

THAKEHAM PRIMARY SCHOOL

At Thakeham we CARE

CARE
courage ambition respect enjoyment



KNOWLEDGE DEVELOPMENT OVERVIEW: Music

SUBJECT: MUSIC

NATIONAL CURRICULUM

Purpose of study

Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Aims

The national curriculum for music aims to ensure that all pupils:

- ♣ perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- ♣ learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- ♣ understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

INTENT

It is our aim that our pupils will learn that music is a universal language that is a powerful and unique form of communication. Music can change and impact the way children feel, think and act. At Thakeham, we believe that teaching music helps the body and the mind work together. Music lessons will engage and create 'Inspired Learners' and guide the pupils to develop a love of music and develop their talent as musicians, and in turn increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music and an understanding of the key elements, allowing them to sing, listen, compose and perform fulfilling their own musical potential. Music embodies all of our Super Learning Heroes: 'Positive, Persevering Perry' when learning a new instrument or reading a traditional notation; 'Curious, Questioning Cleo' when listening to and engaging with a new piece of music; 'Co-operative Caring Chloe' when learning, rehearsing and performing in a wide range of musical opportunities and 'Reflective, Reviewing Rowan' when appraising a performance or reflecting upon the structure and components of a composition. It is our intent that every young person should be able to experience music and make progress. This includes singing, as well as having the opportunity to learn an instrument through whole-class ensemble and small-group teaching at Key Stage 2.

IMPLEMENTATION

The teaching of music at Thakeham Primary School will enable children to learning through a memorable, dynamic and cross-curricular approach. We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. A wide range of music styles and genres, spanning different time periods and cultures, are taught. Children will develop a progression of skills and understanding of the inter-related dimensions of music throughout their time in our school. Learning opportunities for each year group are carefully planned to build on previously developed skills and knowledge across each academic year as well as throughout their primary education.

In the Foundation Stage, music comes under the learning area of Expressive Arts and Design. Our curriculum is designed to stimulate young children's creativity and will enabled them to build a preliminary understanding of music through sound-making, singing and recognising simple rhythms through clapping and moving.

During Key Stage 1, pupils will begin to develop their use of voice and instruments expressively and musically in order to experiment with creating and combining sounds using the dimensions of music (e.g. pitch, dynamics). Children will also have the opportunities to listen to music with concentration to develop an understanding and appreciation for this highly diverse and creative art form. Children will learn to perform using the boomwhackers and a wide range of tuned and untuned percussion instruments.

During Key Stage 2, pupils will continue to develop their performance skills using voice and musical instruments with increasing accuracy and control. Children will listen attentively to a wide range of musical genres in order to develop an understanding and appreciation of the history of music. Using these skills, children will begin to improvise and compose their own music. In Year 3/4, the children will receive whole class lessons on ukuleles and will begin to read and perform using chord sheets, tab and traditional notation. In Y5/6, the children learn to read traditional notation and performance on the glockenspiels and recorders ,these lessons are taught by the Music Coordinator. The Y5/6 Summer Production highlights the children's singing development at the end of the school year.

All children take part in musical performances across the school year. These include the Harvest Service, Christmas Carol Services and Nativities, the Easter Service and culminates in the March Music Festival. Our school choir performs at local events such as the Thakeham Village Day and One Voice at Chichester Cathedral. At Christmas, we sing carols at the Sussexdown Care Home. As part of the STARS locality group, we have attended local workshops and rehearsals with the Sullington Singers.

Our peripatetic teachers, both from Sussex Academy of Music and West Sussex Music Service, offer lessons in guitar, drums, keyboard and singing. They either come into school, or teach virtually since Covid19. These teachers are giving opportunities to the children to learn and develop their skills from an experienced specialist teacher.

Disadvantaged and SEND pupils are at the heart of all planning sequences in the school. Like with every other lesson, we deploy a range of scaffolds, differentiation and support strategies in order to ensure every pupil can access the learning. This is reviewed as part of the Assess, Plan, Do, Review cycle.

EYFS

Expressive Arts and Design

ELG: Being Imaginative and Expressive

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.

In the Foundation Stage, music comes under the learning area of Expressive Arts and Design. Our curriculum is designed to stimulate young children's creativity and will enabled them to build a preliminary understanding of music through sound-making, singing and recognising simple rhythms through clapping and moving. Children are encouraged to create on both small and large scales. Children are encouraged to develop their communication and language skills through talking about their creations and sharing these with others to build confidence and raise self-esteem.

National Curriculum Requirements

By the end of Primary School pupils should know:

Key stage 1

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 inter-related dimensions of music.

Key stage 2

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 music for a range of purposes using the inter-related dimensions of music
- Listen with attention to detail and recall sounds with increasing aural memory
- Use and understand staff and other musical notations
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- Develop an understanding of the history of music.

