

SUBJECT

Music			
EYFS	Year 1	Year 2	Year 3 (KS2)
SINGING			
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.	NC: Use their voices expressively and creatively by singing songs and speaking chants and rhymes.		Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
KNOWLEDGE			
I know a range of nursery rhymes.	<p>I know that warming up happens at the beginning of singing practice.</p> <p>I know that cooling down happens at the end of singing practice.</p> <p>I know that breathing deeply rather than snatching a breath is better when singing.</p> <p>I know that standing properly will help when singing.</p>	<p>I know that pitch is how high or how low a note is.</p> <p>I know that pitch range is the distance between the lowest and the highest notes in a song.</p> <p>I know that dynamics means how quietly or loudly a piece of music should be played.</p> <p>I know that a crescendo is a way for composers to indicate that a passage of music should gradually increase in loudness over time. Diminuendo means to gradually decrease the loudness.</p>	<p>I know how to sing songs with different tempos.</p> <p>I know that tempo is the speed that music should be played in.</p> <p>I know how to clap along with the song before I begin singing it.</p> <p>I know how to perform in the larger class ensemble, small groups and solos.</p>

	<p>I know that diction is about “speaking properly”.</p> <p>I know what ‘call and response’ is a statement by one person (or group) followed by an answering statement by another person or group</p> <p>I know that scales are a set of notes in order of their pitch.</p> <p>I know that putting movement into singing makes it more enjoyable for the audience.</p>	<p>I know that tempo refers to the speed of the music and can determine whether a piece of music has a fast or slow tempo by clapping along.</p> <p>I know that not all songs are sung in English.</p> <p>I know how to use key words and phrases from music whilst singing; pitch, dynamics, tempo, crescendo and diminuendo.</p>	<p>I know how to sing along with songs, retaining the lyrics by following set actions.</p>
SKILLS			
<p>Sing a range of well know nursery rhymes and use actions if appropriate.</p>	<p>Sing simple songs, chants and rhymes (e.g., Boom Chicka Boom) from memory, singing collectively and at the same pitch, responding to simple visual directions (e.g., stop, start, loud or quiet) and counting in.</p> <p>Begin with simple songs with a very small range, mi-so (e.g., Hello, How are You) and then slightly wider (e.g., Bounce High, Bounce Low). Include pentatonic songs (e.g., Dr Knickerbocker).</p>	<p>Sing songs regularly with a pitch range of Do-So with increasing vocal control.</p> <p>Sing songs with a small pitch range (e.g., Rain, Rain Go Away), pitching accurately.</p> <p>Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g., crescendo, decrescendo and pause).</p>	<p>Sing a widening range of unison songs of varying styles and structures with a pitch range of do-so (e.g., Extreme Weather), tunefully and with expression. Perform forte and piano, loud and soft.</p> <p>Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</p>

	Sing a wide range of call and response songs (e.g., Pretty Trees Around the World from Rhythms of Childhood), to control vocal pitch and to match the pitch they hear with accuracy.		Perform actions confidently and in time to a range of action songs
VOCABULARY			
Names of nursery rhymes, sign, action.	Breathing, diaphragm, posture, diction, call and response, scales, movement, pitch.	Breathing, posture, call and response, scales, movement, pitch, crescendo, diminuendo, tempo, dynamics	Forte, piano, Beat, tempo, unison
Listening			
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.	NC: Listen with concentration and understanding to a range of high-quality live and recorded music.		Listen with attention to detail and recall sounds with increasing aural memory.
KNOWLEDGE			
I know a range of nursery rhymes.	I know that songwriting is the process of writing the music and words of songs; soundscape is a piece of music considered in terms of its component sounds; percussion is an instrument that is sounded by striking, shaking or scraping. I know that I can create sounds to replicate natural noises.	I know the definition of 'genre' is a category of pieces of music that share a certain style or musical language. I know the differences between crotchets, quavers and semiquavers and can clap beats in time with the rhythm. I know the difference between some genres of music based on their key characteristics and can talk about their origins.	I can name the white keys on a keyboard. I know a chord is when multiple keys are played at once. I know that a melody is the main tune in the music. Know a major chord sounds happy and a

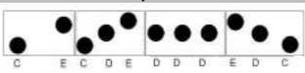
	<p>I know I can create musical phrases using different forms of body percussion.</p> <p>I know that musical phrases can be created using glockenspiels.</p> <p>I know that a simple melody can be played on a glockenspiel and can perform these ideas as a class.</p> <p>I know that a word board can be used in music to write down ideas related to a theme.</p> <p>I know how to repeat a musical phrase as part of a call and response song.</p>	<p>I know the difference between an original score, and an alternative Jazz version.</p> <p>I know that pitch range is the distance between the lowest and the highest notes in a song.</p> <p>I know that dynamics means how quietly or loudly a piece of music should be played.</p> <p>I know that a crescendo is a way for composers to indicate that a passage of music should gradually increase in loudness over time. Diminuendo means to gradually decrease the loudness.</p>	<p>minor chord sounds sad.</p>
SKILLS			
<p>Listen to a range of well know nursery rhymes and recreate these sounds through performance and song.</p>	<p>Western Classical Tradition and Film. Within song writing listen to an array of music to introduce them to music they may not have heard before.</p> <p>Popular Music. To listen to a range of music at the beginning of each lesson.</p>	<p>Western Classical Tradition .</p> <p>Listen to a wealth of different music and look at how fusing two genres together can alter the original.</p> <p>To engage in discussions about the feelings and instrumentation.</p> <p>Popular Music. To watch performances and hear music in the style of Indonesia – Gamelan.</p>	<p>Listen to a mixture of commercial and musical theatre songs from popular culture.</p> <p>Pupils will play a number of pieces spanning past decades of popular culture.</p>

	<p>Musical Traditions – Style Brazil – Samba. To watch performances and hear Samba music from Brazil. To listen to a range of music at the beginning of each lesson.</p>	<p>Musical Traditions – Style Brazil – Samba. Pupils can clap beats made of crotchets and minims.</p> <p>Pupils can use semibreves and minims to compose a piece of music</p>	<p>Within this course, as well as playing traditional Dhol Music and Chaals, the pupils will have lots of opportunities to watch performances and hear music from this region.</p> <p>Musical Traditions Country – Brazil Style – Samba</p> <p>Musical Traditions Country – Indonesia Style – Gamelan</p> <p>Musical Traditions Country – India Style – Indian Classical</p>
VOCABULARY			
Names of nursery rhymes, listen	Beat, rhythm, major, minor, solfege, instrument	Genre, rhythm, major, minor, improvisation, big band, funk, hip hop, dance/electronic, pop	Stav chord, major, minor, melody, scale, compose.
COMPOSING			
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.	NC: Experiment with, create, select and combine sounds using the inter-related dimensions of music.		Improvise and compose music for a range of purposes using the inter-related dimensions of music.
KNOWLEDGE			

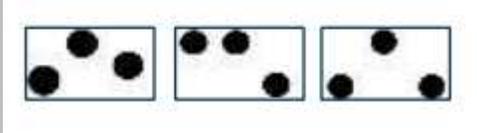
<p>I know a range of nursery rhymes.</p> <p>I can perform songs, rhymes, poems and songs.</p>	<p>I know that songwriting is the process of writing the music and words of songs; soundscape is a piece of music considered in terms of its component sounds; percussion is an instrument that is sounded by striking, shaking or scraping. I know that I can create sounds to replicate natural noises.</p> <p>I know I can create musical phrases using different forms of body percussion.</p> <p>I know that musical phrases can be created using glockenspiels.</p> <p>I know that a simple melody can be played on a glockenspiel and can perform these ideas as a class.</p> <p>I know how to create music to represent different moods as well as create soundscapes to depict nature</p> <p>I know that a beat stays the same but a rhythm change with the words.</p>	<p>I know how to compose lyrics and music to range of nonmusical stimuli such as stories, photos and videos.</p> <p>I know how to use their own music using dotted notation and graphic scores to denote pitch, and stick notation to represent rhythm.</p> <p>I know how to combine pre-existing loops, as well as self-composed sounds, to create their own song</p> <p>I know how to use minims and semibreves to compose a piece of music to a given mood.</p> <p>I know how to create a word board in music to write down ideas related to a theme and can use ideas from a video to write music.</p> <p>I know how to create musical sounds that replicate non-musical sounds.</p>	<p>I know how to create their own melodies to a given chord structure to compose their own piece of twohanded music.</p> <p>I know how to compose their own rhythms on untuned percussion to popular songs played by the rest of the class.</p> <p>I know how to write a song and are taken through the structure of a song before beginning. Pupils also discuss what happens within instrumental songs and how that differs from a pop structure.</p> <p>I know how to improvise rhythms as solos.</p>
SKILLS			

<p>Sing a range of well know nursery rhymes and use actions if appropriate. Perform songs, rhymes and poems and stories with others.</p>	<p>Improvise simple vocal chants, using question and answer phrases</p> <p>Create musical sound effects and short sequences of sounds in response to stimuli, e.g., a rainstorm or a train journey. Combine to make a story, choosing and playing classroom instruments (e.g., rainmaker) or sound-makers (e.g., rustling leaves).</p> <p>Understand the difference between creating a rhythm pattern and a pitch pattern.</p> <p>Recognise how graphic notation can represent created sounds. Explore and invent own symbols, e.g., Graphic Scores.</p>	<p>Create music in response to a non-musical stimulus (e.g., a storm, a car race or a rocket launch)</p> <p>Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation.</p> <p>Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.</p> <p>Use music technology, if available, to capture, change and combine sounds.</p>	<p>Compose Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi).</p> <p>Compose song accompaniments on untuned percussion using known rhythms and note values.</p> <p>Improvise Become more skilled in improvising (using voices, tuned and untuned percussion and instruments played in wholeclass/group/individual/instrumental teaching), inventing short 'on-the-spot' responses using a limited note range.</p> <p>Structure musical ideas (e.g., using echo or question and answer phrases) to create music that has a beginning, middle and end. Pupils should compose in response</p>
--	--	--	--

			to different stimuli, e.g., stories, verse, images (paintings and photographs) and musical sources.
VOCABULARY			
Names of nursery rhymes, poems, compose	Soundscape, percussion, beat, rhythm, theme,	Phrases, percussion, compose, beat,	Compose, improvise, verse, percussion, tuned, untunes, rhythmic notation
MUSICIANSHIP/ PERFORMANCE			
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.	NC: Play tuned and untuned instruments musically.		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.
KNOWLEDGE			
I know a range of well-known nursery rhymes. I can perform songs, rhymes and poems and stories. I can move in time with music.	I know that percussion is an instrument that is sounded by striking, shaking or scraping. I know that I can create sounds to replicate natural noises. I know I can create musical phrases using different forms of body percussion.	I know how to read and clap the rhythms provided. I know the difference between some genres of music based on their key characteristics and can talk about their origins. I know how to create rhythms using word phrases.	I know how to read treble clef and know two mnemonics to remember both the notes on the line and the notes in-between. I know how to read notes and play the corresponding key on a keyboard.

	<p>Recognise how graphic notation can represent created sounds. Explore and invent own symbols, e.g., Graphic Scores.</p>		<p>I know how to perform a series of call and response chants to given rhythms.</p>
SKILLS			
<p>Perform songs, rhymes and poems and stories with others, trying to move in time with the music.</p>	<p>Use body percussion (e.g., clapping, tapping or walking) and classroom percussion (shakers, sticks and blocks, etc.), playing repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments (e.g., glockenspiels or chime bars) to maintain a steady beat.</p> <p>Respond to the pulse in recorded/live music through movement and dance, e.g., Stepping (e.g., Mattachins from Capriol Suite by Warlock), Jumping (e.g., Trepak from The Nutcracker by Tchaikovsky), Walking on tiptoes (e.g., Scherzo from The Firebird Suite by Stravinsky).</p> <p>Listen to sounds in the local school environment, comparing high and low sounds.</p> <p>Explore percussion sounds to enhance storytelling, e.g. •</p>	<p>Beat and Pulse</p> <p>Understand that the speed of the beat can change, creating a faster or slower pace (tempo).</p> <p>Mark the beat of a listening piece (e.g., Bolero by Ravel) by tapping or clapping and recognising tempo as well as changes in tempo.</p> <p>Walk in time to the beat of a piece of music or song (e.g., La Mourisque by Susato). Know the difference between left and right to support coordination and shared movement with others.</p> <p>Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats.</p> <p>Identify the beat groupings in familiar music that they sing regularly and listen to, e.g., Maple Leaf Rag by Joplin /The Elephant from Carnival of the Animals by Saint-Saëns</p> <p>Rhythm</p>	<p>Develop facility in playing tuned percussion or a melodic instrument such as violin or recorder. Play and perform melodies following staff notation using a small range (e.g., Middle CE/do-mi) as a whole class or in small groups (e.g., trios and quartets).</p> <p>Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi (see illustration):</p>  <p>Individually (solo) copy stepwise melodic phrases with accuracy at different speeds such as allegro and adagio, fast and slow. Extend to question and answer phrases.</p> <p>Reading notation</p>

	<p>ascending xylophone notes to suggest Jack climbing the beanstalk. • quiet sounds created on a rain stick/shaker to depict a shower. • regular strong beats played on a drum to replicate menacing footsteps.</p> <p>Follow pictures and symbols to guide singing and playing, e.g., 4 dots = 4 taps on the drum.</p>	<p>Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion.</p> <p>Create rhythms using word phrases as a starting point (e.g., Hel-lo Si-mon or Can you come and play?).</p> <p>Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests</p> <p>Create and perform their own chanted rhythm patterns with the same stick notation.</p> <p>Pitch Play a range of singing games based on the cuckoo interval (so-mi, e.g., Little Sally Saucer) matching voices accurately, supported by a leader playing the melody. The melody could be played on a piano, acoustic instrument or backing track.</p> <p>Sing short phrases independently within a singing game or short song.</p> <p>Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g., stand up/sit down, hands high/hands low).</p>	<p>Introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch.</p> <p>Introduce and understand the differences between crotchets and paired quavers.</p> <p>Apply word chants to rhythms, understanding how to link each syllable to one musical note.</p>
--	---	---	---

		<p>Recognise dot notation and match it to 3-note tunes played on tuned percussion, for example:</p> 	
--	--	---	--

VOCABULARY

<p>Names of songs, rhymes and poems Perform</p>	<p>Soundscape, percussion, beat, rhythm, theme,</p>	<p>Phrases, percussion, compose, beat, origins, rhythm, pulse, pitch</p>	<p>Crotchets, quavers, paired quavers, percussion, melody</p>
---	---	--	---