



MUSIC CURRICULUM

Purpose (the reason it is taught)

Our principal aim is that children leave Tyntesfield Primary School with a wide range of happy and rich memories in Music, formed through interesting, enjoyable and exciting experiences, full of opportunity and enrichment, thus enhancing each child's awareness of their own abilities and strengths as musical learners. Our high-quality music education will engage and inspire pupils to develop a love and passion for music as well as developing their ability as musicians, consequently increasing their self-confidence, creativity, sense of achievement and well-being. In addition, it is important to develop a curiosity for the subject, as well as an understanding and acceptance of the value and importance of all types of music, and an unbiased respect for the role that music may wish to be expressed in any person's life. We are committed to ensuring children understand the importance of music in the wider community, and are able to use their musical skills, knowledge, and experiences to involve themselves in music, in a variety of different contexts.

Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Aims (desired outcomes)

- **perform, listen to, review and evaluate music** across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians;
- learn to **sing and to use their voices**, to **create and compose music on their own** and with others, have the opportunity to **learn a musical instrument**, use technology appropriately and have the opportunity to progress to the next level of musical excellence;
- **understand and explore how music is created, produced and communicated**, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

CONCEPTS

(subject specific abstract ideas)

Duration	Pitch	Tempo	Dynamics	Structure	Texture	Timbre	Rhythm
Duration is an amount of time or how long or short a note, phrase, section or composition lasts.	Pitch is the sound of a single note in relation to other notes. Words which can describe the pitch include: high, low, treble, bass, sharp, flat	Tempo is the speed of a piece of music. The tempo can change during a piece. The tempo describes the pulse or beat of the music. Sometimes we use Italian words to describe the tempo such as <i>lento</i> , which means slow, or <i>allegro</i> which means lively.	Dynamics are used to describe the volume of one or more notes in a piece of music. The dynamic can change gradually or suddenly. Symbols known as dynamic markings, based on Italian descriptions, are often used such as <i>f</i> for <i>forte</i> which means 'strong' or 'loud'.	Structure is the overall framework of a piece of music. The structure of a song will usually have an introduction, some verses and a chorus.	The texture of a piece of music describes how the different sounds are being woven together. A thick texture uses several ideas at once. A thinner texture will have fewer parts. A whole class singing the same harmony is thin. A few children singing the same song in a four-part round, starting at different times will create a thicker texture.	Timbre is the unique sound quality which helps us to distinguish between different instruments and voices. The different ways an instrument is played can change its timbre.	Rhythm is the organisation of long and short sounds around a beat. Some rhythms coincide with the beat; others use syncopation in which most of the sounds fit between the main beats.

SKILLS

(ability to do something well; expertise)

Singing	Listening	Playing	Performing	Composing and Improvising	Notation and Technology
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KNOWLEDGE
(known information)

EYFS

Children are taught to:

- **Sing songs, make music** and experiment with ways of changing them
- **Use what they have learnt about music in original ways**, thinking about uses and purposes
- **Represent their own ideas, thoughts and feelings through music**

Key Stage 1

Children are taught to:

- use their voices expressively and creatively by **singing songs and speaking chants and rhymes**
- **play tuned and un-tuned instruments musically**
- **listen with concentration and understanding** to a range of high-quality live and recorded music
- **experiment with, create, select and combine sounds** using the interrelated dimensions of music

Key Stage 2

Children are taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

- **play and perform in solo and ensemble contexts, using their voices and playing musical instruments** with increasing accuracy, fluency, control and expression
- **improvise and compose music for a range of purposes** using the interrelated dimensions of music
- **listen with attention to detail and recall sounds** with increasing aural memory
- use and understand staff and other **musical notations**
- **appreciate and understand a wide range of high-quality live and recorded music** drawn from different traditions and from great composers and musicians
- develop an **understanding of the history of music**

WHOLE SCHOOL SCHEME

As a school, we are following the Kapow Primary unit scheme. The Kapow scheme of work is used from Reception to Year 6 to ensure a wide exposure to different genres of music, with lots of practical opportunities to explore and develop as musicians and singers.

All units involve:

- Listening and appraising an anchor song
- Learning to sing the anchor song
- Learning to play instruments alongside the anchor song
- Improvise on the anchor song using instruments
- Learn about the interconnecting dimensions of music
- Learn ways to show musical notation (KS1 and KS2)
- Learn the key features of a genre (KS1 and KS2)
- Compose their own songs of the same genre (KS2)
- Perform the songs that they have learnt.

