

# Chandlers Ridge Academy Long Term Plan

## Music Early Learning Goals and National Curriculum Aims:



Early Years Foundation Stage:	Key Stage One:	Key Stage Two:
<p><b>EYFS Linked Areas of Learning:</b>  <b>Expressive arts and design</b>                      Music                      English/Literacy/Oracy                      Physical development                      Understanding the World</p> <p><b>Early Learning Goal:</b></p> <ul style="list-style-type: none"> <li>• Invent, adapt and recount stories with peers and their teacher</li> <li>• Sing a range of well-known nursery rhymes and songs</li> <li>• Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.</li> </ul> <p><b>Junction Farm 'Y1 Ready' Goals:</b></p> <ul style="list-style-type: none"> <li>• Participate in class assembles and performances with confidence.</li> <li>• Copy a simple beat pattern using untuned percussion instruments or claps.</li> <li>• To invent patterns using at least one pitch sounds.</li> <li>• To identify some instruments they can hear in a piece of music e.g. guitar, drum.</li> </ul>	<p><b>Key Stage One:</b></p> <ul style="list-style-type: none"> <li>• use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• play tuned and untuned instruments musically</li> <li>• listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>• experiment with, create, select and combine sounds using the interrelated dimensions of music</li> </ul>	<p><b>Key Stage Two:</b></p> <ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• improvise and compose music for a range of purposes using the interrelated dimensions of music</li> <li>• listen with attention to detail and recall sounds with increasing aural memory</li> <li>• use and understand staff and other musical notations</li> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• develop an understanding of the history of music</li> </ul>

Music Year 1-6 Curriculum Overview: Long Term Plan:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p><b>Marvellous Me</b></p> <p>Singing Nursery rhyme Clapping rhythms Untuned percussion instruments Body percussion Composer of the half term: John Williams</p>	<p><b>The Great Outdoors</b></p> <p>Singing – Christmas songs Nursery rhyme Clapping rhythms Untuned percussion instruments Body percussion Composer of the half term: Mike Oldfield</p>	<p><b>Wonderful Water</b></p> <p>Singing Nursery rhyme Clapping rhythms Untuned percussion instruments Movement to music – related to cultural celebrations Composer of the half term: Handel’s Water music</p>	<p><b>Living Things</b></p> <p>Singing Nursery rhyme Clapping rhythms Untuned percussion instruments Movement to music Composer of the half term: Sergei Prokofiev (Peter and the Wolf)</p>	<p><b>Journeys</b></p> <p>Singing Nursery rhyme Movement to music Making musical journeys using untuned percussion instruments Composer of the half term: Holst (The Planets)</p>	<p><b>Watch Me Grow</b></p> <p>Singing Nursery rhyme Movement to music Composer of the half term: The Beatles Small group performance.</p>
Year 1	<p><b>‘The basics of music’</b> Fundamentals of music Pulse Rhythm - clapping Pitch – high/low</p>	<p><b>‘Music that tells stories’</b> Music interpretation and description Listening Rhythm Appraising - creating images Nativity focus</p>	<p><b>‘Famous musical works and the Orchestra’</b> Instrumentation Orchestra – families of instruments Recap rhythm Note names to familiar tunes Glockenspiels</p>	<p><b>‘Famous composers’</b> Famous musical composers and the history of music Mozart Bach Beethoven</p>	<p><b>‘Music from around the world’</b> African Music Samba – focussing on instruments Argentine Tango</p>	<p><b>Performing</b> Learn and perform vocally. Group signing. Vocal warm ups and voice projections.</p>
Year 2	<p><b>‘The basics of music’</b> Fundamentals of music  Pulse Rhythm - clapping Pitch – high/low</p>	<p><b>‘Music that tells stories’</b> Music interpretation and description Listening Rhythm Appraising - creating images Nativity focus</p>	<p><b>‘Famous musical works and the Orchestra’</b> Instrumentation Orchestra – families of instruments Recap rhythm Note names to familiar tunes Glockenspiels</p>	<p><b>‘Famous composers’</b> Famous musical composers and the history of music Mozart Bach Beethoven</p>	<p><b>‘Music from around the world’</b> African Music Samba – focussing on instruments Argentine Tango</p>	<p><b>Performing</b> Learn and perform vocally. Creative signing. Two-part singing. Ensemble performance.</p>
Year 3	<p><b>‘The basics of music’</b> Fundamentals of music</p>	<p><b>‘Music that tells stories’</b></p>	<p><b>‘Famous musical works and the Orchestra’</b></p>	<p><b>‘Famous composers’</b></p>	<p><b>‘Music from around the world’</b></p>	<p><b>Performing</b> Singing in multiple parts.</p>