Support

- Awareness of children's noise sensitivities and sensory needs (resources are provided e.g. ear-defenders)
- Peer, individual and group work to support collaboration and provide scaffolded support
- Plan for small steps of progress so children are motivated and successful
- Provide opportunities for peer and group discussions
- Ensure key vocabulary and concepts are explicitly taught and modelled
- Enable children choices over how they perform/with which instruments/groupings
- Use a range of multi-sensory approaches and where possible provide plenty of hands-on, practical experience
- Enable children to record ideas in a variety of manners: iPads, mind maps, video or voice recordings

Challenge

- Learners are challenged by organising themselves and working out their own goals and priorities.
- Learners are encouraged to show initiative, creativity and take risks.
- Learners think creatively and generate and explore relevant ideas
- Learners make connections and seek relationships
- Learners ask 'why', 'how' and 'what if' questions showing imaginative thinking
- Learners evaluate their strengths and limitations, they review their work and act upon outcomes, setting themselves realistic goals
- Learners are encouraged to take performance opportunities.

CYCLE A

	AUTUMN:	SPRING:	SUMMER:
EYFS	Celebrating Music	Telling a Story	Music and Movement
	Nursery rhymes and actions secured from pre school Music for celebrations	Songs and music that tell a story	Songs and music that I can move to
1/2	Make a Wish	Frozen Planet	Kapow!
	Can I find the pulse?	Can I hear the dynamics?	Can I create a character through music?
3/4	Who am I?	Swords and Sandals	Temples, tombs and treasures
	Can I improvise?	Can I perform with an awareness of others?	Can I hear the pitch?
5/6	Darwin's Delight	King for a Day	A Child's War
	Can I become a performer?	Can I find the time signature?	Can I identify structure and form?

CYCLE B

	AUTUMN:	SPRING:	SUMMER:
EYFS	Celebrating Music	Telling a Story	Music and Movement
	Nursery rhymes and actions secured from pre school Music for celebrations	Songs and music that tell a story	Songs and music that I can move to
1/2	I'm Alive	Surfs up	The Great Fire of London
	Can I hear patterns in music?	Can music express emotions?	Can music tell a story about the past?
3/4	Reaching for new heights	Dazzle and Decibels	Vile Victorians
	Can I explore how music links to the environment?	Can I discover how sounds are made?	Can we create melodies together?
5/6	Reach for the stars	The Wild	Extreme Earth
	Can my music take you somewhere?	Can I answer the call?	Can I create a moment?

