

| Year B MUSIC  |   |  |  |   |
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| EYFS  | Y1/2  | Y3/4   | Y5/6   |   |
| <b>Procedural knowledge (from NC)</b>   |   |  |  |   |
| <p><b>AREA OF DEVELOPMENT</b><br/>Expressive Art &amp; Design</p> <p><b>STRAND</b><br/>Being Imaginative and Expressive</p> <p>* Sing a range of well known nursery rhymes and songs<br/>* Perform songs, rhymes, poems and stories with others, and when appropriate try to move in time with music.</p> | <p><b>To perform</b></p> <ul style="list-style-type: none"> <li>Take part in singing, accurately following the melody.</li> <li>Follow instructions on how and when to sing or play an instrument.</li> <li>Make and control long and short sounds, using voice and instruments.</li> <li>Imitate changes in pitch.</li> </ul> <p><b>To compose</b></p> <ul style="list-style-type: none"> <li>Create a sequence of long and short sounds.</li> <li>Clap rhythms.</li> <li>Create a mixture of different sounds (long and short, loud and quiet, high and low).</li> <li>Choose sounds to create an effect.</li> <li>Sequence sounds to create an overall effect.</li> <li>Create short, musical patterns.</li> <li>Create short, rhythmic phrases.</li> </ul> <p><b>To transcribe</b></p> <ul style="list-style-type: none"> <li>Use symbols to represent a composition and use them to help with a performance.</li> </ul> <p><b>To describe music</b></p> <ul style="list-style-type: none"> <li>Identify the beat of a tune.</li> <li>Recognise changes in timbre, dynamics and pitch.</li> </ul> | <p><b>To perform</b></p> <ul style="list-style-type: none"> <li>Sing from memory with accurate pitch.</li> <li>Sing in tune.</li> <li>Maintain a simple part within a group.</li> <li>Pronounce words within a song clearly.</li> <li>Show control of voice.</li> <li>Play notes on an instrument with care so that they are clear.</li> <li>Perform with control and awareness of others.</li> </ul> <p><b>To compose</b></p> <ul style="list-style-type: none"> <li>Compose and perform melodic songs.</li> <li>Use sound to create abstract effects.</li> <li>Create repeated patterns with a range of instruments.</li> <li>Create accompaniments for tunes.</li> <li>Use drones as accompaniments.</li> <li>Choose, order, combine and control sounds to create an effect.</li> <li>Use digital technologies to compose pieces of music.</li> </ul> <p><b>To transcribe</b></p> <ul style="list-style-type: none"> <li>Devise non-standard symbols to indicate when to play and rest.</li> <li>Recognise the notes EGBDF and FACE on the musical stave.</li> <li>Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.</li> </ul> <p><b>To describe music</b></p> <ul style="list-style-type: none"> <li>Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.</li> <li>Evaluate music using musical vocabulary to identify areas of likes and dislikes.</li> <li>Understand layers of sounds and discuss their effect on mood and feelings.</li> </ul> | <p><b>To perform</b></p> <ul style="list-style-type: none"> <li>Sing or play from memory with confidence.</li> <li>Perform solos or as part of an ensemble.</li> <li>Sing or play expressively and in tune.</li> <li>Hold a part within a round.</li> <li>Sing a harmony part confidently and accurately.</li> <li>Sustain a drone or a melodic ostinato to accompany singing.</li> <li>Perform with controlled breathing (voice) and skillful playing (instrument).</li> </ul> <p><b>To compose</b></p> <ul style="list-style-type: none"> <li>Create songs with verses and a chorus.</li> <li>Create rhythmic patterns with an awareness of timbre and duration.</li> <li>Combine a variety of musical devices, including melody, rhythm and chords.</li> <li>Thoughtfully select elements for a piece in order to gain a defined effect.</li> <li>Use drones and melodic ostinati (based on the pentatonic scale).</li> <li>Convey the relationship between the lyrics and the melody.</li> <li>Use digital technologies to compose, edit and refine pieces of music.</li> </ul> <p><b>To transcribe</b></p> <ul style="list-style-type: none"> <li>Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.</li> <li>Read and create notes on the musical stave.</li> <li>Understand the purpose of the treble and bass clefs and use them in transcribing compositions.