

Curriculum Progression Frameworks



Music

Strand	Aspect	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Overview	Intent		<p>At South Molton United Church of England Primary School, every child is valued as a unique person and can develop their sense of discovery, expectation and wonder. Our children have a sense of belonging in a supportive, happy environment, where their range of talents will be nurtured, enabling them to flourish and achieve excellence. We prioritise the development of language, the golden thread of our pupils' learning. Children are supported to develop mastery of their learning through a spiral of planned progression throughout our ambitious and carefully designed curriculum. We have identified the big ideas and key learning essential for children to remember, encourage them to make links and build on this further. We adapt learning to meet the needs of all learners. We embrace Christian values, which enable us to be compassionate and responsible members of our community and make positive contributions to society. We ensure that our learners have a rich range of experiences on and off our school site to broaden their understanding of the world around them and the range of possibilities at their fingertips. We aim to expand aspiration and world view so that children leaving our school are ready for their next steps, know how to keep themselves and others safe and are respectful of all.</p>						
	Implementation	<p>Music is taught in Reception as part of Expressive Arts and Design. As early Musicians, our children are introduced to making, repeating, and sequencing sounds. They explore instruments and learn and perform songs. We introduce key musical concepts through listening and responding to music and by zooming in on key genres and musicians. Children work as a class and in groups to explore and discuss ideas and musical provocations are used to inspire their learning in Continuous Provision. Our Key Stage One and Two learners experience three units of Music in each year throughout their school experience, each year studying a unit based on listening, composition and performance. Our pupils are introduced to the 'Big Ideas' in Music and revisit these often. Our pupils learn about Music in a range of ways including using a range of pieces of music and instruments and taking part in or listening as an audience in a variety of music events. Our learners demonstrate their understanding through the appraisal of pieces of music, the composition and performance of their own music. We document this on Tapestry. We highlight important vocabulary for our pupils to understand, define and use. We map the learning as it grows in a shared schema to help our learners make links in their understanding and remember key forever facts. We celebrate learning with a showcase at the end of each unit and add these to our 'Big Ideas' log on which to build future learning. Our schema supports our learners to remember key forever facts as we use it to spiral back to our prior learning in each Music session. We supplement our core Music curriculum with additional lessons and clubs.</p>							
Disciplinary Knowledge	Musicianship: Understanding Music	<p>Use body percussion, instruments and voices. Beginning to find and keep a simple beat. Copy simple rhythmic patterns.</p>	<p>Use body percussion, instruments and voices. In the key centres of: C major, F major, G major and A minor. Find and keep a steady beat together. Understand the difference between creating a rhythm pattern and a pitch pattern. Copy back simple rhythmic patterns using long and short. Copy back simple melodic patterns using high and low. Complete vocal warm-ups with a copy back option to use Solfa.</p>	<p>Use body percussion, instruments and voices. In the key centres of: C major, G major and A minor. Find and keep a steady beat. Copy back simple rhythmic patterns using long and short. Copy back simple melodic patterns using high and low. Complete vocal warm-ups with a copy back option to use Solfa. Sing short phrases independently.</p>	<p>Use body percussion, instruments and voices. In the key centres of: C major, F major, G major and A minor. In the time signatures of: 2/4, 3/4 and 4/4. Find and keep a steady beat. Copy back and improvise simple rhythmic patterns using minims, crotchets, quavers and their rests. Copy back and improvise simple melodic patterns using the notes: C, D, E, G, A, B, F, G, A, B, C</p>	<p>Use body percussion, instruments and voices. In the key centres of: C major, F major, G major and A minor. In the time signatures of: 2/4, 3/4 and 4/4. Find and keep a steady beat. Listen and copy rhythmic patterns made of semibreves, minims, dotted crotchets, crotchets, quavers, semiquavers and their rests, by ear or from notation. Copy back melodic patterns using the notes: C, D, E, G, A, B, F, G, A, B, C, D, E, F, G, A, B, C, D, E, F, G</p>	<p>Use body percussion, instruments and voices. In the key centres of: C major, G major, D major, F major and A minor. In 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. Copy back melodic patterns using the notes: C, D, E, G, A, B, F, G, A, B, C, D, E, F, G, A, B, C, D, E, F, G, A, B, C, D, E, F, G</p>	<p>Use body percussion, instruments and voices. In the key centres of: C major, G major, D major, F major and A minor. In 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, B, C, D, E, F, G, A, B, C, D, E, F, G, A, B, C, D, E, F, G, A, B, C, D, E, F, G</p>	
	Listening	<p>Listen and responding to songs. Move and dance with the music. Find the steady beat. Talk about feelings created by the music. Recognise some instruments playing in music Copy and repeat patterns and rhythms. Join in to parts of songs</p>	<p>Move and dance with the music. Find the steady beat. Talk about feelings created by the music. Recognise some band and orchestral instruments. Describe tempo as fast or slow. Describe dynamics as loud and quiet. Join in sections of the song, eg chorus. Begin to understand where the music fits in the world. Begin to understand about different styles of music.</p>	<p>Mark the beat of a listening piece (eg Boléro by Ravel) by tapping or clapping and recognising tempo, as well as changes in tempo. Walk in time to the beat of a piece of music. Identify the beat groupings in the music you sing and listen, eg 2-time, 3-time etc. Move and dance with the music confidently. Talk about how the music makes you feel. Find different steady beats. Describe tempo as fast or slow. Describe dynamics as loud or quiet. Join in sections of the song, eg call and response.</p>	<p>Share your thoughts and feelings about the music together. Find the beat or groove of the music. Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. Invent different actions to move in time with the music. Talk about what the song or piece of music means. Identify some instruments you can hear playing. Identify if it's a male or female voice singing the song. Talk about the style of the music.</p>	<p>Talk about the words of a 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. Recognise the style of music you are listening to. Discuss the structures of songs. Identify: • Call and response • A solo vocal or instrumental line and the rest of the ensemble • A change in texture • Articulation on certain words • Programme music</p>	<p>Talk about feelings created by the music. Justify a personal opinion with reference to Musical Elements. Find and demonstrate the steady beat. Identify 2/4, 3/4, 6/8 and 5/4 metre. Identify the musical style of a song or piece of music. Identify instruments by ear and through a range of media. Discuss the structure of the music with reference to verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form. Explain a bridge passage and its position in a song.</p>	<p>Talk about feelings created by the music. Justify a personal opinion with reference to Musical Elements. Identify 2/4, 4/4, 3/4, 6/8 and 5/4. Identify the musical style of a song using some musical vocabulary to discuss its Musical Elements. Identify the following instruments by ear and through a range of media: bass guitar, electric guitar, percussion, sections of the</p>	

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				<p>Start to talk about the style of a piece of music.</p> <p>Recognise some band and orchestral instruments.</p> <p>Start to talk about where music might fit into the world.</p>		<p>Explain what a main theme is and identify when it is repeated.</p> <p>Know and understand what a musical introduction is and its purpose.</p> <p>Recall by ear memorable phrases heard in the music.</p> <p>Identify major and minor tonality.</p> <p>Recognise the sound and notes of the pentatonic scale by ear and from notation.</p> <p>Describe legato and staccato.</p> <p>Recognise the following styles and any important musical features that distinguish the style: 20th and 21st Century Orchestral, Reggae, Soul, R&B, Pop, Folk, Jazz, Disco, Musicals, Classical, Rock, Gospel, Romantic, Choral, Funk and Electronic Dance Music.</p>	<p>Recall by ear memorable phrases heard in the music.</p> <p>Identify major and minor tonality.</p> <p>Recognise the sound and notes of the pentatonic and Blues scales, by ear and from notation.</p> <p>Explain the role of a main theme in musical structure.</p> <p>Know and understand what a musical introduction is and its purpose.</p> <p>Explain rapping.</p> <p>Recognise the following styles and any key musical features that distinguish the style: 20th and 21st Century Orchestral, Gospel, Pop, Minimalism, Rock n' Roll, South African, Contemporary Jazz, Reggae, Film Music, Hip Hop, Funk, Romantic and Musicals.</p>	<p>orchestra such as brass, woodwind and strings, electric organ, congas, pianos and synthesizers, and vocal techniques such as scat singing.</p> <p>Discuss the structure of the music with reference to verse, chorus, bridge and an instrumental break.</p> <p>Explain a bridge passage and its position in a song.</p> <p>Recall by ear memorable phrases heard in the music.</p> <p>Identify major and minor tonality, chord triads I, IV and V, and intervals within a major scale.</p> <p>Explain the role of a main theme in musical structure.</p> <p>Know and understand what a musical introduction and outro is, and its purpose.</p> <p>Identify the sound of a Gospel choir and soloist, Rock band, symphony orchestra and A Cappella groups.</p> <p>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, Salsa, Reggae, Musicals and Film Music.</p>
Singing	<p>Sing, rap, rhyme, chant and use spoken word.</p> <p>Nursery rhymes</p> <p>Nativity songs</p> <p>Familiar/ popular music playing in class.</p> <p>Demonstrate good singing posture.</p> <p>Sing songs from memory.</p> <p>Collective Worship songs</p>	<p>Sing, rap, rhyme, chant and use spoken word.</p> <p>Demonstrate good singing posture.</p> <p>Sing songs from memory.</p> <p>Copy back intervals of an octave and fifth (high, low).</p> <p>Sing in unison.</p>	<p>Sing as part of a choir.</p> <p>Demonstrate good singing posture.</p> <p>Sing songs from memory and/or from notation.</p> <p>Sing to communicate the meaning of the words.</p> <p>Sing in unison and sometimes in parts, and with more pitching accuracy.</p> <p>Understand and follow the leader or conductor.</p> <p>Add actions to a song. Move confidently to a steady beat.</p> <p>Talk about feelings created by the music/song.</p> <p>Recognise some band and orchestral instruments.</p> <p>Describe tempo as fast or slow.</p> <p>Join in sections of the song, eg chorus.</p> <p>Begin to understand where the music fits in the world.</p> <p>Begin to talk about and understand the style of the music.</p> <p>Know the meaning of dynamics (loud/quiet) and tempo (fast/slow), and be able to demonstrate these when singing by responding to (a) the leader's directions and</p>	<p>Sing as part of a choir.</p> <p>Sing a widening range of unison songs, of varying styles and structures.</p> <p>Demonstrate good singing posture.</p> <p>Perform actions confidently and in time to a range of action songs.</p> <p>Sing songs from memory and/or from notation.</p> <p>Sing with awareness of following the beat.</p> <p>Sing with attention to clear diction.</p> <p>Sing expressively, with attention to the meaning of the words.</p> <p>Sing in unison.</p> <p>Understand and follow the leader or conductor.</p> <p>Copy back simple melodic phrases using the voice.</p>	<p>Rehearse and learn songs from memory and/or with notation.</p> <p>Sing in different time signatures: 2/4, ¾ and 4/4.</p> <p>Sing as part of a choir with awareness of size: the larger, the thicker and richer the musical texture.</p> <p>Demonstrate good singing posture.</p> <p>Demonstrate vowel sounds, blended sounds and consonants.</p> <p>Sing 'on pitch' and 'in time'.</p> <p>Sing expressively, with attention to breathing and phrasing.</p> <p>Sing expressively, with attention to staccato and legato.</p> <p>Talk about the different styles of singing used for different styles of song.</p> <p>Talk about how the songs and their styles connect to the world.</p>	<p>Rehearse and learn songs from memory and/or with notation.</p> <p>Sing in 2/4, 3/4, 4/4 and 6/8 time.</p> <p>Sing in unison and parts, and as part of a smaller group.</p> <p>Sing 'on pitch' and 'in time'.</p> <p>Sing a second part in a song.</p> <p>Self-correct if lost or out of time.</p> <p>Sing expressively, with attention to breathing and phrasing.</p> <p>Sing expressively, with attention to dynamics and articulation.</p> <p>Develop confidence as a soloist.</p> <p>Talk about the different styles of singing used for different styles of song.</p> <p>Talk confidently about how connected you feel to the music and how it connects in the world.</p> <p>Respond to a leader or conductor.</p>	<p>Rehearse and learn songs from memory and/or with notation.</p> <p>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.</p> <p>Continue to sing in parts where appropriate.</p> <p>Sing in 2/4, 4/4, 3/4, 5/4 and 6/8.</p> <p>Sing with and without an accompaniment.</p> <p>Sing syncopated melodic patterns.</p> <p>Demonstrate and maintain good posture and breath control whilst singing.</p> <p>Sing expressively, with attention to breathing and phrasing.</p> <p>Sing expressively, with attention to dynamics</p>	

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				(b) visual symbols (eg crescendo, decrescendo, pause).				and articulation. Lead a singing rehearsal. Talk about the different styles of singing used for the different styles of songs sung in this year. Discuss with others how connected you are to the music and songs, and how the songs and styles are connected to the world.
	Notation	Following a composer/ teacher's hand gesture. Hand raised- high pitch/ sound Hand lowered- low pitch/ sound Hand clasped fast rhythm Hand wide- slow rhythm Seeing lyrics on the screen Actions to make associations with songs.	Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. If appropriate: explore standard notation, using crotchets, quavers and minims, and simple combinations of: C, D, E, F, G F, G, A G, B, D D, E, F#, G, A D, A, C	Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. Explore standard notation, using crotchets, quavers, minims and semibreves, and simple combinations of: C, D, E, F, G, A, B G, A, B, C, D, E, F# F, G, A, B b, C, D, E A, B, C, D, E Identify hand signals as notation, and recognise music notation on a staff of five lines.	Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. Explore standard notation, using minims, semibreves, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of: C, D, E, F, G, A, B F, G, A, B b, C G, A, B, C, D, E E, F#, G#, A, B Read and respond to semibreves, minims, crotchets and paired quavers. Identify: • Stave • Treble clef • Time signature • Lines and spaces on the staff Identify and understand the differences between crotchets and paired quavers. Apply spoken word to rhythms, understanding how to link each syllable to one musical note.	Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. Explore standard notation, using semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of: C, D, E, F, G, A, B F, G, A, B b, C G, A, B, C, D, E, F# D, E, F#, G, A, B, C Read and respond to semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers. Identify: • Stave • Treble clef • Time signature Identify and understand the differences between minims, crotchets, paired quavers and rests. Read and perform pitch notation within a range. Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.	Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. Explore standard notation, using minims, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of: C, D, E, F, G, A, B F, G, A, B b, C, D, E G, A, B, C, D, E, F# C, G, A b, B b G, G#, A, B b, C D, E, F, G, A, B, C E b, F, G, A b, B b, C, D b Identify: • Stave • Treble clef • Time signature Read and respond to minims, crotchets, quavers, dotted quavers and semiquavers. Recognise how notes are grouped when notated. Identify the staff and symbols on the staff (such as the treble clef), the name of the notes on lines and in spaces, barlines, a flat sign and a sharp sign. Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers. Understand the differences between 2/4, 3/4 and 4/4 time signatures. Read and perform pitch notation within an octave (eg C-C'/do-do).	Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. Explore standard notation, using dotted semibreves, dotted minims, minims, triplet crotchets, dotted crotchets, crotchets, dotted quavers, quavers and semiquavers, and simple combinations of: C, D, E, F, G, A, B F, G, A, B b, C, D, E F, G, A b, B b, C, D, E b G, A, B b, C, D, E, F G, A, B, C, D, E, F# D, E, F, G, A D, E, F#, A, B, C# E, F#, G, G#, A, B, C, C# E b, F, G, A b, B b, C, D Identify: • Stave • Treble clef • Time signature Read and respond to minims, crotchets, quavers, dotted quavers and semiquavers. Recognise how notes are grouped when notated. Identify the staff and symbols on the staff (such as the treble clef), the name of the notes on lines and in spaces, barlines, a flat sign and a sharp sign.
	Playing Instruments	Experimenting with different instruments and body percussion.	Rehearse and learn to play a simple melodic instrumental part by ear or from simple notation, in C major, F major, D major and D minor.	Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major and G major.	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 a violin or recorder.	Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major and D major.	Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major, E b major, C minor and D minor. Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one staff and using notes within the middle C-C'/do-do range. This should initially be done as a whole class, with greater independence gained	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, E b major, D minor and F minor. Play a melody following staff notation written on one staff and using notes within an

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							each lesson through smaller group performance.	octave range (do-do); make decisions about dynamic range, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).
Creating: Improvising	Improvising with different instrument, rhythms and songs in Continuous Provision.	Explore improvisation within a major and minor scale using the notes: C, D, E D, E, A F, G, A D, F, G 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, G, A G, A, B F, G, A Work with a partner and in the class to improvise simple 'Question and Answer' phrases, to be sung and played on untuned percussion, creating a musical conversation.	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 Become more skilled in improvising (using voices, tuned and untuned percussion, and instruments played in wholeclass/ group/individual/instrumental teaching), inventing short 'on-the-spot' responses using a limited note-range. Compose over a simple groove. Compose over a drone. Structure musical ideas (eg using echo or 'Question and Answer' phrases) to create music that has a beginning, middle and end.	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#, A, B D, E, F, G, A Improvise on a limited range of pitches on the instrument you are now learning, making use of musical features, including smooth (legato) and detached (staccato) articulation. Improvise over a simple chord progression. Improvise over a groove.	Explore improvisation within a major scale, using the notes: C, D, E, F, G C, D, E, F, G C, D, E, G, A F, G, A, B, C D, E, F, G, A Improvise over a simple groove, responding to the beat and creating a satisfying melodic shape. Experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).	Explore improvisation within a major scale, using the notes: C, D, E, F, G G, A, B, 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.	
Creating: Composing	Composing simple rhythms and patterns using body percussion and/ or instruments. Continuous Provision- performance stage & musical instruments.	Explore and create graphic scores: Create musical sound effects and short sequences of sounds in response to music and video stimulus. Create a story, choosing and playing classroom instruments and/or soundmakers. Recognise how graphic notation can represent created sounds. Explore and invent your own symbols. Use music technology, if available, to capture, change and combine sounds. Use simple notation if appropriate: 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 F, G F, G, A F, G, A, C F, G, A, C, D Start and end on the note F D, F D, F, G D, F, G, A D, F, G, A, C Start and end on the note D	Explore and create graphic scores: Create musical sound effects and short sequences of sounds in response to music and video stimulus. 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. Use notation if appropriate: 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)	Create music and/or sound effects in response to music and video stimulus. Use music technology, if available, to capture, change and combine sounds. Compose over a simple chord progression. Compose over a simple groove. Compose over a drone. Start to use simple structures within compositions, eg introduction, verse, chorus or AB form. Use simple dynamics. Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values. 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, B F, G, A, B, C Start and end on the note F (F major) G, A G, A, B G, A, B, D	Combine known rhythmic notation with letter names, to create short, pentatonic phrases using a limited range of five pitches, suitable for the instruments being learnt. Compose over a simple chord progression. Compose over a groove. Create music in response to music and video stimulus. Use music technology, if available, to capture, change and combine sounds. Start to use simple structures within compositions, eg introduction, verse, chorus or AB form. Use simple dynamics. 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: 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	Create music in response to music and video stimulus. Use music technology, if available, to capture, change and combine sounds. Start to use structures within compositions, eg introduction, multiple verse and chorus sections, AB form or ABA form (ternary form). Use chords to compose music to evoke a specific atmosphere, mood or environment. Use simple dynamics. 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 full scales in different keys. 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	Plan and compose an 8 or 16-beat melodic phrase, using the pentatonic scale (eg C, D, E, G, A), and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. 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. Create music in response to music and video stimulus. Use music technology, if available, to capture, change and combine sounds. Start to use structures within compositions, eg introduction, multiple	

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					<p>G, A, B, D, E Start and end on the note G (Pentatonic on G)</p>	<p>C, D, E, F C, D, E, F, G Start and end on the note C (C major) A, B A, B, C A, B, C, D A, B, C, D, E Start and end on the note A (A minor) D, E D, E, F D, E, F, G D, E, F, G, A Start and end on the note D (D minor) 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>	<p>full scale. Use major and minor tonality: F, G F, G, A F, G, A, B ♭ F, G, A, B ♭, C Start and end on the note F (F major) G, A G, A, B G, A, B, C G, A, B, C, D Start and end on the note G (G 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) D, E D, E, F D, E, F, G D, E, F, G, A Start and end on the note D (D minor) E ♭, F E ♭, F, G E ♭, F, G, B ♭ E ♭, F, G, B ♭, C Start and end on the note E ♭ (E ♭ major)</p>	<p>verse and chorus sections, AB form or ABA form (ternary form). Use simple dynamics. 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 full scales in different keys. Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, and 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) D, E D, E, F D, E, F, G D, E, F, G, A Start and end on the note D (D minor) F, G F, G, A F, G, A, C F, G, A, C, D Start and end on the note F (Pentatonic on F) F, G F, G, A ♭ F, G, A ♭, B ♭ F, G, A ♭, B ♭, C Start and end on the note F (F minor)</p>
Performing	<p>Enjoy and have fun performing familiar nursery rhymes Nativity and Easter performance in front of an audience Bee'you'tiful Bug Ball dance performance</p>	<p>Enjoy and have fun performing. Choose a song/songs to perform to a well-known audience. Prepare a song to perform. Communicate the meaning of the song. Add actions to the song. Play some simple instrumental parts.</p>	<p>Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence. Decide on any actions, instrumental parts/improvisatory ideas/composed passages to be practised and included in the performance. Talk about what the song means and why it was chosen to share. Talk about the difference between</p>	<p>Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence. Play and perform melodies following staff notation, using a small range, as a whole class or in small groups. Include any actions, instrumental parts/improvisatory ideas/composed</p>	<p>Rehearse and enjoy the opportunity to share what has been learned 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</p>	<p>Create, rehearse and present a holistic performance for a specific purpose, for a friendly but unknown audience. Perhaps perform in smaller groups, as well as 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 confidence and accuracy. Include instrumental parts/improvisatory</p>	<p>Create, rehearse and present a holistic performance for a specific event, for an unknown audience. Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience. Create, rehearse and present a holistic</p>	

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				rehearsing a song and performing it.	passages within the rehearsal and in the performance. Talk about what the song means and why it was chosen to share. Reflect on feelings about sharing and performing, eg excitement, nerves, enjoyment.	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. Communicate the meaning of the words and articulate them clearly. Use the structure of the song to communicate its mood and meaning in the performance. Talk about what the rehearsal and performance has taught the student. Understand how the individual fits within the larger group ensemble. Reflect on the performance and how well it suited the occasion. Discuss and respond to any feedback; consider how future performances might be different.	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 leads 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 how future performances might be different.	performance, with a detailed understanding of the musical, cultural and historical contexts. Perform from memory or with notation. Understand the value of choreographing any aspect of a performance. A student or a group of students rehearse and lead parts of the performance. Understand the importance of the performing space and how to use it. Record the performance and compare it to a previous performance. Collect feedback from the audience and reflect how the audience believed in the performance. Discuss how the performance might change if it was repeated in a larger/smaller performance space.
			Rhythm in the way we walk	Ho Ho Ho	Glockenspiel Stage 1	Glockenspiel 2	Livin on a Prayer	Glock Variety (adapted unit)
 AUTUMN	Key Knowledge	<p>See EYFS Overview- Music embedded throughout the EYFS in Continuous Provision and teaching through Changa.</p> <p>Key Knowledge linked to our EYFS Big Ideas:</p> <p>Autumn 1: Belonging (Me!) Know how to listen and respond to music</p>	<p>Know the songs 'Rhythm in the way we walk' and 'Banana Rap' by heart. Know that music can vary by pitch, tempo and vocally (singing or rapping.) Know how to keep a steady pulse, stop and start when shown, and perform by following a leader/instructions.</p>	<p>Know how to sing and rap within appropriate rhythms. Know that composing is like writing a story with music and everyone can do it. Know that rapping and singing are different.</p>	<p>Know that music can be reflected on and discussed to make musical decisions. Know how compositions can be created, recorded, kept and played again (noted down or recorded using technology.) Know how to create a section of music that fits within the structure of a song.</p>	<p>Know how to play a simple melodic instrumental part by ear. Know how to improvise, compose and rehearse ready to share/perform. Know why structure and texture are important when composing.</p>	<p>Know that Rock music has a heavy backbeat, combined instrument parts and vocals. Know how to play a stringed instrument and use notation to record. Know why we need to coordinate parts, listen and rehearse for an ensemble performance.</p>	<p>Know how to describe music using key vocabulary. Know that music can be used to deliver an important message. Know how to recognise and play notes on a staff.</p>
	Vocabulary		<i>Pitch, tempo, pulse, repeat, sing, rap, perform</i>	<i>Chorus, verse, pulse, rhythm, pitch, perform, rap, tempo</i>	<i>Improvise, compose, dynamics, timbre, tuned percussion</i>	<i>Tuned percussion, structure, texture, composing, composition, melodic</i>	<i>Rock, instrumental solo, amplification, vocals, hook, backing, distortion, lyrics, ensemble</i>	<i>Melody, improvise, dynamics, timbre, texture, structure, hook, riff, harmony</i>
	Big Ideas 	<p>Pulse</p> <p>Rhythm</p>	<p>Pulse</p> <p>Rhythm</p> <p>Pitch</p>	<p>Pulse</p> <p>Rhythm</p> <p>Pitch</p>	<p>Pulse</p> <p>Rhythm</p> <p>Pitch</p> <p>Dynamics</p> <p>Timbre</p>	<p>Pulse</p> <p>Rhythm</p> <p>Pitch</p> <p>Dynamics</p> <p>Timbre</p> <p>Structure</p> <p>Texture</p>	<p>Pulse</p> <p>Rhythm</p> <p>Pitch</p> <p>Dynamics</p> <p>Timbre</p> <p>Structure</p> <p>Texture</p>	<p>Pulse</p> <p>Rhythm</p> <p>Pitch</p> <p>Dynamics</p> <p>Timbre</p> <p>Structure</p> <p>Texture</p> <p>Notation</p>
Assessment	State approach & expectations Assessment of Learning –summative	<p>Singing & performing nursery rhymes</p> <p>Nativity performance and songs</p>	<p>Class performance of song.</p> <p>Perform one part of the rap.</p>	<p>Composition raps shared on Tapestry.</p> <p>Performance with improvisation.</p>	<p>Compose, practice, perform and capture a piece of music using E,F,D and C.</p>	<p>Performance of composed piece on glockenspiels.</p>	<p>Performance – Learn, play and rehearse to perform a rock song.</p>	<p>Record and perform a song and discuss using key vocabulary.</p>

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			Round and Round	I want to Play in the Band	Bringing us Together	Mamma Mia	Fresh Prince of Bel Air	Yu Studio Grime
 SPRING	Key Knowledge See EYFS Overview - Music embedded throughout the EYFS in Continuous Provision and teaching through Changa. Key Knowledge linked to our EYFS Big Ideas:	Know how to play the glockenspiel, including copying or to improvise. Know that music can be recorded using art, patterns, colour, note letters (showing pitch variation.) Know how to keep a steady pulse along with a piece of music, so you can stay in time for performing composition.	Know how to play a musical part in time, with care, following a leader. Know how we use our voices and other instruments to sing notes of different pitches (high and low). Know why performances are shared with others and how they can make you feel.	Know that music is influenced by history, style and genre. Know how to discuss music using musical vocabulary. Know why music can make people feel see, imagine and respond in different ways.	Know what Abba and Pop music is like and be able to describe it using music words. Know how to talk about, sing, perform and play music; considering how it makes me feel. Know why multiple instruments and singing parts are used to create these types of songs.	Know that Rap and Hip-hop songs have style indicators and can include social commentary. Know how we describe music using musical vocabulary (structure, instruments, dynamics.) Know why music is composed in certain ways to have an effect on the listener.	Know that grime is an electronic music form that uses rap and samples Know how to use music software to add different layers of sound Know how to edit, evaluate and improve their music	
	Vocabulary		<i>Rock, ensemble, verse, chorus, pulse/ beat, pitch, band/group, instrumental, performance</i>	<i>Chorus, verse, pulse, rhythm, pitch, perform, rap, tempo</i>	<i>Style, dynamics, timbre, structure, instruments, lyrics, pulse</i>	<i>Pop, structure, texture, percussion, vocals, backing, style</i>	<i>Rap, bar, hip hop, backing loop, scratching, percussion breaks, call and response</i>	<i>Bar, tempo, octave, structure, grime, bass, synth</i>
	Big Ideas 	Pulse Rhythm	Pulse Rhythm Pitch	Pulse Rhythm Pitch	Pulse Rhythm Pitch Dynamics Timbre	Pulse Rhythm Pitch Dynamics Timbre Structure Texture	Pulse Rhythm Pitch Dynamics Tempo Timbre Structure Texture	Pulse Rhythm Pitch Dynamics Tempo Timbre Structure Notation
Assessment	State approach & expectations Assessment of Learning - summative	Singing & performing nursery rhymes Easter Performance	Record performance of the song with glockenspiel improvisation	Class performance on song uploaded on Tapestry.	Appraisal performance (dance, movement, with original, with singing and instrument performance.)	Performing Mamma Mia and appraisal/discussion.	Compare two Rap/Hip-hop songs	Publish finished songs to Tapestry and share with school.
			Your Imagination	Friendship	Three Little Birds	Blackbird	Dancing in the Street	Happy
 SUMMER	Key Knowledge See EYFS Overview - Music embedded throughout the EYFS in Continuous Provision and teaching through Changa. Key Knowledge linked to our EYFS Big Ideas: Summer 2: Creation (Our World) Know how to follow a rhythm	Know how to talk about the song Your Imagination. Know what instruments are used in songs, and how to play some as call and response. Know how to perform with confidence and sing a song with two parts.	Know how to play a glockenspiel part using one of the differentiated parts (a one-note, simple or medium part). Know how music is made up of different parts, structures (verse/chorus) and can use different dynamics (pitch, rhythm, pulse.) Know why we need to play or sing parts in time with the steady pulse so that we can perform together or as call-and-response.	Know that a performance is sharing music with others (and involves choices.) Know how to play chords on the ukulele and how these can be represented. Know how to sing and play intime, following a leader and trying out different parts and solos.	Know that texture and structure are important aspects of a song performance. Know why the Beatles and the song 'Blackbird' connect to the world and culture. Know how to sing expressively with attention to detail and phrasing, play and lead a performance.	Know that some music is composed to encourage movement and dance. Know how to record a composition, recognising the connection between sound and symbol. Know why we need to consider different music elements when composing (pulse, rhythm, pitch and varying dynamics.)	Know how to play the ukulele with good technique. Know that rehearsing, following a lead and performing a part are important for a successful performance. Know how to talk about music using musical vocabulary, considering all the things we have learnt.	
	Vocabulary	<i>Pitch, tempo, pulse, copy, repeat, instrumental, percussion, part</i>	<i>Chorus, verse, improvise, pop, pulse/beat, pitch, unison</i>	<i>Stringed instruments, chords, dynamics, perform, rehearse, solo, fret</i>	<i>Vocal line, backing, ukulele, stringed instrument, chord, melody, tab</i>	<i>Vocal line, backing, ukulele, stringed instrument, chord, melody, tab</i>	<i>Soul, Motown, cover, improvisation, notation, composing, instrument riff, scale</i>	<i>Style indicators, cover, neo soul, producer, groove, Motown, hook, riff, solo</i>
	Big Ideas 	Pulse Rhythm	Pulse Rhythm Pitch	Pulse Rhythm Pitch	Pulse Rhythm Pitch Dynamics Timbre	Pulse Rhythm Pitch Dynamics Timbre Structure Texture	Pulse Rhythm Pitch Dynamics Tempo Timbre Structure Texture	Pulse Rhythm Pitch Dynamics Tempo Timbre Structure Notation

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	State approach & expectations Assessment of Learning-summative	Bee-you-tiful Bug Ball (dance) 3D Products: Recycled musical instrument Class Performance	Whole school performance with two groups of singers and percussion call and response outro.	Perform song to school in two parts.	Ukulele Performance as part of KS2 Summer Showcase.	Class discussion about music of the Beatles Performance of Blackbird.	Composition – Compose a melody, song or performance to encourage dancing.	Perform to the school in collective worship.
	Assessment for Learning – what is done? Assessment as Learning	We use partner talk along with our School Talk Expectations which enables the children to discuss, explain and present their ideas. We use careful questions to elicit children’s responses and encourage them to probe further to add to each other’s ideas. record learning using Tapestry, our digital learning record. Subject leads are invited to Showcase opportunities and learning organisers are used to prompt pupil voice conversations around this learning. We spiral back to prior learning recapping forever facts from sequences learned before and follow learning of our big ideas from Reception to Year Six. In Key Stage Two we introduce low stakes quizzes, finger voting.....						