YEAR A

	AUTUMN:	SPRING:	SUMMER:
1/2	Dragons and Dinosaurs Can I find the beat?	Frozen Planet Can I hear the dynamics?	Where the Wild Things Are Can I create a character through music?
	<p><u>Singing</u> Simple songs, chants, tongue twisters and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions and counting in.</p> <p>Camp Fire songs – Forest School.</p> <p>Christmas Nativity Songs</p> <p><u>Listening – Western Classical / variations</u></p> <p>Rondo alla Turca by Mozart (Classical)</p> <p>Overture from William Tell by Rossini (Classical)</p> <p>Bolero by Ravel (20th Century)</p> <p><u>Composing</u></p> <p>Tuned percussion – Boomwhackers</p> <p><u>Performing & appraising</u></p> <p>Within class lessons / Fab Finish / Singing assembly / Harvest Assembly / Christmas Nativity</p>	<p><u>Singing</u> Pentatonic Songs</p> <p><u>Listening – Romantic Period / orchestral instruments</u></p> <p>Hebrides Overture (Mendelssohn)</p> <p>Scherzo from <i>A Midsummer Night's Dream</i> by Mendelssohn</p> <p>By the Beautiful Danube by Johann Strauss II</p> <p>In the Hall of the Mountain King by Grieg</p> <p><u>Composing</u></p> <p>Untuned and tuned percussion – graphic scores</p> <p>Question and answer compositions</p> <p><u>Performing & appraising</u></p> <p>Within class lessons / Fab Finish / Singing assembly</p> <p>March Music Festival / Easter Service</p>	<p><u>Singing</u> Control, diction and posture</p> <p>'Super singing' for Superheroes!</p> <p><u>Listening – 20th Century / leitmotif</u></p> <p>Peter and the wolf (Prokofiev) -</p> <p><u>Composing</u></p> <p>Tuned percussion – Boomwhackers</p> <p>Untuned percussion</p> <p><u>Performing & appraising</u></p> <p>Within class lessons / Fab Finish / Singing assembly</p>
3/4	Who am I? Can I improvise?	Swords and Sandals Can I perform with an awareness of others?	Temples, tombs and treasures Can I hear the pitch?
	<p><u>Singing</u> Harvest Songs</p> <p>The music of Bob Marley and the reggae sound</p> <p>Christmas Carols</p> <p><u>Listening – 20th Century / orchestral instruments</u></p> <p>Ceremony of Carols (Britten)</p> <p>Fanfare for a Great Occasion (Walton)</p> <p>Circus Music Suite from The Red Pony (Copland)</p> <p><u>Instrument / Composing</u></p> <p>4 beat rhythms with the 2nd beat stressed</p> <p>Ukulele rhythms and chords</p> <p><u>Performing & appraising</u></p> <p>Within class lessons / Fab Finish / Singing assembly</p> <p>Harvest Assembly / Christmas Carol Service / WSMS Performance</p>	<p><u>Singing</u> Songs for March Music Festival focusing on diction</p> <p>Easter Songs</p> <p><u>Listening - Baroque Period / Important occasions</u></p> <p>Gloria in Excelsis Deo from Gloria (Vivaldi)</p> <p>Prelude from Cello Suite No.1 in G (J.S. Bach)</p> <p>Hallelujah from Messiah (Handel)</p> <p>The National Anthem – God Save the Queen</p> <p><u>Instrument / Composing</u></p> <p>Ukulele rhythms and chords</p> <p><u>Performing & appraising</u></p> <p>Performance to EYFS / Within class lessons / Fab Finish / Singing assembly</p> <p>March Music Festival / Easter Service / WSMS Performance</p>	<p><u>Singing</u> Focus on pitch of melody</p> <p><u>Listening – Musical Traditions:</u></p> <p>Si Si Si (Congo)</p> <p>A ram sam sam (Morocco)</p> <p>Namuma (Ghana)</p> <p>Inkanyezi Nezazi (Ladysmith Black Mambazo – S.Africa)</p> <p><u>Instrument / Composing</u></p> <p>Ukulele rhythms and chords</p> <p>Playing melodies across the strings</p> <p><u>Performing & appraising</u></p> <p>Within class lessons / Fab Finish / Singing assembly / WSMS Performance</p>
5/6	Darwin's Delight Can I become a performer?	King for a Day Can I find the time signature?	A Child's War Can I identify structure and form?
	<p><u>Singing</u> Sea Shan Christmas Carols</p> <p><u>Listening – Musical Traditions / purpose and instrumentation</u></p> <p>The Weillerweman Sea Shanty</p> <p>Onwards we row</p> <p>Shanty Medley</p> <p><u>Composing</u></p> <p>Tuned percussion – C major / A minor scales / Simple Time 2/4, 4/4</p> <p>Improvisation over a drone / ostinato / Verse and chorus form</p> <p><u>Performing & appraising</u></p> <p>Within class lessons / Fab Finish / Singing assembly</p> <p>Harvest Assembly / Christmas Carol Service</p>	<p><u>Singing</u> Pentatonic Songs - I come from Alabama with a banjo on my knee</p> <p>Keep the Rhythm (the joy of singing by Brenda Rattray)</p> <p>The Dum Dum song and movement</p> <p>Throw Catch</p> <p><u>Listening – Baroque Period / the voice</u></p> <p>Beatus Vir (Monteverdi)</p> <p>Dido's Lament from Dido and Aeneas (Purcell)</p> <p>Part1: Chorale from St John's Passion (J.S. Bach)</p> <p>3rd Movement from Violin Concerto in E Major (J.S. Bach)</p> <p><u>Composing</u></p> <p>Recorders – full diatonic scale</p> <p>Simple Time 3/4 and 3/8</p> <p>Compound Time 6/8</p> <p><u>Performing & appraising</u></p> <p>Within class lessons / Fab Finish / Singing assembly / March Music Festival / Easter Service</p>	<p><u>Singing</u> Summer Production songs</p> <p>Singing for Victory:</p> <p>Run Rabbit performed by Flanagan & Allen</p> <p>White Cliffs of Dover performed by Dame Vera Lynn</p> <p>We'll meet again performed by Dame Vera Lynn</p> <p><u>Listening – World War 2 songs</u></p> <p>In the Mood by Glenn Miller</p> <p>Lilli Marlene performed by Marlene Dietrich</p> <p>Everything stops for tea performed by Jack Buchanan</p> <p><u>Composing</u></p> <p>Verse and chorus song for Leavers Assembly</p> <p><u>Performing & appraising</u></p> <p>Summer Production</p> <p>Leavers Assembly</p>

