



Maybury Primary School
Music Curriculum

We are Musicians!



Maybury Primary School


Long Term Plan: Teaching Unit Plan Overview

EYFS Long Term Plan: Teaching Unit Plan Overview

	F1	Music Plan	F2	Music Plan
Autumn 1 Ourselves/The Three Little Pigs	<ol style="list-style-type: none"> 1. Songs and movement about ourselves 2. Theme song 3. Themed nursery rhymes. 4. Letters and Sounds 	<ol style="list-style-type: none"> 1. Charanga: Me! 2. Three Pigs rap 3. Ten in the Bed, Humpty Dumpty, Miss Molly had a Dolly. 4. Instrumental Sounds, Body Percussion, Rhythm and Rhyme. 	<ol style="list-style-type: none"> 1. Songs and movement about ourselves. 2. Theme song 3. Themed nursery rhymes. 4. Harvest Festival 	<ol style="list-style-type: none"> 1. Charanga-Me! 2. Three Pigs rap 3. This is the way we lay the bricks, Ten in the Bed. Humpty Dumpty 4. Harvest song/poem- Autumn leaves
Autumn 2 Celebrations/light and dark/Peace at Last	<ol style="list-style-type: none"> 1. Divali/fireworks/Christmas songs. 2. Themed nursery rhymes. 3. Theme song 4. Christmas performance 5. Letters and sounds 	<ol style="list-style-type: none"> 1. Divali music/firework music/Christmas performance songs. 2. Twinkle Twinkle 3. Twinkle Twinkle, Five Little Men in a flying saucer, Baa Baa Black sheep 4. Instrumental Sounds, Body Percussion, Rhythm and Rhyme. 5. Foundation Christmas Nativity. 	<ol style="list-style-type: none"> 1. Divali/fireworks/Christmas songs. 2. Themed nursery rhymes. 3. Theme song 4. Christmas performance 5. Poem 	<ol style="list-style-type: none"> 1. Divali music/firework music/Christmas performance songs. 2. Twinkle Twinkle 3. Twinkle Twinkle, Five Little Men in a flying saucer, Christmas Pudding. 4. Foundation Christmas Nativity. 5. Wee Willie Winkie-poem
Spring 1 Bears/We are going on a Bear Hunt	<ol style="list-style-type: none"> 1. Bear songs 2. Theme song 3. Themed nursery rhymes. 4. Letters and Sounds. 5. Chinese New Year (Dependant on which term it falls in) 	<ol style="list-style-type: none"> 1. Charanga: Big Bear Funk 2. Goldilocks and the three Bears rap and other bear songs – Music Express.. 3. Bear went over the mountain, Brown Bear Brown bear, We are going on a Bear Hunt 4. Instrumental Sounds, Body Percussion, Rhythm and Rhyme. 5. Chinese music, Chinese New Year songs. 	<ol style="list-style-type: none"> 1. Bear songs 2. Theme song 3. Themed nursery rhymes. 4. Chinese New Year (Dependant on which term it falls in) 	<ol style="list-style-type: none"> 1. Charanga: Big Bear funk 2. Goldilocks and the three Bears rap and other bear songs – Music Express. 3. When Goldilocks went to the House of the Bears, Brown Bear Brown bear, We are going on a Bear Hunt. 4. Chinese New Year songs 5. Bear poem-Honey bear.
Spring 2 Growing/Jack and the Beanstalk	<ol style="list-style-type: none"> 1. Jack and the Beanstalk 2. Themed nursery rhymes. 3. Letters and Sounds. 4. Easter 	<ol style="list-style-type: none"> 1. BBC Jack and The Beanstalk 2. Mary, Mary/Jack and Jill/ My Red Hen 3. Instrumental Sounds, Body Percussion, Rhythm and Rhyme. 4. Easter performance song etc 	<ol style="list-style-type: none"> 1. Jack and the Beanstalk BBC 2. Themed nursery rhymes. 3. Easter 4. Poem 	<ol style="list-style-type: none"> 1. BBC Jack and The Beanstalk 2. Mary, Mary/Goosey Goosey/ Hickety Pickety 3. Easter performance song etc 4. Giant poem-The Friendly Giant
Summer 1 Farm/Three Billy Goats	<ol style="list-style-type: none"> 1. Farm Animal Songs 2. Theme song 3. Themed nursery rhymes. 4. Letters and Sounds. 	<ol style="list-style-type: none"> 1. Charanga: Our World 2. Three Billy goats BBC 3. Old Macdonald, 5 little Ducks, Little Bo Peep 4. Instrumental Sounds, Body Percussion, Rhythm and Rhyme. 	<ol style="list-style-type: none"> 1. Farm Animal Songs 2. Theme song 3. Themed nursery rhymes. 	<ol style="list-style-type: none"> 1. Charanga: Our World. 2. Three Billy goats BBC 3. Busy Farmer Ben, 5 little Ducks, Little Bo Peep. 4. Animal poem
Summer 2 Minibeasts/Seaside Hungry Caterpillar/The Train ride	<ol style="list-style-type: none"> 1. Minibeast songs 2. Theme song 3. Themed nursery rhymes. 4. Letters and Sounds. 	<ol style="list-style-type: none"> 1. Minibeast songs /Music express 2. Caterpillar song 3. Insey winsey, Worm at the Bottom of my Garden/There's a tiny caterpillar 4. Rhythm and Rhyme, Alliteration 	<ol style="list-style-type: none"> 1. Minibeast songs 2. Theme song 3. Themed nursery rhymes 4. Poem 	<ol style="list-style-type: none"> 1. Minibeast songs /Music express 2. Caterpillar song 3. Insey winsey, Worm at the Bottom of my garden, Animal Fair 4. Minibeast poem – Creepy crawly caterpillar.

KS1/KS2 Long Term Plan: Teaching Unit Plan Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1	<p>Listen & Appraise – begin to recognise styles, find the pulse, recognise instruments, listen and discuss other dimensions of music.</p> <p>Musical Activities- a new activity is added until Step 4:</p> <ul style="list-style-type: none"> Games – begin to internalise, understand, feel & know how the dimensions of music work together. Focus on warm-up games. Pulse, rhythm, pitch, tempo, dynamics Singing – start to sing, learn about singing and vocal health. Begin to learn about working in a group/band/ensemble Playing – start to play a classroom instrument in a group/band/ensemble Improvisation – option after Step 3 – begin to explore and create your own responses, melodies and rhythms Composition – option after Step 4 – begin to create own responses, melodies and rhythms and record them in some way <p>Perform/Share – begin to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve work together</p>					
	<p>Hey You! How pulse, rhythm and pitch work together. When we rap we use pulse and rhythm but add pitch and we have a song</p> <p>Old School Hip Hop: <i>Hey You!</i> Joanna Mangona <i>Me, Myself and I De La Soul</i> <i>Fresh Prince of Bel-Air</i> Will Smith <i>Rapper's delight</i> the Sugarhill Gang <i>U Can't Touch This</i> MC Hammer <i>It's Like That</i> Run DMC</p>	<p>Rhythm in the Way We Walk/The Banana Rap How pulse, rhythm and pitch work together. Singing and rapping.</p> <p>Mixed styles: <i>Rhythm In The Way We Walk</i> Joanna Mangona (Reggae) <i>The Planets, Mars</i> Gustav Holst (Classical) <i>Tubular Bells</i> Mike Oldfield (Pop) <i>The Banana Rap</i> Jane Sebba (Hip Hop) <i>Happy Pharrell Williams</i> (Pop) <i>When I'm 64</i> The Beatles (Pop)</p>	<p>In the Groove Playing/singing in different styles and learning about those styles</p> <p>Mixed Styles: <i>In the Groove</i> Joanna Mangona (Blues, Baroque, Latin, Bhangra, Folk, Funk) <i>How Blue Can You Get</i> BB King (Blues) <i>Let the Bright Seraphim</i> Handel (Baroque) <i>Livin' La Vida Loca</i> Ricky Martin (Latin/Pop) <i>Jai Ho</i> JR Rahman (Bhangra/Bollywood) <i>Lord of the Dance</i> Ronan Hardiman (Irish) <i>Diggin' On</i> James Brown (Tower of Power) (Funk)</p>	<p>Round and Round Latin and Mixed Styles: <i>Round and Round</i> (Bossa Nova) <i>Livin' La Vida Loca</i> Ricky Martin (Latin/Pop) <i>Imperial War March</i> John Williams (Film) <i>It Had Better Be Tonight</i> Michael Buble (Latin/Big Band) <i>Why Don't You</i> Gramophonedzie (Big Band/Dance) <i>Oya Como Va</i> Santana (Latin/Jazz)</p>	<p>Your Imagination Create your own lyrics</p> <p>Mixed styles and listening to songs/music about using your imagination: <i>Your Imagination</i> Joanna Mangona & Pete Readman <i>Supercalifragili...</i> Mary Poppins <i>Pure Imagination</i> Willy Wonka <i>Daydream Believer</i> The Monkees <i>Rainbow Connection</i> Muppet Movie <i>A Whole New World</i> Aladdin</p>	<p>Reflect, Rewind and Replay Revision and deciding what to perform. Listening to Western Classical Music. The Language of music.</p>
	<p>Firework Compositions Project</p> <ul style="list-style-type: none"> Listen to 'Music for the Royal Fireworks' by Handel and respond creatively e.g. painting pictures of the fireworks they can see in their imagination when listening to the music. Talk about how the music makes them feel or want to move. Say whether they like or dislike the piece and why. Use un-tuned percussion instruments e.g. drums and claves to tap along with pulse of Music for the Royal Fireworks. Can they play loudly and quietly? Watch a video of a firework display and listen to the sounds created by fireworks. Children explore a range of percussion instruments to replicate those sounds using instruments. Use the instruments in different ways e.g. exploring scraping the drum to replicate sounds. Use this knowledge to create their own firework compositions, using untuned percussion to replicate a firework display. Create simple rhythm pattern. Think about dynamics e.g. loud and quiet. Invent own symbols for graphic notation. Perform these to each other and review. 	<p>Sing! Sing! Sing! Project</p> <ul style="list-style-type: none"> Develop the confidence and skills to sing in a small group as well as part of a class group. Perform an informal concert to another class to develop their performance skills in small groups. <p>Whole Class Choral Singing (ongoing all year)</p> <ul style="list-style-type: none"> Control changes in dynamics with my voice. Control changes in tempo with my voice. Control changes in pitch with my voice. Practise and refine performances as a class. Use internalization (thinking voice) with some accuracy and control. Sing with awareness of pitch and phrase, following the shape of the melody. <p>Use big, clear mouth shapes to form words.</p>	<p>The Lark Ascending Project</p> <ul style="list-style-type: none"> Listen and respond to 'The Lark Ascending' by Vaughan Williams Explore high and low pitches using the flying bird. Children compose and perform bird journeys using 'high' and 'low' sounds with tuned percussion. Use un-tuned percussion instruments to tap pulse and copy/create their own rhythms using animal names and pictorial notation. Create their own bird and compose their own bird call using two notes on tuned percussion. Record using graphic notation given. Perform their bird calls to another class 			

