

Playing and Exploring - The children may initiate activities of musical nature.

Active learning - The children may begin to organise others in their activity asking them to take on roles to fulfil their vision.

Creating and thinking critically - The children may periodically check on their performance and then altering what they produce.

Playing and Exploring - The children may show curiosity about a certain instrument or a particular sound.

Active learning - The children may show a high level of interest in a particular instrument or sound.

Creating and thinking critically - The children may think about ways to replicate a sound that they want.



Playing and Exploring - The children may seek to engage with instruments in the provision.

Active learning - The children may enjoy a task for their own enjoyment and gain.

Creating and thinking critically - The children may change a way of working to suit them based upon their knowledge.

Playing and Exploring - The children may use their hearing to find sounds around them.

Active learning - The children may attention to music they hear in the environment around them.


Creating and thinking critically - The children may develop sequences of rhythms or a short melody.

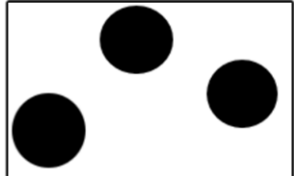
Playing and Exploring - The children may engage with an open-ended activity.

Active learning - The children may persist when up against challenge.

Creating and thinking critically - The children may explore how sounds are made closely with an instrument or homemade instruments.

	Singing	Listening	Composing	Performing	Vocabulary
Nursery	<p>Can often sing an entire song; songs could be nursery rhymes, pop songs, songs from TV programmes, songs from home.</p> <ul style="list-style-type: none"> Baa Baa Black Sheep Twinkle, Twinkle, Little Star Wheels on the bus Incy Wincy <p>(Above bullet points from Charanga – EYFS Units >Collections)</p> <p>Build a repertoire of songs, sings a few familiar songs and singing songs making music and experimenting with changing them.</p> <ul style="list-style-type: none"> Change the words to Twinkle Twinkle Little star. 	<p>Listen with increased attention to sounds. Respond to what they have heard and express their thoughts and feelings.</p> <ul style="list-style-type: none"> The Flight of the Bumblebee. The Cat and the Mouse. Dance of the Cygnets. The Elephant. The Firebird. The Swan. <p>(Above bullet points from Charanga – EYFS Units>Listen)</p>	.	<p>Creates sounds by banging, tapping, shaking or blowing. Play instruments with increasing control to express their thoughts, feelings and ideas.</p>	<p>Sing Song Tap Blow Rhythm Music rhyme instrument shake bang</p>

Recep	Sing in a group or solo matching pitch and following a melody. Sing a range of well-known nursery rhymes and songs.	Listen attentively and think about music and performance art expressively with feelings and responses eg "This music is like floating on the sea". Showing an interest in the way musical instruments sound.		Play rhythm games, eg tapping out the syllables of children's names, song lyrics. Tapping out simple repeated rhythms. Perform songs and rhymes with others and try to move in time.	Rhythm Pitch Pulse (Above vocabulary use videos from Charanga - Freestyle >EYFS Units>Continuous and Enhanced Provision ideas)
Y1	Beginning to use their voices expressively and creatively by singing songs and speaking chants and rhymes. a) Boom Chicka Boom b) Have you bought your whispering voice? c) I'm a train d) Bounce high, bounce low e) Dragon dance f) Kye Kye Kule	Beginning to listen with concentration and understanding to a range of high-quality live and recorded music. a) Rondo alla Turca by Mozart b) Mars by Holst c) Wild Man by Kate Bush d) Runaway Blues by Ma Rainey	Compose in response to a stimulus. Use graphic symbols to record. Beginning to play tuned and untuned instruments musically	<u>Pulse:</u> Walk or clap a steady beat. Use body percussion to repeat an ostinato. <u>Rhythm:</u> Perform word pattern chants copied from a teacher. Eg  <u>Pitch:</u> Explore percussion sounds to enhance a story.	High pitch Low pitch Pulse Loud Quiet
Y2	Confidently use their voices expressively and creatively by singing songs and speaking chants and rhymes.	Confidently listen with concentration and understanding to a range of high-quality live and recorded music.	Improvise with untuned percussion instruments. Use graphic notation and dots and sticks.	<u>Pulse:</u> Clap the beat of a listening piece recognising when the tempo gets faster or slower. <u>Rhythm:</u>	Fast Slow Crescendo Decrescendo Pause Crochets