YEAR B			
	AUTUMN	SPRING	SUMMER:
1/2	<p>I'm Alive Can I hear patterns in music?</p> <p>Singing Simple songs, chants, tongue twisters and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions and counting in.</p> <p>Camp Fire songs – Boom Chikka Boom Kye Kye Kule (Ghana) Christmas Nativity Songs</p> <p>Listening – Musical Traditions / rhythms Walkers (Stomp – USA) Old Time Calypso (Love City Pan Dragons – Virgin Islands) Baris (Gong Kebyar of Peliatan – Indonesia) Kye Kye Kule (Ghana)</p> <p>Instrument / Composing Tuned percussion – Boomwhackers – graphic notation</p> <p>Performing & appraising Within class lessons / Fab Finish / Singing assembly / Harvest Assembly / Christmas Nativity</p>	<p>Surfs up Can music express emotions?</p> <p>Singing The Kangaroo song (nursery rhyme) Kookaburra (2 part round) Rain, Rain Go Away Acka Backa</p> <p>Listening – Popular music Wild Man by Kate Bush (Art pop) Runaway Blues by Ma Rainey (Blues) Hound Dog by Elvis Presley (Rock n Roll) With a little help from my friends by The Beatles (Pop)</p> <p>Instrument / Composing Wide range of percussion and Boomwhackers and record my own sounds using music technology</p> <p>Performing & appraising Within class lessons / Fab Finish / Singing assembly March Music Festival / Easter Service</p>	<p>The Great Fire of London Can music tell a story about the past?</p> <p>Singing London Bridge is Falling Down Oranges and Lemons</p> <p>The Great Fire of London (BBC Music Radio) https://www.bbc.co.uk/teach/school-radio/music-ks1-the-great-fire-of-london-songs/zmd9r2p</p> <p>Listening – Baroque Period 'Music for the Royal Fireworks' by G.F.Handel Arrival of the Queen of Sheba by Handel Air on a G String by J.S.Bach</p> <p>Composing Glockenspiels – graphic notation</p> <p>Performing & appraising Within class lessons / Fab Finish / Singing assembly</p>
3/4	<p>Reaching for new heights Can I explore how music links to the environment?</p> <p>Singing Y3/Y4 funny / nonsense songs from Sing n Class Volume 1 (Staff common)</p> <p>Listening - Romantic Period The Sorcerer's Apprentice (Dukas) Night on Bare Mountain (Mussorgsky) Má Vlast (Smetana) Danse Macabre (Saint-Saëns)</p> <p>Instrument / Composing Recorder / ukulele and percussion – telling a story of the word around us through music Standard rhythm notation (not pitch) Mountain echo polyrhythms</p> <p>Performing & appraising Improvising and recording a graphic score. Elements: dynamics and tempo.</p>	<p>Dazzle and Decibels Can I discover how sounds are made?</p> <p>Singing Pitch and dynamic voice games</p> <p>Listening – 20th Century Popular Music Take Five by Dave Brubeck (1959) I got you (I feel good) by James Brown (1964) Le Freak by Chic (1978) Smalltown Boy by Bronski Beat (1984) Wonderwall by Oasis (1995) Modern symphonic orchestral instruments The Young Person's Guide to the Orchestra (Britten)</p> <p>Composing Use Garage Band (or alternative) to create music through technology.</p> <p>Performing & appraising Within class lessons / Fab Finish / Singing assembly March Music Festival / Easter Service</p>	<p>Vile Victorians Can we create melodies together?</p> <p>Singing Songs from the musical 'Oliver': Food, Glorious Food Where is Love Consider yourself</p> <p>Listening – Victorian Music Hall Songs versus Classical music from the Romantic Period Daisy Bell I'm Henery the Eighth I am! Where did you get that hat? 2nd Movement from Scheherazade by Rimsky-Korsakov Trepak from The Nutcracker by Tchaikovsky</p> <p>Composing Recorder / ukulele and percussion_- Rhythmic and pitch notation</p> <p>Performing & appraising Within class lessons / Fab Finish / Singing assembly</p>
5/6	<p>Reach for the stars Can my music take you somewhere?</p> <p>Singing The Beatles (Charanga): Let It Be & Penny Lane – 2 part singing</p> <p>Listening – Space Travel Classical / Popular Music 20th Century Tubular Bells by Mike Oldfield (1973) Stairway to Heaven by Led Zeppelin (1971) Ziggy Stardust by David Bowie (1972) Dark side of the moon by Pink Floyd (1973) Theme from Superman by John Williams (1978) Star Wars theme by John Williams (1989) The Planets by Holst (1914) Theme from ET by John Williams (1982)</p> <p>Instrument / Composing Recorders Standard pitch notation</p> <p>Performing & appraising Within class lessons / Fab Finish / Singing assembly / Harvest Assembly / Christmas Carol Service</p>	<p>The Wild Can I answer the call?</p> <p>Singing African 'Call and Response' songs – Ella Jenkins Toom-bah-ee-lero Che Che Kule</p> <p>Listening – Rhythms Evelyn Glennie John Cage – Percussive sounds & non-standard instrumentation African Polyrhythms</p> <p>Instruments / Composing Djembe drums and percussion - African Polyrhythms Standard rhythmic notation</p> <p>Performing & appraising Within class lessons / Fab Finish / Singing assembly March Music Festival / Easter Service</p>	<p>Extreme Earth Can I create a moment?</p> <p>Singing Summer Production songs Happy from The Minions</p> <p>Listening – 21st Century / film music End credits from The Duchess (Rachel Portman) Theme from the Lord of the Rings (Howard Shore) Crouching Tiger, Hidden Dragon (Tan Dun) Jai Ho from Slumdog Millionaire (A.R. Rahman)</p> <p>Composing Verse and chorus song for Leavers Assembly</p> <p>Performing & appraising Summer Production Leavers Assembly</p>