	<p>Pulse – call and response</p> <p>Rhythm -body percussion and patterns</p> <p>Pitch – singing in 3 parts</p> <p>Glockenspiels</p>	<p>Music interpretation and description</p> <p>Listening – different musical styles</p> <p>Rhythm – 3 parts</p> <p>Appraising - creating images and written response</p> <p>Major/minor</p> <p>Christmas focus</p>	<p>Instrumentation</p> <p>Orchestral families</p> <p>Listening and understanding of the differences between instruments</p> <p>Ode to Joy – sing along and internalise/create lyrics</p> <p>Glockenspiels – note names</p> <p>Begin to sing in harmony</p> <p>Appraise and evaluate peer performances</p>	<p>Famous musical composers and the history of music</p> <p>Mozart</p> <p>Bach</p> <p>Beethoven</p>	<p>Learn songs in another language.</p> <p>To explore music and songs from different cultures.</p> <p>Features of music from different cultures.</p> <p>Pitched and unpitched instruments.</p> <p>Latin music.</p>	<p>Perform in solo or ensemble.</p>
<b>Year 4</b>	<p><b>‘The basics of music’</b></p> <p>Fundamentals of music</p> <p>Pulse – call and response</p> <p>Rhythm – body percussion and own rhythmic patterns</p> <p>Pitch – singing in 3 parts, create own tune</p> <p>Glockenspiels</p>	<p><b>‘Music that tells stories’</b></p> <p>Music interpretation and description</p> <p>Listening – different musical styles</p> <p>Rhythm – 3 parts</p> <p>Appraising – creating images and written response</p> <p>Major/minor</p> <p>Christmas focus</p>	<p><b>Famous musical works and the Orchestra’</b></p> <p>Instrumentation</p> <p>Orchestral families</p> <p>Listening and understanding of the differences between instruments</p> <p>Ode to Joy – sing along and internalise/create lyrics</p> <p>Glockenspiels – note names</p> <p>Appraise and evaluate peer performances</p> <p>Begin to sing in harmony</p>	<p><b>‘Famous composers’</b></p> <p>Famous musical composers and the history of music</p> <p>Mozart</p> <p>Bach</p> <p>Beethoven</p>	<p><b>‘Music from around the world’</b></p> <p>Learn songs in another language.</p> <p>To explore music and songs from different cultures.</p> <p>Features of music from different cultures.</p> <p>Pitched and unpitched instruments.</p> <p>Latin music.</p> <p>Syncopated rhythms.</p> <p>Latin music.</p>	<p><b>Performing</b></p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p>
<b>Year 5</b>	<p><b>‘The basics of music’</b></p> <p>Fundamentals of music</p> <p>Pulse – body percussion</p> <p>Rhythm – patterns</p> <p>Pitch – elements of pitch within different instruments</p>	<p><b>‘Music that tells stories’</b></p> <p>Music interpretation and description</p> <p>Listening</p> <p>Rhythm notation</p> <p>Appraising – creating images and response</p>	<p><b>Famous musical works and the Orchestra’</b></p> <p>Instrumentation</p> <p>Orchestral families</p> <p>Listening and understanding of the differences between</p>	<p><b>‘Famous composers’</b></p> <p>Famous musical composers and the history of music</p> <p>Mozart</p> <p>Bach</p> <p>Beethoven</p>	<p><b>‘Music from around the world’</b></p> <p>Learn songs in another language including three parts.</p>	<p><b>Performing</b></p> <p>Improvisation.</p> <p>Ensemble singing.</p> <p>Play and perform in solo or ensemble,</p>

	Glockenspiels – note D	through words and emotion Christmas focus	instruments – comparison Ode to Joy – sing and create lyrics Glockenspiels/Keyboards – note names -scale of C Appraise and evaluate peer performances Sing in harmony		To explore music and songs from different cultures. Feature of music from different cultures. Pitched and unpitched instruments Complicated syncopated rhythms. Compose class music. Music of Asia.	
<b>Year 6</b>	<b>'The basics of music'</b> Fundamentals of music Pulse – body percussion, create own patterns Rhythm begin to write own rhythmic patterns Pitch – elements of pitch within different instruments Glockenspiels – notes D, F and A	<b>'Music that tells stories'</b> Music interpretation and description Listening Rhythm notation – rhythms from sight Appraising – creating images and response through words and emotion Christmas focus	<b>Famous musical works and the Orchestra'</b> Instrumentation Orchestral families Listening and understanding of the differences between instruments – comparison Ode to Joy – sing and create lyrics Glockenspiels/Keyboards – note names -scale of C Appraise and evaluate peer performances Sing in harmony	<b>'Famous composers'</b> Famous musical composers and the history of music Mozart Bach Beethoven	<b>'Music from around the world'</b> Learn songs in another language including three parts. To explore music and songs from different cultures. Features of music from different cultures. Pitched and unpitched instruments Complicated syncopated rhythms. Compose class music. Music of Asia.	<b>Performing</b> Ensemble singing. Play and perform solo and ensemble. End of year musical.

