



From the National Plan for Music Education

Our vision is to enable all children and young people to learn to sing, play an instrument and create music together, and have the opportunity to progress their musical interests and talents

Music non-negotiables						
	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	Listen and appraise - weekly in Wow time - scroll down for objectives and listening genres					
Skills	Focus and skills	Focus and skills	Focus and skills	Focus and skills	Focus and skills	Focus and skills
Recommended websites	moving to the beat	Singing ideas Gareth Malone	Pulse and rhythm Pulse and rhythm LKS2	timbre pitch	Music notation	Singing ideas Gareth Malone
Nursery	<p>Beat/no beat - body percussion</p> <p>Listen with increased attention to sounds</p>	<p>Christmas songs and rhymes</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs</p>	<p>Beat/no beat - claves, castanets, tambors</p> <p>Play instruments with increasing control Gold - keep a steady beat</p>	<p>Pitch Triangles, chime bars, tambourines</p> <p>Recognise the melodic shape (moving pitch, such as high and low, low and high) Gold - select triangle or chime bar that will play a higher or lower pitch than the one you heard</p>	<p>Playing instruments Move to music</p> <p>Play instruments with increasing control to express their feelings and ideas</p>	<p>Singing</p> <p>Remember and sing entire songs</p>
Reception	<p>Beat/no beat - body percussion</p> <p>Listen attentively to rhymes and songs, paying attention to how they sound</p>	<p>Christmas songs and rhymes</p> <p>Sing in a group or on their own</p>	<p>Beat/pace - claves, castanets, tambors</p> <p>Explore and use different instruments to create different sounds, and changing the beat/pace Gold - keep a steady beat using 2 different instruments</p>	<p>Pitch/pace and tempo Triangles, chime bars, tambourines</p> <p>Explore and use pace and tempo Gold - copy/repeat a beat at a higher pitch or faster pace than you heard.</p>	<p>Playing instruments Move to music</p> <p>Explore and engage in music making and dance, performing solo or in groups Understand the term rhythm in relation to movement</p>	<p>Singing</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody</p>

Year 1	<p>Beat/pulse Claves, castanets Hear the pulse in music Follow instructions on how and when to play an instrument</p>	<p>Singing Christmas songs Take notice of others when performing Use voice to speak, sing and chant</p>	<p>Rhythm and beat Clap and play short rhythmic patterns Clap longer rhythms with help. Gold - Invent own rhythm and repeat it - 4 beats</p>	<p>Pitch/Tempo Chime bars Make different sounds (high/low - pitch, fast/slow - tempo) Imitate changes in pitch (eg on chime bars high, high, low, low) Choose sounds to represent things eg animals, vehicles Gold - create own sounds using 2 different pitches, another child to copy</p>	<p>Timbre Experiment with, create, select and combine sounds - explore the quality of sound (smooth, crisp, scratchy, rattling, tinkling etc.)</p>	<p>Singing Sing songs from KS1 song list and a simple 2 part round (London's Burning) Sing songs in a group following the tune (melody) well</p>
Year 2	<p>Beat/pulse Claves, castanets, wood blocks Identify the pulse in music Control playing instruments so they sound as they should. Start to recognise different instruments</p>	<p>Singing Christmas songs Sing songs in ensemble following the tune (melody) well. Perform in a group with instructions from the leader.</p>	<p>Rhythm, timbre, dynamics Create sequences of long and short sounds- rhythmic patterns (duration). Recognise changes in timbre (sound quality- smooth, crisp, scratchy, rattling, tinkling etc.), dynamics (loud and quiet) Gold - Invent own rhythm, teach a friend to copy it.</p>	<p>Pitch/Tempo Chime bars (CG) /glockenspiels Recognise changes in timbre (sound quality- smooth, crisp, scratchy, rattling, tinkling etc.), dynamics (loud and quiet), tempo (fast and slow) and pitch (high and low). Gold - as Y1 and repeat pattern using opposite dynamics to that heard.</p>	<p>Music notation Chime bars Make connections between notation and musical sounds (symbols, not music notation) Start to compose with 2 or 3 notes Choose sounds to create an effect</p>	<p>Singing Sing songs from KS1 song list and a 2 part round (Row, row, row your boat) Use voice to good effect, understanding the importance of warming up first. Make and control long and short sounds using voices, including simple improvisation (duration).</p>
Year 3	<p>Beat/pulse/tempo Internalise the pulse in music</p>	<p>Singing Christmas songs and simple 4 part round (Brother John) Sing songs from memory with accurate pitch and in tune. Maintain a simple part within an ensemble.</p>	<p>Rhythm, timbre, dynamics Know the difference between pulse and rhythm. Create/ improvise repeated patterns (ostinati) with a range of instruments. Gold - invent own rhythm - play it on 2 different instruments</p>	<p>Pitch/Tempo Chime bars /glockenspiels Play notes on instruments clearly and including steps/ leaps in pitch Improvise (including call and response) within a group using 1 or 2 notes.(3) Compose and perform melodies using two or three notes. Gold - use musical notation to write and play</p>	<p>Music notation Chime Bars/glockenspiels Know number of beats in a minim, crotchet, quaver and semibreve and recognise symbols (duration) Use silence for effect and know symbol for a rest (duration)</p>	<p>Singing Show control in voice and pronounce the words in a song clearly (diction).</p>

				simple melody (notes DE) Use Charanga glockenspiel lessons to support if needed)		
Year 4	Beat/pulse/tempo Know how pulse stays the same but rhythm changes in a piece of music. Identify orchestral family timbres.	Singing Christmas songs and 4 part round (Frere Jacque) Sing in tune, breathe well, pronounce words, change pitch and dynamics.	Rhythm and dynamics Perform with control and awareness of what others are singing/ playing. Create rhythmic patterns with awareness of timbre and duration. Gold - invent own rhythm - teach it to the class	Pitch/Tempo/music notation Glockenspiels Compose and perform melodies using three or four notes (CDEG) Make creative use of the way sounds can be changed, organised and controlled Gold - control playing of glockenspiels so dynamics are clear - repeat own melody using different dynamics. (Use Charanga glockenspiel lessons to support)	Music notation Glockenspiels Read notes and know how many beats they represent (minim, crotchet, semibreve, quaver, dotted crotchet, rests). Improvise within a group using more than 2 notes.	Singing Sing songs from memory with accurate pitch Perform with control and awareness of what others are singing
Year 5	Beat/pulse/tempo Know how pulse, rhythm and pitch fit together.	Singing Christmas songs with percussion accompaniment and 4 part round Show control, phrasing and expression in singing. (5) Hold part in a round (Shalom, shalom) (pitch/structure).	Rhythm, dynamics and timbre Use a variety of different musical devices including melody, rhythms and chords Create music with an understanding of how lyrics, melody, rhythms and accompaniments work together effectively (pitch/texture/ structure) Gold - create own 8 beat (2 bar) rhythm using different dynamics in each bar. Teach a friend.	Pitch/Tempo/music notation Glockenspiels Compose and perform melodies using four or five notes (CDEFG) Record own compositions. Gold - use notation to compose own simple melody varying tempo and dynamics	Music notation Perform in solo and ensemble contexts using a variety of techniques, confidently, expressively and in tune. (5)	Singing Perform songs in a way that reflects the meaning of the words, the venue and sense of occasion so that the audience appreciates it. Improvise on own with increasing aural memory. (5) Create own songs (raps- structure).(5) Identify where to place emphasis and accents in a song to create effects (duration)
Year 6	Beat/pulse/tempo Identify how the	Singing Christmas songs with	Rhythm, dynamics and timbre	Tempo/timbre/music notation	Music notation Create music reflecting	Singing Perform in solo and

beat/pulse and tempo change across a range of songs and music (popular and classical)	percussion accompaniment and 4 part round Show control, phrasing and expression in singing. (6) Hold part in a round (Kookaburra)(pitch/structure).	Take the lead in a performance Use a variety of different musical devices in a composition (melody, rhythm, chords) Gold - Create own 8 beat (2 bar) rhythm using different dynamics in each bar and teach it to the class	Glockenspiels Compose and perform melodies using five or more notes. (at least CDEFG) Show confidence, thoughtfulness and imagination in selecting sounds and structures to convey an idea Gold - use standard notation to compose own simple melody varying tempo and dynamics. Include rests.	given intentions and record using standard notation	ensemble contexts using a variety of techniques, confidently, expressively and in tune.(6) Improvise on own with increasing aural memory. (6)
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Curriculum Overview for Music 22/23

Wow Time - Listen and Appraise

What we teach, when we teach it

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Half termly focus	Music styles	Decades/Christmas music	Groups/soloists	Classical time periods/Composers	Music round the world	British composers
Suggested websites Listen and appraise questions	Musical Genres	T2-Mu-076-Th...		Music Time Periods - TEACHING KIDS MUSIC	Primary Music - KS1 / KS2 - BBC Teach	
Nursery and Reception	Listen to a range of songs and music linked to themes covered in class Please add to the list					
	Nursery Rhymes- Classical - Holst Mars - Planets linked to bonfire night and space Nursery Rhymes -					
Year 1 Listening objectives	1.I can listen to recorded music with concentration. 2.I can explain what I am listening to. 3.I can name some of the instruments. 4.I can talk about how the music is different to what I heard last time. 5.I can use musical vocabulary to appraise live and recorded music. 6. I can listen to live music with concentration.					

	Latin	1960-1979	2 male artists eg Elvis Presley and Ed Sheeran	<i>Carnival of the Animals</i>	USA	Andrew Lloyd Webber
Year 2 Listening objectives	1. Know music can be played and listened to for a variety of purposes 2. Know music can be played and listened to for a variety of purposes (in history) 3. Know music can be played and listened to for a variety of purposes (different cultures). 4. I can listen with concentration. 5. I can listen with concentration and understanding to a range of high-quality live and recorded music 6. I can use musical vocabulary to appraise recorded and live music.					
	Folk	1900-1919	2 female artists - Emilie Sande /Madonna/Adele.	<i>Peter and the Wolf Romantic</i> Chopin Mendelssohn Schubert	Japan or Australia	Charlotte Bray (or any female British composer)
Year 3	1. I can describe different purposes of music in history. 2. I can describe different purposes of music in other cultures. 3. I can appreciate and understand a wide range of high-quality live and recorded music. 4. I can appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions. 5. I can appreciate and understand a wide range of high-quality live and recorded music drawn from great composers. 6. I can appreciate and understand a wide range of high-quality live and recorded music drawn from great musicians. 7. I can use musical vocabulary to appraise recorded and live music.					
	Country	1980-99	Oasis and The Beatles (Rock bands)	<i>Classical</i> Mozart Haydn Beethoven	Africa (drumming.)	Paul McCartney
Year 4	1. I can describe different purposes of music in history. 2. I can describe different purposes of music in other cultures. 3. I can appreciate and understand a wide range of high-quality live and recorded music. 4. I can appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions. 5. I can appreciate and understand a wide range of high-quality live and recorded music drawn from great composers. 6. I can appreciate and understand a wide range of high-quality live and recorded music drawn from great musicians. 7. I can use musical vocabulary to appraise recorded and live music.					
	Rock	1920 - 1939	Film, TV and musical	<i>Young Person's Guide to the Orchestra</i> (Benjamin Britten)	India/ Bhangra	Henry Purcell
Year 5	1. I can appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions 2. I can appreciate and understand a wide range of high-quality live and recorded music drawn from great composers 3. I can appreciate and understand a wide range of high-quality live and recorded music drawn from great musicians 4. I can develop an understanding of the history of music. 5. I can use musical vocabulary to appraise recorded and live music.					

	Jazz	1940-59	Queen and the Spice Girls	<i>Baroque</i> Bach Vivaldi Handel	South America	Gustav Holst
Year 6	<ol style="list-style-type: none"> 1. I know how the other dimensions of music are sprinkled through songs and pieces of music 2. I can appreciate and understand a wide range of high-quality live and recorded music drawn from great composers 3. I can appreciate and understand a wide range of high-quality live and recorded music drawn from great musicians 4. I can develop an understanding of the history of music. 5. I can use musical vocabulary to appraise recorded and live music. 					
	Blues	2000 -	The charts (current)	<i>20th Century</i> Prokofiev Stravinsky Copland	Caribbean	Edward Elgar