Knowledge Development

	EYFS –Beatles Class	KS1 – Wonder Class		LKS2 – Marley Class		UKS2 – Franklin Class	
Music Notation - duration	ELG: Being Imaginative and Creative Long Short	Graphic Scores		Standard Notation Crotchets / Crotchet rest Paired quavers Minims Semibreves Stave / Lines and spaces / Treble Clef		Standard notation Crotchets / Crotchet rest Paired quavers Minims Semibreves Semiquavers Stave / Lines and spaces / Treble Clef	
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Outcomes	Only if the child chooses to notate their music or sounds will they. The recording of which would be in a self-initiated free form. The children can say whether their sound is long or short.	The pupils will understand that an image, shape or line can represent a sound. They will choose the instrument that represents that sound independently.	The pupils will understand that a series of images represent a short piece of music. They will choose an appropriate instrument to represent the different sounds independently.	The pupils will read and compose bars of 4 beats using standard notation. They will be able to name the notation they are using and clap it back also using the Kodaly names.	The pupils will read and compose a series of 4 beat bars using standard notation. They will be able to name the notation they are using and clap it back also using the Kodaly names with confidence.	The pupils will analyse, read and compose in 3/4 and 4/4 time using the Kodaly names for support. They will identify individual beats of the bar.	The pupils will analyse, read and compose in 3/4 and 4/4 time using the Kodaly names for support. They will experiment with syncopation. They will identify individual beats of the bar and describe their composition using the correct musical vocabulary.

	EYFS –Beatles Class	KS1 – Wonder Class		LKS2 – Marley Class		UKS2 – Franklin Class	
Elements – Rhythm, metre and tempo	ELG: Being Imaginative and Creative Stop Start Fast Slow	Fast Slow Beat Tempo		Tempo Rhythm / Pulse / Beat Allegro (fast) Adagio (Slow) Accelerando (becoming faster) Rallentando (becoming slower)		Tempo Simple time 2/4 3/4 4/4 Compound time 6/8 Syncopation Presto (very quick) Andante (walking pace)	
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Outcomes	The pupils can stop or start playing when guided how to. They choose the tempo they want to play an instrument at. When singing, they sing at the same tempo as the leader or recorded music. They can perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.	The pupils will find the beat by walking, clapping, moving or playing an instrument. They will identify when a song is fast or slow.	The pupils will repeat a simple rhythm. They will respond to a leader or conductor's direction. They will respond to a visual symbol. They will identify the strongest / first beat of the bar.	The pupils will identify, respond to and perform allegro and adagio pieces. They will be able to respond using the correct musical vocabulary. They will be able to follow a leader's direction to move between allegro and adagio.	The pupils will identify, respond to and perform allegro and adagio pieces. They will be able to respond using the correct musical vocabulary. They will be able to follow a leader's direction to move between allegro and adagio and will begin to choose a tempo for their own compositions.	The pupils will read, respond to, compose and perform in both simple time in three time signatures and read, respond to in compound time. They will develop a growing range of Italian terms for tempo.	The pupils will read, respond to, compose and perform in both simple time in three time signatures and read, respond to in compound time. They will recognise syncopation in music they hear and develop a growing range of Italian terms for tempo and using these terms to analyse music.