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y2	<p>Listen & Appraise – begin to recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music</p> <p>Musical Activities- a new activity is added until Step 4:</p> <ul style="list-style-type: none"> • Games – continue to internalise, understand, feel & know how the dimensions of music work together. Focus on Warm-up Games, Pulse, rhythm, pitch, tempo, dynamics • Singing - continue to sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble • Playing – continue to play a classroom instrument in a group/band/ensemble • Improvisation – option after Step 3 – continue to explore and create your own responses, melodies and rhythms • Composition – option after Step 4 – continue to create own responses, melodies and rhythms and record them in some way <p>Perform/Share – continue to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve work together</p>					
	<p>Hands, Feet, Heart Music from south Africa, freedom songs</p> <p>South African Music <i>Hands, Feet, Heart</i> Joanna Mangona <i>The Click Song</i> Miriam Makeba <i>The Lion Sleeps Tonight</i> Soweto Gospel Choir <i>Bring Him Back</i> Hugh masekela <i>You Can Call Me Al</i> Paul Simon <i>Hiokoloza</i> Arthur Mofokate</p>	<p>Ho Ho Ho Winter time, festivals and Christmas time. Performance using music & dance</p> <p>Mixed Styles: <i>Ho Ho Ho</i> Joanna Magona (Christmas) <i>Blame It On The Boogie</i> Jackson 5 (Pop) <i>Bring Him Back Home</i>(Nelson Mandela) Hugh Maskela (Freedom) <i>Suspicious Minds</i> Elvis Presley (Pop) <i>Sir Duke</i> Stevie Wonder (Funk) <i>Fly Me To The Moon</i> Frank Sinatra (Big Band/Jazz)</p>	<p>I Wanna Play in a Band</p> <p>Rock Music and Movement <i>We Will Rock You</i> Queen <i>Smoke On The Water</i> Deep Purple <i>Rockin' All Over The World</i> Staus Quo <i>Johnny B Goode</i> Chuck Berry <i>I Saw Her Standing There</i> The Beatles</p>	<p>Zootime Song Structure</p> <p>Reggae Music: <i>Kingston Town</i> UB40 <i>Shine</i> ASWAD <i>IGY</i> Donald Fagen <i>Feel Like Jumping</i> Marcia Griffiths <i>I Can See Clearly Now</i> Jimmy Cliff</p>	<p>Friendship Song</p> <p>Mixed Styles <i>Friendship Song</i> Joanna Mangona & Pete Readman <i>Count On Me</i> Bruno Mars <i>We Go Together</i> Grease <i>You Give A Little Love</i> Bugsy Malone <i>That's What Friends Are For</i> Gladys Knight et al <i>You've Got A Friend In Me</i> Randy Newman</p>	<p>Reflect, Rewind and Replay Revision and deciding what to perform. Listening to Western Classical Music. The Language of music.</p>
	<p>Last Night of The Proms Project: Pomp and Circumstance by Edward Elgar</p> <ul style="list-style-type: none"> • Become familiar with the traditional English festival of 'The Proms' by exploring one of the most famous pieces from the Last Night of the Proms – Pomp and Circumstance by Elgar (link with history topic). • Listen to Pomp and Circumstance and respond to the music using creative media e.g. artwork/dance. Children discuss what they like and dislike about the piece. • Use their listening ears to identify chunks of music where the orchestra is playing and chunks of music where the choir is singing. Create a simple graphic score e.g. using two shapes to signify the two sections to depict the music they hear. <p>E.g.</p>  <ul style="list-style-type: none"> • Use graphic score to innovate Pomp and Circumstance. Choose two instruments, one to play during the orchestral sections & the other to play during the choral sections. Use these instruments to play along to the pulse of the music. • Work in groups to use their graphic score to create their own simple composition alternating two instruments in different sections. Encourage children to use dynamics to add interest and record these in their own way on their graphic score using rhythm and pitch. E.g. sections 1&2 loud, sections 3&4 quiet. Perform to each other and review suggesting changes. • Make union jacks & watch a video of Pomp and Circumstance being played at the last night of the proms. Join in with the traditions e.g. waving flags in time to the music. Discuss and identify instruments the children can see. Discuss how the music makes them and the audience feel. 	<p>Sing! Sing! Sing! Project</p> <ul style="list-style-type: none"> • Develop the confidence and skills to sing in a small group as well as part of a class group. • Perform an informal concert to another class to develop their performance skills in small groups. <p>Whole Class Choral Singing (ongoing all year)</p> <ul style="list-style-type: none"> • Control changes in dynamics with my voice. • Control changes in tempo with my voice. • Control changes in pitch with my voice. • Practise and refine performances as a class. • Use internalization (thinking voice) with some accuracy and control. • Sing with awareness of pitch and phrase, following the shape of the melody. • Use big, clear mouth shapes to form words. 	<p>Carnival of the Animals Project</p> <ul style="list-style-type: none"> • Listen to some of the pieces from the 'Carnival of the animals' and respond creatively e.g. thinking about what animal the piece makes them think of and moving in that way. Talk about how the music makes them feel • Use a selection of tuned and un-tuned percussion instruments to copy/create their own rhythms using animal names and pictorial notation • Use a selection of tuned and un-tuned instruments to create their own compositions based on an animal seen at the Yorkshire Wildlife Park. Attempt to represent different animals they would find there. • Use a graphic score to create own animal composition. Use notation of up to two notes on a staff. Encourage children to use dynamics • Create a whole class piece 'Carnival of the Yorkshire Wildlife Park Animals' • Record, perform compositions to children within another class and review their own work 			

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y3	<p>Listen & Appraise – begin to recognise styles, find the pulse, recognise instruments, discuss, listen, discuss other dimensions of music</p> <p>Musical Activities- a new activity is added until Step 4:</p> <ul style="list-style-type: none"> • Games – continue to internalise, understand, feel & know how the dimensions of music work together. Focus on Warm-up Games, Pulse, rhythm, pitch, tempo, dynamics. Eventually explore the link between sound and symbol • Singing - continue to sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble • Playing – continue to play a classroom/band instrument in a group/band/ensemble. Eventually explore the link between sound and symbol • Improvisation – option after Step 3 – continue to explore and create your own responses, melodies and rhythms • Composition – option after Step 4 – continue to create own responses, melodies and rhythms and record them in some way. Eventually explore the link between sound and symbol <p>Perform/Share – continue to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve work together</p>					
	<p>Follow the Charanga Autumn Term – Freestyle-Active listening – Classical. Listening games – Charanga Listening Centre- Freestyle – different genres. Play Listen Out. Whole School music listening plan (Autumn 1 and 2) x 3 pieces. (In class)</p> <p>Warm up – warm up songs to be sang at the beginning of each lesson. Sing along to the instrumental scores- Use voices appropriately to sing along to the music they are learning to play with their instruments. Learn and Sing - in class learn and sing Nativity songs to be performed to an audience for the Year 1, 2, 3 Nativity.</p> <p>General knowledge regarding the pBuzz family. Learn how to treat their instrument carefully. Learn how to make a series of clear notes on the pBuzz. Learn to read and play the notes – E,F,G,A,Bb,B,C. Learn the note lengths – Quavers, Crotchets, Minims, Dotted Minims, Semibreves and the equivalent rests. Music – Fancy Face and Pippin.</p> <p>Until notes on the pBuzz have been learnt correctly, Boomwhackers will be used for Improvisation. Until notes on the pBuzz have been learnt correctly, Boomwhackers will be used for Composition.</p> <p>Children to perform to each other in music lessons. (Groups/solo performances etc.) Children to perform in the Year 1,2,3 Nativity performance, discuss and record their feelings.</p>	<p>Follow the Charanga Spring Term – Freestyle-Active listening – Classical. Listening games – Charanga Listening Centre- Freestyle – different genres. Play Listen Out. Whole School music listening plan Spring 1 and 2) x 3 pieces. (In class)</p> <p>Warm up – warm up songs to be sang at the beginning of each lesson. Sing along to the instrumental scores- Use voices appropriately to sing along to the music they are learning to play with their instruments. Learn and Sing – Swing low, sweet chariot. This train is bound for glory. Oh when the Saints. I'm going to Sing, Sing, Sing. Learn to sing in parts.</p> <p>General knowledge regarding the pBuzz family. Learn how to treat their instrument carefully. Learn how to make a series of clear notes on the pBuzz. Learn to read and play the notes – E,F,G,A,Bb,B,C. Learn the note lengths – Quavers, Crotchets, Minims, Dotted Minims, Semibreves and the equivalent rests. Music – Rumpoint and Cowboys</p> <p>With support, make simple improvisations with notes. Use the Froseth backing tracks.</p> <p>Using Charanga, plan and create simple compositions as a group. Play compositions using the pBuzz.</p> <p>Children to perform to each other in music lessons. (Groups/solo performances etc.) Share a performance of their choice to parents via social</p>	<p>Follow the Charanga Summer Term – Freestyle-Active listening – Classical. Listening games – Charanga Listening Centre- Freestyle – different genres. Play Listen Out. Whole School music listening plan (Summer 1 and 2) x 3 pieces. (In class)</p> <p>Warm up – warm up songs to be sang at the beginning of each lesson. Sing along to the instrumental scores- Use voices appropriately to sing along to the music they are learning to play with their instruments. Learn and Sing - Amazing Egyptians (curriculum linked songs)</p> <p>General knowledge regarding the pBuzz family. Learn how to treat their instrument carefully. Learn how to make a series of clear notes on the pBuzz. Learn to read and play the notes – E,F,G,A,Bb,B,C. Learn the note lengths – Quavers, Crotchets, Minims, Dotted Minims, Semibreves and the equivalent rests. Learn music for the Summer concert at the Bonus Arena.</p> <p>Children to independently create and play their own improvisations. Use Froseth backing tracks.</p> <p>Independently create own compositions. Talk about their compositions and the musical decisions they made. Perform their own compositions.</p>			