</li> <li>Understand and use the # (sharp) and b (flat) symbols.</li> <li>Use and understand simple time signatures.</li> </ul> <p><b>To describe music</b></p> <ul style="list-style-type: none"> <li>Choose from a wide range of musical vocabulary to accurately describe and appraise music including: <ul style="list-style-type: none"> <li>pitch</li> <li>dynamics</li> <li>tempo</li> <li>timbre</li> <li>texture</li> <li>lyrics and melody</li> <li>sense of occasion</li> <li>expressive</li> <li>solo</li> <li>rounds</li> <li>harmonies</li> <li>accompaniments</li> <li>drones</li> <li>cyclic patterns</li> <li>combination of musical elements</li> <li>cultural context.</li> </ul> </li> <li>Describe how lyrics often reflect the cultural context of music and have social meaning.</li> </ul> |   |
|   | <b>Unit and declarative knowledge (specific information we want children to know and remember)</b>  |  |  |   |
| <p><b>AUTUMN 1</b><br/><b>ALL ABOUT ME</b><br/>* Singing in a group</p>   | <p><b>Yr1 Rio de Vida</b></p> <ul style="list-style-type: none"> <li>Responses to music include playing or clapping along to the pulse and rhythms, humming or singing melodies, creating actions and</li> </ul>  |  | <p><b>Yr4/5 Playlist</b></p> <ul style="list-style-type: none"> <li>Instruments include strings, such as violins; brass, such as trombones;</li> </ul>   | <p><b>Yr5/6 Hola Mexico!</b></p> <ul style="list-style-type: none"> <li>Genres are different styles of music, such as pop, rock, world music, classical, Latin</li> </ul> |

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| <p>* Following a melody</p> <p>* Learn rhymes, poems and songs</p> <p><b>WONDERFUL WOODLANDS</b></p> <p>* Listen with increased attention to sounds</p> <p>* Sing in a group or on their own, increasingly matching the pitch and following the melody</p> <p><b>AUTUMN 2</b></p> <p><b>NIGHT &amp; DAY</b></p> <p>* Listen attentively, move to and talk about music, expressing their feelings and responses</p> <p>* Sing the melodic shape of familiar songs</p> <p><b>CHRISTMAS IS COMING</b></p> <p>* Play instruments with increasing control to express their feelings and ideas</p> <p>* Remember and sing entire songs</p> <p><b>SPRING 1</b></p> <p><b>WINTER WONDERLAND</b></p> <p>* Respond to what they have heard, expressing their thoughts and feelings</p> <p>* Sing the pitch of a tone sung by another person</p> <p><b>AMAZING ANIMALS</b></p> <p>* Create their own songs, or improvise a song around one they know</p> <p>* Increasingly be able to use and remember sequences and patterns of movement which are related to music and rhythm</p> <p><b>SPRING 2</b></p> <p><b>FOOD GLORIOUS FOOD</b></p> <p>* Explore and engage in music making and dance, performing solo or in groups</p> <p><b>TRANSPORT</b></p> <p>* Develop exploration of musical instruments</p> <p>* Sing a range of well known nursery rhymes and songs</p> <p><b>SUMMER 1</b></p> <p><b>BUILD IT UP/TO INFINITY &amp; BEYOND</b></p> <p>* Watch and talk about dance and performing art, expressing their feelings and responses</p> <p>* Choreograph own dance</p> <p><b>SUMMER 2</b></p> <p><b>UNDER THE SEA</b></p> <p>* Perform songs, rhymes, poems and stories with others, and where appropriate try to move in time with music</p> <p><b>MARVELLOUS MACHINES</b></p> <p><b>MOVING ON</b></p> <p>* Use technology to record music/dance</p> <p>* Sing a large repertoire of songs</p> | <p>dance movements, and using adjectives, such as lively or cheerful, to describe the music.</p> <ul style="list-style-type: none"> <li>•Sound effects are sounds that don't involve speech or music and are made on instruments or objects to represent another sound.</li> <li>•A rhythm is a group of quick and slow beats that is usually repeated in a song or piece of music.</li> <li>•Basic features of music that can be easily identified include the melody (the main tune), the instruments used and the feelings the music engenders, such as happy, angry or scary.</li> <li>•A piece of music played by a group of musicians should be played at the same time. Musicians should finish together to make the piece of music sound pleasing and ensure the audience can hear the tune. Listening to others, watching a conductor and counting beats accurately can help musicians play or sing at the same time as each other.</li> <li>•Traditional songs, nursery rhymes and chants have been passed down to different generations using the oral tradition. They usually contain repeated rhythms or melodies, a strong pulse and rhyming words.</li> </ul> |   | <p>woodwind, such as clarinets and percussion, such as drums. Composers choose instruments for the timbre, pitch and duration of the notes they can create to replicate and represent objects, animals, mood and feelings.</p> <ul style="list-style-type: none"> <li>•Genres of music include jazz, rock, classical, blues, pop, folk, country and world music. Each genre has its own distinguishing features: the use of instruments; structure of the music; inclusion of typical rhythms, tempos and dynamics; date of composition and style of performance.</li> <li>•Sequences of sounds for different instruments are written on separate lines in a graphic score or on separate staves of standard musical notation.</li> <li>•Standard musical notation symbols for dynamics, such as <i>mp</i>, <i>p</i>, <i>pp</i>, <i>ppp</i>, <i>mf</i>, <i>f</i>, <i>ff</i>, <i>fff</i> tell musicians how loudly or quietly they should play. Piano (<i>p</i>) means that the music should be played softly. Forte (<i>f</i>) means that the music should be played loudly.</li> <li>•Composers of 20th century music worked from 1901 to 2000. Many compositions of this era don't follow the conventions of music that were used in previous periods. For example, some composers used objects in their music as well as conventional instruments and some created music without harmonies or melodies.</li> <li>•Solo singing is singing alone. Accurate solo singing includes good timing, note memory and accurate pitching of notes. Ensemble singing is singing in a group. Accurate ensemble singing includes the ability to listen to others, sing at the same volume as them, and follow the signals and instructions of a conductor.</li> </ul> | <p>American, swing, gospel and soul. Words such as tempo, rhythm, dynamics, pulse and timbre can be used to comment on the genre of music.</p> <ul style="list-style-type: none"> <li>•Suggestions for improvements to musical performances include more practise; strategies to cope with performance pressure; better presentation, including eye contact with the audience; improving the planning and logistics of a performance and confidently introducing pieces and songs.</li> <li>•Gestures in music include eye contact, waving and beckoning to the audience, closing eyes to show emotion or exaggerated movements, such as a flourish at the end of a piece or movement away from the microphone. Some gestures are associated with different types of music, such as exaggerated movements to the pulse of the music and virtuoso guitar playing during rock musical performances. Expression in music means adding feeling and is indicated in musical scores using words, such as <i>dramatico</i> (in a dramatic, exaggerated style), <i>legato</i> (smoothly and connected), <i>tranquillo</i> (quiet and peaceful) and <i>cantabile</i> (in a singing or flowing style).</li> <li>•A motif in music is a short musical idea that is repeated and developed throughout a piece.</li> </ul> <p><b>Yr5/6 Alchemy Island</b></p> <ul style="list-style-type: none"> <li>•Effective compositions include instruments with different pitches, repeated and contrasting rhythms, a pleasing melody and a variety of dynamics.</li> <li>•Musical vocabulary includes pitch, rhythm, pulse, duration, structure, dynamics, harmony, tempo, timbre and texture</li> <li>•In standard musical notation, time signatures indicate how many beats are in a bar. For example, 4/4 means there are four crotchet beats in a bar. Bar lines split the notes into groups. For example, in a piece of music written in 4/4, there might be four crotchets, two minims or one semibreve in one bar of music.</li> <li>•Extended rhythmic patterns usually contain repetition and may include short repeated phrases called motifs. Rests provide a break in a rhythmic pattern or line of music and should be counted in the same way as notes.</li> </ul> |
| <b>Non-subject specific unit</b>  |  |   |   |   |
| <p><b>Due to the nature of EYFS additional statements from the Development Matters curriculum are taught within topics and themes that are developed from the children's interests as and when they arise.</b></p>  | <p><b>Yr1 Moon Zoom!</b></p> <ul style="list-style-type: none"> <li>•Sound effects are sounds that don't involve speech or music and are made on instruments or objects to represent another sound. A rhythm is a group of quick and slow beats that is usually repeated in a song or piece of music.</li> </ul>   | <p><b>Yr3/4 Tremors</b></p> <ul style="list-style-type: none"> <li>•Specific terms can be used to describe the sounds and changes in a piece of music, including pitch (high or low), timbre (sound quality), dynamics (loudness) and tempo (speed).</li> </ul> | <p><b>Yr4/5 Peasants, Princes and Pestilence</b></p> <ul style="list-style-type: none"> <li>•Rounds consist of the same melody being sung at different times in a group. Harmony singing consists of a melody line accompanied by other lines of music made up of differently</li> </ul>  | <p><b>Yr5/6 Child's War</b></p> <ul style="list-style-type: none"> <li>•A motif in music is a short musical idea that is repeated and developed throughout a piece.</li> <li>•Suggestions for improvements to musical performances include more practise;</li> </ul>  |

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|  | <ul style="list-style-type: none"> <li>•Traditional songs, nursery rhymes and chants have been passed down to different generations using the oral tradition. They usually contain repeated rhythms or melodies, a strong pulse and rhyming words.</li> </ul> <p><b>Yr1 Superheroes</b></p> <ul style="list-style-type: none"> <li>•Sound effects are sounds that don't involve speech or music and are made on instruments or objects to represent another sound. A rhythm is a group of quick and slow beats that is usually repeated in a song or piece of music.</li> </ul> <p><b>Yr1 Paws, Claws and Whisker</b></p> <ul style="list-style-type: none"> <li>•A piece of music played by a group of musicians should be played at the same time. Musicians should finish together to make the piece of music sound pleasing and ensure the audience can hear the tune. Listening to others, watching a conductor and counting beats accurately can help musicians play or sing at the same time as each other.</li> </ul> <p><b>Yr1 Big Lights, Big City</b></p> <ul style="list-style-type: none"> <li>•Traditional songs, nursery rhymes and chants have been passed down to different generations using the oral tradition. They usually contain repeated rhythms or melodies, a strong pulse and rhyming words.</li> </ul> <p><b>Yr2 Wriggle and Crawl</b></p> <ul style="list-style-type: none"> <li>•Percussion instruments make a sound when they are hit, shaken or scraped. Tuned percussion instruments, such as the xylophone or piano, produce notes of different pitches. Untuned percussion instruments, such as the drum or güiro, produce sounds with no definite pitch.</li> </ul> <p><b>Yr2 Bounce</b></p> <ul style="list-style-type: none"> <li>•The melody of a piece of music is the main tune, which is usually part of a larger piece of music. The shape of the music is the pattern created by the changing pitches of notes in a melody.</li> <li>•A rhythm and a pulse are different. The beats in a rhythm can be of different lengths. The beats in a pulse are all the same length. The pulse often stays the same throughout a piece of music, whereas the rhythm changes.</li> </ul> <p><b>Yr2 Scented Garden</b></p> <ul style="list-style-type: none"> <li>•The melody of a piece of music is the main tune, which is usually part of a larger piece of music. The shape of the music is the pattern created by the changing pitches of notes in a melody.</li> </ul> <p><b>Yr2 Land Ahoy</b></p> <ul style="list-style-type: none"> <li>•The melody of a piece of music is the main tune, which is usually part of a larger piece of music. The shape of the music is the pattern created by the changing pitches of notes in a melody.</li> </ul> | <ul style="list-style-type: none"> <li>•Sequences of sounds combine pitch, rhythm, dynamics and pulse. Sequences can be written down using informal pictures or symbols in a graphic score, or using standard musical notation.</li> <li>•Control in music can include breath control, where singers ensure they have enough breath to sing to the end of phrases, or control of a musical instrument, such as using bow strokes correctly when playing the violin. To sing or play accurately, the pitch, rhythm and volume of notes should match the intent of the musician, composer or conductor and the playing of other musicians.</li> </ul> <p><b>Yr3/4 Traders and Raiders</b></p> <ul style="list-style-type: none"> <li>•Standard musical notation symbols for dynamics, such as <i>mp</i>, <i>p</i>, <i>pp</i>, <i>ppp</i>, <i>mf</i>, <i>f</i>, <i>ff</i>, <i>fff</i> tell musicians how loudly or quietly they should play. Piano (<i>p</i>) means that the music should be played softly. Forte (<i>f</i>) means that the music should be played loudly.</li> </ul> <p><b>Yr3/4 Mighty Metals</b></p> <ul style="list-style-type: none"> <li>•Sequences of sounds combine pitch, rhythm, dynamics and pulse. Sequences can be written down using informal pictures or symbols in a graphic score, or using standard musical notation.</li> </ul> <p><b>Yr3/4 Road Trip USA!</b></p> <ul style="list-style-type: none"> <li>•Instruments include strings, such as violins; brass, such as trombones; woodwind, such as clarinets and percussion, such as drums. Composers choose instruments for the timbre, pitch and duration of the notes they can create to replicate and represent objects, animals, mood and feelings.</li> </ul> | <p>pitched notes that, when sung together, give a pleasing effect. Singers usually sing the same words at the same time when singing in harmony.</p> <p><b>Yr4/5 Gallery Rebels</b></p> <ul style="list-style-type: none"> <li>•A score contains all the information musicians need to rehearse and perform a piece of music, including separate lines for each instrument or voice part, notation showing pitch and duration of sounds and markings to show dynamics, such as <i>mp</i> and <i>mf</i>.</li> </ul> <p><b>Yr4/5 Sow, Grow and Farm</b></p> <p><b>Yr4/5 Off with her head</b></p> <ul style="list-style-type: none"> <li>•Musical vocabulary includes pitch, rhythm, pulse, duration, structure, dynamics, harmony, tempo, timbre and texture.</li> <li>•Rounds consist of the same melody being sung at different times in a group. Harmony singing consists of a melody line accompanied by other lines of music made up of differently pitched notes that, when sung together, give a pleasing effect. Singers usually sing the same words at the same time when singing in harmony.</li> <li>•Accurate and confident group performances benefit from various factors: practice and preparation; the monitoring and adjustment of pitch, rhythm, timbre and dynamics; rapid responses to the actions of others and awareness of the role of each musician.</li> </ul> | <p>strategies to cope with performance pressure; better presentation, including eye contact with the audience; improving the planning and logistics of a performance and confidently introducing pieces and songs.</p> <ul style="list-style-type: none"> <li>•Rhythm can be created using notes of varying length, such as quavers, crotchets, minims and semibreves, and writing them in equal bars of music.</li> <li>•Suggestions for improvements to musical performances include more practise; strategies to cope with performance pressure; better presentation, including eye contact with the audience; improving the planning and logistics of a performance and confidently introducing pieces and songs.</li> </ul> <p><b>Yr5/6 Blood Heart</b></p> <ul style="list-style-type: none"> <li>•Pulse can be created using bar lines to write bars of music with the same number of beats per bar. Rhythm can be created using notes of varying length, such as quavers, crotchets, minims and semibreves, and writing them in equal bars of music.</li> <li>•A score contains all the information musicians need to rehearse and perform a piece of music, including separate lines for each instrument or voice part, notation showing pitch and duration of sounds and markings to show dynamics, such as <i>mp</i> and <i>mf</i>.</li> </ul> <p><b>Yr5/6 Star Gazers</b></p> <ul style="list-style-type: none"> <li>•Musical vocabulary includes pitch, rhythm, pulse, duration, structure, dynamics, harmony, tempo, timbre and texture.</li> </ul> |
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