	EYFS –Beatles Class	KS1 – Wonder Class		LKS2 – Marley Class		UKS2 – Franklin Class	
Elements – Pitch and melody	ELG: Being Imaginative and Creative High Low	Repeat a song within a small range. Pitch range doh - so Singing pentatonic songs. Respond to pitch changes Respond to dot notation.		Pitch High, low, rising, falling Pitch range doh – doh Pentatonic scale Major and minor tonality		Pitch Pitch range doh – doh Full diatonic scale in different keys	
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Outcomes	The pupils can say if a note, melody or song is high or low.	The pupils will sing a range of songs.	The pupils will sing a range of songs noticing when the pitch changes.	The pupils will sing a range of songs indicating when the pitch rises or falls. They will begin to hear the difference between minor and major tonality.	The pupils will sing a range of songs and be alert to a change in pitch. They can explain whether it has risen or fallen. They can identify a song to be in a major or minor key signature.	The pupils will experience composing and singing a range of songs looking at patterns about how songs are constructed in relationship to pitch.	The pupils will experience composing and singing a range of songs. They will talk with confidence about the pitch of the songs at various key points.
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	EYFS –Beatles Class	KS1 – Wonder Class		LKS2 – Marley Class		UKS2 – Franklin Class	
Elements – Structure and form	ELG: Being Imaginative and Creative Question and answer Chorus Repeated section	Question and answer Verse and chorus		Form Call and response Question phrase Answer phrase Echo Ostinato Rounds and partner songs Repetition Contrast		Form Binary Form Ternary Form Verse and chorus form	
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Outcomes	The pupils can respond to a question and answer format of singing. They can recognise a chorus or repeated section within a song.	The pupils will experience songs, music and composing opportunities where they answer a given question verbally, chanted, sung or played. They will sing and practice songs that follow a chorus and verse format both in class and in singing assemblies.	The pupils will experience songs, music and composing opportunities where they answer a given question verbally, chanted, sung or played. They will sing and practice more intricate songs that follow a chorus and verse format both in class and in singing assemblies.	The pupils will experience songs, music and composing opportunities following a wider range of structures and forms. They will be able to recognise what type of form they are experiencing.	The pupils will experience songs, music and composing opportunities following a wider range of structures and forms. They will be able to identify the differences between the different forms learnt about.	The pupils will experience listening to and composing in more traditional forms. They will compare different genres of music that use these forms.	The pupils will experience listening to and composing in more traditional forms. They will compare different genres of music that use these forms. They will express an opinion on about why each form works and the effect they have on the listener.

	EYFS –Beatles Class	KS1 – Wonder Class		LKS2 – Marley Class		UKS2 – Franklin Class	
Elements – Harmony	ELG: Being Imaginative and Creative Unison	Unison		Drone Static Moving / dynamic		Triads Chord progression	
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Outcomes	The pupils will sing a range of well-known nursery rhymes and songs in unison.	The pupils will sing a range of well-known nursery rhymes and songs in unison.	The pupils will sing in unison and be aware of their own voice and part as they sing.	The pupils will experience music that is built over a drone, They will identify when a song or piece of music has a harmony line. They will hear which the harmony line is and which the melody line is.	The pupils will start to identify when the harmony and supporting chords centralise around the tonic chord and when the harmony is moving 'dynamically' and building up towards a moment.	The pupils will be introduced to the triad chords based on the tonic and the dominant. They will understand through discussion and listening activities that a song will normally start on the tonic, move through the dominant and return to the tonic.	The pupils will continue to listen for the triad chords based on the tonic and the dominant. They will understand through discussion and listening activities that a song will normally start on the tonic, move through the dominant and return to the tonic. They will identify the tonic or dominant in a given key through listening activities.

	EYFS –Beatles Class	KS1 – Wonder Class		LKS2 – Marley Class		UKS2 – Franklin Class	
Elements – Texture	ELG: Being Imaginative and Creative Unison	Unison		Unison Layered Solo		Music in 3 parts Music in 4 parts	

				Duet Melody and accompaniment			
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Outcomes	The pupils will sing a range of well-known nursery rhymes and follow a single melody line.	The pupils will sing a range of well-known nursery rhymes and follow a single melody line.	The pupils will identify the melody as a separate element from the accompaniment.	The pupils will experience a range of textures within songs. They will follow one independent line of melody.	The pupils will identify the difference between a range of textures within songs. They will follow one independent line of melody and be aware of other parts continuing alongside them.	The pupils will be able to hear more than 2 parts in a song or music. They will be able to maintain their own part and be aware of other parts continuing alongside them.	The pupils will be able to hear more than 2 parts in a song or music. They will be able to maintain their own part and be aware of other parts continuing alongside them. They will be able to swap between parts and continue to follow the music.

	EYFS –Beatles Class	KS1 – Wonder Class		LKS2 – Marley Class		UKS2 – Franklin Class	
Elements – Dynamics and articulation	<i>ELG: Being Imaginative and Creative</i> Stop Start Loud Quiet	Stop Start Loud Quiet		Dynamics Loud (forte) Quiet (piano) Getting louder (crescendo) Getting softer (decrescendo) Articulation Legato (smooth) Staccato (detached)		Dynamics A wider range including: Very loud (fortissimo) Very quiet (pianissimo) Moderately loud (mezzo forte) Moderately quiet (mezzo piano)	
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Outcomes	The pupils will follow musical commands and effectively perform at the dynamic requested.	The pupils will follow musical commands and effectively perform at the dynamic requested.	The pupils will follow musical commands and effectively perform at the dynamic requested and lead a small group indicating the requested dynamic.	The pupils will understand, follow and perform a wider range of dynamic instructions using both the English and Italian terms.	The pupils will understand, follow and perform a wider range of dynamic instructions using both the English and Italian terms. They will assign a dynamic term to a piece of music they are listening to.	The pupils will understand, follow and perform a wider range of dynamic instructions using both the English and Italian terms. They will use these terms to describe different sections of music within a piece.	The pupils will understand, follow and perform a wider range of dynamic instructions using both the English and Italian terms. They will use these terms to describe different sections of music within a piece and apply them to their own compositions.