An example of unit options for Year 3:

Year 3

Ballads Children learn what ballads are, how to identify their features and how to convey different emotions when performing them. Lessons: 5 View lessons	Creating compositions in response to an animation (Theme: Mountains) Listening to music and considering the narrative it could represent. Paying close attention to the dynamics, pitch and tempo and how they change. Lessons: 5 View lessons	Developing singing technique (Theme: the Vikings) The children develop their singing technique. Learning to keep in time and work on musical notation and rhythm, the unit finishes with a group performance of a song with actions. Lessons: 5 View lessons
Pentatonic melodies and composition (Theme: Chinese New Year) Revising key musical terminology, playing and creating pentatonic melodies, composing a piece of music using layered melodies. Lessons: 5 View lessons	Jazz Learning about ragtime style music, Dixieland music and scat singing. Children create a jazz motif using a swung rhythm. Lessons: 5 View lessons	Traditional instruments and improvisation (Theme: India) Children listen to a range of rag and tal music, identifying traditional instruments as well as creating their own improvisations and performing as a class. Lessons: 5 View lessons

Suggested units by year group to cover the MMC key skills requirements:

Year Group	Kapow Unit	Singing	Listening	Playing	Performing	Composing and Improvising	Notation and Technology
Reception	Celebrations	✓	✓	✓	✓		
	Musical Stories		✓	✓	✓	✓	✓
Year 1	By the Sea	✓	✓	✓	✓	✓	✓
	TMS - Ukulele	✓	✓	✓	✓		
Year 2	Musical Me	✓	✓	✓	✓	✓	✓
	TMS - Recorder	✓	✓	✓	✓		
Year 3	Traditional instruments and improvising	✓	✓	✓	✓	✓	✓
	TMS - Flute	✓	✓	✓	✓		
Year 4	Rock and Roll	✓	✓	✓	✓		✓
	TMS – Violin	✓	✓	✓	✓		
Year 5	Looping and remixing		✓	✓	✓	✓	✓
	TMS – Samba Drums	✓	✓	✓	✓	✓	
Year 6	Film Music		✓	✓	✓	✓	✓
	TMS - Trumpet	✓	✓	✓	✓		

KEY MUSIC SKILLS – PROGRESSION

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Singing	<p>Begin to pitch – match (i.e., reproduce with their voice the pitch of a tone sung by another). Sings and performs range of entire songs</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the shape of the melody moving melody, e.g., up and down, down & up) Internalises music, e.g., sings songs inside his/her head</p>	<p>Begin to pitch – match (i.e., reproduce with their voice the pitch of a tone sung by another). Sings and performs range of entire songs</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the shape of the melody moving melody, e.g., up and down, down & up)</p> <p>Internalises music, e.g., sings songs inside his/her head</p>	<p>Sing simple songs, chants and rhymes from memory</p> <p>Sing collectively and at the same pitch</p> <p>Respond to simple visual directions (start, stop, loud quiet)</p> <p>Respond to counting in</p> <p>Begin with simple songs and very small pitch range, mi-so</p> <p>Progress to slightly wider pitch</p> <p>Include pentatonic songs</p> <p>Sing a wide range of call and response songs to control the pitch</p> <p>Sing a wide range of call and response songs to match the pitch they hear with accuracy</p>	<p>Sing songs regularly with pitch range do-so with increasing vocal control</p> <p>Sing songs with a small pitch range, pitching accurately</p> <p>Know the meaning of dynamics (loud /quiet), tempo (fast /slow) and be able to demonstrate these when singing by responding to the leader's directions and visual symbols (crescendo/pause)</p>	<p>Sing a widening range of unison songs of varying styles and structures with a pitch range do-so</p> <p>Sing tunefully and with expression</p> <p>Perform forte and piano</p> <p>Perform action songs confidently and in time to a range of action songs</p> <p>Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes</p> <p>Perform as a choir in school assemblies</p>	<p>Continue to sing a broad range of unison songs with the range of an octave, pitching the voice accurately and following directions for getting louder and quieter.</p> <p>Sing rounds and partner songs in different time signatures</p> <p>Begin to sing repertoire with small leaps as well as a simple second part to introduce vocal harmony</p> <p>Perform a range of songs in school assemblies</p>	<p>Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance</p> <p>Sing observing phrasing, accurate pitching and appropriate style</p> <p>Sing three-part rounds, partner songs and songs with a verse and chorus</p> <p>Perform a range of songs in school assemblies and in school performance opportunities</p>	<p>Sing a broad range of songs</p> <p>Include songs that involve syncopated rhythms</p> <p>Sing with a sense of ensemble and performance</p> <p>Include observing rhythm, phrasing, accurate pitch matching and appropriate style</p> <p>Continue to sing three- and four-part rounds or partner songs.</p> <p>Experiment with positioning singers randomly within the group (i.e., no longer in discrete parts) in order to develop greater listening skills, balance between part and vocal independence</p> <p>Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.</p>

