inter-related dimensions of music and the effect they want to communicate. |  |
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| Y6 | <p>To identify a treble clef.</p> <p>To know how to play an extended melody on an instrument</p> | <p><b>Structure</b></p> <p><b>Ensemble</b></p> <p><b>Unison</b></p> <p><b>Phrasing</b></p> <p><b>Style</b></p> <p><b>harmonies</b></p> | <p>Know how the other dimensions of music are sprinkled through songs and pieces of music. • Use musical vocabulary confidently to describe music. • Use knowledge of how lyrics reflect cultural context and have social meaning to enhance own compositions. • Refine and improve own/ others' work.</p> <p><i>Motown and blues (link to civil rights)</i><br/> <i>To include Runaway Blues by Ma Rainey</i><br/> <i>Medley of British Legends</i><br/> <i>Musical theatre (link to Team 6 end of year performance)</i><br/> <i>A range of pieces from WW2 and the 1940s including Vera Lynn. (link to the WW2 in history)</i></p> | <p>Recognise and explore the term <b>STRUCTURE</b> and use this in singing and in their song writing project.</p> <p>Sing with a sense of <b>ensemble</b> and performance giving note to <b>rhythm</b>, <b>phrasing</b>, <b>accurate pitch</b> and appropriate <b>style</b>.</p> <p>Sing a range of songs in <b>unison</b> as well as three and four part rounds. They will also sing songs with <b>harmonies</b> and partner songs.</p> | <p><b><u>Tuned Instruments</u></b></p> <p>Recorders.</p> <p>Learn to play pieces with a minimum of 5 <b>notes</b> and read from <b>stave notation</b>.</p> | <p>Using <b>stave notation</b>, compose a short piece for the recorder using 4/4 timing.</p> |  <p><b>Stave, treble clef</b></p> <p>A <b>semibreve</b> is worth 4 beats </p> <p>A <b>minim</b> is worth 2 beats </p> <p>A <b>crotchet</b> is worth 1 beat </p> <p>A <b>quaver</b> is worth half a beat</p> <p>A <b>semiquaver</b> is worth a quarter of a beat </p> |
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|  |  |  | <i>Latin music-<br/>carnival and<br/>samba (linked to<br/>South America)<br/>To include<br/>Fanfarra (Cabua-<br/>Le-Le) by Sérgio<br/>Mendes/Carlinhos<br/>Brown from Brazil<br/>and Libertango<br/>by Piazzolla from<br/>Argentina</i> |  |  |  |  |
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