	<p>Becoming a Performer Project Children will begin to learn how to play the pBuzz with instruction from an instrumental teacher from the Hull Music Hub</p> <p>I am a performer!</p> <ul style="list-style-type: none"> • Learn how to treat the pBuzz carefully • Recognise crotchets, quavers, dotted minims, minims, semi-breves and use them to perform rhythms • Recognise rests: quavers, crotchets, minims, dotted minims, semibreves • Begin to be able to read and play EFGABbBC on the pBuzz • Perform as part of a team • Carry on if make a mistake in a performance • Perform by ear and by using forms of simple notation 	<p>Becoming a Performer Project Children will continue to learn how to play the pBuzz with instruction from an instrumental teacher from the Hull Music Hub</p> <p>I am a performer!</p> <ul style="list-style-type: none"> • Recognise crotchets, quavers, dotted minims, minims, semi-breves and use them to perform rhythms • Recognise rests: quavers, crotchets, minims, dotted minims, semibreves • Continue to learn to read and play EFGABbBC on the pBuzz • Perform as part of a team • Carry on if make a mistake in a performance • Perform by ear and by using forms of notation 	<p>Becoming a Performer Project Children will master how to play the pBuzz with instruction from an instrumental teacher from the Hull Music Hub</p> <p>I am a performer!</p> <ul style="list-style-type: none"> • Recognise crotchets, quavers, dotted minims, minims, semi-breves and use them to perform rhythms • Recognise rests: quavers, crotchets, minims, dotted minims, semibreves • Be able to read and play EFGABbBC on the pBuzz accurately and with a good sound • Perform as part of a team • Carry on if make a mistake in a performance • Perform by ear and by using forms of more complex notation
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y4	<p>Listen & Appraise – begin to recognise styles, find the pulse, recognise instruments, discuss, listen, discuss other dimensions of music</p> <p>Musical Activities- a new activity is added until Step 4:</p> <ul style="list-style-type: none"> • Games – continue to internalise, understand, feel & know how the dimensions of music work together. Focus on Warm-up Games, Pulse, rhythm, pitch, tempo, dynamics. Eventually explore the link between sound and symbol • Singing - continue to sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble • Playing – continue to play a classroom/band instrument in a group/band/ensemble. Eventually explore the link between sound and symbol • Improvisation – option after Step 3 – continue to explore and create your own responses, melodies and rhythms • Composition – option after Step 4 – continue to create own responses, melodies and rhythms and record them in some way. Eventually explore the link between sound and symbol <p>Perform/Share – continue to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve work together</p>					
	<p>Follow the Charanga Autumn Term – Freestyle-Active listening – Classical/Film</p> <p>Listening games – Charanga Listening Centre- Freestyle – different genres.</p> <p>Play Listen Out.</p> <p>Whole School music listening plan (Autumn 1 and 2) x 3 pieces. (In class)</p> <p>Consolidation of Year 3 singing skills.</p> <p>Warm up – warm up songs to be sang at the beginning of each lesson.</p> <p>Sing along to the instrumental scores- Use voices appropriately to sing along to the music they are learning to play with their instruments.</p> <p>Learn and Sing - in class learn and sing Nativity songs to be performed to an audience for the Year 4, 5, 6 Nativity.</p> <p>General knowledge regarding the Brass family. Learn how to treat their instrument carefully. Learn valves and positions. Learn how to make a series of clear notes on their instrument. Learn to read and play the notes – A, B, C, D, E, F, G, A. Learn the note lengths – Quavers, Crotchets, Minims, Dotted Minims, Semibreves and the equivalent rests. Music – Rocket Ship.</p> <p>Until notes on the Brass instruments have been learnt correctly, Boom whackers will be used for Improvisation.</p> <p>Until notes on the pBuzz have been learnt correctly, Boom whackers will be used for Composition. 5 note composition on the Boom whackers.</p> <p>Children to perform to each other in music lessons. (Groups/solo performances etc.) Children to perform in the Year 4,5,6 Nativity performance, discuss and record their feelings.</p>	<p>Follow the Charanga Spring Term – Freestyle-Active listening – Classical/Film</p> <p>Listening games – Charanga Listening Centre- Freestyle – different genres.</p> <p>Play Listen Out.</p> <p>Whole School music listening plan (Spring 1 and 2) x 3 pieces. (In class)</p> <p>Consolidation of previous singing skills.</p> <p>Warm up – warm up songs to be sang at the beginning of each lesson.</p> <p>Sing along to the instrumental scores- Use voices appropriately to sing along to the music they are learning to play with their instruments.</p> <p>Learn and Sing – Music Italiano - Sparkyard.</p> <p>Musical terminology.</p> <p>General knowledge regarding the Brass family. Learn how to treat their instrument carefully. Learn valves and positions. Learn how to make a series of clear notes on their instrument. Learn to read and play the notes – A, B,C,D,E,F,G,A. Learn the note lengths – Quavers, Crotchets, Minims, Dotted Minims, Semibreves and the equivalent rests. Music – Charanga – Take Off.</p> <p>Begin to independently, make simple improvisations with notes. Use the Froseth backing tracks.</p> <p>Using Charanga, begin to independently plan and create simple compositions. Play compositions using their instruments.</p> <p>Children to perform to each other in music lessons. (Groups/solo performances etc.) Share a performance of their choice to parents via social media.</p>	<p>Follow the Charanga Summer Term – Freestyle-Active listening – Classical/Film</p> <p>Listening games – Charanga Listening Centre- Freestyle – different genres.</p> <p>Play Listen Out.</p> <p>Whole School music listening plan (Summer 1 and 2) x 3 pieces. (In class)</p> <p>Consolidation of previous singing skills.</p> <p>Warm up – warm up songs to be sang at the beginning of each lesson.</p> <p>Sing along to the instrumental scores- Use voices appropriately to sing along to the music they are learning to play with their instruments.</p> <p>Learn and Sing – Summer concert songs at The Bonus Arena</p> <p>Musical terminology.</p> <p>General knowledge regarding the Brass family. Learn how to treat their instrument carefully. Learn valves and positions. Learn how to make a series of clear notes on their instrument. Learn to read and play the notes – A, B,C,D,E,F,G,A.. Learn the note lengths – Quavers, Crotchets, Minims, Dotted Minims, Semibreves and the equivalent rests. Music – Learn musical pieces for the Summer Concert at the Bonus Arena.</p> <p>Begin to independently, make simple improvisations with notes. Use the Froseth backing tracks.</p> <p>Using Charanga, begin to independently plan and create simple compositions. Play compositions using their instruments.</p> <p>Children to perform to each other in music lessons. (Groups/solo performances etc.) Children to perform in the summer music concert at the Bonus Arena.</p>			

	<p>Becoming a Performer Project Children will begin to learn how to play a brass instrument with instruction from an instrumental teacher from the Hull Music Hub</p> <p>I am a performer!</p> <ul style="list-style-type: none"> • Recognise crotchets, quavers, minims, dotted minims and semi-breves and use them to perform rhythms • Recognise rests: quavers, crotchets, minims, dotted minims, semibreves • Be able to read and begin to play CDEFGABC on a brass instrument • Perform as part of a team • Carry on if make a mistake in a performance • Perform by ear and by using forms of notation 	<p>Becoming a Performer Project Children will continue to learn how to play a brass instrument with instruction from an instrumental teacher from the Hull Music Hub</p> <p>I am a performer!</p> <ul style="list-style-type: none"> • Recognise crotchets, quavers, minims, dotted minims and semi-breves and use them to perform rhythms • Recognise rests: quavers, crotchets, minims, dotted minims, semibreves • Be able to read and continue to learn to play CDEFGABC on a brass instrument • Perform as part of a team • Carry on if make a mistake in a performance • Perform by ear and by using forms of notation 	<p>Becoming a Performer Project Children will master how to play a brass instrument with instruction from an instrumental teacher from the Hull Music Hub</p> <p>I am a performer!</p> <ul style="list-style-type: none"> • Recognise crotchets, quavers, minims, dotted minims and semi-breves and use them to perform rhythms • Recognise rests: quavers, crotchets, minims, dotted minims, semibreves • Be able to read and play CDEFGABC on a brass instrument • Perform as part of a team • Carry on if make a mistake in a performance • Perform by ear and by using forms of notation
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y5	<p>Listen & Appraise – begin to recognise styles, find the pulse, recognise instruments, discuss, listen, discuss other dimensions of music</p> <p>Musical Activities- a new activity is added until Step 4:</p> <ul style="list-style-type: none"> • Games – continue to internalise, understand, feel & know how the dimensions of music work together. Focus on Warm-up Games, Pulse, rhythm, pitch, tempo, dynamics. Eventually explore the link between sound and symbol • Singing - continue to sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble • Playing – continue to play a classroom/band instrument in a group/band/ensemble. Eventually explore the link between sound and symbol • Improvisation – option after Step 3 – continue to explore and create your own responses, melodies and rhythms • Composition – option after Step 4 – continue to create own responses, melodies and rhythms and record them in some way. Eventually explore the link between sound and symbol <p>Perform/Share – continue to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve work together</p>					
	<p>Livin' on a Prayer Bon Jovi Rock Anthems</p> <p>Rock <i>We will Rock You</i> Queen <i>Smoke on the Water</i> Deep Purple <i>Rockin' All Over The World</i> Status Quo <i>Johnny B. Goode</i> Chuck Berry <i>I Saw Her Standing There</i> Beatles</p>	<p>Classroom Jazz 1 Ian Gray Jazz and Improvisation</p> <p>Bossa Nova and Swing <i>Desafindo</i> by Stan Getz (Swing) <i>Cotton Tail</i> by Ben Webster <i>5 Note Swing</i> by Ian Gray <i>Perdido</i> by Woody Herman</p>	<p>To Make You Feel My Love Adele Pop Ballads</p> <p>Pop Ballads <i>Make you Feel My Love</i> Bob Dylan <i>So Amazing</i> Luther Vandross <i>Hello</i> Lionel Ritchie <i>The Way You look</i> Tony Bennett</p>	<p>Fresh Prince of Bel-Air Will Smith Old School Hip-Hop</p> <p>Old School Hip-Hop <i>Me Myself and I</i> De La Soul <i>Ready or Not</i> Fugees <i>Rapper's Delight</i> Sugar Hill Gang <i>U Can't Touch This</i> MC Hammer</p>	<p>Dancing in the Street Martha and the Vandellas Motown</p> <p>Motown <i>I Can't Help Myself</i> Four Tops <i>I Heard it Through the Grapevine</i> Marvin Gaye <i>Ain't No Mountain High Enough</i> Marvin Gaye & Tammi Terrell <i>You Are the Sunshine of My Life</i> Stevie Wonder</p>	<p>Reflect, Rewind & Replay Revision and deciding what to perform. Listening to Western Classical Music. The Language of music</p>
	<p>Sing! Sing! Sing! Project</p> <ul style="list-style-type: none"> • Develop the confidence and skills to sing solo, sing in a small group as well as part of a class group. • Sing in unison and to sing backing vocals • Demonstrate a good singing posture • Follow a leader when singing • Experience rapping and solo singing • Listen to each other and be aware of how you fit into the group • Sing with awareness of being 'in tune' • Perform an informal concert to another class to develop their performance skills in small groups. <p>Whole Class Choral Singing (ongoing all year)</p> <ul style="list-style-type: none"> • Control changes in dynamics with my voice. • Control changes in tempo with my voice. • Control changes in pitch with my voice. • Practise and refine performances as a class. • Use internalization (thinking voice) with some accuracy and control. • Sing with awareness of pitch and phrase, following the shape of the melody. • Use big, clear mouth shapes to form words. 	<p>'The Planets' Project: Mars from The Planet Suite by Gustav Holst</p> <ul style="list-style-type: none"> • Listen to 'Mars' from the Planets and describe. Watch the orchestral performance and discuss. Use the music as stimulus for artwork • Learn 2 asymmetrical ostinatos. Orchestrate them and use them to create a crescendo • Invent 2 ostinatos in a march style. Choose appropriate instruments and work in groups to structure these ideas • Structure 2 pieces into one larger piece • Follow a diagram (or listen & invent a diagram) to create Holst's coda. Structure all ideas so far into one big piece and perform it to an audience. Use technical terminology where appropriate • Create musical motifs to describe a new planet. Structure these into a piece 		<p>The Firebird Project: The Firebird Finale by Igor Stravinsky</p> <ul style="list-style-type: none"> • Listen and describe a piece of music using musical vocabulary. Watch the film and discuss. Create artwork inspired by the music • Learn to sing and play a tune. Use technical terminology where appropriate • Listen and analyse Stravinsky's music. Create new versions of Stravinsky's tune using appropriate tempo and record using graphical notation • Structure ideas to tell a narrative. Create a coda. Use technical terminology • Create character 'signature tunes' using up to five notes. Record on a musical stave using notation. Structure musical ideas to tell a story. Perform in front of an audience 		