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening	<p>Thinks abstractly about music and expresses this physically or verbally e.g. "This music sounds like floating on a boat." "This music sounds like dinosaurs." Notices and describes any changes in music and compares music e.g. "This music started fast and then became slow." "This music had lots of instruments but this music only had voices." "This music was spiky and this music was smooth." Associates styles of music with characters and stories Accurately anticipate changes in music, e.g., when music is going to get faster, louder, slower.</p>	<p>Thinks abstractly about music and expresses this physically or verbally e.g. "This music sounds like floating on a boat." "This music sounds like dinosaurs." Notices and describes any changes in music and compares music e.g. "This music started fast and then became slow." "This music had lots of instruments but this music only had voices." "This music was spiky and this music was smooth." Associates styles of music with characters and stories Accurately anticipate changes in music, e.g., when music is going to get faster, louder, slower.</p>	<p>Listen to recorded performances Provide opportunities to experience live music making in and out of school</p> <p>Express opinions about a range of music from different cultures, traditions and historical periods.</p> <p>Identify sounds of common classroom percussion instruments</p>	<p>Listen with concentration to a variety of live and recorded music from different cultures, traditions and historical periods and express an opinion about the music.</p> <p>Express opinions about a range of music from different cultures, traditions and historical periods.</p> <p>Aurally identify simple rhythm patterns using walk/ta</p> <p> jogging/te-te</p> <p> Identify and describe changes in tempo (fast/slow), pitch (high/low), dynamics (loud/quiet) and timbre (instrumental sounds). Identify timbres of classroom instruments (wooden/metal/skin).</p>	<p>Listen with increasing concentration to a variety of live and recorded music from different cultures, traditions and historical periods music, recognising how changes in tempo, dynamics, pitch, and timbre create different moods and effects.</p> <p>Aurally identify simple rhythm patterns using walk/ta</p> <p> jogging/te-te</p> <p> one-beat rests Z or </p> <p>Begin to recognise different instrument families (percussion, woodwind, brass, string) from sight and/or sound.</p>	<p>Listen to recorded performances Provide opportunities to experience live music making in and out of school from different traditions, genres, styles and periods, recognising how changes in the interrelated dimensions of music create different moods and effects.</p> <p>Aurally identify rhythm patterns using walk/ta</p> <p> jogging/te-te</p> <p> one-beat rests Z or  stride (2 beat)</p> <p></p>	<p>Listen with attention to detail to a wide range of music from different traditions, genres, styles and periods, recognising and describing how the interrelated dimensions of music are used for intended effects.</p> <p>Aurally identify rhythm patterns using walk/ta</p> <p> jogging/te-te</p> <p> one-beat rests Z or  stride (2 beat)</p> <p> wade (4 beats)</p> <p> Recognise the sounds of some individual instruments from different instrumental families.</p> <p>Begin to recognise the characteristics of different styles of music and place</p>	<p>Listen with attention to detail to a wide range of music from different traditions, genres, styles and periods, describing and evaluating musical features using appropriate musical vocabulary.</p> <p>Aurally identify rhythm patterns using walk/ta</p> <p> jogging/te-te</p> <p> one-beat rests Z or  stride (2 beat)</p> <p> wade (4 beats)</p> <p>Caterpillar</p> <p></p>