## Music Progression of Skills:

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Autumn 1</b>	<p>To use voices to sing, speak and chant songs.</p> <ul style="list-style-type: none"> <li>• To begin to develop a sense of pulse.</li> <li>• To be able to imitate basic rhythms.</li> <li>• to develop one to one correspondence between dots and sounds.</li> <li>• to represent different pitches using music.</li> </ul>	<p>To use voices to sing various songs, chants and rhymes.</p> <ul style="list-style-type: none"> <li>• To be able to identify the difference between pulse and rhythm.</li> <li>• To be able to play crotchets and crotchet rests using various untuned instruments.</li> <li>• To demonstrate understanding of pulse, rhythm, pitch</li> </ul>	<p>To sing increasingly more complex songs, chants and rhymes.</p> <ul style="list-style-type: none"> <li>• To understand the difference between rhythm and pulse and to begin to clap accordingly.</li> <li>• To be able to play crotchets, crotchet rests and quavers using tuned and untuned instruments.</li> <li>• To read rhythms that correspond with given words/phrases.</li> <li>• To demonstrate understanding of pulse, rhythm, pitch</li> </ul>	<p>To sing more complex songs.</p> <ul style="list-style-type: none"> <li>• To reliably demonstrate pulse and rhythm in groups.</li> <li>• To be able to play crotchets, crotchet rests, quavers and semiquavers using tuned percussion.</li> <li>• Read, rehearse and perform from a given score.</li> <li>• To demonstrate understanding of pulse, rhythm, pitch and metre</li> </ul>	<p>To sing more complex songs with increasing pitch accuracy.</p> <ul style="list-style-type: none"> <li>• To begin to develop an awareness of whether a piece of music is in '2' or '3' time</li> <li>• To perform rhythms simultaneously, beginning to demonstrate an awareness of the need to listen to other performers in order to maintain accuracy and clarity</li> <li>• Perform basic notated melodic shapes on tuned percussion.</li> </ul>	<p>To sing increasingly more complex songs, considering breathing, diction and expression</p> <ul style="list-style-type: none"> <li>• To securely identify whether a piece of music is in '2' or '3' time</li> <li>• To perform music simultaneously on pitched and unpitched instruments, beginning to demonstrate an awareness of the need to listen to other performers</li> <li>• To be able to identify and demonstrate minims, crotchets, quavers, semiquavers and crotchet rests in written notation</li> <li>• To display a sensitivity to other performers whilst demonstrating the above</li> <li>• Perform basic notated melodic shapes on tuned percussion.</li> </ul>	<p>To sing increasingly complex songs, considering breathing, diction and expression</p> <ul style="list-style-type: none"> <li>• To securely identify whether a piece of music is in '2' or '3' time</li> <li>• To perform music simultaneously on pitched instruments, securely demonstrating an awareness of the need to listen to other performers.</li> <li>• To perform basic notated melodic shapes on tuned percussion instruments.</li> <li>• To be able to identify and demonstrate semibreves, minims, crotchets, quavers, semiquavers and rests in written notation</li> <li>• To display a sensitivity to other performers whilst demonstrating the above</li> </ul>
<b>Autumn 2</b>	<ul style="list-style-type: none"> <li>• to sing songs, exploring 'loud' and 'soft', 'high' and 'low', 'spikey'</li> </ul>	<p>To sing songs, exploring 'loud' and 'soft', 'high' and 'low', 'spikey'</p>	<p>To sing songs, exploring 'loud' and 'soft', 'high' and 'low', 'spikey' and</p>	<p>To sing songs and rounds, beginning to consider use of dynamics.</p>	<p>To sing songs and rounds, using dynamics and altering voice to</p>	<p>To sing songs and rounds, using dynamics and altering voice to</p>	<p>To sing songs and rounds, using dynamics and altering voice to</p>

	<p>and 'smooth' voices.</p> <ul style="list-style-type: none"> <li>• To listen to different examples of live music and discuss the mood of the music.</li> <li>• Use words 'high', 'low', 'fast', 'slow', 'spikey', 'smooth' to understand why music conveys certain moods.</li> <li>• To listen to different instruments and discuss timbre using descriptive musical words. Choose animals that may be represented by various instruments</li> <li>• To select sounds and musical examples that are suited to various aspects of the stories and justify decisions using basic descriptive words.</li> </ul>	<p>and 'smooth', 'fast' and 'slow' voices.</p> <ul style="list-style-type: none"> <li>• To match various musical examples to pictures and be able to use descriptive words to justify selections.</li> <li>• To select sounds and musical examples that are suited to various aspects of stories and justify decisions using basic musical terms</li> <li>• To create a soundscape, using suitable percussion instruments to express elements of a story</li> </ul> <p>Perform in an ensemble music based on celebrations from different cultures.</p>	<p>'smooth', 'fast' and 'slow' voices</p> <ul style="list-style-type: none"> <li>• To explore how the use of music/sounds can represent various pictures and stories.</li> <li>• To be able to adjust voices and instruments using musical symbols 'f' and 'p'.</li> <li>• To create a soundscape, using suitable percussion instruments to express elements of a story.</li> </ul> <p>Perform in an ensemble music based on celebrations from different cultures.</p>	<ul style="list-style-type: none"> <li>• To create artistic representations of contrasting musical examples and be able to explain choices.</li> <li>• To be able to adjust voices and instruments using musical symbols 'f', 'p', 'ff' and 'pp'</li> </ul> <p>Perform in an ensemble music based on celebrations from different cultures.</p>	<p>express meaning of words</p> <ul style="list-style-type: none"> <li>• To create four small artistic representations of contrasting musical examples and be able to explain in more depth the choice of colour/shape using musical terms</li> <li>• To securely understand dynamics and be able to adjust voices and instruments using written musical symbols 'f', 'p', 'ff' and 'pp', 'crescendo' and 'diminuendo'.</li> </ul>	<p>express meaning of words</p> <ul style="list-style-type: none"> <li>• To securely understand dynamics and be able to adjust voices and instruments using written musical symbols 'f', 'p', 'ff' and 'pp', 'crescendo' and 'diminuendo'.</li> <li>• Create melodic ideas, using tuned percussion, in response to a simple storyboard – the music should, in a basic way, reflect the images and narrative.</li> </ul>	<p>express meaning of words</p> <ul style="list-style-type: none"> <li>• To securely understand dynamics and be able to adjust voices using written musical symbols 'f', 'p', 'ff' and 'pp', 'crescendo' and 'diminuendo', 'mf' and 'mp'.</li> <li>• Create melodic ideas, using tuned percussion, in response to a simple storyboard – the music should, in a basic way, reflect the images and narrative.</li> </ul>
<b>Spring 1</b>	<ul style="list-style-type: none"> <li>• To identify various instruments that are demonstrated</li> </ul>	<ul style="list-style-type: none"> <li>• To identify a broader range of instruments, in particular those of</li> </ul>	<p>To listen to and watch recordings of orchestral music and identify the</p>	<ul style="list-style-type: none"> <li>• To hear an audio example of an instrument and be able to identify it</li> </ul>	<ul style="list-style-type: none"> <li>• To have a good understanding of the different sections of the orchestra and be able to</li> </ul>	<ul style="list-style-type: none"> <li>• To have a good understanding of the different sections of the orchestra and be able to</li> </ul>	<ul style="list-style-type: none"> <li>• To have a good understanding of the different sections of the orchestra and be able to</li> </ul>

