

Music - September 2023

	Reception	Year 1	Year 2
NC objectives / Early Learning Goals (EYFS)	<p>Expressive art and design -</p> <ul style="list-style-type: none"> Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. <p>Communication and language -</p> <ul style="list-style-type: none"> Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems, and stories with others, and (when appropriate) try to move in time with music. Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. 	<ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned 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 inter-related dimensions of music. 	<ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned 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 inter-related dimensions of music.
Vocabulary	Timbre, beat, pitch colour, musical storytelling, dynamics (louder/quieter), tempo (faster/slower), pitch (higher/lower), call-and-response, classical music, improvising and composing, music in 3-time beat, playing, instrumental accompaniment.	Beat, echo, pitch, march, timbre, film music, structure, graphic symbols, classical music, ostinato, pitched and unpitched patterns, question-and-answer, graphic score, electronic music, mood, tempo, dynamics, rhythm, dot notation, call-and-response, playing, percussion, crotchet, quaver, crotchet rest.	Beat, rhythm, melody, call-and-response, tuned and untuned percussion, timbre, tempo (accelerando / ritenuto), dynamics (loud /soft, crescendo / diminuendo), pitch (high / low), classical music, improvising, playing, duration (crotchet, quaver, crotchet rest), unison, round, repetition, structure, 20 th century classical music, body percussion.

Listen and Appraise

- Can you identify and describe contrasts in tempo and dynamics?
- Can you begin to use musical terms (louder/quieter, faster/slower, higher/lower)?
- Can you respond to music in a range of ways (e.g. movement, talking, writing)?
- Can you develop 'active' listening skills by recognising the 'cuckoo call' in a piece of music?
- Can you enjoy moving freely and expressively to music?
- Can you listen to music and show the beat with actions?
- Can you use appropriate hand actions to make a changing pitch?
- Can you listen to a piece of classical music and respond through dance?
- Can you listen to a range of sea-related pieces and respond with movement?
- Can you develop listening skills, identifying dynamics across a range of musical styles?
- Can you listen actively to music in 3/4 time?
- Can you find the beat and perform a clapping game with a partner?
- Can you listen and talk about folk songs from North America?

- Can you listen and move in time to the song?
- Can you respond to musical characteristics through movement?
- Can you describe the features of a march using musical vocabulary?
- Can you listen to 'Aquarium', reflecting the character of the music through movement?
- Can you recognise the difference between a pattern with notes (pitched) and without (unpitched)?
- Can you recognise how graphic symbols can represent sound?
- Can you respond to musical signals and musical themes using movement, matching movements to a musical gestures in the piece?
- Can you develop awareness of duration and the ability to move slowly to music?
- Can you create art work, drawing freely and imaginatively in response to a piece of music?
- Can you listen and copy rhythm patterns?
- Can you listen and copy call-and-response patterns on voices and instruments?

- Can you recognise and play echoing phrases by ear?
- Can you listen with increased concentration to sounds/music and respond by talking about them using music vocabulary, or physically with movement and dance?
- Can you identify different qualities of sound (timbre), e.g. smooth, scratchy, clicking, ringing, and how they are made?
- Can you recognise and respond to changes of speed (tempo), the length of notes (duration), short /detached /smooth (articulation), and pitch (high / low) using music vocabulary, and/or movement?
- Can you show the following durations with actions: 'walk' (crotchet) and 'jogging' (quavers)?
- Can you listen and appraise, with focus and attention to detail, recalling sounds and patterns?
- Can you listen to and analyse four pieces of music inspired by travel/vehicles?
- Can you listen and match the beat of others and recorded music, adapting speed accordingly?
- Can you listen to traditional and composed music from Poland and begin to understand how music helps people share tradition and culture?

Improvise and Compose

- Can you make up new words and actions about different emotions and feelings?
- Can you explore making sound with voices and percussion instruments to create different feelings and moods.
- Can you explore storytelling elements in the music and create a class story inspired by the piece?
- Can you make up a simple accompaniment using percussion instruments?
- Can you make up new lyrics and vocal sounds for different kinds of transport?
- Can you explore the range of voices through vocal play?
- Can you create a sound story using instruments to represent different animal sounds / movements?
- Can you make up new lyrics and accompanying actions?
- Can you improvise a vocal / physical soundscape about minibests?
- Can you develop a song by composing new words and adding movements and props?
- Can you improvise music with different instruments, following a conductor?
- Can you compose music based on characters and stories developed through listening to Beethoven's 5th symphony?
- Can you invent and perform actions for new verses?

- Can you participate in creating a dramatic group performance using kitchen-themed props?
- Can you compose music to march to using tuned and untuned percussion?
- Can you experiment with sounds (timbre) to create aquarium-inspired music and draw the sounds using graphic symbols?
- Can you compose word patterns in groups and melodies in pairs using mi-re-do (E-D-C)?
- Can you compose musical sound effects and short sequences of sounds in response to a stimulus?
- Can you improvise question-and-answer conversations using percussion instruments?
- Can you create rhythm patterns, sequencing them and 'fixing' them as compositions using simple notation?
- Can you attempt to record compositions with stick and other notations?
- Can you create musical phrases from new word rhythms that children invent?

- Can you improvise rhythms along to a backing track using the note C or G?
- Can you compose call-and-response music?
- Can you select instruments and compose music to reflect an animal's character?
- Can you invent simple patterns using voices, body percussion, and then instruments?
- Can you follow signals given by a conductor/leader?
- Can you structure compositional ideas into a bigger piece?
- Can you improvise solos using instruments?
- Can you compose 4-beat patterns to create a new rhythmic accompaniment, using a looping app?
- Can you improvise and compose, structuring short musical ideas to form a larger piece?
- Can you begin to understand duration and rhythm notation?
- Can you structure musical ideas into a whole-class composition?
- Can you compose a soundtrack to a clip from a clip of a silent film?
- Can you understand and use notes of different duration?
- Can you understand and use notes of different pitch?
- Can you understand and use dynamics?

Sing and Play

- Can you sing with a sense of pitch, following the shape of the melody with your voice?
- Can you mark the beat of the song with actions?
- Can you use the voice to adopt different roles and characters?
- Can you match the pitch of a 4-note (la-so-mi-do) call-and-response song?
- Can you sing a tune with stepping and leaping notes?
- Can you play a steady beat on percussion instruments?
- Can you develop a sense of beat by performing actions to music?
- Can you sing an action song with changes in speed?
- Can you play along with percussion instruments?
- Can you perform the story with your class?
- Can you sing and play a rising and falling melody, following the shape with voices and on tuned percussion?
- Can you sing in call-and-response and change voices to make a buzzing sound?
- Can you play an accompaniment using tuned and untuned percussion, and recognise a change in tempo?
- Can you sing a song that uses a call-and-response structure?
- Can you play sea sound effects on percussion instruments?
- Can you play a call-and-response phrase comprising a short, stepping tune (C-D-E) with some support?
- Can you play different instruments with control?
- Can you explore dynamics with your voice and instruments?
- Can you sing a melody in waltz time and perform the actions?
- Can you transfer actions to sounds played on percussion instruments?

- Can you sing a cumulative song from memory, remembering the order of the verses?
- Can you play classroom instruments on the beat?
- Can you copy a leader in a call-and-response song, show the shape of the pitch moving with actions, and sing using mi-re-do?
- Can you sing a unison song rhythmically and in tune?
- Can you play percussion instruments expressively, representing the character of their composition?
- Can you chant together rhythmically, marking rests accurately?
- Can you play a simple ostinato on untuned percussion?
- Can you sing an echo song while tapping the beat, and clap the rhythm of the words, understanding that there is one beat for each syllable?
- Can you create, interpret and perform simple graphic scores?
- Can you perform actions to music, reinforcing a sense of beat?
- Can you sing and chant songs and rhymes expressively?
- Can you sing either part of a call-and-response song?
- Can you play the response sections on tuned percussion using the correct beater hold?
- Can you echo sing a line independently with teacher leading, then move on to pair singing in echo format?

- Can you play the melody on a tuned percussion instrument?
- Can you sing with good diction?
- Can you chant *Grandma rap* rhythmically and perform to an accompaniment child create?
- Can you chant and play rhythms using the durations 'walk' (crotchet), 'jogging' (quavers), and 'shh' (crotchet rest) from stick notation?
- Can you learn a clapping game to *Hi lo chicka lo* that shows the rhythm?
- Can you sing and play, performing composed pieces for an audience?
- Can you learn a simple rhythm pattern and perform it with tempo and volume changes?
- Can you learn about the musical terms *crescendo*, *diminuendo*, *accelerando*, *ritenuto*?
- Can you follow signals from a conductor?
- Can you demonstrate on internalised sense of pulse through signing games?
- Can you sing confidently in Polish, and play a cumulative game with spoken call-and-response sections?
- Can you play an accompaniment on tuned percussion and invent a 4-beat body percussion pattern?

	<ul style="list-style-type: none"> • Can you sing a song while performing a sequence of dance steps? • Can you play a two-note accompaniment, playing the beat, on tuned or untuned percussion? 		
Themes	<p>I've got a grumpy ace (3 weeks) The sorcerer's apprentice (3 weeks) Witch, witch (3 weeks) Row, row, row your boat (3 weeks) Birdspotting: cuckoo polka (3 weeks) Shake my sillies out (3 weeks) Up and down (3 weeks) 5 fine bumblebees (3 weeks) Down there under the sea (3 weeks) It's oh so quiet (3 weeks) Slap clap clap (3 weeks) Bow, bow, bow, Belinda (3 weeks)</p>	<p>Menu song (6 weeks) Colonel Hathi's march (3 weeks) Magical musical aquarium (3 weeks) Football (6 weeks) Musical conversations (3 weeks) Dancing and drawing with Nautilus (3 weeks) Come dance with me (6 weeks) Cat and mouse (3 weeks over 6 weeks) African Drumming</p>	<p>Tony Chestnut (6 weeks) Carnival of the animals (3 weeks) Composing music inspired by bird song (3 weeks) Grandma Rap (6 weeks) Orawa (3 weeks) Trains (3 weeks) Charlie Chaplin (3 weeks over 6 weeks) African Drumming Tanczymy labada (3 weeks)</p>
Enrichment	<p>Singing Assemblies World Beat Day Class Assemblies Christmas Play</p>	<p>Singing Assemblies World Beat Day Class Assemblies Christmas Play African drumming lessons Peripatetic music lessons</p>	<p>Singing Assemblies World Beat Day Class Assemblies Christmas Play African drumming lessons Peripatetic music lessons</p>

	Year 3	Year 4	Year 5	Year 6
NC objectives	<ul style="list-style-type: none"> • 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 inter-related 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. 	<ul style="list-style-type: none"> • 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 inter-related 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. 	<ul style="list-style-type: none"> • 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 inter-related 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. 	<ul style="list-style-type: none"> • 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 inter-related 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.
Vocabulary	Pitch, ostinato, round, pentatonic, call-and-response, folk songs, beat, tempo, 3/4, 4/4, structure (symmetry, pattern in melody and ternary form), melody, accompaniment, salsa, clave rhythm, timbre, chords, rhythm pattern, rondo structure, staccato, romantic ballet music, durations (crotchet, quaver, semiquaver, crotchet rest), minimalism, score, dot notation, samba, fanfare, minor and major chords (A minor and C major).	Pentatonic scale, Gospel music, off-beat, rhythm, call-and-response, timbre, tempo, rhythm, dynamics, atmosphere, music from a film, chords (A minor, C and F major), acoustic, structure, swing, 2-bar phrases, texture, graphic score, habanera rhythm, triplet rhythm, orchestration, ostinatos, triads, folk-rock,	Structure (verse / chord), hook, lyrics, melody, sea shanties, beat, rhythm, chords, bass, dot notation, Nasheed (Islamic song), drone, harmony, chords (G and D), vocal decoration, microtones, riffs, texture, articulation, tango, Gamelan from Bali, interlocking rhythms, vocal chant, ternary form (ABA), pentatonic scale, tempo, dynamics, 20 th -Century orchestral music, accompaniment, round, arrangement.	Swing music, syncopation, rhythm, big band, scat singing, Gospel, rhythm and blues choral, vocal improvisation, chords (C minor and G7), composition, theme and variations, passacaglia, Indian music, bhairavi raag, chaal rhythm, bhangra, Bollywood, Indian classical.

Listen and Appraise

- Can you listen and identify where notes in the melody of the song go down and up?
- Can you begin to develop an understanding and appreciation of music from different musical traditions?
- Can you identify that the songs are from different places in the world, use different instruments, have a different beat, and are different speeds as well as using musical vocabulary to describe these things?
- Can you understand that a folk song is music that belongs to the people of a particular place?
- Can you identify how the pitch and melody of a song has been developed using symmetry?
- Can you listen to range of Cuban pieces, understanding influences on the music and recognizing some of its musical features?
- Can you develop active listening skills by responding to musical themes through movement?
- Can you understand the structure of rondo form (A-B-A-C-A)?
- Can you develop a sense of beat and rhythmic pattern through movement?
- Can you experience call-and-response patterns through moving with a partner?
- Can you recognise and copy rhythms and pitches C-D-E?
- Can you move in time with the beat of the music?

- Can you listen and move in time to songs in a Gospel style?
- Can you listen and appraise, recognizing elements of the music that establishes the mood and character?
- Can you talk about the effect of particular instrument sounds (timbre)?
- Do you understand that instruments can be used individually and in combination to create different effects of timbre and texture?
- Can you listen and identify similarities and differences between acoustic guitar styles?
- Can you compare musical extracts and understand that the pentatonic scale features in lots of music traditions and cultures?
- Can you watch a film and analyse it in a musical context?
- Can you identify similarities and differences between pieces of music in a folk/folk-rock style?

- Can you listen and appraise, identifying the structure of songs and analyzing them to appreciate the role of metaphor?
- Can you understand techniques for creating a song, and develop a greater understanding of the songwriting process?
- Can you talk about the purpose of sea shanties and describe some of the features using music vocabulary?
- Can you listen and copy back simple rhythmic and melodic patterns?
- Can you identify drum patterns, basslines, and riffs, and play them using body percussion and voices?
- Can you develop listening skills and an understanding of how different instrumental parts interact (texture) by responding to each part through movement?
- Can you demonstrate an understanding of the history of the Argentine Tango?
- Can you develop knowledge and understanding of the Balinese musical forms of gamelan beleganjur and kecak?
- Can you listen and match vocal and instrumental sounds to each other, and to notation?
- Can you listen, appraise, and respond to music using drawings and words and recognise that music can describe feelings and tell a story?
- Can you understand and recognise ternary form?

- Can you listen to historical recordings of big band swing, and describe features of the music using music vocabulary?
- Can you develop knowledge and understanding of the origins, history, and social context of a song using in the civil rights movement in the USA?
- Can you develop knowledge and understanding of a variety of musical styles from India, talking about them using music vocabulary?
- Can you demonstrate coordination and keeping a steady beat by dancing to bhangra music?

	<ul style="list-style-type: none">• Can you talk about what you have learnt about Brazil and Carnival?• Can you respond to and recognise crotchets and quavers, and make up rhythms using these durations to create accompaniment ideas for the song?			
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Improvise and Compose

- Can you compose a pentatonic ostinato?
- Can you compose a simple song using symmetry to develop a melody, structure, and rhythmic accompaniment?
- Can you compose a 4-beat rhythm pattern to play during instrumental sections of a song?
- Working in small groups, can you sing a call-and-response song with an invented drone accompaniment?
- Can you invent simple patterns using rhythms and notes C-D-E?
- Can you compose music, structuring short ideas into a bigger piece?
- Can you notate, read, and follow a 'score'?

- Can you improvise with the voice on the notes of the pentatonic scale (D-E-G-A-B-B flat)?
- Can you improvise and compose, creating atmospheric music for a scene with a given set of instruments?
- Can you create short sounds inspired by colours and shapes?
- Can you structure musical ideas into a composition?
- Can you create and read graphic scores?
- Can you 'doodle' with your voice over the chords in the song?
- Can you invent a melody?
- Can you fit two patterns together?
- Can you structure musical ideas into your own compositions?
- Can you compose a pentatonic melody?
- Can you improvise and create pentatonic patterns?
- Can you use notation to represent musical ideas?
- Can you create ostinatos?
- Can you layer up different rhythms?
- Can you create and follow a score?

- Can you improvise and compose, 'doodling' with sound, playing around with pitch and rhythm to create a strong hook?
- Can you create fragments of songs that can be developed into fully fledged songs?
- Can you compose body percussion patterns to accompany a sea shanty and write these out using rhythm grids?
- Can you improvise freely over a drone?
- Can you show understanding of how a drum pattern, bassline, and riff fit together to create a memorable and catchy groove?
- Can you compose and perform drum patterns, basslines and riffs on a variety of instruments as part of a group?
- Can you engage the imagination, work creatively in movement in small groups, learning to share and develop ideas?
- Can you compose a kecak vocal piece as part of a group?
- Can you improvise and compose, creating a piece in ternary form using a pentatonic scale, and containing an accompaniment, contrasting dynamics, and tempo?
- Can you notate your ideas to form a simple score to play from?
- Can you compose a simple accompaniment using tuned instruments?
- Can you create and perform your own class arrangement?

- Can you compose a syncopated melody using the notes of the C major scale?
- Can you improvise over the chords C minor and G7?
- Can you create variations using a wide variety of composing techniques?
- Can you improvise on top of a repeating bassline?
- Can you create a rhythmic piece for drums and percussion instruments?

<p style="text-align: center; writing-mode: vertical-rl; transform: rotate(180deg);">Sing and Play</p>	<ul style="list-style-type: none"> • Can you sing a call-and-response song in groups, holding long notes confidently? • Can you play melodic and rhythmic accompaniments to a song? • Can you sing by improvising simple melodies and rhythms? • Can you sing the syncopated rhythms in <i>Latin dance</i> and recognise a verse/chorus structure? • Can you play a one-note part, contributing to the chords accompanying the verses? • Can you perform call-and-response rhythms vocally, by ear, using word rhythms, then transfer rhythms to body percussion/instruments? • Can you perform vocal percussion as part of a group? • Can you play the chords of <i>Fly with the stars</i> on tuned percussion as part of a whole-class performance? • Can you sing solo or in a pair in call-and-response style? 	<ul style="list-style-type: none"> • Can you sing in a Gospel style with expression and dynamics? • Can you play a bass part and rhythm ostinato with <i>This little light of mine</i>? • Can you sing Part 1 of a partner song rhythmically? • Can you sing swung rhythms lightly and accurately? • Can you learn a part on tuned percussion and play as part of a whole-class performance? • Can you sing Part 2 of a partner song rhythmically, adopting a rhythmic accompaniment while singing? • Can you play repeating rhythmic patterns? • Can you count musically? • Can you sing with expression and a sense of the style of the music? • Can you play an instrumental part as part of a whole-class performance? • Can you sing a part in a partner song, rhythmically and from memory? 	<ul style="list-style-type: none"> • Can you sing a sea shanty expressively, with accurate pitch and a strong beat? • Can you play bass notes, chords, or rhythms to accompany singing? • Can you sing in unison while playing an instrumental beat (untuned)? • Can you keep the beat playing a 'cup' game? • Can you sing a song in two parts with expression and an understanding of its origins? • Can you sing a round and accompany yourself with a beat? • Can you play a drone and chords to accompany singing? • Can you sing/chant a part within a kecak vocal performance? • Can you sing and play the melody of <i>Kis nay banaayaa</i>? • Can you sing in a 4-part round accompanied with a pitched ostinato? 	<ul style="list-style-type: none"> • Can you sing a syncopated melody accurately and in tune? • Can you sing and play a class arrangement of the song with a good sense of ensemble? • Can you sing accurately in three parts? • Can you play chords on tuned percussion, ukulele, keyboard, or apps? • Can you decipher a graphic score? • Can you play <i>Twinkle, twinkle, little star</i>? • Can you sing the chorus of <i>Throw, catch</i> in three-part harmony with dancing?
<p style="text-align: center; writing-mode: vertical-rl; transform: rotate(180deg);">Themes</p>	<p>I've been to Harlem (6 weeks) Nao chariya de (3 weeks) Sound symmetry (3 weeks) Latin dance (6 weeks) 'March' from The Nutcracker (3 weeks over 6 weeks) African Drumming Just three notes (3 weeks) Samba with Sergio (3 weeks) Fly with the stars (6 weeks)</p>	<p>This little light of mine (6 weeks) The Pink Panther theme (3 weeks over 6 weeks) African Drumming The doot doot song (6 weeks) Composing with colour (3 weeks) Spain (3 weeks) Global pentatonics (3 weeks) The horse in motion (3 weeks) Favourite song (6 weeks)</p>	<p>Introduction to songwriting (3 weeks over 6 weeks) African Drumming What shall we do with the drunken sailor? (6 weeks) Madina tun nabi (6 weeks) Building a groove (3 weeks) Epoca (3 weeks) Balinese gamelan (3 weeks) Composing in ternary form (3 weeks) Kisne banaaya (6 weeks)</p>	<p>Hey, Mr Miller (6 weeks) Ain't gonna let nobody (6 weeks) Twinkle variations (3 weeks over 6 weeks) African Drumming Ames au vala tara bal (6 weeks) Production</p>

<p style="text-align: center;">Enrichment</p>	<p>Singing Assemblies World Beat Day Class Assemblies African drumming lessons Peripatetic music lessons</p>	<p>Singing Assemblies World Beat Day Class Assemblies African drumming lessons Peripatetic music lessons</p>	<p>Singing Assemblies World Beat Day Class Assemblies African drumming lessons Peripatetic music lessons</p>	<p>Singing Assemblies World Beat Day Class Assemblies Year 6 Production African drumming lessons Peripatetic music lessons</p>
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