							<p>them within a historical timeline.</p> <p>Begin to recognise 2,3,4 metre.</p>	
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	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Playing	<p>Keeps a steady beat whilst playing instruments – his or her own steady beat in his or her creative music making</p> <p>Play instruments (including imaginary ones such as air guitar) to match the structure of the music, e.g., playing quietly with quiet parts within music, stopping with the music when it stops.</p> <p>Taps rhythms to accompany words, eg tapping the syllables of names/objects/ animals/lyrics of a song.</p> <p>Creates/makes up rhythms using instruments and body percussion. Make up patterns of sounds which can be repeated</p> <p>May play along to the beat of the song they are singing, or music being listened to.</p> <p>May play along with the rhythm in music, eg may play along with the lyrics in songs they are singing or listening to.</p> <p>Create music based on a theme eg creates the sounds of the seaside.</p> <p>Find and record sounds using recording devices.</p> <p>Choose shapes to represent instruments, eg a circle could represent a tambourine, a rectangle could represent a chime bar.</p> <p>Explore mark making to sounds they hear.</p> <p>Perform to an audience with support.</p>	<p>Begin to mark a pulse and move rhythmically.</p> <p>Copy a simple rhythm.</p> <p>Explore how sounds can be changed:</p> <p>High/low sounds</p> <p>Loud/quiet sounds</p> <p>Fast/slow sounds</p> <p>Join in and stop.</p>	<p>Keep a steady pulse on an instrument or with movement.</p> <p>Copy a simple rhythm on a percussion instrument.</p> <p>Demonstrate an understanding of the difference between pulse and rhythm.</p> <p>Play fast/slow, loud/quiet, high/low and change the type of sound when playing instruments.</p>	<p>Keep a steady pulse accurately on an instrument or with movement</p> <p>Demonstrate the difference between pulse and rhythm.</p> <p>Play simple repeating rhythms on percussion instruments.</p> <p>Play simple melodic patterns on tuned instruments</p> <p>Play fast/slow, loud/quiet, high/low and change the type of sound when I play instruments with increasing control and accuracy.</p>	<p>Keep a steady pulse independently and respond to changes in tempo, maintaining and appropriate pulse.</p> <p>Maintain a simple rhythm part independently, keeping in time to the pulse.</p> <p>Play a variety of rhythm patterns with accuracy.</p> <p>Maintain a simple melody part independently, keeping in time with the pulse</p> <p>Play fast/slow, loud/quiet, high/low and change the type of sound when I play instruments with increasing control and accuracy.</p> <p>Demonstrate increasing control of tempo and dynamics when playing.</p>	<p>Play melodic and rhythmic parts as part of an ensemble, keeping in time with other players.</p> <p>Confidently control changes in dynamics and tempo when playing alone and with others.</p> <p>Play in solo and ensemble contexts with fluency and expression.</p>	<p>Play melodic and rhythmic parts as part of an ensemble, keeping in time with other players.</p> <p>Maintain an independent part in an ensemble, showing awareness of how parts fit together.</p> <p>Play confidently with fluency and expression, demonstrating increased understanding of musical features when I play to achieve a musical outcome.</p> <p>Play in solo and ensemble contexts with fluency and expression.</p>	

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Performing	<p>Move to the sound of instruments, eg walks, jumps, hops to the sound of a beating drum.</p> <p>Move in time to the pulse of the music being listened to and physically respond to changes in the music, eg jumps in response to loud/sudden changes in the music.</p>	<p>Move to the sound of instruments, eg walks, jumps, hops to the sound of a beating drum.</p> <p>Combine moving, singing and playing instruments, eg marching, tapping a drum whilst singing.</p> <p>Move in time to the pulse of the music being listened to and physically respond to changes in the music, eg jumps in response to loud/sudden changes in the music.</p> <p>Choreograph my own dances to familiar music, individually, in pairs/small groups.</p>	<p>Instrumental performance Year 1</p> <p>Develop facility in playing tuned or a melodic instrument such as ukulele.</p> <p>Play an instrument as part of a group.</p> <p>Play an instrument in front of others.</p>	<p>Instrumental performance Year 2</p> <p>Develop facility in playing tuned or a melodic instrument such as a recorder.</p> <p>Play an instrument in a group, showing some awareness of other performers.</p> <p>Follow simple musical instructions and actions.</p>	<p>Instrumental performance Year 3</p> <p>Develop facility in playing tuned or a melodic instrument such as violin or flute.</p> <p>Play and perform melodies following staff notation using a small range (e.g., middle C-E/do-mi) as a whole class or in small groups.</p> <p>(e.g., trios & quartets)</p> <p>Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E .do-re-mi)</p> <p>Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; adagio & allegro, slow and fast.</p> <p>Extend to question-and-answer phrases.</p>	<p>Instrumental performance Year 4</p> <p>Develop facility in the basic skills of a selected musical instrument over a sustained learning period. This can be achieved through working closely with your local Music Education Hub who can provide whole class instrumental teaching programmes.</p> <p>Play and perform melodies following staff notation using a small range (middle C-G/do-so) as a whole class or in groups.</p> <p>Perform in 2 or more parts (melody & accompaniment or a duet) from simple notation using instruments played in whole class teaching.</p> <p>Identify static and moving parts</p> <p>Copy short melodic phrases including those using the pentatonic scale</p>	<p>Instrumental performance Year 5</p> <p>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.</p> <p>This should initially be done as a whole class with greater independence gained each lesson through smaller group performance.</p> <p>Understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards.</p> <p>Perform simple, chordal accompaniments to familiar songs</p> <p>Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra.</p> <p>Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies.</p>	<p>Instrumental Performance Year 6</p> <p>Play a melody following staff notation written on one staff using notes within an octave range</p> <p>Make decisions about dynamic range, including very loud, very quiet, moderately loud and moderately quiet.</p> <p>Accompany this same melody, and others, using block chords or a bass line. This could be done using keyboards, tuned percussion or tablets, or demonstrated at the board using an online keyboard.</p> <p>Engage with others through ensemble playing (e.g., school orchestra, band, mixed ensemble) with pupils taking on melody or accompaniment roles.</p> <p>The accompaniment, if instrumental, could be chords or a single-note bass line.</p>