	<p>and discuss in more detail elements of the sound making process specific to each one</p> <ul style="list-style-type: none"> <li>• To watch videos of orchestral music and identify the instruments and musical features</li> <li>• To listen to famous musical works and respond to elements with movement and more detailed discussion</li> </ul>	<p>the orchestra, and discuss in more detail elements of the sound making process specific to each one.</p> <ul style="list-style-type: none"> <li>• To listen to and watch recordings of orchestral music and identify the instruments and musical features.</li> </ul>	<p>instruments and musical features.</p> <ul style="list-style-type: none"> <li>• To perform short excerpts from familiar musical works.</li> </ul>	<p>based on features such as its pitch, family, and physical characteristics (with the help of a visual chart)</p> <ul style="list-style-type: none"> <li>• To perform short excerpts from famous historical musical works.</li> </ul>	<p>identify specific instruments from an audio sample</p> <ul style="list-style-type: none"> <li>• To analyse specific musical works and display an understanding of devices/instrumentation used by composers to evoke moods</li> <li>• To perform short excerpts from famous historical musical works.</li> </ul>	<p>identify specific instruments from an audio sample</p> <ul style="list-style-type: none"> <li>• To analyse specific musical works and display an understanding of devices/instrumentation used by composers to evoke moods</li> <li>• To perform short excerpts from famous historical musical works.</li> </ul>	<p>identify specific instruments in an orchestral setting (e.g. the melody is played on a...)</p> <ul style="list-style-type: none"> <li>• To analyse specific musical works and display an understanding of devices/instrumentation used by composers to evoke moods</li> <li>• To perform short excerpts from famous historical musical works.</li> </ul>
<b>Spring 2</b>	<ul style="list-style-type: none"> <li>• To sing songs written by famous composers with increasing accuracy</li> <li>• To listen to music written by famous composers and talk about music you like and why</li> <li>• To respond creatively (e.g. with movement) to various musical works and apply previously discussed knowledge</li> </ul>	<p>To sing songs written by famous composers with increasing accuracy.</p> <ul style="list-style-type: none"> <li>• Continue to sing songs with increasing complexity.</li> </ul>	<p>To sing a variety of songs written by famous composers with increasing accuracy.</p> <ul style="list-style-type: none"> <li>• Continue to sing songs with increasing complexity, embracing the concept of singing in parts.</li> </ul>	<p>To sing songs with two parts written by famous composers.</p> <ul style="list-style-type: none"> <li>• To listen to famous musical works and answer more detailed questions about various musical features, using musical terms previously discussed and new, instrument specific terms, such as 'pizzicato' and 'glissando'</li> </ul>	<p>To sing songs with two parts written by famous composers</p> <ul style="list-style-type: none"> <li>• To listen to a musical example and make an informed decision on when it may appear on a historic timeline</li> <li>• To listen to an audio music example and choose a composer from a list of four based on features discussed</li> </ul>	<ul style="list-style-type: none"> <li>• To use analytical skills to begin to make a decision on which era a piece of music may belong to and who it may be written by</li> </ul>	<p>To comfortably understand the terms 'Early Music', 'Baroque', 'Classical', 'Romantic' and 'Modern' and listen to and discuss examples of music from each genre, considering instrumentation and musical features</p> <ul style="list-style-type: none"> <li>• To use analytical skills to begin to make a decision on which era a piece of music may belong to and who it may be written by, with increasing accuracy</li> </ul>