	EYFS –Beatles Class	KS1 – Wonder Class		LKS2 – Marley Class		UKS2 – Franklin Class	
Singing	<i>ELG: Being Imaginative and Creative</i> Speak Chant Sing	To use their voices in different ways such as speaking, singing and chanting. To begin to control pitch. To match the pitch they hear. To begin to control posture while singing and be able to explain how. To sing songs in unison with clear diction. Sing short phrases independently.		To sing songs in two parts with clear diction, control of pitch, a sense of phrase and musical expression. To hear changes in pitch and say whether they notes are going higher or lower. To sing a short melody or song in tune.		To sing, as part of group, a round with confidence. To be able to explain how to look after their voice. To lead a singing warm up. To perform significant parts from memory and from notations with awareness of their own contribution such as leading others, taking a solo part and/or providing rhythmic support	
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Outcomes	The pupils will enjoy singing a range of well-known nursery rhymes and songs.	The pupils will enjoy singing a wide range of songs. They will know they need to sit / stand up straight when singing keeping their arms loosely by their sides. They will begin to listen carefully to match the pitch of the notes.	The pupils will experience singing a wide range of songs. They will know to sit / stand up straight when singing keeping their arms loosely by their sides. They will listen carefully to match the pitch of the notes.	The pupils will begin to understand short phrases in music and when to take a breath. They will consider the meaning behind the words they are singing. They will maintain their own part in a song.	The pupils will understand short phrases in music and when to take a breath. They will be aware of meaning behind the words they are singing. They will maintain their own part in a song. They will be confident to fine tune the note they are singing.	The pupils will be aware of a good singing posture and why it is important to always warm up their voice. They will experience following musical notation to support an understanding of musical phrasing and direction. They will learn songs from memory as part of a larger production.	The pupils will display a good singing posture and lead on warming up their voices. They will experience following musical notation to support an understanding of musical phrasing and direction. They will learn songs from memory as part of a larger production and be encouraged to take on solo or duets for performance.

	EYFS –Beatles Class	KS1 – Wonder Class		LKS2 – Marley Class		UKS2 – Franklin Class	
Listening Skills	<i>ELG: Being Imaginative and Creative</i> Listen Hear	To respond to different moods in music and recognise well-defined changes in sounds. To repeat short rhythmic and melodic patterns and create and choose sounds in response to given starting points. To perform rhythmically simple parts that use a limited range of notes.		To identify and maintain a steady pulse when listening to a piece of music. To sing back at least three notes in tune. To maintain a melodic or rhythmic pattern independently		To sing back at least 4 notes in tune. To clap back a short rhythm. To identify and explore the relationship between sounds and how music reflects different intentions, using an appropriate musical vocabulary. To comment on how music reflects time and place.	
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Outcomes	The pupils will enjoy listening to and singing a range of well-known nursery rhymes and songs. They will listen to a wider range of music that supports the learning in class. They will share what they can hear. They can perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.	The pupils will listen to short sections of music and respond to or repeat what they hear.	The pupils will listen to short sections of music and respond with an appropriate rhythm or sound. They will be able to repeat a short section back to the group.	The pupils will listen attentively to short sections of music and respond with growing accuracy.	The pupils will listen attentively to short sections of music and respond with growing accuracy. They will be confident to fine tune their response and listen repeatedly if required.	The pupils will be able to respond verbally and rhythmically to a short section of music. They will listen carefully to repeat a series of notes and listen repeatedly if required. They will follow standard notation while listening and be able to say where they are in the music.	The pupils will listen more attentively to ensure they can sing or clap back a section of music. They will follow standard notation while listening and be able to say where they are in the music. They will use musical terminology learnt, to explain the purpose of effect of the music.

