

<div> <div>Newbridge Primary School</div> <div>Music at Newbridge Primary School</div> </div>		“We are being musicians, that means we are composing, performing and appreciating music.”					
Listening and Appreciating		Composing			Singing and Performing		
Children listen to a wide range of music from a variety of genres, learning how to identify features and articulate their thoughts.		Children will use a variety of instruments and vocal techniques to create a wide range of compositions - individually, in groups and as a class.			Children will sing in a variety of different vocal styles, learning effective singing techniques and performing in front of an audience.		
Curriculum Thread	EYFS	KS1		LKS2		UKS2	
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening and Appreciating	<p>I can develop ‘active’ listening skills by recognising the ‘cuckoo call’ in a piece of music (so-mi).</p> <p>I can listen to a piece of classical music and respond through dance.</p> <p>I can listen to a range of sea-related pieces of music and respond with movement.</p> <p>I can develop listening skills, identifying dynamics (forte, piano, crescendo, and diminuendo) across a range of different musical styles.</p>	<p>I can listen to ‘Aquarium’, reflecting the character of the music through movement.</p> <p>I can respond to musical characteristics through movement.</p> <p>I can describe the features of a march using music vocabulary.</p> <p>I can listen actively by responding to musical signals and musical themes using appropriate movement.</p> <p>I can recognise how graphic symbols can represent sound.</p> <p>I can identify a simple song structure and rhyme pattern.</p>	<p>I can listen with increased concentration to sounds/music and respond by: talking about them using music vocabulary, or physically with movement and dance.</p> <p>I can identify different qualities of sound (timbre) e.g. smooth, scratchy, clicking, ringing, and how they are made.</p> <p>I can recognise and respond to changes of speed, the length of notes and pitch using music vocabulary, and/or movement.</p> <p>I can listen to and appraise music in a minor key, recognising small steps in the music.</p> <p>I can listen to and analyse four pieces of music inspired by travel/vehicles.</p> <p>I can listen and appraise, with focus and attention to detail, recalling sounds and patterns.</p> <p>I can listen actively and learn about rock ‘n’ roll music.</p>	<p>I can begin to explore tempo.</p> <p>I can identify a pulse.</p> <p>I can explore pitch.</p> <p>I can develop my listening skills.</p> <p>I can recall sounds with increasing aural memory.</p> <p>I can listen to environments and describe what is heard</p> <p>I can listen and identify melodic structure.</p> <p>I can listen to/analyse pitch, melody, symmetry.</p> <p>I can use musical language appropriate to task.</p> <p>I can think about what the words of a song mean.</p> <p>I can take it in turn to discuss how the song makes them feel.</p> <p>I can listen carefully and respectfully to other people’s thoughts about the music.</p>	<p>I can understand the differences between 3/4 and 4/4 time.</p> <p>I can expand on my listening skills.</p> <p>I can listen and reflect on orchestral music.</p> <p>I can use musical language appropriate to task.</p> <p>I can recognise elements of music that establish mood/character.</p> <p>I can talk about the effect of different sounds.</p> <p>I can explore gospel songs.</p> <p>I can listen to pieces of music, identify and compare how composers have combined words and music.</p> <p>I can explore a variety of ways in which words can be used to create music.</p>	<p>I can identify features of Balinese music.</p> <p>I can listen/reflect on a piece of orchestral music.</p> <p>I can use musical language appropriate to task.</p> <p>I can recognise and identify musical characteristics of a fanfare. I know how timbre, dynamics, texture can be used to create impact.</p> <p>I can listen to drum patterns and riffs, and copy them on voices, instruments, and clapping rhythms.</p> <p>I can think about the message of songs.</p> <p>I can use musical words when I talk about music.</p>	<p>I can identify features of Scottish folk music.</p> <p>I can listen and identify different styles of music.</p> <p>I can listen and reflect on a piece of orchestral music.</p> <p>I can use musical language appropriate to task.</p> <p>I can listen to historical recordings of big band swing.</p> <p>I can identify song structure.</p> <p>I can analyse song lyrics appreciating the role of metaphor.</p> <p>I can understand techniques for creating songs.</p> <p>I can think about the message of songs.</p>