<p><b>Summer 1</b></p>	<ul style="list-style-type: none"> <li>• To learn songs from different countries and traditions and recognise their differences to more familiar music</li> <li>• To listen to music from different countries and traditions and discuss instrumentation</li> <li>• To learn about instruments and specific features that are used in world music and perform various aspects of each.</li> </ul>	<ul style="list-style-type: none"> <li>• To listen to music from different countries and traditions and begin to learn relevant terms such as 'call and response'</li> <li>• To perform songs and instrumental music using the key term 'call and response' relating to African Traditional Music.</li> </ul>	<ul style="list-style-type: none"> <li>• To listen to music from different countries/traditions and learn more detailed relevant terms such as 'call and response' and 'repetition'.</li> <li>• To learn about instruments and features specific to music from various countries and begin to consider cultural and social elements that have shaped the music</li> <li>• To perform songs and instrumental music using the key term 'call and response' relating to African Traditional Music.</li> </ul>	<ul style="list-style-type: none"> <li>• To listen to music from different countries/traditions and learn more detailed relevant terms such as 'call and response', 'repetition' and 'polyrhythmic'</li> <li>• To compose and perform music using the key terms 'syncopation' and 'ostinato' linking to the music of South America (Latin).</li> </ul>	<ul style="list-style-type: none"> <li>• To listen to music from different countries/traditions and learn more detailed relevant terms such as 'call and response', 'repetition' and 'polyrhythmic'</li> <li>• To work within a structure to compose class music in the style of specific genre, using elements as discussed</li> <li>• To compose and perform music using the key terms 'syncopation' and 'ostinato' linking to the music of South America (Latin).</li> </ul>	<ul style="list-style-type: none"> <li>• To listen to music from different countries/traditions and learn more detailed relevant terms such as 'call and response', 'repetition' and 'polyrhythmic' and 'syncopation'</li> <li>• To work within a structure to compose class music in the style of specific genre, using elements as discussed</li> <li>• To compose and perform a piece using the key term 'pentatonic' linking to music of Asia.</li> </ul>	<ul style="list-style-type: none"> <li>• To listen to music from different countries/traditions and learn more detailed relevant terms such as 'call and response', 'repetition' and 'polyrhythmic' and 'syncopation'</li> <li>• To work within a structure to compose class music in the style of specific genre, using elements as discussed</li> <li>• To compose and perform a piece using the key term 'pentatonic' linking to music of Asia.</li> </ul>
<p><b>Summer 2</b></p>	<p><u>Nursery</u></p> <ul style="list-style-type: none"> <li>•To begin to perform in front of others within a small group session.</li> </ul> <p><u>Reception</u></p> <ul style="list-style-type: none"> <li>• To think about others while performing in a small group session.</li> </ul>	<ul style="list-style-type: none"> <li>•Listen to, copy and repeat a simple rhythm or melody.</li> <li>•Learn and perform chants, rhythms, raps and songs.</li> <li>•Work and perform together with others as an ensemble or as a group singing.</li> </ul>	<ul style="list-style-type: none"> <li>•Improvise a simple rhythm using different instruments including the voice.</li> <li>•Use his/ her voice expressively and creatively by singing songs and speaking chants and rhymes with growing confidence.</li> </ul>	<ul style="list-style-type: none"> <li>•Sing songs with multiple parts with increasing confidence.</li> <li>•Play and perform in solo or ensemble contexts with confidence.</li> <li>•Develop an understanding or formal, written notation which</li> </ul>	<ul style="list-style-type: none"> <li>•Copy increasingly challenging rhythms using body percussion and untuned instruments where appropriate.</li> <li>•Sing as part of an ensemble with confidence and precision.</li> <li>•Play and perform in solo or ensemble</li> </ul>	<ul style="list-style-type: none"> <li>•Improvise with increasing confidence using own voice, rhythms and varied pitch.</li> <li>•Sing as part of an ensemble with increasing confidence and precision.</li> <li>•Play and perform in solo or ensemble contexts with some</li> </ul>	<ul style="list-style-type: none"> <li>•Sing as part of an ensemble with full confidence and precision.</li> <li>•Play and perform in solo or ensemble contexts with increasing accuracy, control, fluency and expression.</li> <li>•Improvise and compose music for a range of purposes using</li> </ul>

		<ul style="list-style-type: none"> <li>• Learn to follow the conductor or band leader.</li> <li>• Sing songs musically and understand how to warm up and project the voice whilst demonstrating good posture.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing a song in two parts.</li> <li>• Use tuned and untuned classroom percussion to play accompaniments and tunes.</li> <li>• Perform as an ensemble using a variety of instruments and play different parts where appropriate.</li> <li>• Play instruments using the correct techniques with respect.</li> <li>• Start to understand basic musical notation.</li> <li>• Practise, rehearse and present performances to audiences with a growing awareness of the people watching.</li> </ul>	<p>included crochets and rests.</p>	<p>contexts with increasing confidence.</p> <ul style="list-style-type: none"> <li>• Develop understanding of formal, written notation which includes minims and quavers.</li> </ul>	<p>accuracy, control, fluency and expression.</p> <ul style="list-style-type: none"> <li>• Use and develop an understanding of formal, written notation which includes staff, semibreves and dotted crotchets.</li> </ul>	<p>the inter-related dimensions of music.</p> <ul style="list-style-type: none"> <li>• Deepen and understanding and use of formal, written notation which includes staff, semibreves and dotted crochets.</li> </ul>
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## Music Progression of Knowledge:

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Autumn 1</b>	<p>To know what pulse is.</p> <p>To understand that we can make sounds with our bodies.</p>	<p>To be able to identify the difference between pulse and rhythm.</p> <ul style="list-style-type: none"> <li>To recognise some musical notation (crotchets, crotchet rests)</li> </ul> <p>To become aware of how pitch is represented in written music, using high/low.</p> <p>To understand the key words; pulse, rhythm, pitch</p>	<p>To understand the difference between rhythm and pulse</p> <p>To recognise musical notation (crotchets, crotchet rests and quavers)</p> <ul style="list-style-type: none"> <li>To develop an understanding of pitch and how it is represented in written music using high/low steps.</li> </ul> <p>To understand the key words; pulse, rhythm, pitch.</p>	<p>To recognise more complicated combinations of crotchets, crotchet rests, quavers and semiquavers.</p> <p>To understand the key words; pulse, rhythm, pitch and metre</p>	<p>To be able to follow basic written notation along with sound and identify where either the rhythm or pitch deviates from what is written</p> <p>Working within a given structure, notate a four bar rhythm, matching sounds with word syllables</p>	<p>To compose and notate a one bar rhythm with words within a given structure. Consider rhyme structures and word emphasis.</p>	<p>To compose and notate a four bar rhythm on a theme, considering rhyme structure and logical word emphasis</p>
<b>Autumn 2</b>	<p>To know that different instruments can be used in a piece of music.</p> <p>To understand that music can make us feel different emotions.</p>	<p>To create a soundscape, using suitable percussion instruments to express elements of a story</p> <p>Continue to demonstrate, with increasing recognition, the use of crotchets, crotchet rests</p> <p>To have an understanding that certain songs and music are used for a</p>	<p>To begin to understand/make use of the musical terminology 'Forte/piano' and apply them to examples of music.</p>	<p>To understand the musical terms 'Forte, fortissimo, piano, pianissimo, staccato, legato, major, minor, high, low'</p>	<p>To securely understand the musical terms 'Forte, fortissimo, piano, Pianissimo, staccato, legato, allegro, adagio, major, minor, high, low'</p>	<p>To securely understand the musical terms 'Forte, fortissimo, piano, Pianissimo, staccato, legato, allegro, adagio, major, minor, busy, sparse, high, low'</p> <p>The storyboard composition will make use of the pitch notes C-G, and the rhythms quavers, crotchets and</p>	<p>To securely understand the musical terms 'Forte, fortissimo, piano, pianissimo, staccato, legato, allegro, adagio, major, minor, busy, sparse, high, low'</p> <p>The storyboard composition will make use of the pitch notes C-G, and the rhythms semi-quavers, quavers,</p>

		variety of purposes at different times of the year (eg Harvest, Diwali, Christmas, Easter).				minims as a minimum expectation.	crotchets and minims as a minimum expectation, and the use of one rest.
<b>Spring 1</b>	<p>To be able to recognise and name untuned percussion instruments: Tambourine Triangle Claves Guiro</p> <p>To understand that I can change the pitch of my own voice.</p>	<p>To identify a broader range of instruments, in particular those of the orchestra. To identify the instruments in an orchestra and their main musical features. (Eg violin – strings, bow)</p> <ul style="list-style-type: none"> <li>To listen to famous musical works and answer specific questions about various musical features.</li> </ul> <p>To know families of the orchestra – woodwind, brass, percussion, strings.</p>	<p>To identify a broader range of instruments, in particular those of the orchestra, and discuss in more detail elements of the sound making process specific to each one. To listen to famous musical works, answer specific questions about musical features and use key vocabulary. To know families of the orchestra - woodwind, brass, percussion, strings. To know instrument names – eg violin, viola, cello, double bass</p>	<p>To correctly identify an instrument from an audio example as being a ‘string’, ‘brass’, ‘woodwind’ or ‘percussion’ instrument.</p> <p>To watch live and recorded orchestral performances and make informed responses.</p>	<p>To watch videos of orchestral performances and discuss them in more detail</p> <ul style="list-style-type: none"> <li>To listen to famous musical works and answer more detailed questions about various musical features, using musical terms previously discussed and new, instrument specific terms, such as ‘pizzicato’ and ‘glissando’ and ‘double stopping’</li> </ul>	<p>To watch videos of orchestral performances and discuss them in more detail</p> <ul style="list-style-type: none"> <li>To listen to a variety of famous musical works and answer more detailed questions about various musical features, using musical terms previously discussed and new, instrument specific terms, such as ‘pizzicato’ and ‘glissando’ and ‘double stopping’</li> </ul>	<ul style="list-style-type: none"> <li>To watch videos of orchestral performances and discuss various instrument-specific devices used with increasing knowledge of musical terms</li> <li>To listen to a variety of famous musical works and answer more detailed questions about various musical features, using musical terms previously discussed and new, instrument specific terms, such as ‘pizzicato’ and ‘glissando’ and ‘double stopping’</li> <li>To begin to understand texture, using the words ‘polyphonic’ and ‘homophonic’.</li> </ul>
<b>Spring 2</b>	To be able to listen to music from a	To listen to music written by famous	To listen to music written by famous	To look at examples of how music has	To look at examples of how music has	To begin to understand the	<ul style="list-style-type: none"> <li>To have a developing</li> </ul>

	<p>specific composer and comment using some musical vocabulary e.g. fast, slow, quiet, loud.</p>	<p>composers and discuss the music, using previous knowledge of musical terms.</p> <p>To learn facts about specific composers and begin to recognise some differences between compositional styles.</p>	<p>historical composers and discuss the music, using previous knowledge of musical terms</p> <p>To learn facts about specific composers and begin to recognise the difference between compositional styles</p>	<p>evolved over time and discuss why these changes may have occurred.</p> <ul style="list-style-type: none"> <li>To listen to a musical example and, with the help of a visual chart, be able to make an informed decision on the composer of the piece</li> </ul>	<p>evolved over time and discuss in more detail why these changes may have occurred</p> <ul style="list-style-type: none"> <li>To look in more detail at specific events in history that have shaped music and be able to discuss the changes using musical terms</li> </ul> <p>Key words will include: J.S. Bach. W.A. Mozart, Beethoven, Pagannini, and Louis Armstrong.</p>	<p>terms 'Early Music', 'Baroque', 'Classical', 'Romantic' and 'Modern' and listen to examples of music from each genre</p> <ul style="list-style-type: none"> <li>To have a basic understanding of the differences in the music from each era and key points in history that shaped these differences</li> <li>To learn about famous composers from each era</li> </ul> <p>Key words will include: J.S. Bach. W.A. Mozart, Beethoven, Pagannini, and Louis Armstrong.</p>	<p>understanding of the differences in the music from each era and key points in history that shaped these differences</p> <ul style="list-style-type: none"> <li>To learn about more famous composers from each era</li> <li>Key words will include: J.S. Bach. W.A. Mozart, Beethoven, Pagannini, and Louis Armstrong.</li> </ul>
<p><b>Summer 1</b></p>	<p>To know that music from other countries can sound different.</p>	<p>To learn songs from different countries and traditions and discuss their differences to more familiar music To learn about instruments and specific features that are used in world music</p>	<p>To learn songs from different countries and traditions and discuss their differences to more familiar music</p> <ul style="list-style-type: none"> <li>To learn about instruments and features specific to music from various countries and begin</li> </ul>	<p>To learn songs from different countries and traditions, including those in different languages</p> <ul style="list-style-type: none"> <li>To learn about instruments and features specific to music from various countries and to consider cultural and</li> </ul>	<p>To learn songs from different countries and traditions, including those in different languages</p> <ul style="list-style-type: none"> <li>To learn about instruments and features specific to music from various countries and to consider cultural and</li> </ul>	<p>To learn songs with up to three parts from different countries and traditions, including those in different languages</p> <ul style="list-style-type: none"> <li>To learn about instruments and features specific to music from various</li> </ul>	<p>To learn songs with up to three parts from different countries and traditions, including those in different languages</p> <ul style="list-style-type: none"> <li>To learn about instruments and features specific to music from various</li> </ul>

		To apply knowledge from previous terms to perform basic world music ensemble pieces using pitched and unpitched instruments	to consider cultural and social elements that have shaped the music <ul style="list-style-type: none"> <li>• To apply knowledge from previous terms to perform basic world music ensemble pieces using pitched and unpitched instruments with increasing accuracy</li> </ul>	social elements that have shaped the music <ul style="list-style-type: none"> <li>• To apply knowledge from previous terms to perform more complex world music ensemble pieces using pitched and unpitched instruments</li> </ul>	social elements that have shaped the music <ul style="list-style-type: none"> <li>• To apply knowledge from previous terms to perform more complex world music ensemble pieces using pitched and unpitched instruments including, where applicable, syncopated rhythms</li> </ul>	countries and to consider in more detail cultural and social elements that have shaped the music <ul style="list-style-type: none"> <li>• To apply knowledge from previous terms to perform more complex world music ensemble pieces using pitched and unpitched instruments including, where applicable, more complicated syncopated rhythms</li> </ul>	countries and to consider in more detail cultural and social elements that have shaped the music <ul style="list-style-type: none"> <li>• To apply knowledge from previous terms to perform more complex world music ensemble pieces using pitched and unpitched instruments including, where applicable, more complicated syncopated rhythms</li> <li>• To listen to an audio music example and make an informed decision about where it might be from based on the elements discussed</li> </ul>
<b>Summer 2</b>	<u>Nursery</u> <ul style="list-style-type: none"> <li>•To begin to understand the purpose of a performance.</li> </ul> <u>Reception</u> <ul style="list-style-type: none"> <li>• To understand the purpose of a performance.</li> </ul>	<ul style="list-style-type: none"> <li>•To know what a rhythm is.</li> <li>•To know a variety of different ways produce sound with the voice.</li> <li>•To understand various parts of a group or ensemble performance.</li> </ul>	<ul style="list-style-type: none"> <li>•To know how to create rhythm using instruments and voice.</li> <li>• To know a variety of different ways produce sound with the voice and why each way is effective.</li> </ul>	<ul style="list-style-type: none"> <li>•To know why we use a variety of voices in a group musical performance.</li> <li>•To know the difference between a solo and group performance.</li> </ul>	<ul style="list-style-type: none"> <li>•To know how to create rhythm using the body and instruments.</li> <li>•To understand how the voice projects and how to sing with clarity.</li> <li>•To know the difference between</li> </ul>	<ul style="list-style-type: none"> <li>• To know how to create rhythm and change pitch using the body and instruments.</li> <li>•To know how to use the voice with varied pitch and volume.</li> </ul>	<ul style="list-style-type: none"> <li>•To know a variety of singing techniques.</li> <li>•To understand how to perform successfully to an appropriate audience.</li> </ul>

		<ul style="list-style-type: none"> <li>•To know why a conductor is needed.</li> <li>•To know the importance of a vocal warm up.</li> </ul>	<ul style="list-style-type: none"> <li>•to understand the effect of singing in two parts.</li> <li>•To explain the difference between tuned and untuned instruments.</li> <li>•To know how to perform a successfully in a group.</li> <li>•To understand how to hold and use a variety of instruments.</li> <li>•To know why written music is used.</li> <li>•To understand the purpose and target audience of a performance.</li> </ul>	<ul style="list-style-type: none"> <li>•To understand and read a range of musical notation.</li> </ul>	<p>a solo and group performance and take part in both.</p> <ul style="list-style-type: none"> <li>•To understand and read an increasing range of musical notation.</li> </ul>	<ul style="list-style-type: none"> <li>• To know the difference between a solo and group performance and take part in both with increased confidence.</li> <li>•To understand and read an increasing range of musical notation confidently.</li> </ul>	<ul style="list-style-type: none"> <li>•To understand the importance of musical composition.</li> <li>• To understand and read musical notation in different contexts.</li> </ul>
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**Music – Key Vocabulary:**

