

### **Acklam Whin Primary School Music Curriculum**

### EYFS progression map from Nursery (3-4years) to the end of Reception

Areas of Learning: Expressive Art and Design

**Educational Programme from the EYFS framework:** 

**Expressive Art and Design** 

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.

(Relevant statements for Nursery (3-4 years) and Reception can also be taken from Communication and Language and Physical Development)

Concept: Being Imaginative and Expressive - MUSIC

**EYFS Vocabulary:** pulse, rhythm, pitch, high sounds, low sounds, perform, unison, boogie, phrase, tempo, rap, unison, congo, rondo, concerto, phrase, Funk

Nursery

Nuisery		
Autumn	Spring	Summer
Listen to a variety of Nursery Rhymes and Number Songs	Listen to a variety of Nursery Rhymes and Number Songs	Listen to a variety of Nursery Rhymes and Number Songs
Sing a variety of Nursery Rhymes	ng a variety of Nursery Rhymes Sing a variety of Nursery Rhymes	
Sing a variety of Number Songs	Sing a variety of Number Songs	Sing a variety of Number Songs
Listen to a variety of untuned musical instruments	Listen to a variety of untuned musical instruments	Listen to a variety of untuned musical instruments
Play a variety of untuned musical instruments	Play a variety of untuned musical instruments	Play a variety of untuned musical instruments

**Learning beyond the classroom:** Christmas performance, celebrations with mini performances across the year.

Nursery's curriculum ensures all relevant skills from the Development Matters Pathway are met through the inclusion of stories, celebrations, phonics activities (including singing Nursery Rhymes), circle times, adult directed activities, continuous and enhanced provision and activities planned in response to children's needs.

## **Development Matters Pathway**

### **Expressive Arts and Design**

Listen with increased attention to sounds.

Respond to what they have heard, expressing their thoughts and feelings.

Remember and sing entire songs.

Sing the pitch of a tone sung by another person ('pitch match').

Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.

Create their own songs, or improvise a song around one they know.

Play instruments with increasing control to express their feelings and ideas.

Reception
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1/CCC PCIOTI					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Me!	My Stories	Everyone!	Our World	Big Bear Funk	Reflect, Rewind and Replay

Learning beyond the classroom: Singing assemblies, TVMS workshops, The Nativity performance, celebrations with performances across the year in school.



### **Development Matters Pathway**

Expressive Arts and Design

Explore, use and refine a variety of artistic effects to express their ideas and feelings.

Return to and build on their previous learning, refining ideas and developing their ability to represent them.

Create collaboratively, sharing ideas, resources and skills.

Listen attentively, move to and talk about music, expressing their feelings and responses.

Sing in a group or on their own, increasingly matching the pitch and following the melody.

Explore and engage in music making and dance, performing solo or in groups.

Listell alla Nes	spond	Explore and Create	(Musical Activities)	Sing	ging	Share ar	nd Perform
Knowledge Ski	tills	Knowledge	Skills	Knowledge	Skills	Knowledge	Skills
Knowledge Ski To know twenty To nursery rhymes off by heart. fee To know the stories of some of the nursery rhymes. ma	•	•	· · · · · · · · · · · · · · · · · · ·			<u> </u>	



Whole School Wasie Carriediani	<u> </u>
	high and low using
	voices and sounds of
	characters in the
	songs. Listen to
	high-pitched and
	low-pitched sounds
	on a glockenspiel.
	Activity D Create
	Your Own Sounds
	Invent a pattern
	using one pitched
	note, keep the pulse
	throughout with a
	single note and
	begin to create
	simple 2-note
	patterns to
	accompany the
	song.
	• Extension Activity
	Adding a 2-note
	melody to the
	rhythm of the
	words. Playing with
	two pitched notes to
	invent musical
	patterns.
Farly Learning Goal:	

### Early Learning Goal:

### **Expressive Art and Design: Being Imaginative and Expressive:**

Children at the expected level of development will:

- 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.

Children at the expected level of development in music will:

- respond to music, searching out a steady pulse to move to. Some children will be able to move to the pulse in different ways and clap the rhythm of their name.
- respond to music in character, searching out a steady pulse to move to. Some children will be able to copy the rhythm of small phrases from the songs.
- respond to music, inventing their own ways to find the pulse. Some children will be able to play the pulse on an instrument.
- respond to music, searching out a steady pulse to move to. Some children will be able to create their own actions and patterns.
- respond to music, in the context of Funk music. Some children will be able to share and assess their own performance.



### **Y1 Music Content Coverage**

	1	T	
Unit	<b>Autumn</b> Hey You	Spring In the Groove	Summer Your Imagination
Unit Theme	How pulse, rhythm and pitch work together.	How to be in the groove with different styles of music.	Using your imagination.
<b>Pulse</b> - the regular heartbeat of the music; its steady beat.	✓	✓	<b>√</b>
<b>Rhythm</b> - long and short sounds or patterns that happen over the pulse.	<b>✓</b>	✓	<b>√</b>
Pitch - high and low sounds.	<b>√</b>	✓	✓
<b>Tempo</b> - the speed of the music; fast or slow or in-between.	<b>√</b>	✓	✓
<b>Dynamics</b> - how loud or quiet the music is.	<b>√</b>	✓	✓
<b>Timbre</b> - the sound quality of instruments, including voices.	<b>√</b>	✓	✓
<b>Texture</b> - the layers of sound.	<b>√</b>	<b>√</b>	✓
<b>Structure</b> – the structures of the music e.g. an introduction, verse, chorus, ending.	<b>√</b>	<b>√</b>	✓
<b>Notation</b> - the link between sound and symbol.	<b>√</b>	<b>√</b>	<b>√</b>