Coverage and knowledge	<p>Row, row, row your boat (Term 2)</p> <p>Bird Spotting: Cuckoo polka (Term 3)</p> <p>Five fine bumble bees (Term 4)</p> <p>Down under the sea (Term 5)</p> <p>It’s oh so quiet (Term 6)</p>	<p>Magical musical aquarium (Term 1)</p> <p>Colonel Hathi’s march (Term 2)</p> <p>‘Dawn’ from the Sea Interludes (Term 3)</p> <p>Musical conversations (Term 4)</p> <p>The King is in the castle (Term 5)</p> <p>Dancing and drawing to Nautilus (Term 6)</p>	<p>Carnival of the animals, Birdsong (Term 1)</p> <p>Creepy Castle (Term 2)</p> <p>Trains, Orawa (Term 3)</p> <p>Grandma rap (Term 4)</p> <p>Charlie Chaplain (Term 5)</p> <p>Rockpool Rock (Term 6)</p>	<p>A look at what we know (Term 1)</p> <p>Christmas performance (Term 2)</p> <p>No Place Like (Term 3)</p> <p>Nutcracker (Term 4)</p> <p>I’ve been to Harlem (Term 5)</p> <p>Just 3 notes (Term 6)</p>	<p>Lullabies (Term 1)</p> <p>Christmas performance (Term 2)</p> <p>Mars (Term 3)</p> <p>Pink panther (Term 4)</p> <p>This little light (Term 5)</p> <p>From a railway carriage (Term 6)</p>	<p>Gamelan (Term 1)</p> <p>Christmas performance (Term 2)</p> <p>The lark ascending (Term 3)</p> <p>Fanfare for the common man (Term 4)</p> <p>Sea shanties (Term 5)</p> <p>Building a groove (Term 6)</p>	<p>Touch the sky (Term 1)</p> <p>Christmas performance (Term 2)</p> <p>Sibelius (Term 3)</p> <p>Hey Mr Millar (Term 4)</p> <p>Leaver’s song (Term 5)</p> <p>Production (Term 6)</p>

Vocabulary	Duration Beat Pulse Rhythm Dynamics Loud, louder Quiet, quieter Pitch Stepping / leaping / jumping notes Fast, faster Slow, slower Song writing Improvise Dotted rhythms Rest Soundscape	Soft Loud Fast Slow Ternary form (ABA) March rhythm Low High Beat Musical theme Pulse Question and answer Repeated lines Verse	High Long/short notes Flowing Wavy Fast Brittle / jerky Elegant Graceful Relaxing Heavy Plodding Resonant Twitchy Fluttering Swooping Motif Minor key Interval Phrase Section Volume Crescendo Diminuendo Speed Accelerando Ritenuato Piano Forte Silent film Introduction Verse Chorus 12-bar blues Rock ‘n’ roll	Melody Symmetry Critique Violin Cello Double Bass Clarinet Saxophone Flute Oboe Viola Trumpet Trombone Tuba	3/4 time 4/4 time Mood/character Lullaby Gospel	Gamelan Fanfare Timbre Dynamics Texture Drumkit Highhat Kickdrum Cymbal Tomtoms	Orchestral Big band swing Metaphor
Composing	I can make up new lyrics and vocal sounds for different kinds of transport. I can improvise a vocal/physical soundscape about minibeasts. I can develop a song by composing new words and adding movements and props. I can explore dynamics with their voices and instruments.	I can experiment with sounds (timbre) to create aquarium-inspired music and draw the sounds using graphic symbols. I can compose music to march to using tuned and untuned percussion. I can create a musical movement picture. I can improvise question-and-answer conversations using percussion instruments. I can compose musical sound effects and short sequences of sounds in response to a stimulus. I can explore using sound quality (timbre), dynamics, and pitch to tell a story.	I can select instruments and compose music to reflect an animal’s character. I can invent simple patterns using voices, body percussion, and then instruments. I can structure compositional ideas into a bigger piece. I can improvise solos using instruments. I can improvise and compose a sequence of sounds in response to a given stimulus. I can begin to understand duration and rhythm notation. I can improvise and compose, structuring short musical ideas to form a larger piece. I can compose 4-beat patterns to create a new rhythmic accompaniment, using a looping app.	I can recognise basic notation. I can create musical motifs using a stimulus. I can structure ideas. I can notate ideas graphically. I can compose a simple song – melody, structure, accompaniment.	I can compose a lullaby melody in 3/4. I can begin to use basic notation. I can compose motifs. I can create a mood/scene with different instruments. I can play short rhythms and patterns. I can compose on a pentatonic scale. I can create rhythm patterns and longer sequences with words.	I can begin to understand grid and dot notation. I can compose a kecak piece as part of a group. I can invent musical motifs and structure into a piece. I can create fanfare melodies for a special occasion using melody, rhythm, texture and silence. I can compose groove-based pieces, demonstrating an understanding of drum grooves and bass lines, and how these fit together to create memorable and catchy riffs.	I can improvise extended melodies using the pentatonic scale. I can create rhythmic ostinatos and structure them into a piece. I can write a simple song. I can begin to learn simple staff notation. I can compose a syncopated melody. I can improvise/ experiment with pitch and rhythm. I can compose fragments of songs to build into one full song. I can experience rapping and solo singing.

			I can understand and use notes of different duration. I can understand and use notes of different pitch. I can understand and use dynamics. I can compose a soundtrack to a clip of a silent film. I can learn an interlocking spoken part.				
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Vocabulary	Song writing Improvise Soundscape	Compose Graphic Symbol Improvise Graphic symbol Graphic score Hard Soft Smooth Scratchy Tinkly Dull Wood Metal Skin	Short/detached notes (staccato) Sliding (glissando) Smooth (legato) Vocal and instrument sound quality Graphic score Coda Repetition Call and response Rest Crotchet (walk) Quaver (jogging) Melody Notes (C, D, F, G)	Crotchet Quaver Minim Rest Structure Orchestra Strings Woodwind Brass Percussion	Compose Notation Crotchet Quaver Minim Rest Sequences	Riff Groove Bass line Kecak	Treble clef Bass clef Semiquavers Chorus Verse Bridge Intro Outro
Singing and Performing	I can sing a tune with 'stepping' and 'leaping' notes. I can play a steady beat on percussion instruments. I can explore the range and capabilities of voices through vocal play. I can develop a sense of beat by performing actions to music. I can sing in call-and-response and change voices to make a buzzing sound. I can play an accompaniment using tuned and untuned percussion and recognise a change in tempo. I can sing a song using a call-and-response structure.	I can sing a unison song rhythmically and in tune. I can play percussion instruments expressively, representing the character of their composition. I can sing a simple singing game, adding actions to show a developing sense of beat. I can create, interpret, and perform simple graphic scores. I can play contrasting accompaniments to reinforce the verse structure. I can change their voice to suit different characters while performing appropriate actions.	I can follow signals given by a conductor/leader. I can sing small intervals accurately and confidently, and vary dynamic contrast. I can play a piece, following a graphic score. I can learn a simple rhythm pattern and perform it with tempo and volume changes. I can structure musical ideas into a whole-class composition. I can sing and play, performing composed pieces for an audience. I can show the following durations with actions: 'walk'	I can sing with awareness of shape/melody. I can play melodic and rhythmic accompaniments. I can (compose) and play pentatonic ostinato. I can sing by improvising. I can perform for an audience. I can demonstrate a good singing posture. I can follow a leader when singing. I can enjoy exploring singing solo. I can sing with awareness of being 'in tune'. I have an awareness of the pulse internally when singing.	I can sing a lullaby with expression and accuracy. I can sing with increasing control and from memory. I can perform as an ensemble. I can sing in a gospel style. I can play short rhythms and patterns. I can confidently identify and move to the pulse.	I can sing a part within a kecak performance. I can sing and perform with increasing control, expression and fluency. I can perform in an ensemble. I can listen to my peers and be aware of how I fit into the group when performing.	I can keep a pulse. I can sing expressively with phrasing and accuracy in pitch/rhythm. I can play bass notes, chords or rhythms as accompaniment. I can sing in a vocal percussion style. I can play drum patterns, bass lines, and riffs on a variety of instruments as part of a group. I can discuss and talk musically about performance – "What went well?" and "It would have been even better if...?"

	I can play sea sound effects on percussion instruments. I can, with some support, play a call-and-response phrase comprising a short stepping tune (C-D-E). I can play different instruments with control. I can improvise music with different instruments, following a conductor. I can compose music based on characters and stories developed through listening to Beethoven's 5th symphony.		(crotchet) and 'jogging' (quavers). I can chant and play rhythms using the durations of 'walk' (crotchet), 'jogging' (quavers), and 'shh' (crotchet rest) from stick notation. I can chant Grandma rap rhythmically and perform to an accompaniment children create. I can sing a rock 'n' roll-style song confidently. I can play an introduction on tuned percussion.				
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Vocabulary	Echo singing Notes C-D-E Call and response Shaker Scraper Chime tree Chime bars Glockenspiel Xylophone Ocean drum Rain stick	Untuned / tuned percussion instruments Low instruments High instruments Flute Harp Violin, viola Clarinet Orchestra Perform Record	Strings Piano Glockenspiel Xylophone Clarinet Cello Double bass Flute Conductor Chant 4-beat rhythm Round Soundtrack Tuned percussion Electric guitar Double bass Piano Accordion Lap steel Voices Saxophone.	Melody shape Improvising Solo Ostinato Pentatonic Performance	Expression Accuracy Ensemble Vibraslap Cabassa Percussion	Control Expression Fluency Ensemble	Expression Stamina Articulate Project