	Autumn	Spring	Summer
<b>EYFS</b>			
	Sing Rhyme Clap Instrument Song Rhythm Music Move	Sing Rhyme Clap Instrument Song Rhythm Music Move	Sing Rhyme Clap Instrument Song Rhythm Music Move

	Time John Williams Mike Oldfield	Time George Frideric Handel Sergei Prokofiev	Time Gustav Theodore Holst
<b>Y1</b>			
	Pulse Rhythm – crotchet, crotchet rest Pitch – high/low Untuned Percussion instruments: Untuned guiro, claves, drum, tambor, tambourine, maracas, beaters, cymbals, triangles Soundscape	Pulse Rhythm – crotchet, crotchet rest Pitch – high/low Untuned Percussion instruments: Untuned guiro, claves, drum, tambor, tambourine, maracas, beaters, cymbals, triangles Soundscape Composer Notation  J.S. Bach. W.A. Mozart, Beethoven, Paganini Louis Armstrong.	Call and response Instrumental Traditional Perform
<b>Y2</b>			
	As Year 1 Percussion instruments: Tuned glockenspiels  Quaver Dynamics – forte (f) piano (p) Ensemble culture	As Year 1 Percussion instruments: Tuned glockenspiels	Call and response Repetition Instrumental Traditional Perform
<b>Y3</b>			

	<ul style="list-style-type: none"> <li>Pulse</li> <li>Call and response</li> <li>Rhythm</li> <li>Percussion</li> <li>Rhythmic patterns</li> <li>Tune</li> <li>Glockenspiels</li> <li>Interpretation</li> <li>Style</li> <li>Major</li> <li>Minor</li>   <li>Staccato</li> <li>Legato</li> <li>Major</li> <li>Minor</li> <li>Fortissimo</li> <li>Pianissimo</li> </ul>	<ul style="list-style-type: none"> <li>Instrumentation</li> <li>Orchestral families</li> <li>Internalise</li> <li>Note</li> <li>Harmony</li> <li>Appraise</li> <li>Performance</li> <li>Composer</li>   <li>J.S. Bach.</li> <li>W.A. Mozart,</li> <li>Beethoven,</li> <li>Paganini</li> <li>Louis Armstrong.</li> </ul>	<ul style="list-style-type: none"> <li>Polyrhythmic</li> <li>Compose</li> <li>Syncopation</li> <li>Ostinato</li> <li>Latin music</li> </ul>
<b>Y4</b>			
	<ul style="list-style-type: none"> <li>Pulse</li> <li>Call and response</li> <li>Rhythm</li> <li>Percussion</li> <li>Rhythmic patterns</li> <li>Tune</li> <li>Glockenspiels</li> <li>Interpretation</li> <li>Style</li> <li>Major</li> <li>Minor</li> </ul>	<ul style="list-style-type: none"> <li>Instrumentation</li> <li>Orchestral families</li> <li>Internalise</li> <li>Note</li> <li>Harmony</li> <li>Appraise</li> <li>Performance</li> <li>Composer</li>   <li>J.S. Bach.</li> <li>W.A. Mozart,</li> </ul>	<ul style="list-style-type: none"> <li>Polyrhythmic</li> <li>Compose</li> <li>Style</li> <li>Genre</li> <li>Elements</li> <li>Syncopation</li> <li>Ostinato</li> <li>Latin music</li> </ul>

		Beethoven, Paganini Louis Armstrong.	
Y5			
	Pulse Rhythm Pattern Percussion Pitch Element Instruments Glockenspiels Note D Interpretation Notation Emotion	Instrumentation Orchestral families Internalise Note Harmony Appraise Performance Composer Comparison	Polyrhythmic Compose Style Genre Elements Syncopation Ostinato Latin music Pentatonic
Y6			
	Pulse Rhythm Pattern Percussion Pitch Element Instruments Glockenspiels Notes D, F and A Interpretation Notation Emotion	Instrumentation Orchestral families Internalise Note Harmony Appraise Performance Composer Comparison	Polyrhythmic Compose Style Genre Elements Syncopation Ostinato Latin music Pentatonic

Links to other Curriculum Subjects and Enrichment

	Autumn	Spring	Summer
EYFS	Literacy – musical stories. Mathematics – counting songs. Communication and Language – nursery rhymes. Understanding of the World – Christmas songs, carols and music. Diwali movement to music.	Understand of the World – Chinese New Year.	
Y1			

	RE – Christmas songs, carols and music. PE – Dance	Geography (My Country) – explore national anthem.	Geography – songs linked to the continents and oceans.
Y2			
	RE – Christmas songs, carols and music. History – London’s Burning song.	History – Captain Cook. Sea shanty.	
Y3			
	RE – Christmas song, carols and music. PE – Dance History – Music from different European countries.		
Y4			
	RE - Christmas songs, carols and music.		Geography – Explore traditional African music, beats and rhythms. Science (Sounds). History (Anglo-Saxons and Scots) explore traditional Scottish music.
Y5			
	RE - Christmas songs, carols and music. History – Explore traditional Greek music. Geography – Latin music.	History (Tudors) renaissance music.	
Y6			
	RE - Christmas songs, carols and music.	Geography – explore music from Asia. History (Vikings) explore Nordic folk music.	