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y6	<p>Listen & Appraise – begin to recognise styles, find the pulse, recognise instruments, discuss, listen, discuss other dimensions of music</p> <p>Musical Activities- a new activity is added until Step 4:</p> <ul style="list-style-type: none"> • Games – internalise, understand, feel & know how the dimensions of music work together. Focus on Warm-up Games, Pulse, rhythm, pitch, tempo, dynamics. Explore the link between sound and symbol • Singing - sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble • Playing – play a classroom/band instrument in a group/band/ensemble. Explore the link between sound and symbol • Improvisation – option after Step 3 – create your own responses, melodies and rhythms • Composition – option after Step 4 – create own responses, melodies and rhythms and record them in some way. Explore the link between sound and symbol <p>Perform/Share – continue to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve work together</p>					
	<p>Happy Being Happy!</p> <p>Pop/Neo Soul <i>Top Of The World</i> The Carpenters <i>Don't Worry, Be Happy</i> Bobby McFerrin <i>Walking On Sunshine</i> Katrina & The Waves <i>When You're Smiling</i> Frank Sinatra <i>Love Will Save The Day</i> Brendan Reilly</p>	<p>Classroom Jazz 2 Jazz, improvisation & composition</p> <p>Bacharach & Blues <i>Take The 'A' Train</i> Duke Ellington <i>Speaking My Peace</i> H. Parlan <i>Back 'O' Town Blues</i> Earl Hines <i>One 'O' Clock Jump</i> Count Basie</p>	<p>A New Year Carol Benjamin Britten's music & cover versions</p> <p>Classical or Urban Gospel <i>I Mun Be Married on Sunday</i> <i>Fishing Song</i></p>	<p>You've Got A Friend The Music of Carole King</p> <p>70s Ballad/Pop <i>The Loco-Motion</i> Little Eva <i>One Fine Day</i> The Chiffons <i>Up On The Roof</i> The Drifters <i>Will You Still Love Me Tomorrow</i> <i>A Natural Woman</i> Carole King</p>	<p>Music & Me Create your own music inspired by your identity & women in the music industry</p> <p>Hip Hop, Classical, Electronic, Soul, Contemporary <i>Something Helpful</i> Anna Meredith <i>O Shiva</i> Feshareki <i>V-A-C Moscow</i> Shiva Feshareki <i>Heroes & Villians</i> Eska <i>Shades of Blue</i> Eska <i>And! Afrodeutsche</i> <i>The Middle Middle</i> Afrodeutsche</p>	<p>Reflect, Rewind & Replay Revision and deciding what to perform. Listening to Western Classical Music. The Language of music.</p>
	<p>Bacewicz Project: Grazyna Bacewicz-Overture</p> <ul style="list-style-type: none"> • Watch the film, listen to the performance. Respond with creative writing. Describe the piece using a range of musical vocabulary • Use Bacewicz's rhythms to create an introduction • Learn about Morse Code and use it to transform words into musical motifs • Learn about fanfares and structure musical motifs into a piece • Produce a graphic score • Invent a sad melody using up to five notes and simple rhythms that work with the musical style of the piece. Record using notation on a staff • Structure sections of music into a bigger piece. Perform in a concert 	<p>Sing! Sing! Sing! Project</p> <ul style="list-style-type: none"> • Develop the confidence and skills to sing solo, sing in a small group as well as part of a class group. • Sing in unison and to sing backing vocals • Demonstrate a good singing posture • Follow a leader when singing • Experience rapping and solo singing • Listen to each other and be aware of how you fit into the group • Sing with awareness of being 'in tune' • Perform an informal concert to another class to develop their performance skills in small groups. <p>Whole Class Choral Singing (ongoing all year)</p> <ul style="list-style-type: none"> • Control changes in dynamics with my voice. • Control changes in tempo with my voice. • Control changes in pitch with my voice. • Practise and refine performances as a class. • Use internalization (thinking voice) with some accuracy and control. • Sing with awareness of pitch and phrase, following the shape of the melody. • Use big, clear mouth shapes to form words. 	<p>Fast Machine Project: Short Ride in a Fast Machine by John Adams</p> <ul style="list-style-type: none"> • Listen and describe a piece of music. Watch orchestral performance and discuss. Create an artwork piece inspired by the music • Use composer's musical motifs to create an introduction considering rhythm and tempo • Record the composition graphically • Create ostinatos and structure them into a piece • Orchestrate a tune using rhythm and up to five notes that works with the musical style of the piece. Record using notation on a staff • Structure ideas to make a narrative 			



Maybury Primary School

Whole School Listening Plan

Cycle 1

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Classical	Classical	Classical	Classical	Classical	Classical
Mars from The Planets <i>Composer: Gustav Host</i>	Bolero <i>Composer: Maurice Ravel</i>	Beautiful Blue Danube <i>Composer: Johann Strauss II</i>	Dance of the Knights from Romeo and Juliet <i>Composer: Sergei Prokofiev</i>	William Tell Overture <i>Composer: Gioachino Rossini</i>	Pomp and Circumstance March No.1 <i>Composer: Edward Elgar</i>
Film/Show	Film/Show	Film/Show	Film/Show	Film/Show	Film/Show
Schindler's List <i>Composer: John Williams</i>	Singin' in the Rain from Singin' in the Rain <i>Composer: Nacio Brown</i> <i>Lyrics: Arthur Freed</i>	Main Theme from Star Wars <i>Composer: John Williams</i>	Shakalaka Baby from Bombay Dreams <i>Composer: A.R. Rahman</i>	007 James Bond Theme <i>Composer: Monty Norman</i>	You'll Never Walk Alone from Carousel <i>Composed by: Rodgers & Hammerstein</i>
Jazz	Country Music	Reggae	Big Band	Folk	Pop/Rock
Take Five <i>The Dave Brubeck Quartet</i>	Love is Like A Butterfly <i>Dolly Parton</i>	One Love <i>Bob Marley</i>	Sing, Sing, Sing <i>By Benny Goodman</i>	Streets of London <i>Ralph McTell</i>	All You Need is Love <i>The Beatles</i>

Cycle 2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<i>Classical</i>	<i>Classical</i>	<i>Classical</i>	<i>Classical</i>	<i>Classical</i>	<i>Classical</i>
Jupiter from The Planets <i>Composer: Gustav Host</i>	Largo from The New World Symphony <i>Composer: Antonin Dvorak</i>	Short Ride in a Fast Machine <i>Composer: John Adams</i>	Clair de Lune <i>Composer: Claude Debussy</i>	In the Hall of the Mountain King from Peer Gynt <i>Composer: Edvard Grieg</i>	Symphony No. 5 <i>Composer: Ludwig van Beethoven</i>
<i>Film/Show</i>	<i>Film/Show</i>	<i>Film/Show</i>	<i>Film/Show</i>	<i>Film/Show</i>	<i>Film/Show</i>
Jurassic Park – Main Theme <i>Composer: John Williams</i>	Any Dream Will Do from Joseph and the Amazing Technicolour Dreamcoat <i>Composer: Andrew Lloyd Webber</i>	Overture from Pirates of the Caribbean <i>Composer: Hans Zimmer</i>	Food, Glorious Food from Oliver <i>Composer: Lionel Bart</i>	Hymn to the Sea from Titanic <i>Composer: James Horner</i>	Can You Feel the Love Tonight from The Lion King <i>Composer: Elton John</i>
<i>Jazz</i>	<i>Big Band</i>	<i>Pop/Rock</i>	<i>World Music</i>	<i>Folk</i>	<i>Pop/Rock</i>
Georgia on My Mind <i>By Hoagy Carmichael</i>	In the Mood <i>Recorded by Glen Miller</i>	Love Me Tender <i>Elvis Presley</i>	Symphony – Finale-Banjara <i>Ravi Shankar</i>	Scarborough Fair <i>Traditional</i>	We Will Rock You <i>Queen</i>



Maybury Primary School

Progression in Musical Knowledge and Skills

Maybury Primary School: Becoming a Musician

Progression in Musical Knowledge and Skills

EYFS Skills	<p>Children will be taught to:</p> <ul style="list-style-type: none"> • 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
KS1 National Curriculum Skills	<p>Pupils should be taught to:</p> <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 interrelated dimensions of music
KS2 National Curriculum Skills	<p>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.</p> <p>Pupils should be taught to:</p> <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 for a range of purposes using the interrelated 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

Early Years Foundation Stage: Music Knowledge and Skills Progression

EYFS: Sing

Knowledge and Skills	<ul style="list-style-type: none"> • 3 to 4 <p>-Remember and sing entire songs -Sing the pitch of a tone sung by another person (pitch match) -Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs</p>	<p>➤ Children in Reception</p> <p>-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</p>	<p>➤ ELG</p> <p>-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.</p>
Vocabulary	<p>F1 -Music, sing, up, down, go, stop, quiet, loud, song. F2 -Music, sing, up, down, go, stop, quiet, loud, rhythm, song, nursery rhyme.</p>		

EYFS: Play			
Knowledge and Skills	<p>➤ 3 to 4</p> <p>-Play instruments with increasing control to express their feelings and ideas</p>	<p>➤ Children in reception</p> <p>-Explore and engage in music making and dance, performing solo or in groups</p>	<p>➤ ELG</p> <p>-Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>
Vocabulary	<p><i>F1- names of musical instruments used in setting; tambourine, drum, bells, triangle, maracas, chime bars; volume of note- loud/quiet; speeds of music- fast/slow; performance and pulse- heartbeat of the music.</i></p> <p><i>F2-Length and sound of notes (long/short, smooth/bouncy bright/dull, high/low etc.); speed and volume of music (fast/slow quiet/loud) and order of music- start, middle, end, repeat.</i></p>		
EYFS: Listen and Appreciate			
Knowledge and Skills	<p>➤ 3 to 4</p> <p>-Listen with increased attention to sounds</p> <p>-Respond to what they have heard, expressing their thoughts and feelings</p>	<p>➤ Children in Reception</p> <p>-Listen attentively, move to and talk about music, expressing their feelings and responses</p>	<p>➤ ELG</p> <p>-Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>
Vocabulary	<p><i>F1 -Music, sing, up, down, go, stop, quiet, loud, song.</i></p> <p><i>F2 -Music, sing, up, down, go, stop, quiet, loud, rhythm, Nursery Rhyme.</i></p>		
EYFS: Create and Compose			
Knowledge and Skills	<p>➤ 3 to 4</p> <p>-Create their own songs, or improvise a song around one they know.</p>	<p>➤ Children in Reception</p> <p>-Explore and engage in music making and dance, performing solo or in groups</p>	<p>➤ ELG</p> <p>-Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>
Vocabulary	<p><i>F1- Names of musical instruments used in setting – tambourine, maracas, bells triangle, drum, chime bars; volume of note- loud/quiet; speeds of music- fast/slow; performance and pulse- heartbeat of the music.</i></p> <p><i>F2- Length and sound of notes (long/short, smooth/bouncy, bright/dull, high/low etc); speed and volume of music (fast/slow quiet/loud) and order of music- start, middle, end, repeat.</i></p>		

KS1 and KS2: Musical Knowledge and Skills Progression

1) Singing: The importance of finding your voice

	Year 1:	Year 2:	Year 3:	Year 4:	Year 5:	Year 6:
Knowledge and Skills	<ul style="list-style-type: none"> • Sing simple songs, chants, rhymes and rap (spoken word with rhythm) from memory • Sing collectively and at the same pitch • Respond to simple visual directions including counting in stop, start, loud, quiet • Listen to sounds in the local school environment, comparing high and low sounds • Sing notes of different pitches – high and low 	<ul style="list-style-type: none"> • Sing songs and accurately follow the melody from memory • Sing notes of different pitches – high and low • Sing songs with a small pitch range, accurately imitating changes in pitch • Use the voice to make and control different types of sounds – long and short including rap (spoken word with rhythm) • Respond to simple visual directions including counting in, stop, start, loud, quiet • Know why we need to warm up our voices 	<ul style="list-style-type: none"> • Sing a widening range of unison songs tunefully and with expression • Sing in simple two parts • Know that you must listen to each other as part of an ensemble • Show an awareness of the beat and tempo of the music through walking, moving or clapping • Know that singing in a group can be called a choir and that a leader or conductor is a person who the choir follow • Know why you must warm up your voice • Demonstrate a good singing posture 	<ul style="list-style-type: none"> • Sing a broad range of unison songs pitching the voice accurately • Follow directions from a conductor for getting louder (crescendo) and quieter (decrescendo) • Sing rounds and partner songs in different time signatures (2,3 and 4 time) • Begin to sing repertoire with small and large leaps • Sing a simple second part to introduce vocal harmony • Know why you must warm up your voice • Demonstrate a good singing posture 	<ul style="list-style-type: none"> • Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance • Observe phrasing, accurate pitching and appropriate style when singing • Sing three part rounds, partner songs and songs with a verse and a chorus • Sing in unison, sing backing vocals and enjoy exploring singing solo • Demonstrate a good singing posture • Follow a leader when singing • Listen to each other, sing with an awareness of being 'in tune' and how fit in the group 	<ul style="list-style-type: none"> • Sing a broad range of songs, including those that involve syncopated rhythms with a sense of ensemble and performance • Continue to sing three or four part rounds, partner songs and songs with a verse and a chorus • Sing in unison and sing backing vocals • Demonstrate a good singing posture • Follow a leader when singing • Listen to each other, sing with an awareness of being 'in tune' and how fit in the group
Sticky Knowledge	<ul style="list-style-type: none"> • Use voices in different ways such as speaking, singing and chanting 	<ul style="list-style-type: none"> • Use voices expressively and creatively • Sing with the sense of shape of the melody 	<ul style="list-style-type: none"> • Sing in unison becoming aware of pitch 	<ul style="list-style-type: none"> • Sing in unison maintaining the correct pitch and using increasing expression 	<ul style="list-style-type: none"> • Sing in unison with clear diction, controlled pitch and sense of phrase 	<ul style="list-style-type: none"> • Sing solo, in unison and in parts with clear diction, controlled pitch and sense of phrase

2) Listening: Learning how to enjoy and appreciate music

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Knowledge and Skills	<ul style="list-style-type: none"> • Know what the songs they learn are about • Know and recognise the sound and name of some of the instruments 	<ul style="list-style-type: none"> • Know that some songs have a chorus or response part • Know that songs have a musical style 	<ul style="list-style-type: none"> • Know the style of the songs they have learned • Choose a song/piece of music and be able to talk about <ul style="list-style-type: none"> ○ It's lyrics: what the song is about ○ Musical dimensions: texture, dynamics, 		<ul style="list-style-type: none"> • Know the style of the songs they have learned: who sang or wrote them, when they were written • Choose a song/piece of music and be able to talk about <ul style="list-style-type: none"> ○ It's lyrics: what the song is about 		

	<ul style="list-style-type: none"> used Be able to talk about how music makes you feel or want to move e.g. it makes me want to jump/sleep/shout Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes Respond to the pulse in recorded/live music through movement and dance e.g. stepping, marching, jumping, walking on tiptoes Listen to short simple pieces of music and talk about when and why they may hear it e.g. a lullaby, wedding march 	<ul style="list-style-type: none"> Know how songs can tell a story or describe an idea Understand that the speed of the beat can change creating a faster or slower pace (tempo) Walk in time to the beat of a piece of music or song Respond independently to pitch changes heard in short melodic phrases with actions e.g. stand up/sit down, hands high/hands low Listen to pieces of music and discuss where and when they may be heard explaining why using simple musical vocabulary e.g. it's quiet and smooth so it would be good for a lullaby 	<ul style="list-style-type: none"> tempo, rhythm, pitch Identify the main sections of the song: introduction, verse, chorus Name some of the instruments heard in the song Identify and move to the pulse of a song/piece of music Say how a song/piece of music makes them feel Listen carefully and respectfully to other people's thoughts about the music Use musical vocabulary to describe the music/songs they hear Listen to and understand a range of high quality live and recorded music drawn from different traditions, great composers and musicians 	<ul style="list-style-type: none"> Musical dimensions: texture, dynamics, tempo, rhythm, pitch Identify the main sections of the song: introduction, verse, chorus Name some of the instruments heard in the song/music Know the historical context of the songs/music Compare two songs/pieces of music in the same style: what stands out musically in each of them; similarities and differences Talk about the music and how it makes you feel, using musical vocabulary Know how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together in a piece of music/song Listen carefully and respectfully to other people's thoughts about the music Listen to and understand a range of high quality live and recorded music drawn from different traditions, great composers and musicians and begin to discuss their differences and how music may have changed over time
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Sticky Knowledge	<ul style="list-style-type: none"> Say whether they like or dislike a song/piece of music and how it sounds- does it sound happy, sad, scary funny? 	<ul style="list-style-type: none"> Listen with increased concentration and describe how a song/piece of music makes them feel 	<ul style="list-style-type: none"> Say how a song/piece of music makes them feel using musical vocabulary: dynamics, tempo, texture 	<ul style="list-style-type: none"> Describe a song/piece of music using an increasing musical vocabulary: lyrics, dynamics, tempo, instruments heard 	<ul style="list-style-type: none"> Describe, compare and evaluate different types of songs/ music using musical vocabulary 	<ul style="list-style-type: none"> Describe, compare and evaluate different types of songs/music using a range of musical vocabulary including the inter-related dimensions of music
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3) Playing a musical instrument

	Year 1 Recorder Percussion	Year 2 Recorder Percussion	Year 3 pBuzz Recorder Percussion	Year 4 Brass Recorder Percussion	Year 5 Brass Recorder Percussion	Year 6 Brass Recorder Percussion	
Knowledge and Skills	<ul style="list-style-type: none"> Know the names of instruments they are playing-recorder and a number of untuned percussion instruments used Treat instruments carefully and with respect Produce a clear note on 	<ul style="list-style-type: none"> Know the names of instruments they are playing: recorder and all untuned percussion instruments played Treat instruments carefully and with respect Produce a series of clear notes on a recorder Be able to play an 	<ul style="list-style-type: none"> Know and be able to talk about the instruments played in class: pBuzz and tuned and untuned percussion Treat instruments carefully and with respect Produce a series of 	<ul style="list-style-type: none"> Know and be able to talk about the brass instrument family Know and be able to talk about instruments in the orchestra or those played by friends Treat instruments carefully and with 	<ul style="list-style-type: none"> Know and be able to talk about percussion, brass band and orchestral instruments Play a musical instrument with the correct technique, quality sound and with confidence (brass, recorder or percussion) Select and learn an instrumental part that matches their musical challenge using notation in the unit song Rehearse and perform their part in the unit song 		

	<ul style="list-style-type: none"> a recorder Be able to play an instrumental part that matches their musical ability Follow pictures and symbols to guide singing and playing e.g. 4 dots = 4 taps on the drum, the note c on the staff = c on the recorder Listen to and follow musical instructions from a leader 	<ul style="list-style-type: none"> instrumental part in time with the steady pulse Listen to and follow musical instructions from a leader Read and respond to rhythm patterns and represent them with stick notation Recognise dot notation and match it to 3 note tunes played on the recorder or tuned percussion Begin to recognise FACE and EGBDF on a musical staff 	<ul style="list-style-type: none"> clear and sustained notes on a pBuzz Be able to play appropriate instrumental parts using notation Listen to and follow musical instructions from a leader Recognise FACE and EGBDF on a musical staff 	<ul style="list-style-type: none"> respect Produce a series of clear and sustained notes on a brass instrument Be able to play appropriate instrumental parts using notation Listen to and follow musical instructions from a leader 	<ul style="list-style-type: none"> Listen to and follow musical instructions from a leader Lead a rehearsal session 	
	<p>Be able to read and play: Notes: CDEFG on recorder Note lengths: Crotchets, Semibreves</p>	<p>Be able to read and play: Notes: CDEFGAB on recorder Note lengths: Crotchets, Minims, Dotted Minim, Semibreves Rests: Crotchet rests</p>	<p>Be able to read and play: Notes: EFGABbBC (pBuzz) Note lengths: Quavers, Crotchets, Minims, Dotted Minims, Semibreves Equivalent Rests: Quavers, Crotchets, Minims, Dotted Minims, Semibreves</p>	<p>Be able to read and play: Notes: EFGABbBC (Brass) Note lengths: Quavers, Crotchets, Minims, Dotted Minims, Semibreves Equivalent Rests: Quavers, Crotchets, Minims, Dotted Minims, Semibreves</p>	<p>Be able to read and play: Notes: CDEFF#GABbBC Note lengths: Semi-quavers, Quavers, Crotchets, Minims, Dotted Minims, Semibreves Equivalent Rests: Semi-quavers, Quavers, Crotchets, Minims, Dotted Minims, Semibreves</p>	
Sticky knowledge	<ul style="list-style-type: none"> Be able to hold and produce at least two notes correctly on the recorder 	<ul style="list-style-type: none"> Be able to produce at least four notes correctly on the recorder 	<ul style="list-style-type: none"> Be able to produce a series of clear and sustained notes on a pBuzz Recognise FACE and EGBDF on a musical staff 	<ul style="list-style-type: none"> Be able to produce a series of clear and sustained notes on a brass instrument Be able to read and play CDEFGABC on a musical staff 	<ul style="list-style-type: none"> Play a musical instrument (brass, recorder, percussion) with the correct technique and with a quality sound Be able to read and play CDEFGABC and rests on a musical staff 	<ul style="list-style-type: none"> Play an increasingly challenging repertoire on a musical instrument with the correct technique and with a quality of sound Be able to read and play CDEFF#GABbBC and rests on a musical staff

4) Improvisation: Making up your own tunes on the spot!

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge and Skills	<ul style="list-style-type: none"> Know that improvisation is making your own tunes on the spot Listen and clap back own answer using 	<ul style="list-style-type: none"> Know that improvisation is making your own tunes on the spot Listen and clap back own answer using simple rhythms of words 	<ul style="list-style-type: none"> Know that if you improvise using the notes you are given, you cannot make a mistake Listen and use instruments in musical question and answer to play back own answer using two notes Be able to improvise using up to three different notes 		<ul style="list-style-type: none"> Know about three well-known improvising musicians Listen and use instruments in musical question and answer to play back own answer using three notes Improvise using a pentatonic scale (D,E,G,A,B) in the style of Bossa Nova and Swing 	

	<ul style="list-style-type: none"> simple rhythms of words Listen and sing/play back own answer using one or two notes Be able to improvise a rhythm using one note 	<ul style="list-style-type: none"> Listen and sing/play back own answer using one or two notes Be able to improvise using one or two notes 				
Sticky Knowledge	<ul style="list-style-type: none"> Clap back own answers to musical questions 	<ul style="list-style-type: none"> Use an instrument to improvise using one note 	<ul style="list-style-type: none"> Use an instrument to improvise using two notes 	<ul style="list-style-type: none"> Use an instrument to improvise using three notes 	<ul style="list-style-type: none"> Be able to improvise using three notes in the style of Bossa Nova/Swing 	<ul style="list-style-type: none"> Be able to improvise using 5 notes in the style of Bossa Nova/Swing

5) Composition: Writing a story with music

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge and Skills	<ul style="list-style-type: none"> Use graphic notation to represent created sounds Explore and invent own symbols for graphic notation Understand difference between creating a rhythm pattern and a pitch pattern Create simple rhythm patterns Create simple pitch patterns using two notes with support Make simple suggestions about what could make their own work better e.g. play louder or faster 	<ul style="list-style-type: none"> Use graphic notation to represent created sounds Create a simple melody (rhythm and pitch) using two notes Use notation of up to two notes on a staff to keep a record of composed pieces Identify improvements that could be made to own work and make these changes e.g. altering use of voice, choice of instrument 	<ul style="list-style-type: none"> Know and be able to use different ways of recording compositions: letter names, symbols, notation on a staff With support, create a simple melody using up to five notes on a staff Plan and create a simple composition: a section of music that can be performed in the context of the song being learned Make musical decisions about pulse, rhythm, pitch, dynamics and tempo about the composition 		<ul style="list-style-type: none"> Know that a composition has pulse, rhythm and pitch that work together and are shared by tempo, dynamics, texture and structure Recognise the connection between sound and symbol including notation Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the song being learned Record the composition using to show the connection between sound and symbol: graphic/pictorial or notation on a staff 	
Sticky Knowledge	<ul style="list-style-type: none"> Create simple rhythm and pitch patterns and record using graphic notation given 	<ul style="list-style-type: none"> Create and record a simple composition (rhythm and pitch) using graphical notation Create and record a two note composition on a staff 	<ul style="list-style-type: none"> Create a simple composition and use symbols to show when to play and rest Create and record a simple melody using up to five notes on a staff with support 	<ul style="list-style-type: none"> Create and record a simple melody using up to five notes on a staff 	<ul style="list-style-type: none"> Choose the most appropriate tempo for a piece of music Create and record simple melodies using up to five different notes and simple rhythms that work musically with the style of the song being learned 	<ul style="list-style-type: none"> Use a variety of musical devices in composition: melody, rhythms, tempo Create and record simple melodies using up to five different notes and simple rhythms that work musically with the style of the song being learned

6) Performing: Sharing music with an audience

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge and Skills	<ul style="list-style-type: none"> Perform songs they have learned to an audience: class, whole school, parents Add own ideas to the performance Record a performance and say how they felt about it 	<ul style="list-style-type: none"> Perform songs and music they have learned to an audience: class, whole school, parents Add own ideas to the performance Record a performance and say how they felt about it 	<ul style="list-style-type: none"> Perform for an increasing range of purpose and in venues beyond school Know that a performance involves communicating feelings, thoughts and ideas about the song/music Articulate words and play notes clearly and with confidence Communicate the meaning of words/music to an audience Choose what to perform and create a programme Talk about the best place to be when performing and how to stand or sit Record the performance and say how they were feeling, what they were pleased with, what they would change and why 	<ul style="list-style-type: none"> Perform for an increasing range of purpose and in venues beyond school Know that a performance involves communicating feelings, thoughts and ideas about the song/music Articulate words and play notes clearly and with confidence Communicate the meaning of words/music to an audience Choose what to perform and create a programme Talk about the venue and how to use it to best effect Record the performance and compare to a previous performance: discuss what went well, how it could be improved 	<ul style="list-style-type: none"> Perform for an increasing range of purpose and in venues beyond school Know that a performance involves communicating feelings, thoughts and ideas about the song/music Articulate words and play notes clearly and with confidence Communicate the meaning of words/music to an audience Choose what to perform and create a programme Talk about the venue and how to use it to best effect Record the performance and compare to a previous performance: discuss what went well, how it could be improved 	<ul style="list-style-type: none"> Perform for an increasing range of purpose and in venues beyond school Know that a performance involves communicating feelings, thoughts and ideas about the song/music Articulate words and play notes clearly and with confidence Communicate the meaning of words/music to an audience Choose what to perform and create a programme Talk about the venue and how to use it to best effect Record the performance and compare to a previous performance: discuss what went well, how it could be improved
Sticky Knowledge	<ul style="list-style-type: none"> Perform songs they have learned to an audience with increasing confidence 	<ul style="list-style-type: none"> Perform songs and music they have learned confidently to an audience 	<ul style="list-style-type: none"> Perform music using pBuzz instruments clearly and confidently to an audience Articulate words clearly when singing to an audience 	<ul style="list-style-type: none"> Perform music using brass instruments clearly and confidently in venues beyond school Communicate the meaning of words/music to an audience 	<ul style="list-style-type: none"> Perform for an increasing range of purpose and in venues beyond school Communicate feelings, thoughts and ideas about the song/music in a performance 	<ul style="list-style-type: none"> Choose what to perform and create a programme Decide how to use the venue to best effect Rehearse and give suggestions to improve the final performance
Vocabulary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Rap, chants, rhymes Pitch – high and low Beat- a unit of rhythm Pulse – constant beat Rhythm – a structured pattern of beats Volume - loud, quiet Tempo – fast and slow Unison – playing/singing together Crotchet – 1 beat Stave Treble clef	All previous Choir Melody Rhythmical pattern Melodic pattern Steady pulse Tempo, pitch, volume, pulse Crotchet – 1 beat Minim – 2 beats Semibreve – 4 beats Stave, treble clef, bar lines Graphic notation improvisation	All previous Dynamics Crotchet – 1 beat Minim – 2 beats Dotted minim – 3 beats Semibreve – 4 beats Quaver – ½ beat Forte – loud Piano – quiet Unison Singing posture Graphic score Ostinato – repeated rhythm Musical effect	All previous Dynamics Forte – loud Piano –quiet Fortissimo – very loud Pianissimo – very quiet Crescendo – gradually getting louder Diminuendo – gradually getting quieter	All previous Diction Ensemble Stave notation Crotchet, minim, dotted minim, semi-breve, quaver Semiquaver – ¼ beat Time signature	All previous Musical phrase Internalise Culture tradition



Maybury Primary School

Year Group Expectations

End of EYFS Expectations: Early Learning Goal:

Children at the expected level of development will:

- 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

EYFS	Age 3 to 4	Children in reception	ELG	Vocabulary
Sing	<ul style="list-style-type: none"> • Remember and sing entire songs • Sing the pitch of a tone sung by another person (pitch match) • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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. 	<p>F1 -Music, sing, up, down, go, stop, quiet, loud, song. F2 -Music, sing, up, down, go, stop, quiet, loud, rhythm, song, nursery rhyme.</p>
Play	<ul style="list-style-type: none"> • Play instruments with increasing control to express their feelings and ideas 	<ul style="list-style-type: none"> • Explore and engage in music making and dance, performing solo or in groups 	<ul style="list-style-type: none"> • Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. 	<p>F1- names of musical instruments used in setting; tambourine, drum, bells, triangle, maracas, chime bars; volume of note-loud/quiet; speeds of music- fast/slow; performance and pulse-heartbeat of the music. F2-Length and sound of notes (long/short, smooth/bouncy bright/dull, high/low etc.); speed and volume of music (fast/slow quiet/loud) and order of music- start, middle, end, repeat.</p>
Listen and Appreciate	<ul style="list-style-type: none"> • Listen with increased attention to sounds • Respond to what they have heard, expressing their thoughts and feelings 	<ul style="list-style-type: none"> • Listen attentively, move to and talk about music, expressing their feelings and responses 	<ul style="list-style-type: none"> • Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. 	<p>F1 -Music, sing, up, down, go, stop, quiet, loud, song. F2 -Music, sing, up, down, go, stop, quiet, loud, rhythm, Nursery Rhyme.</p>
Create and Compose	<ul style="list-style-type: none"> • Create their own songs, or improvise a song around one they know. 	<ul style="list-style-type: none"> • Explore and engage in music making and dance, performing solo or in groups 	<ul style="list-style-type: none"> • Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. 	<p>F1- Names of musical instruments used in setting – tambourine, maracas, bells triangle, drum, chime bars; volume of note-loud/quiet; speeds of music- fast/slow; performance and pulse-heartbeat of the music. F2- Length and sound of notes (long/short, smooth/bouncy, bright/dull, high/low etc); speed and volume of music (fast/slow quiet/loud) and order of music- start, middle, end, repeat.</p>

National Curriculum End of Key Stage 1 expectations:

Pupils should be taught to:

- 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 interrelated dimensions of music

Y1	Learning Intentions	Sticky Knowledge	Vocabulary
Singing	<ul style="list-style-type: none"> • Sing simple songs, chants, rhymes and rap (spoken word with rhythm) from memory • Sing collectively and at the same pitch • Respond to simple visual directions including counting in stop, start, loud, quiet • Listen to sounds in the local school environment, comparing high and low sounds • Sing notes of different pitches – high and low 	<ul style="list-style-type: none"> • Use voices in different ways such as speaking, singing and chanting 	Rap, chants, rhymes Pitch – high and low Beat- a unit of rhythm Pulse – constant beat Rhythm – a structured pattern of beats Volume - loud, quiet Tempo – fast and slow Unison – playing/singing together Crotchet – 1 beat Stave Treble clef
Listening	<ul style="list-style-type: none"> • Know what the songs they learn are about • Know and recognise the sound and name of some of the instruments used • Be able to talk about how music makes you feel or want to move e.g. it makes me want to jump/sleep/shout • Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes • Respond to the pulse in recorded/live music through movement and dance e.g. stepping, marching, jumping, walking on tiptoes • Listen to short simple pieces of music and talk about when and why they may hear it e.g. a lullaby, wedding march 	<ul style="list-style-type: none"> • Say whether they like or dislike a song/piece of music and how it sounds- does it sound happy, sad, scary funny? 	
Playing a Musical Instrument	<ul style="list-style-type: none"> • Know the names of instruments they are playing-recorder and a number of untuned percussion instruments used • Treat instruments carefully and with respect • Produce a clear note on a recorder • Be able to play an instrumental part that matches their musical ability • Follow pictures and symbols to guide singing and playing e.g. 4 dots = 4 taps on the drum, the note c on the stave = c on the recorder • Listen to and follow musical instructions from a leader Be able to read and play: Notes: CDEFG Note lengths: Crotchets, Semibreves	<ul style="list-style-type: none"> • Be able to hold and produce at least two notes correctly on the recorder 	
Improvisation	<ul style="list-style-type: none"> • Know that improvisation is making your own tunes on the spot • Listen and clap back own answer using simple rhythms of words • Listen and sing/play back own answer using one or two notes • Be able to improvise a rhythm using one note 	<ul style="list-style-type: none"> • Clap back own answers to musical questions 	
Composition	<ul style="list-style-type: none"> • Use graphic notation to represent created sounds • Explore and invent own symbols for graphic notation • Understand difference between creating a rhythm pattern and a pitch pattern • Create simple rhythm patterns • Create simple pitch patterns using two notes with support • Make simple suggestions about what could make their own work better e.g. play louder or faster 	<ul style="list-style-type: none"> • Create simple rhythm and pitch patterns and record using graphic notation given 	
Performing	<ul style="list-style-type: none"> • Perform songs they have learned to an audience: class, whole school, parents • Add own ideas to the performance • Record a performance and say how they felt about it 	<ul style="list-style-type: none"> • Perform songs they have learned to an audience with increasing confidence 	

National Curriculum End of Key Stage 1 expectations:

Pupils should be taught to:

- 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 interrelated dimensions of music

Y2	Learning Intentions	Sticky Knowledge	Vocabulary
Singing	<ul style="list-style-type: none"> • Sing songs and accurately follow the melody from memory • Sing notes of different pitches – high and low • Sing songs with a small pitch range, accurately imitating changes in pitch • Use the voice to make and control different types of sounds – long and short including rap (spoken word with rhythm) • Respond to simple visual directions including counting in stop, start, loud, quiet • Know why we need to warm up our voices 	<ul style="list-style-type: none"> • Use voices expressively and creatively • Sing with the sense of shape of the melody 	All previous Choir Melody Rhythmical pattern Melodic pattern Steady pulse Tempo, pitch, volume, pulse Crotchet – 1 beat Minim – 2 beats Semibreve – 4 beats Stave, treble clef, bar lines Graphic notation improvisation
Listening	<ul style="list-style-type: none"> • Know that some songs have a chorus or response part • Know that songs have a musical style • Know how songs can tell a story or describe an idea • Understand that the speed of the beat can change creating a faster or slower pace (tempo) • Walk in time to the beat of a piece of music or song • Respond independently to pitch changes heard in short melodic phrases with actions e.g. stand up/sit down, hands high/hands low • Listen to pieces of music and discuss where and when they may be heard explaining why using simple musical vocabulary e.g. it's quiet and smooth so it would be good for a lullaby 	<ul style="list-style-type: none"> • Listen with increased concentration and describe how a song/piece of music makes them feel 	
Playing a Musical Instrument	<ul style="list-style-type: none"> • Know the names of instruments they are playing: recorder and all untuned percussion instruments played • Treat instruments carefully and with respect • Produce a series of clear notes on a recorder • Be able to play an instrumental part in time with the steady pulse • Listen to and follow musical instructions from a leader • Read and respond to rhythm patterns and represent them with stick notation • Recognise dot notation and match it to 3 note tunes played on the recorder or tuned percussion • Begin to recognise FACE and EGBDF on a musical stave Be able to read and play: Notes: CDEFGA Note lengths: Crotchets, Minims, Dotted Minim, Semibreves Rests: Crotchet rests	<ul style="list-style-type: none"> • Be able to produce at least four notes correctly on the recorder 	
Improvisation	<ul style="list-style-type: none"> • Know that improvisation is making your own tunes on the spot • Listen and clap back own answer using simple rhythms of words • Listen and sing/play back own answer using one or two notes • Be able to improvise using one or two notes 	<ul style="list-style-type: none"> • Use an instrument to improvise using one note 	
Composition	<ul style="list-style-type: none"> • Use graphic notation to represent created sounds • Create a simple melody (rhythm and pitch) using two notes • Use notation of up to two notes on a stave to keep a record of composed pieces • Identify improvements that could be made to own work and make these changes e.g. altering use of voice, choice of instrument 	<ul style="list-style-type: none"> • Create and record a simple composition (rhythm and pitch) using graphical notation • Create and record a two note composition on a stave 	
Performing	<ul style="list-style-type: none"> • Perform songs and music they have learned to an audience: class, whole school, parents • Add own ideas to the performance • Record a performance and say how they felt about it 	<ul style="list-style-type: none"> • Perform songs and music they have learned confidently to an audience 	

National Curriculum End of Key Stage 2 expectations:

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.

Pupils should be taught to:

- 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 for a range of purposes using the interrelated 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

Y3	Learning Intentions	Sticky Knowledge	Vocabulary
Singing	<ul style="list-style-type: none"> • Sing a widening range of unison songs tunefully and with expression • Sing in simple two parts • Know that you must listen to each other as part of an ensemble • Show an awareness of the beat and tempo of the music through walking, moving or clapping • Know that singing in a group can be called a choir and that a leader or conductor is a person who the choir follow • Know why you must warm up your voice • Demonstrate a good singing posture 	<ul style="list-style-type: none"> • Sing in unison becoming aware of pitch 	All previous Dynamics Crotchet – 1 beat Minim – 2 beats Dotted minim – 3 beats Semibreve – 4 beats Quaver – ½ beat Forte – loud Piano – quiet Unison Singing posture Graphic score Ostinato – repeated rhythm Musical effect
Listening	<ul style="list-style-type: none"> • Know the style of the songs they have learned • Choose a song/piece of music and be able to talk about <ul style="list-style-type: none"> ○ It’s lyrics: what the song is about ○ Musical dimensions: texture, dynamics, tempo, rhythm, pitch ○ Identify the main sections of the song: introduction, verse, chorus ○ Name some of the instruments heard in the song • Identify and move to the pulse of a song/piece of music • Say how a song/piece of music makes them feel • Listen carefully and respectfully to other people’s thoughts about the music • Use musical vocabulary to describe the music/songs they hear • Listen to and understand a range of high quality live and recorded music drawn from different traditions, great composers and musicians 	<ul style="list-style-type: none"> • Say how a song/piece of music makes them feel using musical vocabulary: dynamics, temp, texture 	
Playing a Musical Instrument	<ul style="list-style-type: none"> • Know and be able to talk about the instruments played in class: pBuzz and tuned and untuned percussion • Treat instruments carefully and with respect • Produce a series of clear and sustained notes on a pBuzz • Be able to play appropriate instrumental parts using notation • Listen to and follow musical instructions from a leader • Recognise FACE and EGBDF on a musical stave Be able to read and play: Notes: CDEFGABC Note lengths: Quavers, Crotchets, Minims, Dotted Minims, Semibreves Equivalent Rests: Quavers, Crotchets, Minims, Dotted Minims, Semibreves	<ul style="list-style-type: none"> • Be able to produce a series of clear and sustained notes on a pBuzz • Recognise FACE and EGBDF on a musical stave 	

Improvisation	<ul style="list-style-type: none"> • Know that if you improvise using the notes you are given, you cannot make a mistake • Listen and use instruments in musical question and answer to play back own answer using two notes • Be able to improvise using up to three different notes 	<ul style="list-style-type: none"> • Use an instrument to improvise using two notes 	
Composition	<ul style="list-style-type: none"> • Know and be able to use different ways of recording compositions: letter names, symbols, notation on a stave • With support, create a simple melody using up to five notes on a stave • Plan and create a simple composition: a section of music that can be performed in the context of the song being learned • Make musical decisions about pulse, rhythm, pitch, dynamics and tempo about the composition 	<ul style="list-style-type: none"> • Create a simple composition and use symbols to show when to play and rest • Create and record a simple melody using up to five notes on a stave with support 	
Performing	<ul style="list-style-type: none"> • Perform for an increasing range of purpose and in venues beyond school • Know that a performance involves communicating feelings, thoughts and ideas about the song/music • Articulate words and play notes clearly and with confidence • Communicate the meaning of words/music to an audience • Choose what to perform and create a programme • Talk about the best place to be when performing and how to stand or sit • Record the performance and say how they were feeling, what they were pleased with, what they would change and why 	<ul style="list-style-type: none"> • Perform music using pBuzz instruments clearly and confidently to an audience • Articulate words clearly when singing to an audience 	

National Curriculum End of Key Stage 2 expectations:

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.

Pupils should be taught to:

- 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 for a range of purposes using the interrelated 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

Y4	Learning Intentions	Sticky Knowledge	Vocabulary
Singing	<ul style="list-style-type: none"> • Sing a broad range of unison songs pitching the voice accurately • Follow directions from a conductor for getting louder (crescendo) and quieter (decrescendo) • Sing rounds and partner songs in different time signatures (2,3 and 4 time) • Begin to sing repertoire with small and large leaps • Sing a simple second part to introduce vocal harmony • Know why you must warm up your voice • Demonstrate a good singing posture 	<ul style="list-style-type: none"> • Sing in unison maintaining the correct pitch and using increasing expression 	All previous Dynamics Forte – loud Piano –quiet Fortissimo – very loud Pianissimo – very quiet Crescendo – gradually getting louder Diminuendo – gradually getting quieter
Listening	<ul style="list-style-type: none"> • Know the style of the songs they have learned • Choose a song/piece of music and be able to talk about <ul style="list-style-type: none"> ○ It's lyrics: what the song is about ○ Musical dimensions: texture, dynamics, tempo, rhythm, pitch ○ Identify the main sections of the song: introduction, verse, chorus ○ Name some of the instruments heard in the song • Identify and move to the pulse of a song/piece of music • Say how a song/piece of music makes them feel • Listen carefully and respectfully to other people's thoughts about the music • Use musical vocabulary to describe the music/songs they hear • Listen to and understand a range of high quality live and recorded music drawn from different traditions, great composers and musicians 	<ul style="list-style-type: none"> • Describe a song/piece of music using an increasing musical vocabulary: lyrics, dynamics, tempo, instruments heard 	
Playing a Musical Instrument	<ul style="list-style-type: none"> • Know and be able to talk about the brass instrument family • Know and be able to talk about instruments in the orchestra or those played by friends • Treat instruments carefully and with respect • Produce a series of clear and sustained notes on a brass instrument • Be able to play appropriate instrumental parts using notation • Listen to and follow musical instructions from a leader Be able to read and play: Notes: CDEFGABC Note lengths: Quavers, Crotchets, Minims, Dotted Minims, Semibreves Equivalent Rests: Quavers, Crotchets, Minims, Dotted Minims, Semibreves	<ul style="list-style-type: none"> • Be able to produce a series of clear and sustained notes on a brass instrument • Be able to read and play CDEFGABC on a musical staff 	

Improvisation	<ul style="list-style-type: none"> • Know that if you improvise using the notes you are given, you cannot make a mistake • Listen and use instruments in musical question and answer to play back own answer using two notes • Be able to improvise using up to three different notes 	<ul style="list-style-type: none"> • Use an instrument to improvise using three notes 	
Composition	<ul style="list-style-type: none"> • Know and be able to use different ways of recording compositions: letter names, symbols, notation on a stave • With support, create a simple melody using up to five notes on a stave • Plan and create a simple composition: a section of music that can be performed in the context of the song being learned • Make musical decisions about pulse, rhythm, pitch, dynamics and tempo about the composition 	<ul style="list-style-type: none"> • Create and record a simple melody using up to five notes on a stave 	
Performing	<ul style="list-style-type: none"> • Perform for an increasing range of purpose and in venues beyond school • Know that a performance involves communicating feelings, thoughts and ideas about the song/music • Articulate words and play notes clearly and with confidence • Communicate the meaning of words/music to an audience • Choose what to perform and create a programme • Talk about the best place to be when performing and how to stand or sit • Record the performance and say how they were feeling, what they were pleased with, what they would change and why 	<ul style="list-style-type: none"> • Perform music using brass instruments clearly and confidently in venues beyond school • Communicate the meaning of words/music to an audience 	

National Curriculum End of Key Stage 2 expectations:

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.

Pupils should be taught to:

- 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 for a range of purposes using the interrelated 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

Y5	Learning Intentions	Sticky Knowledge	Vocabulary
Singing	<ul style="list-style-type: none"> • Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance • Observe phrasing, accurate pitching and appropriate style when singing • Sing three part rounds, partner songs and songs with a verse and a chorus • Sing in unison, sing backing vocals and enjoy exploring singing solo • Demonstrate a good singing posture • Follow a leader when singing • Listen to each other, sing with an awareness of being 'in tune' and how fit in the group 	<ul style="list-style-type: none"> • Sing in unison with clear diction, controlled pitch and sense of phrase 	All previous Diction Ensemble Stave notation Crotchet, minim, dotted minim, semi-breve, quaver Semiquaver – ¼ beat Time signature
Listening	<ul style="list-style-type: none"> • Know the style of the songs they have learned: who sang or wrote them, when they were written • Choose a song/piece of music and be able to talk about <ul style="list-style-type: none"> ○ It's lyrics: what the song is about ○ Musical dimensions: texture, dynamics, tempo, rhythm, pitch ○ Identify the main sections of the song: introduction, verse, chorus ○ Name some of the instruments heard in the song/music ○ Know the historical context of the songs/music • Compare two songs/pieces of music in the same style: what stands out musically in each of them; similarities and differences • Talk about the music and how it makes you feel, using musical vocabulary • Know how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together in a piece of music/song • Listen carefully and respectfully to other people's thoughts about the music • Listen to and understand a range of high quality live and recorded music drawn from different traditions, great composers and musicians and begin to discuss their differences and how music may have changed over time 	<ul style="list-style-type: none"> • Describe, compare and evaluate different types of songs/ music using musical vocabulary 	
Playing a Musical Instrument	<ul style="list-style-type: none"> • Know and be able to talk about percussion, brass band and orchestral instruments • Play a musical instrument with the correct technique, quality sound and with confidence (brass, recorder or percussion) • Select and learn an instrumental part that matches their musical challenge using notation in the unit song • Rehearse and perform their part in the unit song • Listen to and follow musical instructions from a leader • Lead a rehearsal session Be able to read and play: Notes: CDEFF#GABbBc Note lengths: Semi-quavers, Quavers, Crotchets, Minims, Dotted Minims, Semibreves Equivalent Rests: Semi-quavers, Quavers, Crotchets, Minims, Dotted Minims, Semibreves	<ul style="list-style-type: none"> • Play a musical instrument (brass, recorder, percussion) with the correct technique and with a quality sound • Be able to read and play CDEFGABC and rests on a musical stave 	
Improvisation	<ul style="list-style-type: none"> • Know about three well-known improvising musicians • Listen and use instruments in musical question and answer to play back own answer using three notes • Improvise using a pentatonic scale (D,E,G,A,B) in the style of Bossa Nova and Swing 	<ul style="list-style-type: none"> • Be able to improvise using three notes in the style of Bossa Nova/Swing 	

Composition	<ul style="list-style-type: none"> • Know that a composition has pulse, rhythm and pitch that work together and are shared by tempo, dynamics, texture and structure • Recognise the connection between sound and symbol including notation • Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the song being learned • Record the composition using to show the connection between sound and symbol: graphic/pictorial or notation on a stave 	<ul style="list-style-type: none"> • Choose the most appropriate tempo for a piece of music • Create and record simple melodies using up to five different notes and simple rhythms that work musically with the style of the song being learned 	
Performing	<ul style="list-style-type: none"> • Perform for an increasing range of purpose and in venues beyond school • Know that a performance involves communicating feelings, thoughts and ideas about the song/music • Articulate words and play notes clearly and with confidence • Communicate the meaning of words/music to an audience • Choose what to perform and create a programme • Talk about the venue and how to use it to best effect • Record the performance and compare to a previous performance: discuss what went well, how it could be improved 	<ul style="list-style-type: none"> • Perform for an increasing range of purpose and in venues beyond school • Communicate feelings, thoughts and ideas about the song/music in a performance • 	

National Curriculum End of Key Stage 2 expectations:

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.

Pupils should be taught to:

- 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 for a range of purposes using the interrelated 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

Y6	Learning Intentions	Sticky Knowledge	Vocabulary
Singing	<ul style="list-style-type: none"> • Sing a broad range of songs, including those that involve syncopated rhythms with a sense of ensemble and performance • Continue to sing three or four part rounds, partner songs and songs with a verse and a chorus • Sing in unison and sing backing vocals • Demonstrate a good singing posture • Follow a leader when singing • Listen to each other, sing with an awareness of being 'in tune' and how fit in the group 	<ul style="list-style-type: none"> • Sing solo, in unison and in parts with clear diction, controlled pitch and sense of phrase 	All previous Musical phrase Internalise Culture tradition
Listening	<ul style="list-style-type: none"> • Know the style of the songs they have learned: who sang or wrote them, when they were written • Choose a song/piece of music and be able to talk about <ul style="list-style-type: none"> ○ It's lyrics: what the song is about ○ Musical dimensions: texture, dynamics, tempo, rhythm, pitch ○ Identify the main sections of the song: introduction, verse, chorus ○ Name some of the instruments heard in the song/music ○ Know the historical context of the songs/music • Compare two songs/pieces of music in the same style: what stands out musically in each of them; similarities and differences • Talk about the music and how it makes you feel, using musical vocabulary • Know how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together in a piece of music/song • Listen carefully and respectfully to other people's thoughts about the music • Listen to and understand a range of high quality live and recorded music drawn from different traditions, great composers and musicians and begin to discuss their differences and how music may have changed over time 	<ul style="list-style-type: none"> • Describe, compare and evaluate different types of songs/music using a range of musical vocabulary including the inter-related dimensions of music 	
Playing a Musical Instrument	<ul style="list-style-type: none"> • Know and be able to talk about percussion, brass band and orchestral instruments • Play a musical instrument with the correct technique, quality sound and with confidence (brass, recorder or percussion) • Select and learn an instrumental part that matches their musical challenge using notation in the unit song • Rehearse and perform their part in the unit song • Listen to and follow musical instructions from a leader • Lead a rehearsal session Be able to read and play: Notes: CDEFF#GABBbC Note lengths: Semi-quavers, Quavers, Crotchets, Minims, Dotted Minims, Semibreves Equivalent Rests: Semi-quavers, Quavers, Crotchets, Minims, Dotted Minims, Semibreves	<ul style="list-style-type: none"> • Play an increasingly challenging repertoire on a musical instrument with the correct technique and with a quality of sound • Be able to read and play CDEFF#GABBbC and rests on a musical staff 	

Improvisation	<ul style="list-style-type: none"> • Know about three well-known improvising musicians • Listen and use instruments in musical question and answer to play back own answer using three notes • Improvise using a pentatonic scale (D,E,G,A,B) in the style of Bossa Nova and Swing 	<ul style="list-style-type: none"> • Be able to improvise using 5 notes in the style of Bossa Nova/Swing 	
Composition	<ul style="list-style-type: none"> • Know that a composition has pulse, rhythm and pitch that work together and are shared by tempo, dynamics, texture and structure • Recognise the connection between sound and symbol including notation • Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the song being learned • Record the composition using to show the connection between sound and symbol: graphic/pictorial or notation on a stave 	<ul style="list-style-type: none"> • Use a variety of musical devices in composition: melody, rhythms, tempo • Create and record simple melodies using up to five different notes and simple rhythms that work musically with the style of the song being learned • 	
Performing	<ul style="list-style-type: none"> • Perform for an increasing range of purpose and in venues beyond school • Know that a performance involves communicating feelings, thoughts and ideas about the song/music • Articulate words and play notes clearly and with confidence • Communicate the meaning of words/music to an audience • Choose what to perform and create a programme • Talk about the venue and how to use it to best effect • Record the performance and compare to a previous performance: discuss what went well, how it could be improved 	<ul style="list-style-type: none"> • Choose what to perform and create a programme • Decide how to use the venue to best effect • Rehearse and give suggestions to improve the final performance 	