	EYFS –Beatles Class	KS1 – Wonder Class		LKS2 – Marley Class		UKS2 – Franklin Class	
Composing	<i>ELG: Being Imaginative and Creative</i> Create Make	To recognise and explore how sounds can be made and changed. Use musical sounds to enhance storytelling. To represent sounds with symbols. To improvise question and answer phrases. To create musical sound effects from a stimuli. Invent, retain, recall rhythm and pitch patterns. Use music technology to capture, change and combine sounds.		To compose a short piece of music within a given structure. To improvise repeated patterns. To be able to compose simple pieces to create pictures, moods and emotions. To use formal rhythm notation to compose and perform simple rhythms in 2/4, 3/4 and 4/4 time. To read stave notation to play very simple tunes. To improvise melodic and rhythmic phrases.		To compose a piece of music to support a poem or story or to suggest an idea. To read stave notation to play very simple tunes. To record a simple melody, that they have composed, using stave notation. To compose a melody to fit with a given set of lyrics. To improvise melodic and rhythmic material within given structures.	
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Outcomes	The pupils will explore and comment on the different sounds made by a variety of musical instruments.	The pupils will create and compose sounds responding to a range of stimuli using a range of tuned and untuned percussion.	The pupils will create and compose sounds responding to a range of stimuli using a range of tuned and untuned percussion. They will lead their peers on ideas and be able to repeat and recall their ideas through graphic notations.	The pupils will create and compose sounds responding to a range of stimuli using a range of tuned and untuned percussion and the ukulele. They will begin to notate their rhythms using standard notation. They will begin to read simple stave notation for pitch through learning the ukulele.	The pupils will create and compose sounds responding to a range of stimuli using a range of tuned and untuned percussion and the ukulele. They will begin to notate their rhythms using standard notation. They will read simple stave notation for pitch through learning the ukulele.	The pupils will create, compose, write and read simple stave notation for rhythm and pitch notation in 3/4 and 4/4 time using the Kodaly names for support. They will respond to a range of stimuli. They will learn how melody and accompaniment fit together.	The pupils will explore, create, compose, write and read simple stave notation combining rhythm and pitch notation with a growing confidence compose in 3/4 and 4/4 time using the Kodaly names for support. They will describe their composition using the correct musical vocabulary. They will discuss approaches to composing with melody and accompaniment when song writing.

	EYFS –Beatles Class	KS1 – Wonder Class		LKS2 – Marley Class		UKS2 – Franklin Class	
Performance	<i>ELG: Being Imaginative and Creative</i> Perform Audience	To perform with awareness of others / an audience. To take account of musical instructions. To keep to a steady pulse.		To perform rhythmically. To maintain their own part with an awareness of others.		To maintain their own part with awareness of how the different parts fit together and the need to achieve an overall effect. To perform a song they have composed, to an audience (either individually or as part of a group.) To compose and perform a piece of descriptive music (either individually or as part of a group)	
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Outcomes	The pupils will enjoy singing a range of well-known nursery rhymes and songs to an audience of their teacher, their peers, their parents and a whole school audience.	The pupils will enjoy sharing their musical experiences with their teacher, their peers, their parents and a whole school audience. They will be aware that they must face the leader or audience and try their best.	The pupils will enjoy sharing their musical experiences with their teacher, their peers, their parents and a whole school audience. They will be aware that the leader is supporting them to keep in time and will show them when to stop and start performing.	The pupils will enjoy sharing their musical experiences with their teacher, their peers, their parents and a whole school audience. They will understand that their contribution is important to the sound of the whole performance.	The pupils will enjoy sharing their musical experiences with their teacher, their peers, their parents and a whole school audience. They will understand that their contribution is important to the sound of the whole performance and have an awareness of the roles of others in the performance.	The pupils will be experienced at performing within our school community and with some of experience of outside of our immediate community. They will concentrate on the leader, be present and aware of the part they are playing within the whole performance. They will have performed some of their own compositions.	The pupils will be experienced at performing within our school community and with some of experience of outside of our immediate community. They will concentrate on the leader, be present and aware that they are role models to the rest of the school. They will be aware of the audience and modify their performance accordingly.

	EYFS –Beatles Class	KS1 – Wonder Class		LKS2 – Marley Class		UKS2 – Franklin Class	
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Appraising	<i>ELG: Being Imaginative and Creative</i> What did I hear? What did I think? Did I like it?	To respond to different moods in music. To make improvements to their own work, commenting on the intended effect. To recognise how the musical elements can be used to create different moods and effects		To talk and respond to pieces of music, giving reasons for their opinions. To listen to a piece of music and describe, in simple terms, what they have heard.		To maintain concentration and listen to music attentively. To listen to a piece of music and describe it appropriately. To express an opinion about a piece of music giving detailed reasons for their comments. To analyse and compare features of one or more pieces of music. To evaluate how venue, occasion and purpose affects the way music is created, performed and heard.	
EYFS		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Outcomes	The pupils will talk about the sounds and music they make and hear. They will express an opinion.	The pupils will want to talk about the music they hear and give their opinion.	The pupils will want to talk about the music they hear and give their opinion. They will be able to say how they have improved their own music.	The pupils will talk about a wide range of music in terms of their opinion, what they have heard and how it has made them feel.	The pupils will talk about a wide range of music in terms of their opinion, what they have heard and how it has made them feel. They will begin to think about the intention of the music.	The pupils will be able to listen to longer sections of music and respond to them using a growing range of musical terminology. Their opinions or observations are backed up with reasons.	The pupils will be able to listen to longer sections of music and respond to them using a growing range of musical terminology. Their opinions or observations are backed up with reasons. They will compare and evaluate a wide range of musical genres and learn about their historical roots.

Last audited: 1.2.2024 by EH