	a) Star light, star bright b) Rain, rain go away c) Little Sally saucer. d) I got kicked by a kangaroo. e) Paintbox.	a) Night Ferry by Anna Clyne b) Bolero by Ravel c) Hound dog by Elvis Presley. d) With a little help from my friends by The Beatles.		Respond to a rhythm pattern and represent it with stick notation including crochet, quavers and crochet rests. <u>Pitch:</u> Recognise dot notation and match it to 3-note tunes played on tuned percussion. Eg  Individual Ukulele tuition for 1 term in summer. Progression steps 1 holding ukulele correctly. 2. C chord 3. F chord 4. G7 chord	Quavers Crochet rests
Y3	Widen the knowledge of the range of unison songs.	Begin to appreciate and understand a wide range of high-quality live and recorded music	<u>Composing:</u> Compose song accompaniments on untuned percussion using known rhythms and note values.	<u>Instrumental Performance:</u> Individually copy stepwise melodic phrases with accuracy at the speeds allegro and adagio.	<u>Rhythm/metre/tempo:</u> Downbeats, allegro, adagio, pulse, beat. <u>Pitch & Melody:</u>

	a) Heads and shoulders b) candle light c) si si si d) A ram Sam Sam	a) Jai ho from Slumdog Millionaire. b) Hallelujah from Messiah c) Le freak by Chic d) I feel good by James Brown	<u>Improvising:</u> Become more skilled at improvising using with the instrument used in whole class instrumental teaching. Structure musical ideas using call and response and echo to create music with a beginning, middle and end.	<u>Reading notation:</u> Introduce the stave and clef with dot notation to show higher and lower pitch. Understand the difference between crochets and paired quavers. Individual Ocarina tuition for 1 term. Progression steps: <ol style="list-style-type: none"> 1. Learning to play D 2. Learning to play G 3. Learning to play A7 4. Learning to play D7 Songs to learn will be: Kumbaya and London's Burning.	High, low, rising, falling <u>Structure and Form:</u> Call & response, echo, ostinato <u>Harmony:</u> Drone <u>Texture:</u> Unison, layered, solo <u>Dynamics:</u> Forte, piano
Y4	Sing rounds and partner songs in different time signatures.	Listen to music with attention and detail and recall sounds.	<u>Composing:</u> Create a short pentatonic phrase. ¹ Cross-referenced to Year 7 curriculum at Archbishop Temple.	<u>Instrumental Performance:</u> Play an instrument for a sustained period of time. ² Cross-referenced to Year 7 curriculum at Archbishop Temple.	<u>Rhythm/metre/tempo:</u> accelerando, rallentando, bar

¹ Cross-referenced to Year 7 curriculum at Archbishop Temple.

² Cross-referenced to Year 7 curriculum at Archbishop Temple.

	a) Calypso b) Hear the wind c) Servant king d) World in union e) Lost in space	a) Symphony no. 5 by Beethoven b) O Eucharist by Hildegard c) For the beauty of Earth by Rutter. d) Take the A train by Billy Strayhorn e) Wonderwall by Oasis f) Tropical bird by Trinidad Steel band	<p>Use minims, crotchets, crotchet rest and paired quavers to create a 2/3/ or 4 beat phrase arranged into bars.</p> <p>Capture and record on staff notation.</p> <p><u>Improvising:</u></p> <p>Use major and minor chords making use of legato and staccato.</p>	<p>Perform in two or more parts as a melody & accompaniment or duet.</p> <p><u>Reading notation:</u></p> <p>Introduce and understand minims, crotchets and paired quavers. ³ Cross-referenced to Year 7 curriculum at Archbishop Temple.</p> <p>Follow and perform a simple rhythmic score.</p> <p>Individual tuition on clarinet for a year.</p> <p>Progression steps:</p> <ol style="list-style-type: none"> 1. Building and housekeeping. 2. Holding correctly 3. Play E 4. Play F 5. Play G 	<p><u>Pitch & Melody:</u></p> <p>pentatonic, major and minor tonality.</p> <p><u>Structure and Form:</u></p> <p>rounds and partner songs, repetition.</p> <p><u>Harmony:</u></p> <p>static, moving</p> <p><u>Texture:</u></p> <p>duet, melody, accompaniment.</p> <p><u>Dynamics:</u></p> <p>Crescendo, decrescendo, legato, staccato.</p>
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³ Cross-referenced to Year 7 curriculum at Archbishop Temple.

Y5	<p>Play and perform in solo and ensemble contexts with 3 part rounds, partner songs or with a verse and chorus structure.</p> <p>a) Danny boy b) High lo chickalo c) Ally ally O d) Dipidu</p>	<p>Listen to music with attention and detail and recall sounds.</p> <p>a) English folk song suite by Vaughan Williams b) Symphonic variations on an African air by Coleridge-Taylor c) This Little Babe by Benjamin Britten d) Play Dead by Bjork e) Smalltown boy by Bronski Beat f) Drums of Passion by Babatunde Olatunji g) Inkanyezi Nezzazi by Ladysmith Black Mambazo</p>	<p><u>Composing:</u></p> <p>In pairs compose a short ternary piece. Use the C Major key. Record and capture ideas using any of the following: graphic notation, rhythm notation, staff notation or technology. Use chords to set the scene of a book such as the way La Mer by Debussy evokes images of water.</p> <p><u>Improvising:</u></p> <p>Improvise freely over a drone using tuned percussion and melodic instruments. Improvise over a groove experimenting with the dynamics fortissimo, pianissimo, mezzo forte and mezzo piano.</p>	<p><u>Instrumental Performance:</u></p> <p>Understand how triads are formed and then play them (as in Yellow Submarine by The Beatles) Develop the skill of playing by ear copying familiar melodies.</p> <p><u>Reading notation:</u></p> <p>Understand the differences between semibreves, minims, crotchets, paired quavers, semiquavers and all the rests. ⁴ Cross-referenced to Year 7 curriculum at Archbishop Temple.</p> <p>Understand the differences between 2/4, $\frac{3}{4}$ and 4/4 time signatures.</p> <p>Individual recorder lessons for the year.</p> <p>Progression steps:</p> <ol style="list-style-type: none"> 1. Learning to play C 2. Learning to play D 3. Learning to play E 4. Learning to play F 	<p><u>Rhythm/metre/tempo:</u></p> <p>syncopation</p> <p><u>Pitch & Melody:</u></p> <p>full diatonic scale in different keys.</p> <p><u>Structure and Form:</u></p> <p>ternary, verse and chorus.</p> <p><u>Harmony:</u> triads</p> <p><u>Texture:</u> music in 3 and 4 parts.</p> <p><u>Dynamics:</u> fortissimo, pianissimo, mezzo forte, mezzo piano.</p>
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⁴ Cross-referenced to Year 7 curriculum at Archbishop Temple.

				5. Learning to play G 6. Learning to play A	
Y6	<p>Sing a broad range of songs with a syncopated rhythm as part of a choir.</p> <p>Sing songs with 3 or 4 part rounds such as Calypso by Jan Holdstock.</p> <p>a) We are the champions b) God save the Queen c) Be the change d) Touch the sky.</p>	<p>The children's knowledge should be enriched through stories, history and tradition and not limited to those listed.</p> <p>Identify some of the following pieces of music and their characteristics:</p> <p>a) 1812 Overture by Tchaikovsky b) Connect It by Anna Meredith c) Say my name by Destiny's Child d) Sea Shanties by various e) Libertango by Piazzolla</p>	<p><u>Composing:</u> Plan an 8 or 16 beat melodic phrase using the pentatonic scale. Compose a ternary piece using software/apps.</p> <p><u>Improvising:</u> Create music with multiple sections including repetition. Extend improvised melodies beyond 8 beats over a groove.</p>	<p><u>Instrumental Performance:</u> Follow staff notation within an octave using ff, pp, mf and mp. Accompany this above melody with block chords or a bass line.</p> <p><u>Reading notation:</u> Read and play from notation a 4-bar phrase confidently identifying note names and durations. ⁵ Cross-referenced to Year 7 curriculum at Archbishop Temple.</p>	<p><u>Rhythm/metre/tempo:</u> syncopation <u>Pitch & Melody:</u> full diatonic scale in different keys. <u>Structure and Form:</u> ternary, verse and chorus. <u>Harmony:</u> triads <u>Texture:</u> Music in 3 and 4 parts. <u>Dynamics:</u> Fortissimo, pianissimo, mezzo forte, mezzo piano.</p>
	Signing	Listening	Composing	Performing	Vocabulary

⁵ Cross-referenced to Year 7 curriculum at Archbishop Temple.