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Composing and improvising			<p>Improvise simple vocal chants, using question and answer phrases</p> <p>Create music al sound effects and short sequences of sounds in response to stimuli</p> <p>Combine sound effects to make a story, choosing and playing classroom instruments or sound-makers (rustling leaves)</p> <p>Understand the difference between creating a rhythm pattern and a pitch pattern</p> <p>Invent, retain and recall rhythm and pitch patterns. Perform them taking turns</p> <p>Use music technology, if available, to capture, change and combine sounds</p> <p>Recognise how graphic notation can represent created sounds</p> <p>Explore and invent own symbols</p>	<p>Create music in response to a non-musical stimulus (e.g., a storm, a race car)</p> <p>Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation</p> <p>Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces</p> <p>Use music technology, if available, to capture, change and combine sounds</p>	<p>Become more skilled in improvising (using voices, tuned and untuned percussion and instruments played in whole class/group/individual/instrumental teaching), inverting short on the port responses using a limited range of notes</p> <p>Structure musical ideas (e.g., using echo or question and answer phrases) to create music that has a beginning, middle and end</p> <p>Pupils should compose in response to different stimuli, e.g., stories, verse, images and musical sources.</p> <p>Combine known rhythmic notation with letter names to create rising and falling phrases using just 3 notes (do, re and mi)</p> <p>Compose song accompaniments on untuned percussion using known rhythms and note values</p>	<p>Improvise on a limited range of pitches on the instrument they are now learning, making use of musical features including Smooth and detached</p> <p>Begin to make compositional decisions about the overall structure of improvisations. Continue this process in the composition tasks below</p> <p>Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt. Sing and play these phrases as self-standing compositions</p> <p>Arrange individual notation cards of known note values to create sequences of 2, 3, or 4 beat phrases, arranged into bars.</p> <p>Explore developing knowledge of musical components by composing music to create a specific mood, e.g., creating music to accompany a short film clip.</p> <p>Introduce major and minor chords</p> <p>Include instruments played in whole class/group/individual teaching to expands the scope and range of the sound palette available for composition work.</p> <p>Capture and record creative ideas using any of graphic symbols, rhythm notation and time signatures, staff notation, technology</p>	<p>Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments</p> <p>Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape</p> <p>Experiment with using a wider range of dynamics, including very loud, very quiet, moderately loud and moderately quiet.</p> <p>Continue this process in the composition tasks below</p> <p>Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chose. These melodies can be enhanced with rhythmic or chordal accompaniment</p> <p>Working in pairs, compose a short ternary piece.</p> <p>Use chords to compose music to evoke a specific atmosphere, mood or environment.eg. La Mer by Debussy to evoke images of water</p> <p>Pupils might create music to accompany a silent film or to set a scene in a play or book.</p> <p>Capture and record creative ideas using any of graphic symbols, rhythm notation and time signatures, staff notation technology</p>	<p>Extend improvisation skills through work in small groups to:</p> <p>Create music with multiple sections that include repetition and contrast</p> <p>Use chord changes as part of an improvised sequence</p> <p>Extend improvised melodies beyond 8 beats over s fixed groove, creating a satisfying melodic shape.</p> <p>Plan and compose an 8 or 16 beat melodic phrase using the pentatonic scale and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody</p> <p>Compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen.</p> <p>Either of these melodies can be enhanced with rhythmic or chordal accompaniment</p> <p>Compose a ternary piece. Use available software/apps to crate and record it,</p>

								discussing how musical contrasts are achieved
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	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Notation and technology</p>			<p>Use simple music technology to explore sounds. Recognise the link between sound and symbol. E.g.</p>  <p>3 taps</p>	<p>Use simple music technology to make and capture sounds. Represent sounds with symbols (given and made up.) Know how to follow a simple graphic score. Recognise symbols for Crotchet</p>  <p>Paired Quavers</p> 	<p>Introduce the staff, lines & spaces, and clef. Use dot notation to show higher or lower pitch. Recognise symbols for Crotchet</p>  <p>Paired Quavers</p>  <p>Apply word chants to rhythms, understanding how to link each syllable to one musical note. Create own graphic notations to represent sounds. Use music technology to explore, capture, change and combine sounds.</p>	<p>Recognise and understand symbols for Crotchet</p>  <p>Paired Quavers</p>  <p>Crotchet rest Z or Minim</p>   <p>Read and perform pitch notation with a defined range (e.g., C-G/do-so) Follow and perform simple rhythmic scores to a steady beat. Maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble. Use music technology to explore, capture, change and combine sounds.</p>	<p>Recognise and understand symbols for Crotchet</p>  <p>Quavers</p>  <p>Crotchet rest Z or Minim</p>   <p>Semibreve (4 beats)</p>  <p>Understand the differences between 2/4, 3/4 and 4/4-time signatures Read and perform pitch notation within an octave Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations. Combine, manipulate and refine musical sounds using appropriate technology.</p>	<p>Recognise and understand symbols for Crotchet</p>  <p>Quavers</p>  <p>Crotchet rest Z or Minim</p>   <p>Semibreve (4 beats)</p>  <p>Semi-quavers</p>  <p>Further develop the skills to read and perform pitch notation within an octave Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations Read and play from notation a 4-bar phrase, confidently identifying note names and durations. Combine, manipulate and refine musical sounds using appropriate technology.</p>

KEY MUSIC SKILLS – INSTRUMENTAL PROGRESSION MATRIX

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Instrument progression	Ukulele (strings)	Recorder (wind)	Flute (wind)	French Horn (Brass)	Samba Drums (percussion)	Trumpet (brass)

KEY MUSIC SKILLS – MUSIC OF THE HALF TERM

In cooperation with the Model Music Curriculum, each class will focus on a particular piece of music each half term. They will listen to this music regularly, allowing them to analyse and express their opinions about a range of music from different cultures, traditions and historical periods. Highlighted pieces are those where the MMC has a selection of case study activities to explore the piece in more depth.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Wild Man Kate Bush Art Pop	Mars from The Planets Holst 20 th Century	Runaway Blues Ma Rainey Blues	Rondo alla Turca Mozart Classical	Fanfarra (Cabua-Le-Le) Sergio Mendes/Carlinhos Brown Samba	Class Choice
Year 2	Hound Dog Elvis Presley Rock n Roll	Night Ferry Anna Clyne 21 st Century	Baris Gong Kebyar of Peliatan Indonesia	Bolero Ravel 20 th Century	With a little help from my friends The Beatles Pop	Class Choice
Year 3	I Got You (I Feel Good) James Brown Funk	Night on a Bare Mountain Mussorgsky Romantic	Sahela Re Kishori Amonkar Indian	Hallelujah from Messiah Handel Baroque	Le Freak Chic Disco	Class Choice
Year 4	Wonderwall Oasis 90's Indie	Take the A train Billy Strayhorn/Duke Ellington Jazz	Symphony No 5 Beethoven Classical	For the beauty of the Earth Rutter 20 th Century	Tropical Bird Calypso Trinidad	Class Choice
Year 5	Smalltown Boy Bronski Beat 80's synth/pop	Jai ho from Slumdog Millionaire AR Rahman 21 st Century	English Folk Song Suite Vaughn Williams 20 th Century	Play Dead Bjork 90's pop	Inkanyezi Nezazi Ladysmith Black Mambazo South Africa	Class Choice
Year 6	Mazukas Op 24 Chopin Folk (Poland)	Say my name Destiny's child 90's RnB	1812 Overture Tchaikovsky Romantic	Round Midnight Miles Davis Jazz	Connect It Anna Meredith 21 st Century	Class Choice

KEY MUSIC SKILLS – MUSICAL VOCABULARY

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Loud, quiet, slow, fast, high, low, music, song, whisper, instrument, beat	Loud, quiet, slow, fast, high, low, music, song, whisper, instrument, beat	Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination.	Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel.	Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco.	Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality	Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Oldschool Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody.	Style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, Jazz, improvise/improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony.