

Listening

I am a musician because I understand how music communicates with sound what I cannot always explain in words.

Music Curriculum **BIG IDEAS**



Composing

I am a musician because I experiment with sound, pitch, rhythm, tempo, dynamics, timbre and texture to create melody, patterns and soundscapes.

Performing

I am a musician because I perform with others using and controlling my voice or an instrument.



Music Curriculum

Music teaching is underpinned by the three **BIG IDEAS**. Music is a practical subject; it is academic, creative, technical, intellectual and challenging. Musical learning is about thinking and acting musically. This means that music lessons should be about learning in and through music, not solely about music. Music lessons should be focussed on developing children's imagination and creativity, building up pupils' knowledge, skills and understanding.

BIG IDEA	EYFS	KS1	KS2	
LISTENING	<ul style="list-style-type: none"> ◇ Listen to a range of songs and rhymes 	<ul style="list-style-type: none"> ◇ Listen with concentration and understanding to a range of high quality live and recorded music 	<ul style="list-style-type: none"> ◇ Listen with attention to detail and recall sounds with increasing aural memory ◇ Appreciate and understand a wide range of high -quality live and recorded music drawn from different traditions and from great composers and musicians 	<ul style="list-style-type: none"> ◇ Use and understand staff and other musical notations ◇ Develop an understanding of the history of music
COMPOSING	<ul style="list-style-type: none"> ◇ Invent, adapt and recount narratives and stories with peers and their teacher ◇ Create patterns and invent actions for songs, rhymes and instrumental music 	<ul style="list-style-type: none"> ◇ Experiment with, create, select and combine sounds using inter-related dimensions of music 	<ul style="list-style-type: none"> ◇ Improvise and compose music for a range of purposes using the inter -related dimensions of music 	
PERFORMING	<ul style="list-style-type: none"> ◇ Sing a range of well-known nursery rhymes and songs ◇ Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music 	<ul style="list-style-type: none"> ◇ Use their voice expressively and creatively by singing songs and speaking chants and rhymes ◇ Play tuned and untuned instruments musically 	<ul style="list-style-type: none"> ◇ Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 	



Music Curriculum

Skills Progression

Throughout the curriculum programme teachers should make reference to the interrelated dimensions of music. They are found below in **bold print**.

Skills	EYFS	Year 1
Singing and Voice	<ul style="list-style-type: none"> ◇ Accurately sing songs that uses steps (up to five notes) and thirds (nee-naw) ◇ Recognise higher and lower pitch sounds and can represent it through movement, words, and instruments 	<ul style="list-style-type: none"> ◇ Accurately sing songs with a 5 note pitch range and can sing songs with intervals of thirds, fourths, and fifths ◇ Recognise and talk about higher, lower, and middle sounding pitches. ◇ Know that notes can move up and down in steps. ◇ Listen to and sing back short musical phrases
Composition	<ul style="list-style-type: none"> ◇ Make a range of sounds with their voice ◇ Make a range of sounds with instruments ◇ Represent sounds pictorially 	<ul style="list-style-type: none"> ◇ Experiment with tuned and untuned sounds within a given structure ◇ Make up simple patterns using different instruments
Notation	<ul style="list-style-type: none"> ◇ Read pictorial representations of music e.g. music story map 	<ul style="list-style-type: none"> ◇ Read pictorial representations of music e.g. music story map
Listening and Evaluating	<ul style="list-style-type: none"> ◇ Say if they like or dislike a piece of music ◇ Identify and distinguish environmental sounds ◇ Begin to describe the sounds? (e.g. loud, quiet, high, low, fast, slow) ◇ Begin to express how music makes them feel? 	<ul style="list-style-type: none"> ◇ Form an opinion to express how they feel about a piece of music ◇ Recognise repeated patterns ◇ tell the difference between a fast and slow tempo, loud and quiet, and high and low sounds
Performance	<ul style="list-style-type: none"> ◇ Use voice to speak/sing/chant ◇ Join in with singing ◇ Clap short rhythmic patterns ◇ Experiment with creating sounds with different instruments ◇ Perform a rhythm 	<ul style="list-style-type: none"> ◇ Sing a song whilst another simple part is being sung (an ostinato, or a simple two-part round) creating layers of sound ◇ Perform music learned or made on untuned percussion
Instrumental	<ul style="list-style-type: none"> ◇ Hold ocarina correctly ◇ Make a clear sound on ocarina ◇ Cover the holes so that the ocarina doesn't squeak 	<ul style="list-style-type: none"> ◇ Hold ocarina correctly ◇ Make a clear sound on ocarina ◇ Cover the holes so that the ocarina doesn't squeak



Music Curriculum

Skills Progression

Throughout the curriculum programme teachers should make reference to the interrelated dimensions of music. They are found below in **bold print**.

Skills	Year 2	Year 3
Singing and Voice	<ul style="list-style-type: none"> ◇ Recognise phrase lengths and know when to breathe ◇ Sing songs expressively ◇ Recall and remember longer songs 	<ul style="list-style-type: none"> ◇ Sing with awareness of pulse and control of rhythm ◇ Recognise simple phrases ◇ Sing songs and create different vocal effects.
Composition	<ul style="list-style-type: none"> ◇ Make up short musical patterns to reflect a journey ◇ Select and combine sounds as part of a group from different starting ideas ◇ Create a sequence of sounds that are based on a stimulus (e.g. Water) and notate it pictorially 	<ul style="list-style-type: none"> ◇ Create repeated patterns using a range of instruments ◇ Combine different sounds to create a specific mood or feeling ◇ Combine different interrelated dimensions of music (e.g. fast/slow, high/low, loud/soft) in their composition
Notation	<ul style="list-style-type: none"> ◇ Create my own symbols to match a sound 	<ul style="list-style-type: none"> ◇ Read notes BAG on a staff, and play them on a glockenspiel / xylophone
Listening and Evaluating	<ul style="list-style-type: none"> ◇ Listen to a variety of musical styles and explain preferences ◇ Recognise key instruments that relate to the music they have learned about 	<ul style="list-style-type: none"> ◇ Continue to listen to and compare music from different times and places—describing them using the interrelated dimensions of music ◇ Able to recognise a range of instruments by ear
Performance	<ul style="list-style-type: none"> ◇ Sing and play part of a song confidently that I've practiced ◇ Play 3 note melodies using tuned percussion e.g. Hot cross buns ◇ Perform together and follow instructions 	<ul style="list-style-type: none"> ◇ Play as part of an ensemble with different instruments and play at the correct dynamic level and tempo ◇ Aware of my audience and can present my performances with pride and confidence
Instrumental	<ul style="list-style-type: none"> ◇ Follow the teacher to place the correct fingers on the correct hole ◇ Use the tongue to make clear notes ◇ Know how to translate the pictures of ocarina holes on the board, onto my ocarina 	<ul style="list-style-type: none"> ◇ Play 5 notes, B A G E & D (the pentatonic scale) on the glockenspiel ◇ Know how the notes on the glockenspiel relate to the notes on the staff



Music Curriculum

Skills Progression

Throughout the curriculum programme teachers should make reference to the interrelated dimensions of music. They are found below in **bold print**.

Skills	Year 4	Year 5	Year 6
Singing and Voice	<ul style="list-style-type: none"> ◇ Can sing songs from memory with increasing expression, accuracy and fluency ◇ Understands how mouth shapes can affect voice sounds 	<ul style="list-style-type: none"> ◇ Understand how developing good posture and improves singing ◇ Can sing songs in tune and with awareness of other parts 	<ul style="list-style-type: none"> ◇ Can sing in 2 part or 3 part harmony, identifying the melodic phrases ◇ Can sing with confidence in small groups and alone, and begin to have awareness of improvisation with the voice
Composition	<ul style="list-style-type: none"> ◇ Create textures by combining sounds in different ways ◇ Can play in time with others in a group. Can improvise tunes based around the pentatonic scale ◇ Can use garage band to compose and record sequences of sound 	<ul style="list-style-type: none"> ◇ Compose simple melodies on tuned percussion. ◇ Use garage band to compose and record sequences of sound, understanding how to apply and edit loops. ◇ Use pitch, tempo and dynamics to create a piece of music that describes a journey 	<ul style="list-style-type: none"> ◇ Can use a variety of features of garage band to compose individually and in pairs ◇ Can improve own work by analysis, evaluation and comparison
Notation	<ul style="list-style-type: none"> ◇ Can notate a group composition where each member plays a different part using graphic notation ◇ Can read musical notation on the recorder 	<ul style="list-style-type: none"> ◇ Can notate group compositions using musical or graphic notation, identifying how all the parts fit together ◇ Can read musical notation to play simple pieces on recorder and melodica ◇ Can read and play some TAB notation for ukulele 	
Listening and Evaluating	<ul style="list-style-type: none"> ◇ Listen to a variety of music styles and comment on the tempo, dynamics, pitch and timbre 	<ul style="list-style-type: none"> ◇ Can identify different moods and textures ◇ Can evaluate own and others' compositions and make improvements 	<ul style="list-style-type: none"> ◇ Can listen to longer pieces of music and identify features ◇ Can comment on how the interrelated dimensions have been used expressively in a piece
Performance	<ul style="list-style-type: none"> ◇ Perform with awareness of different parts ◇ Perform a simple part of an ensemble rhythmically 	<ul style="list-style-type: none"> ◇ Can use tuned percussion / melodic instruments / voice with increasing accuracy, fluency control and expression ