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|  | EYFS | Year 1 | Year 2 | | Year 3 | Year 4 | | Year 5 | | Year 6 | |
| National Curriculum |  | 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 | | | Pupils should be taught to sing and play musically with increasing confidence and control  They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory  Play and perform in solo and ensemble contexts, using their voices and playing 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 from different traditions and from great composes and musicians  Develop an understanding of the history of music | | | | | | |
| **Listen and Appraise** | To know twenty nursery rhymes off by heart.  To know the stories of some of the nursery rhymes.  To know twenty nursery rhymes off by heart.  To know the stories of some of the nursery rhymes.  To learn that music can touch your feelings.  To enjoy moving to music by dancing, marching, being animals or Pop stars. | To know 5 songs off by heart. To know what the songs are about.  To know and recognise the sound and names of some of the instruments they use.  To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. | | To know 5 songs off by heart.  To know some songs have a chorus or a response/answer part.  To know that songs have a musical style.  To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.  To learn how songs can tell a story or describe an idea. | To know 3 songs from memory and who sang or wrote them.  To know the style of 3 songs.  To be able to talk about the lyrics, musical dimensions, main sections and instruments in a song.  To identify and move to the pulse.  To think about what the words of a song mean.  To take it in turns to discuss how the song makes them feel.  To listen carefully and respectfully to other people’s thoughts about the music. | | To know 3 songs from memory and who sang or wrote them.  To know the style of 3 songs.  To be able to talk about the style indicators (musical characteristics that give the song style) lyrics, musical dimensions, main sections and instruments in a song.  To identify and move to the pulse.  To discuss the musical dimensions of songs.  To talk about music and how it makes them feel using musical words.  To listen carefully and respectfully to other people’s thoughts about the music. | | To know 3 songs from memory, who sang or wrote them, when they were written and (if possible) why?  To know the style of 3 songs and name other songs in that style.  To choose 2/3 songs and be able to talk about using musical vocabulary:   * The style indictors of the songs (musical characteristics that give the songs style). * The lyrics: what the songs are about * Musical dimensions in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) * Identify the main sections of songs (intro, verse, chorus etc.) * The instruments in the songs * Historical context of the songs. What else was going on at this time?   To think about the message of song and discuss how it makes you feel.  To compare 2 songs of the same style, discussing what stands out musically in them, their similarities and their differences.  Listen carefully and respectfully to the views of others about music. | | To know 3 songs from memory, who sang or wrote them, when they were written and (if possible) why?  To know the style of 3 songs and name other songs in that style.  To choose 2/3 songs and be able to talk about using musical vocabulary:   * The style indictors of the songs (musical characteristics that give the songs style). * The lyrics: what the songs are about * Musical dimensions in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) * Identify the structure of songs (intro, verse, chorus etc.) * The instruments in the songs * Historical context of the songs. What else was going on at this time?   To talk about how we all have a musical identity.  To think about the message of song and discuss how it makes you feel.  To compare 2 songs of the same style, discussing what stands out musically in them, their similarities and their differences.  Listen carefully and respectfully to the views of others about music. |
| **Inter-related dimensions of music** | To find a pulse by copying a character.  To copy basic rhythm patterns of single words, building to short phrases.  Explore using high and low voices and listen to high and low sounds. | To know that music has a steady pulse like a heartbeat.  To know that we can create rhythms from words, our names, favourite food, colours and animals. | | To know that music has a steady pulse, like a heartbeat.  To know that we can create rhythms from words, our names, favourite food, colours and animals.  Rhythms are different from a steady pulse.  Adding high and low sounds, pitch, when we sing or play instruments. | To find and demonstrate the pulse.  To know the difference between rhythm and pulse.  To know how pulse, rhythm and pitch work together to create a song.  To know that every piece of music has a steady pulse.  To know the difference between a musical question and an answer. | | To be able to define pulse, rhythm and pitch.  To be able to talk about:   * How pulse, rhythm and pitch work together * The difference between rhythm and pulse * How to keep an internal pulse   To create musical ideas for a group to copy or respond to. | | To be able to talk about:   * How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song. * How to keep the internal pulse * Musical leadership: creating musical ideas for the group to copy and respond to | | To be able to talk about:   * How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song. * How to keep the internal pulse * Musical leadership: creating musical ideas for the group to copy and respond to |
| **Singing** | To sing or rap nursery rhymes and simple songs from memory.  To know songs have sections.  To sing along with pre-recorded songs and add actions.  To sing along with the backing track. | To confidently sing or rap 5 songs and sing them in unisons.  Learn about voices, singing notes of different pitches (high and low).  Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm.  Learn to start and stop singing when following a leader. | | To confidently know and sing 5 songs from memory.  To know that unison is everyone singing at the same time.  Songs include other ways of using the voice eg. Rapping (spoken word)  To know why we need to warm up our voices.  Learn about voices singing notes of different pitches (high and low).  Learn that they can make different types of sounds with their voices – you can rap.  To find a comfortable singing position.  To start and stop singing when following a leader. | To be able to talk about:   * Singing in a group can be called a choir * Leader/Conductor is the person who the choir/group follow * Songs can make you feel different things – eg. Happy, energetic etc. * Singing in an ensemble/large group means you must listen to ech other * To know why you must warm up your voice.   To sing in unison and simple two-parts.  To demonstrate a good singing posture.  To follow a leader when singing.  To explore singing solo.  To sing with awareness of being in tune.  To have an awareness of the pulse internally when singing. | | To be able to talk about:   * Singing in a group can be called a choir * Leader/Conductor is the person who the choir/group follow * Songs can make you feel different things – eg. Happy, energetic etc. * Singing in an ensemble/large group means you must listen to ech other * Texture: how a solo singer makes a thinner texture than a large group * Why you must warm up your voice   To sing in unison and simple two-parts.  To demonstrate a good singing posture.  To follow a leader when singing.  To explore singing solo.  To sing with awareness of being in tune.  To rejoin a song if lost.  To listen to a group when singing. | | To confidently sing 3 songs with memory and to sing them with an internal pulse.  To choose and song and be able to talk about:   * The main features * Singing in unison, the solo, the lead vocal, backing vocals or rapping * What the song is about and the meaning of the lyrics * The importance of warming up your voice   To sing in unison and sing backing vocals.  To enjoy exploring singing solo.  To listen to the group when singing.  To demonstrate a good singing posture.  To follow a leader when singing.  To experience rapping and solo singing.  To listen to each other and be aware how to fit into the group when singing.  To sing with awareness of being ‘in tune’. | | To confidently sing 3 songs with memory and to sing them with an internal pulse.  To represent the style, feeling and context of the songs to an audience.  To choose and song and be able to talk about:   * The main features * Singing in unison, the solo, the lead vocal, backing vocals or rapping * What the song is about and the meaning of the lyrics * The importance of warming up your voice   To sing in unison and sing backing vocals.  To demonstrate a good singing posture.  To follow a leader when singing.  To experience rapping and solo singing.  To listen to each other and be aware how to fit into the group when singing.  To sing with awareness of being ‘in tune’. |
| **Instruments** | To listen to high and low sounds on a glockenspiel. | To learn the names of the instruments they are playing.  Treat instruments carefully and with respect.  Play a tuned instrument part with the song they perform.  Listen to and follow musical instructions from a leader. | | Know the names of untuned percussion instruments they are playing in class.  Treat instruments carefully and with respect.  Learn to play a tuned instrumental part that matches their musical challenge.  Play the part in time with a steady pulse.  Listen to and follow musical instructions from a leader. | To be able to talk about the instruments used in class.  To treat instruments carefully and with respect.  To play between 1 and 4 different parts on a tuned instrument.  To rehearse and perform their part in a song.  To listen to and follow musical instructions from a leader. | | To be able to talk about the instruments used in class and other instruments they might play.  To treat instruments carefully and with respect.  To play between 1 and 4 different parts on a tuned instrument.  To rehearse and perform their part in a song.  To listen to and follow musical instructions from a leader.  To experience leading the playing by making sure everyone plays in the playing section of a song. | | Play a musical instrument with correct technique and context.  Select and learn an instrumental part; one note, simple or medium part of the melody from memory or using notation.  To rehearse and perform their part within the context of the song.  To listen to and follow instructions from a musical leader.  To lead a rehearsal session. | | Play a musical instrument with correct technique and context.  Select and learn an instrumental part; one note, simple or medium part of the melody from memory or using notation.  To rehearse and perform their part within the context of the song.  To listen to and follow instructions from a musical leader.  To lead a rehearsal session. |
| **Improvisation** |  | To know that improvisation is about making up your own tunes on the spot.  To listen to a rhythm and clap back an answer.  To listen and sing/play your own answer using one or two notes. | | To know that improvisation is about making up your own tunes on the spot.  To listen to a rhythm and clap back an answer.  To listen and sing/play your own answer using one or two notes. | To be able to talk about improvisation:   * Improvisation is making up your own tunes on the spot * Using one or two notes confidently is better than using 5 * If you improvise using the notes you are given you cannot make mistakes.   To listen and sing, play and copy back using instruments and 2 different notes. | | To be able to talk about improvisation:   * Improvisation is making up your own tunes on the spot * Using one or two notes confidently is better than using 5 * If you improvise using the notes you are given you cannot make mistakes.   To listen to riffs and use them in improvisations.  To improvise using instruments in the context of the song they are listening to. | | To know and be able to talk about improvisation:   * Improvisation is making up your own tunes on the spot * When someone improvises they make up their own tune they make up their own tune on the spot * If you improvise using the notes you are given you cannot make mistakes.   To listen to riffs and use them in improvisations.  To know some well-known improvising musicians. | | o know and be able to talk about improvisation:   * Improvisation is making up your own tunes on the spot * When someone improvises they make up their own tune they make up their own tune on the spot * Using one, two or three notes confidently is better than using five * If you improvise using the notes you are given you cannot make mistakes.   To use riffs and licks in improvisations.  To know some well-known improvising musicians. |
| **Composition** | Invent a pattern using one pitched note and begin to create simple 2-note patterns to accompany the song. | To know that composition is like writing a story with music.  Help create a simple melody using one, two or three notes.  Learn how the notes of the composition can be written down and changed if necessary. | | To know that composition is like writing a story with music.  Help create three simple melodies using one, three or five different notes.  Learn how the notes of the composition can be written down and changed if necessary. | To be able to talk about a composition:   * Music that is created by you and kept in some way. It can be played and performed again. * Different ways to record compositions (letter names, symbols, audio etc.)   Help create a simple melody using one, three or five different notes.  Plan and create a section of music that can be performed in context. Be able to talk about how it was created.  Listen to and reflect upon compositions making musical decisions about pulse, rhythm, pitch, dynamics and tempo.  Record compositions in any way appropriate (graphic/pictorial notation). | | To be able to talk about a composition:   * Music that is created by you and kept in some way. It can be played and performed again. * Different ways to record compositions (letter names, symbols, audio etc.)   Help create a simple melody using one, three or five different notes.  Plan and create a section of music that can be performed in context. Be able to talk about how it was created.  Listen to and reflect upon compositions making musical decisions about pulse, rhythm, pitch, dynamics and tempo.  Record compositions in any way appropriate (graphic/pictorial notation). | | To know and be able to talk about:   * A composition: music that is created by you and kept in some way * A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure.   To create simple melodies using up to 5 different notes and simple rhythms that work in a musical style.  Explain the keynote or home not and the structure of the melody.  Listen to and reflect upon developing compositions and make musical decisions about how the melody connects with the song.  Record compositions in any way appropriate (graphic/pictorial notation). | | To know and be able to talk about:   * A composition: music that is created by you and kept in some way * A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure.   To create simple melodies using up to 5 different notes and simple rhythms that work in a musical style.  Explain the keynote or home not and the structure of the melody.  Listen to and reflect upon developing compositions and make musical decisions about how the melody connects with the song.  Record compositions in any way appropriate (graphic/pictorial notation). |
| **Performance** | To know that performance is sharing music.  Perform any of the nursery rhymes by singing and adding actions or dance.  Perform any nursery rhymes or songs adding a simple instrumental part.  Record the performance to talk about. | To know that a performance is sharing music with other people called the audience.  To choose a song and perform it.  To add their own ideas to a performance.  To record a performance and say how they were feeling about it. | | To know that a performance is sharing music with other people called the audience.  To know that a performance can be a special occasion and involve a class, a year group or a whole school.  To know that an audience can include your parents and friends.  To choose a song and perform it.  To add their own ideas to a performance.  To record a performance and say how they were feeling about it. | To be able to talk about:   * Performing is sharing music with other people, an audience. * A performance doesn’t have to be a drama – it can be one person to each other * You have to plan everything for it to be performed * You must rap and sing words clearly and with confidence * A performance can be a special occasion. It is planned for each occasion. * Performance involves communicating feelings, thoughts and ideas about a song or music.   To choose what to perform and create a programme.  To communicate the meaning of words and clearly articulate them.  To talk about the best place to perform and how to stand or sit.  To record the performance and say how they were feeling, what they were pleased with, what they would change and why. | | To be able to talk about:   * Performing is sharing music with other people, an audience. * A performance doesn’t have to be a drama – it can be one person to each other * You have to plan everything for it to be performed * You must rap and sing words clearly and with confidence * A performance can be a special occasion. It is planned for each occasion. * Performance involves communicating feelings, thoughts and ideas about a song or music.   To choose what to perform and create a programme.  To present a musical performance designed to capture the audience.  To communicate the meaning of words and clearly articulate them.  To talk about the best place to perform and how to stand or sit.  To record the performance and say how they were feeling, what they were pleased with, what they would change and why. | | To be able to talk about:   * Performing is sharing music with other people, an audience. * A performance doesn’t have to be a drama – it can be one person to each other * You have to plan and learn everything for it to be performed * You must rap and sing words clearly and with confidence * A performance can be a special occasion. It is planned for each occasion. * Performance involves communicating feelings, thoughts and ideas about a song or music.   To choose what to perform and create a programme.  To communicate the meaning of words and clearly articulate them.  To talk about the venue and how to use it to the best effect.  To record the performance and compare it to a previous performance.  To discuss and talk musically about a performance: what went well, what would make it better etc. | | To be able to talk about:   * Performing is sharing music with other people, an audience. * A performance doesn’t have to be a drama – it can be one person to each other * You have to plan and learn everything for it to be performed * You must rap, sing and play clearly and with confidence * A performance can be a special occasion. It is planned for each occasion. * Performance involves communicating feelings, thoughts and ideas about a song or music.   To choose what to perform and create a programme.  To communicate the meaning of words and clearly articulate them.  To talk about the venue and how to use it to the best effect.  To discuss and talk musically about a performance: what went well, what would make it better etc. |
| **Notation** |  | To learn the names of the notes in their instrumental part from memory or when written down. | | To learn the names of the notes in their instrumental part from memory or when written down. | Help create at least one simple melody using one, three, or five different notes. | | Help create at least one simple melody using one, three, or five different notes. | | To know and be able to talk about:   * Different ways of writing music down * The notes C, D, E, F, G, A, B + C on the treble stave * The instruments they might play or be played in a band or orchestra or by their friends.   To recognise the connection between sound and symbol. | | To know and be able to talk about:   * Different ways of writing music down * The notes C, D, E, F, G, A, B + C on the treble stave * The instruments they might play or be played in a band or orchestra or by their friends |

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Reception** | Me! | My Stories | Everyone! | Our World | Big Bear Funk | Reflect, rewind and replay |
| **Year 1** | Hey you! | Rhythm in the way we walk and Banana Rap | In the Groove | Round and Round | Your imagination | Reflect, rewind and replay |
| **Year 2** | Hands, Feet, Heart | Ho Ho Ho! | I wanna play in a band | Zoo time | Friendship Song | Reflect, rewind and replay |
| **Year 3** | MAPAS Recorder Lessons | | | Three Little Birds | Dragon Song | Bringing Us Together |
| **Year 4** | MAPAS Recorder Lessons | | | Mamma Mia | Stop | Lean on Me |
| **Year 5** | Livin’ on a prayer | Fresh Prince of Bel-air | Dancing in the Street | MAPAS Violin Lessons | | |
| **Year 6** | Happy | You’ve got a friend | Music and Me | MAPAS Violin Lessons | | |