Year 1							
Vocabulary	pulse, rhythm, pitch, r imagination	ap, improvise, compose	, melody, bass guitar, dr	ums, decks, perform, sir	ngers, keyboard, percuss	sion, trumpets, saxopho	ne, groove, audience,
	Listen and Appraise	Games	Singing	Playing	Improvisation	Composition	Performance
Skills	To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.	There are progressive Warm-up Games and Challenges within each Unit that embed pulse, rhythm and pitch. Children will complete the following in relation to the main song:  • Game 1 – Have Fun Finding The Pulse! Find the pulse. Choose an animal and find the pulse  • Game 2 – Rhythm Copy Back Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat.  • Game 3 – Rhythm Copy Back, Your Turn Create rhythms for others to copy  • Game 4 – Pitch Copy Back and Vocal	<ul> <li>Learn about voices, singing notes of different pitches (high and low).</li> <li>Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm.</li> <li>Learn to start and stop singing when following a leader.</li> </ul>	<ul> <li>Treat instruments carefully and with respect.</li> <li>Play a tuned instrumental part with the song they perform.</li> <li>Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part).</li> <li>Listen to and follow musical instructions from a leader.</li> </ul>	Use the improvisation tracks provided. Improvise using the three challenges:  1. Clap and Improvise — Listen and clap back, then listen and clap your own answer (rhythms of words).  2. Sing, Play and Improvise — Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.  3. Improvise! — Take it in turns to improvise using one or two notes.	Help to create a simple melody using one, two or three notes.     Learn how the notes of the composition can be written down and changed if necessary.	Choose a song they have learnt from the Scheme and perform it. They can add thei ideas to the performance. Record the performance and sa how they were feeling about it.



ARE	Most children should l	know that music has a st	eady pulse, like a heart	beat. Some children will	know that we can create	rhythms from words.	our names, favourite
Learning beyond the classroom	Singing assemblies, TV	'MS workshops, Christm	as performance, celebra	ations with performance	es across the year in scho	ol	
	<ul> <li>To know 5 songs off by heart.</li> <li>To know what the songs are about.</li> <li>To know and recognise the sound and names of some of the instruments they use.</li> </ul>	warm-up 2 Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using 'la'.  • To know that music has a steady pulse, like a heartbeat.  • To know that we can create rhythms from words, our names, favourite food, colours and animals.	To confidently sing or rap five songs from memory and sing them in unison.	<ul> <li>Learn the names of the notes in their instrumental part from memory or when written down.</li> <li>Learn the names of the instruments they are playing.</li> </ul>	<ul> <li>Improvisation is about making up your own tunes on the spot.</li> <li>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>Everyone can improvise!</li> </ul>	<ul> <li>Composing is like writing a story with music.</li> <li>Everyone can compose.</li> </ul>	A performance is sharing music with other people, called an audience.
		and sing back. Use your voices to copy back using 'la', whist marching to the steady beat  Game 4a – Pitch Copy Back and Vocal					



## **Y2 Music Content Coverage**

Unit	<b>Autumn</b> Hands, Feet, Heart	Spring I Wanna Play In A Band	<b>Summer</b> Friendship Song
Unit Theme	South African music	Playing together in a band	Friendship
<b>Pulse</b> - the regular heartbeat of the music; its steady beat.	<b>√</b>	<b>√</b>	<b>✓</b>
<b>Rhythm</b> - long and short sounds or patterns that happen over the pulse.	<b>√</b>	✓	✓
Pitch - high and low sounds.	✓	·	<b>✓</b>
<b>Tempo</b> - the speed of the music; fast or slow or in-between.	<b>✓</b>	<b>✓</b>	<b>✓</b>
<b>Dynamics</b> - how loud or quiet the music is.	✓	✓	✓
<b>Timbre</b> - the sound quality of instruments, including voices.	<b>✓</b>	<b>✓</b>	<b>✓</b>
<b>Texture</b> - the layers of sound.	✓	·	·
<b>Structure</b> - the structures of the music e.g. an introduction, verse, chorus, ending.	<b>✓</b>	<b>✓</b>	<b>✓</b>
<b>Notation</b> - the link between sound and symbol.	<b>√</b>	<b>√</b>	<b>✓</b>



Year 2							
Vocabulary			namics, tempo, performa , trumpets, saxophone,		e, rhythm, pitch, rap, imp nation	orovise, compose, melo	dy, bass guitar, drums,
	Listen and Appraise	Games	Singing	Playing	Improvisation	Composition	Performance
Skills	To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.  To learn how songs can tell a story or describe an idea.	There are progressive Warm-up Games and Challenges within each Unit that embed pulse, rhythm and pitch. Children will complete the following in relation to the main song:  • Game 1 – Have Fun Finding the Pulse! Find the pulse. Choose an animal and find the pulse.  • Game 2 – Rhythm Copy Back Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching the steady beat.  • Game 3 – Rhythm Copy Back, Your Turn Create rhythms for others to copy.  • Game 4 – Pitch Copy Back and Vocal	<ul> <li>Learn about voices singing notes of different pitches (high and low).</li> <li>Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm).</li> <li>Learn to find a comfortable singing position.</li> <li>Learn to start and stop singing when following a leader.</li> </ul>	<ul> <li>Treat instruments carefully and with respect.</li> <li>Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part).</li> <li>Play the part in time with the steady pulse.</li> <li>Listen to and follow musical instructions from a leader.</li> </ul>	Use the improvisation tracks provided. Improvise using the three challenges:  1. Clap and Improvise — Listen and clap back, then listen and clap your own answer (rhythms of words).  2. Sing, Play and Improvise — Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.  3. Improvise! — Take it in turns to improvise using one or two notes.	Help create three simple melodies with the Units using one, three or five different notes.     Learn how the notes of the composition can be written down and changed if necessary.	Choose a song they have learnt from the Scheme and perform it. They can add thei ideas to the performance. Record the performance and sa how they were feeling about it.



whole Scho	ool Music Curriculum	and sing back. Use your voices to copy back using 'la', whilst marching the steady beat.					
		• Game 4a – Pitch Copy Back and Vocal Warm-up 2 Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using 'la'.					
Knowledge and Understanding	<ul> <li>To know five songs off by heart.</li> <li>To know some songs have a chorus or a response/answer part.</li> <li>To know that songs have a musical style.</li> </ul>	<ul> <li>To know that music has a steady pulse, like a heartbeat.</li> <li>To know that we can create rhythms from words, our names, favourite food, colours and animals.</li> <li>Rhythms are different from the steady pulse.</li> <li>We add high and low sounds, pitch, when we sing and play our instruments.</li> </ul>	<ul> <li>To confidently know and sing five songs from memory.</li> <li>To know that unison is everyone singing at the same time.</li> <li>Songs include other ways of using the voice e.g. rapping (spoken word).</li> <li>To know why we need to warm up our voices.</li> </ul>	<ul> <li>Learn the names of the notes in their instrumental part from memory or when written down.</li> <li>Know the names of untuned percussion instruments played in class.</li> </ul>	<ul> <li>Improvisation is making up your own tunes on the spot.</li> <li>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>Everyone can improvise, and you can use one or two notes.</li> </ul>	<ul> <li>Composing is like writing a story with music.</li> <li>Everyone can compose.</li> </ul>	<ul> <li>A performance is sharing music with an audience.</li> <li>A performance can be a special occasion and involve a class, a year group or a whole school.</li> <li>An audience can include your parents and friends.</li> </ul>
Learning beyond the classroom	Singing assemblies, TV	MS workshops, Christma	as performance, celebra	ations with performance	es across the year in scho	ool	
= -	Most children should	know that music has a st	eady pulse. Some childi	ren will know that we ca	in create rhythms from v	vords, our names, favou	



## **Y3 Music Content Coverage**

Unit	Autumn Glockenspiel Stage 1	Spring Three Little Birds	<b>Summer</b> The Dragon Song
Unit Theme	Exploring & developing playing skills	Reggae and animals	Music from around the world, celebrating our differences and being kind to one another
<b>Pulse</b> - the regular heartbeat of the music; its steady beat.	<b>√</b>	<b>✓</b>	<b>✓</b>
<b>Rhythm</b> - long and short sounds or patterns that happen over the pulse.	<b>√</b>	<b>√</b>	<b>√</b>
Pitch - high and low sounds.	<b>✓</b>	✓	<b>✓</b>
<b>Tempo</b> - the speed of the music; fast or slow or in-between.	<b>✓</b>	✓	<b>✓</b>
<b>Dynamics</b> - how loud or quiet the music is.	<b>√</b>	<b>√</b>	<b>✓</b>
<b>Timbre</b> - the sound quality of instruments, including voices.	<b>√</b>	✓	<b>√</b>
<b>Texture</b> - the layers of sound.	<b>√</b>	<b>√</b>	<b>√</b>
<b>Structure</b> - the structures of the music e.g. an introduction, verse, chorus, ending.	<b>√</b>	<b>✓</b>	<b>✓</b>
<b>Notation</b> - the link between sound and symbol.	<b>✓</b>	<b>✓</b>	<b>→</b>



Year 3							
Vocabulary	answer, dynamics, ten		enspiel, pulse, rhythm,			tonic scale, bass, electric itar, drums, decks, perfo	• •
	Listen and Appraise	Games	Singing	Playing	Improvisation	Composition	Performance
Skills	<ul> <li>To confidently identify and move to the pulse.</li> <li>To think about what the words of a song mean.</li> <li>To take it in turn to discuss how the song makes them feel.</li> <li>Listen carefully and respectfully to other people's thoughts about the music.</li> </ul>	Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using two notes: 1. Find the Pulse 2. Rhythm Copy Back: a. Bronze: Clap and say back rhythms b. Silver: Create your own simple rhythm patterns c. Gold: Perhaps lead the class using their simple rhythms 3. Pitch Copy Back Using 2 Notes a. Bronze: Copy back - 'Listen and sing back' (no notation) b. Silver: Copy back with instruments, without then with notation c. Gold: Copy back with instruments, without and then with notation	<ul> <li>To sing in unison and in simple two-parts.</li> <li>To demonstrate a good singing posture.</li> <li>To follow a leader when singing.</li> <li>To enjoy exploring singing solo.</li> <li>To sing with awareness of being 'in tune'.</li> <li>To have an awareness of the pulse internally when singing.</li> </ul>	<ul> <li>To treat instruments carefully and with respect.</li> <li>Play any one, or all of four, differentiated parts on a tuned instrument − a one-note, simple or medium part or the melody of the song) from memory or using notation.</li> <li>To rehearse and perform their part within the context of the Unit song.</li> <li>To listen to and follow musical instructions from a leader.</li> </ul>	Improvise using instruments in the context of the song they are learning to perform. Using the improvisation tracks provided, children will complete the Bronze, Silver or Gold Challenges:  • Bronze Challenge: • Copy Back – Listen and sing back • Play and Improvise – Using instruments, listen and play your own answer using one note. • Improvise! – Take it in turns to improvise using one note. • Silver Challenge: • Silver Challenge: • Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes. • Play and Improvise – Using your instruments, listen and play your	<ul> <li>Help create at least one simple melody using one, three or five different notes.</li> <li>Plan and create a section of music that can be performed within the context of the unit song.</li> <li>Talk about how it was created.</li> <li>Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</li> <li>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul>	To choose what perform and create a programme.  To communicate the meaning of the words and clearly articulate them.  To talk about the best place to be when performing and how to stand osit.  To record the performance and show they were feeling, what they were pleased with what they would change and why.



Whole Sch	ool Music Curriculum	ı		T	T	1	
		4. Pitch Copy Back			own answer using		
		and Vocal Warm-			one or two notes.		
		ups			o Improvise! – Take		
					it in turns to		
					improvise using one or two notes.		
					• Gold Challenge:		
					• Sing, Play and		
					Copy Back – Listen		
					and copy back using		
					instruments, two		
					different notes.		
					○ Play and		
					Improvise – Using		
					your instruments,		
					listen and play your		
					own answer using		
					two different notes.		
					○ Improvise! – Take		
					it in turns to		
					improvise using three different		
					notes.		
Knowledge and	• To know five songs	Know how to find	To know and be able	To know and be able	To know and be able	To know and be able	To know and be able
Understanding	from memory and	and demonstrate	to talk about:	to talk about:	to talk about	to talk about:	to talk about:
	who sang them or	the pulse.	<ul> <li>Singing in a group</li> </ul>	<ul> <li>The instruments</li> </ul>	improvisation:	<ul><li>A composition:</li></ul>	<ul> <li>Performing is</li> </ul>
	wrote them.	<ul><li>Know the</li></ul>	can be called a choir	used in class (a	<ul> <li>Improvisation is</li> </ul>	music that is created	sharing music with
	<ul> <li>To know the style</li> </ul>	difference between	<ul><li>Leader or</li></ul>	glockenspiel etc.)	making up your own	by you and kept in	other people, an
	of the five songs.	pulse and rhythm.	conductor: A person		tunes on the spot	some way. It's like	audience
	• To choose one	• Know how pulse,	who the choir or		When someone	writing a story. It can	A performance
	song and be able to	rhythm and pitch	group follow		improvises, they	be played or	doesn't have to be a
	talk about:	work together to	Songs can make     Songs can make		make up their own	performed again to	drama! It can be to
	o Its lyrics: what the song is about	<ul><li>create a song.</li><li>Know that every</li></ul>	you feel different things e.g. happy,		tune that has never been heard before.	your friends.  • Different ways of	one person or to each other
	o Any musical	piece of music has a	energetic or sad		It is not written	recording	You need to know
	dimensions featured	pulse/steady beat.	• Singing as part of		down and belongs to	compositions (letter	and have planned
	in the song, and	• Know the	an ensemble or large		them	names, symbols,	everything that will
	where they are used	difference between	group is fun, but that		To know that using	audio etc.)	be performed
	(texture, dynamics,	a musical question	you must listen to		one or two notes		• You must sing or
	tempo, rhythm and	and an answer.	each other		confidently		rap the words clearly
	pitch)	1			1	1	1



	O Identify the main		<ul> <li>To know why you</li> </ul>		is better than using		and play with
	sections of the song		must warm up your		five		confidence
	(introduction, verse,		voice		<ul><li>To know that if</li></ul>		A performance can
	chorus etc.)				you improvise using		be a special occasion
	<ul> <li>Name some of the</li> </ul>				the notes you are		and involve an
	instruments they				given, you cannot		audience including
	heard in the song.				make a mistake		of people you don't
							know
							<ul> <li>It is planned and</li> </ul>
							different for each
							occasion
							<ul><li>It involves</li></ul>
							communicating
							feelings, thoughts
							and ideas about the
							song/music
Learning beyond the classroom	Singing assemblies, TVN	AS workshops, Christma	as performance, celebra	tions with performance	s across the year in scho	ool	
ARE	Most children should kn	now the difference betv	veen pulse and rhythm.				
l							



### **Y4 Music Content Coverage**

Unit	<b>Autumn</b> Mamma Mia	Spring Glockenspiel Stage 2	Summer Lean On Me
Unit Theme	ABBA's music	Exploring and developing playing skills using the glockenspiel	Soul/Gospel music and helping one another
<b>Pulse</b> - the regular heartbeat of the music; its steady beat.	<b>√</b>	<b>✓</b>	<b>√</b>
<b>Rhythm</b> - long and short sounds or patterns that happen over the pulse.	✓	<b>√</b>	<b>√</b>
Pitch - high and low sounds.	✓	✓	✓
<b>Tempo</b> - the speed of the music; fast or slow or in-between.	<b>√</b>	✓	✓
<b>Dynamics</b> - how loud or quiet the music is.	✓	✓	✓
<b>Timbre</b> - the sound quality of instruments, including voices.	<b>✓</b>	<b>✓</b>	<b>✓</b>
<b>Texture</b> - the layers of sound.	✓	✓	✓
<b>Structure</b> - the structures of the music e.g. an introduction, verse, chorus, ending.	<b>√</b>	<b>√</b>	✓
<b>Notation</b> - the link between sound and symbol.	<b>√</b>	<b>√</b>	<b>√</b>



Year 4									
Vocabulary	solo, unison, rhythm patterns, musical style, lyrics, choreography, digital/electronic sounds, turntables, by ear, notation, piano, acoustic guitar, birdsong, civil righ racism, equality, structure, intro/introduction, verse, chorus, guitar, synthesizer, hook, texture, organ, backing vocals, hook, riff, pentatonic scale, bass, electric guitar, question and answer, dynamics, tempo, performance, glockenspiel, pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophone, groove, audience, imagination								
	Listen and Appraise	Games	Singing	Playing	Improvisation	Composition	Performance		
Skills	<ul> <li>To confidently identify and move to the pulse.</li> <li>To talk about the musical dimensions working together in the Unit songs e.g. if the song gets louder in the chorus (dynamics).</li> <li>Talk about the music and how it makes them feel.</li> <li>Listen carefully and respectfully to other people's thoughts about the music.</li> <li>When you talk try to use musical words.</li> </ul>	Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using two notes: 1. Find the Pulse 2. Rhythm Copy Back: a. Bronze: Clap and say back rhythms b. Silver: Create your own simple rhythm patterns c. Gold: Perhaps lead the class using their simple rhythms 3. Pitch Copy Back Using 2 Notes a. Bronze: Copy back - 'Listen and sing back' (no notation) b. Silver: Copy back with instruments, without then with notation c. Gold: Copy back with instruments,	<ul> <li>To sing in unison and in simple two-parts.</li> <li>To demonstrate a good singing posture.</li> <li>To follow a leader when singing.</li> <li>To enjoy exploring singing solo.</li> <li>To sing with awareness of being 'in tune'.</li> <li>To re-join the song if lost.</li> <li>To listen to the group when singing.</li> </ul>	<ul> <li>To treat instruments carefully and with respect.</li> <li>Play any one, or all four, differentiated parts on a tuned instrument − a one-note, simple or medium part or the melody of the song from memory or using notation.</li> <li>To rehearse and perform their part within the context of the Unit song.</li> <li>To listen to and follow musical instructions from a leader.</li> <li>To experience leading the playing by making sure everyone plays in the playing section of the song.</li> </ul>	Improvise using instruments in the context of the song they are learning to perform. Using the improvisation tracks provided, children will complete the Bronze, Silver or Gold Challenges:  Bronze Challenge:  Copy Back – Listen and sing back melodic patterns Play and Improvise – Using instruments, listen and play your own answer using one note.  Improvise using one note.  Silver Challenge: Silver Challenge: Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes. Play and Improvise – Using your instruments, using your instruments,	<ul> <li>Help create at least one simple melody using one, three or all five different notes.</li> <li>Plan and create a section of music that can be performed within the context of the unit song.</li> <li>Talk about how it was created.</li> <li>Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</li> <li>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul>	<ul> <li>To choose what the perform and created a programme.</li> <li>Present a musical performance designed to capture the audience.</li> <li>To communicate the meaning of the words and clearly articulate them.</li> <li>To talk about the best place to be when performing and how to stand on sit.</li> <li>To record the performance and sith how they were feeling, what they were pleased with what they would change and why.</li> </ul>		



Whole Sch	ool Nausia Commissulore						
Whole Sch	ool Music Curriculum	without and then with notation 4. Pitch Copy Back and Vocal Warm-ups			listen and play your own answer using one or two notes.  o Improvise! – Take it in turns to improvise using one or two notes.  • Gold Challenge:  o Sing, Play and Copy Back – Listen and copy back using instruments, two different notes.  o Play and Improvise – Using your instruments, listen and play your own answer using two different notes. o Improvise! – Take it in turns to improvise using three different		
Knowledge and Understanding	To know five songs from memory and who sang them or wrote them. To know the style of the five songs. To choose one song and be able to talk about:  Some of the style indicators of that song (musical characteristics that give the song its style).  The lyrics: what the song is about.	Know and be able to talk about:  How pulse, rhythm and pitch work together  Pulse: Finding the pulse – the heartbeat of the music  Rhythm: the long and short patterns over the pulse  Know the difference between pulse and rhythm  Pitch: High and	To know and be able to talk about:  Singing in a group can be called a choir Leader or conductor: A person who the choir or group follow Songs can make you feel different things e.g. happy, energetic or sad Singing as part of an ensemble or large group is fun, but that you must listen to each other	To know and be able to talk about:  The instruments used in class (a glockenspiel, recorder or xylophone).  Other instruments they might play or be played in a band or orchestra or by their friends	notes.  To know and be able to talk about improvisation:  Improvisation is making up your own tunes on the spot  When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.  To know that using one or two notes	To know and be able to talk about:  • A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.  • Different ways of recording compositions (letter names, symbols, audio etc.)	To know and be able to talk about:  Performing is sharing music with other people, an audience  A performance doesn't have to be a drama! It can be to one person or to each other  You need to know and have planned everything that will be performed  You must sing or rap the words clearly



in the song and where they are used (texture, dynamics, tempo, rhythm and pitch).  • Identify the main sections of the song (introduction, verse, chorus etc).  • Name some of the instruments they	<ul> <li>How to keep the internal pulse</li> <li>Musical Leadership: creating musical ideas for the group to copy or respond to</li> </ul>	thinner texture than a large group  To know why you must warm up your voice	using five  To know that if you improvise using the notes you are given, you cannot make a mistake To know that you can use some of the riffs you have heard in the	<ul> <li>A performance call be a special occasion and involve an audience including of people you don't know</li> <li>It is planned and different for each occasion</li> <li>It involves communicating</li> </ul>
heard in the song.			challenges in your improvisations	feelings, thoughts and ideas about the song/music



## **Y5 Music Content Coverage**

Unit	Autumn Classroom Jazz 1	Spring Dancing In The Street	<b>Summer</b> The Fresh Prince Of Bel-Air
Unit Theme	Jazz and Improvisation	Motown	Old School Hip-Hop
<b>Pulse</b> - the regular heartbeat of the music; its steady beat.	<b>✓</b>	<b>✓</b>	<b>✓</b>
<b>Rhythm</b> - long and short sounds or patterns that happen over the pulse.	<b>√</b>	<b>√</b>	<b>√</b>
Pitch - high and low sounds.	✓	<b>√</b>	✓
<b>Tempo</b> - the speed of the music; fast or slow or in-between.	<b>✓</b>	<b>✓</b>	<b>✓</b>
<b>Dynamics</b> - how loud or quiet the music is.	✓	✓	✓
<b>Timbre</b> - the sound quality of instruments, including voices.	<b>✓</b>	<b>✓</b>	<b>✓</b>
<b>Texture</b> - the layers of sound.	✓	<b>√</b>	✓
<b>Structure</b> - the structures of the music e.g. an introduction, verse, chorus, ending.	<b>✓</b>	<b>✓</b>	<b>✓</b>
<b>Notation</b> - the link between sound and symbol.	<b>√</b>	<b>√</b>	<b>√</b>



Year 5									
Vocabulary	bridge, backbeat, amplifier, bridge, appraising, syncopation, tune/head, note values, note names, ballad, interlude, tag ending, strings, cover, backing loops, scratching, cover, timbre, riff, bass line, brass section, harmony, solo, unison, rhythm patterns, musical style, lyrics, choreography, digital/electronic sounds, turntables, by ear, notation, piano, acoustic guitar, birdsong, civil rights, racism, equality, structure, intro/introduction, verse, chorus, guitar, synthesizer, hook, texture, organ, backing vocals, hook, riff, pentatonic scale, bass, electric guitar, question and answer, dynamics, tempo, performance, glockenspiel, pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophone, groove, audience, imagination								
	Listen and Appraise	Games	Singing	Playing	Improvisation	Composition	Performance		
Skills	To identify and	Using the Warm up	• To sing in unison	Play a musical	Improvise using	Create simple	To choose what to		
	move to the pulse with ease.	Games tracks provided, complete	and to sing backing vocals.	instrument with the correct technique	instruments in the context of a song to	melodies using up to five different notes	perform and create a programme.		
	<ul><li>To think about the message of songs.</li><li>To compare two</li></ul>	the Bronze, Silver and Gold Challenges. Children will	• To enjoy exploring singing solo. To listen to the group	within the context of the Unit song.  • Select and learn an	be performed. Use the improvisation tracks provided and	and simple rhythms that work musically with the style of the	• To communicate the meaning of the words and clearly		
	songs in the same style, talking about	complete the following in relation	when singing.  • To demonstrate a	instrumental part that matches their	improvise using the Bronze, Silver or	Unit song.  ● Explain the	articulate them.  ■ To talk about the		
	what stands out musically in each of	to the main song, using three notes:	good singing posture.	musical challenge, using one of the	Gold Challenges.  1. Play and Copy	keynote or home note and the	venue and how to use it to best effect.		
	them, their similarities and differences.	Bronze Challenge     Find the pulse     Copy back that has	• To follow a leader when singing.	differentiated parts  – a one-note, simple	Back  O Bronze – Copy  back using	structure of the melody.	• To record the performance and		
	Listen carefully     and respectfully to	o Copy back rhythms based on the words of the main song,	<ul> <li>To experience rapping and solo singing.</li> </ul>	or medium part or the melody of the song from memory	back using instruments. Use one note.	<ul> <li>Listen to and reflect upon the developing</li> </ul>	compare it to a previous performance.		
	other people's thoughts about the	that include syncopation/off beat	<ul><li>To listen to each other and be aware</li></ul>	or using notation.  • To rehearse and	o <b>Silver</b> – Copy back using instruments.	composition and make musical	<ul> <li>To discuss and ta musically about it –</li> </ul>		
	music.  • When you talk try	O Copy back one- note riffs using	of how you fit into the group.	perform their part within the context of	Use the two notes.  • Gold – Copy back	decisions about how the melody connects	"What went well?" and "It would have		
	to use musical words.	simple and syncopated rhythm	• To sing with awareness of being	the Unit song.  ■ To listen to and	using instruments. Use the three notes.	with the song.  ● Record the	been even better if?"		
	<ul> <li>To talk about the musical dimensions</li> </ul>	patterns • Silver Challenge	'in tune'.	follow musical instructions from a	2. Play and Improvise You will	composition in any way appropriate that			
	working together in the Unit songs.	O Find the pulse O Lead the class by		leader.  ● To lead a rehearsal	be using up to three notes:	recognises the connection between			
	<ul> <li>Talk about the music and how it makes you feel.</li> </ul>	inventing rhythms for others to copy back		session.	o <b>Bronze</b> – Question and Answer using instruments. Use	sound and symbol (e.g. graphic/pictorial			
	makes you reer.	O Copy back two- note riffs by ear and			one note in your answer.	notation).			
		with notation			o <b>Silver</b> – Question and Answer using				



whole Scho	ool Music Curriculum						
vinore sund	Nusic Curriculum	o Question and answer using two different notes • Gold Challenge o Find the pulse o Lead the class by inventing rhythms for them to copy back o Copy back three-note riffs by ear and with notation o Question and answer using three different notes			instruments. Use two notes in your answer. Always start on a G. o Gold – Question and Answer using instruments. Use three notes in your answer. Always start on a G. 3. Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan: o Bronze – Improvise using one note. o Silver – Improvise using two notes. o Gold – Improvise using three notes. Classroom Jazz 2 – Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a		
Knowledge and Understanding	<ul> <li>To know five songs from memory, who sang or wrote them, when they were written and, if possible, why?</li> <li>To know the style of the five songs and to name other songs</li> </ul>	Know and be able to talk about:  How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how	<ul> <li>To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</li> <li>To choose a song</li> </ul>	To know and be able to talk about:  Different ways of writing music down—e.g. staff notation, symbols The notes C, D, E, F, G, A, B + C on the treble stave	five-note pattern)  To know and be able to talk about improvisation:  Improvisation is making up your own tunes on the spot  When someone improvises, they make up their own	To know and be able to talk about:  • A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or	To know and be able to talk about:  • Performing is sharing music with other people, an audience  • A performance doesn't have to be a drama! It can be to



whole Scho	ool Music Curriculum						
	from the Units in	they connect in a	and be able to talk	• The instruments	tune that has never	performed again to	one person or to
	those styles.	song	about:	they might play or	been heard before.	your friends.	each other
	<ul> <li>To choose two or</li> </ul>	<ul> <li>How to keep the</li> </ul>	<ul> <li>Its main features</li> </ul>	be played in a band	It is not written	<ul> <li>A composition has</li> </ul>	<ul> <li>Everything that</li> </ul>
	three other songs	internal pulse	<ul> <li>Singing in unison,</li> </ul>	or orchestra or by	down and belongs to	pulse, rhythm and	will be performed
	and be able to talk	<ul><li>Musical</li></ul>	the solo, lead vocal,	their friends	them.	pitch that work	must be planned and
	about:	Leadership: creating	backing vocals or		<ul> <li>To know that using</li> </ul>	together and are	learned
	<ul> <li>Some of the style</li> </ul>	musical ideas for the	rapping		one or two notes	shaped by tempo,	<ul> <li>You must sing or</li> </ul>
	indicators of the	group to copy or	O To know what the		confidently is better	dynamics, texture	rap the words clearly
	songs (musical	respond to	song is about and		than using five	and structure	and play with
	characteristics that		the meaning of the		<ul> <li>To know that if</li> </ul>	<ul><li>Notation:</li></ul>	confidence
	give the songs their		lyrics		you improvise using	recognise the	<ul> <li>A performance can</li> </ul>
	style)		<ul><li>To know and</li></ul>		the notes you are	connection between	be a special occasion
	o The lyrics: what		explain the		given, you cannot	sound and symbol	and involve an
	the songs are about		importance of		make a mistake		audience including
	o Any musical		warming up your		<ul> <li>To know that you</li> </ul>		of people you don't
	dimensions featured		voice		can use some of the		know
	in the songs and				riffs you have heard		<ul> <li>It is planned and</li> </ul>
	where they are used				in the Challenges in		different for each
	(texture, dynamics,				your improvisations		occasion
	tempo, rhythm and				<ul><li>To know three</li></ul>		<ul> <li>A performance</li> </ul>
	pitch)				well-known		involves
	<ul> <li>Identify the main</li> </ul>				improvising		communicating
	sections of the songs				musicians		ideas, thoughts and
	(intro, verse, chorus						feelings about the
	etc.)						song/music
	<ul> <li>Name some of the</li> </ul>						
	instruments they						
	heard in the songs						
	o The historical						
	context of the songs.						
	What else was going						
	on at this time?						
Learning beyond the classroom	Singing assemblies, TV	l MS workshops, Christm	l as performance, celebra	I ations with performance	les across the year in scho	ol	<u> </u>
ARE	Most children will kno	w the pulse, rhythm, pit	ch, tempo, dynamics, te	exture and structure wo	rk together to make a so	ng sound interesting, an	d be able to keep the
	internal pulse.						



## **Y6 Music Content Coverage**

Unit	<b>Autumn</b> Happy	Spring Classroom Jazz 2	Summer You've Got A Friend
Unit Theme	Being happy	Jazz, improvisation and composition	The music of Carole King
<b>Pulse</b> - the regular heartbeat of the music; its steady beat.	✓	<b>✓</b>	✓
<b>Rhythm</b> - long and short sounds or patterns that happen over the pulse.	✓	<b>√</b>	<b>√</b>
Pitch - high and low sounds.	✓	<b>√</b>	✓
<b>Tempo</b> - the speed of the music; fast or slow or in-between.	<b>√</b>	<b>√</b>	✓
<b>Dynamics</b> - how loud or quiet the music is.	✓	<b>√</b>	✓
<b>Timbre</b> - the sound quality of instruments, including voices.	<b>√</b>	<b>✓</b>	✓
<b>Texture</b> - the layers of sound.	✓	<b>✓</b>	✓
<b>Structure</b> - the structures of the music e.g. an introduction, verse, chorus, ending.	<b>√</b>	<b>✓</b>	✓
<b>Notation</b> - the link between sound and symbol.	✓	<b>√</b>	<b>√</b>



Year 6									
Vocabulary	style indicators, tempo, dimensions of music, producer, ostinato, phrases, gender equality, bridge, backbeat, amplifier, bridge, appraising, syncopation, tune/head, note values, note names, ballad, interlude, tag ending, strings, cover, backing loops, scratching, cover, timbre, riff, bass line, brass section, harmony, solo, unison, rhythm patterns, musical style, lyrics, choreography, digital/electronic sounds, turntables, by ear, notation, piano, acoustic guitar, birdsong, civil rights, racism, equality, structure, intro/introduction, verse, chorus, guitar, synthesizer, hook, texture, organ, backing vocals, hook, riff, pentatonic scale, bass, electric guitar, question and answer, dynamics, tempo, performance, glockenspiel, pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophone, groove, audience, imagination								
	Listen and Appraise	Games	Singing	Playing	Improvisation	Composition	Performance		
Skills	● To identify and move to the pulse with ease.     ● To think about the message of songs.     ● To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.     ● Listen carefully and respectfully to other people's thoughts about the music.     ● Use musical words when talking about the songs.     ● To talk about the musical dimensions working together in the Unit songs.     ● Talk about the music and how it makes you feel, using musical language to describe	Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using three notes:  Bronze Challenge  Find the pulse  Copy back rhythms based on the words of the main song, that include syncopation/off beat  Copy back onenote riffs using simple and syncopated rhythm patterns  Silver Challenge  Find the pulse  Lead the class by inventing rhythms for others to copy back  Copy back twonote riffs by ear and with notation	<ul> <li>To sing in unison and to sing backing vocals.</li> <li>To demonstrate a good singing posture.</li> <li>To follow a leader when singing.</li> <li>To experience rapping and solo singing.</li> <li>To listen to each other and be aware of how you fit into the group.</li> <li>To sing with awareness of being 'in tune'.</li> </ul>	<ul> <li>Play a musical instrument with the correct technique within the context of the Unit song.</li> <li>Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts         <ul> <li>a one-note, simple or medium part or the melody of the song from memory or using notation.</li> <li>To rehearse and perform their part within the context of the Unit song.</li> <li>To listen to and follow musical instructions from a leader.</li> <li>To lead a rehearsal session.</li> </ul> </li> </ul>	Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.  1. Play and Copy Back  O Bronze — Copy back using instruments. Use one note.  O Silver — Copy back using instruments. Use the two notes.  O Gold — Copy back using instruments. Use the three notes. 2. Play and Improvise You will be using up to three notes:  O Bronze — Question and Answer using instruments. Use one note in your answer.	<ul> <li>Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</li> <li>Explain the keynote or home note and the structure of the melody.</li> <li>Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</li> <li>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul>	<ul> <li>To choose what to perform and create a programme.</li> <li>To communicate the meaning of the words and clearly articulate them.</li> <li>To talk about the venue and how to use it to best effect.</li> <li>To record the performance and compare it to a previous performance.</li> <li>To discuss and talk musically about it – "What went well?" and "It would have been even better if?"</li> </ul>		



	ool Music Curriculum	O Question and			o Silver – Question		
		answer using two			and Answer using		
		different notes			instruments. Use		
		Gold Challenge			two notes in your		
		o Find the pulse			answer. Always start		
		O Lead the class by			on a G.		
		inventing rhythms			○ <b>Gold</b> – Question		
		for them to copy			and Answer using		
		back			instruments. Use		
		o Copy back three-			three notes in your		
		note riffs by ear and			answer. Always start		
		with notation			on a G.		
		<ul><li>Question and</li></ul>			3. Improvisation!		
		answer using three			You will be using up		
		different notes			to three notes. The		
					notes will be		
					provided on-screen		
					and in the lesson		
					plan:		
					○ Bronze –		
					Improvise using one		
					note.		
					o <b>Silver</b> – Improvise		
					using two notes.		
					o <b>Gold</b> – Improvise		
					using three notes.  Classroom Jazz 2 –		
					Improvise with a		
					feeling for the style		
					of Bossa Nova and		
					Swing using the		
					notes D, E, G, A + B		
					(pentatonic scale/a		
					five-note pattern)		
Knowledge and	To know five songs	Know and be able to	To know and	To know and be able	To know and be able	To know and be able	To know and be al
Jnderstanding	from memory, who	talk about:	confidently sing five	to talk about:	to talk about	to talk about:	to talk about:
	sang or wrote them,	<ul> <li>How pulse,</li> </ul>	songs and their parts	<ul> <li>Different ways of</li> </ul>	improvisation:	• A composition:	<ul><li>Performing is</li></ul>
	when they were	rhythm, pitch,	from memory, and	writing music down	<ul> <li>Improvisation is</li> </ul>	music that is created	sharing music wit
	written and why?	tempo, dynamics,	to sing them with a	– e.g. staff notation,	making up your own	by you and kept in	an audience with
	• To know the style	texture and	strong internal	symbols	tunes on the spot	some way. It's like	belief
	of the songs and to	structure work	pulse.			writing a story. It can	



name other songs			
from the Units in			
those styles.			
• To choose three or			
four other songs and			
be able to talk			
about:			
o The style			
indicators of the			
songs (musical			
characteristics that			
give the songs their			
style)			
O The lyrics: what			
the songs are about			
<ul> <li>Any musical</li> </ul>			
dimensions featured			
in the songs and			
where they are used			
(texture, dynamics,			
tempo, rhythm,			
pitch and timbre)			
<ul><li>Identify the</li></ul>			
structure of the			
songs (intro, verse,			
chorus etc.)			
O Name some of the			
instruments used in			
the songs			
o The historical			
context of the songs.			
What else was going			
on at this time,			
musically and			
historically?			
O Know and talk			
about that fact that			
we each have a			
musical identity			

together to create a song or music

- How to keep the internal pulse
- Musical Leadership: creating musical ideas for the group to copy or respond to
- To know about the style of the songs so you can represent the feeling and context to your audience
- To choose a song and be able to talk about: o Its main features o Singing in unison, the solo, lead vocal, backing vocals or rapping o To know what the song is about and the meaning of the lyrics o To know and explain the importance of warming up your voice
- ◆ The notes C, D, E,
   F, G, A, B + C on the
   treble stave
- The instruments they might play or be played in a band or orchestra or by their friends
- When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.
- To know that using one, two or three notes confidently is better than using five
- To know that if you improvise using the notes you are given, you cannot make a mistake
- To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations
   To know three
- To know three well-known improvising musicians

- be played or performed again to your friends.
- A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure
- Notation: recognise the connection between sound and symbol

- A performance doesn't have to be a drama! It can be to one person or to each other
- Everything that will be performed must be planned and learned
- You must sing or rap the words clearly and play with confidence
- A performance can be a special occasion and involve an audience including of people you don't know
- It is planned and different for each occasion
- A performance involves communicating ideas, thoughts and feelings about the song/music



Whole Scho	ol Music Curriculum
Learning beyond	Singing assemblies, TVMS workshops, Christmas performance, celebrations with performances across the year in school
the classroom	
ARE	Most children will know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the
	internal pulse.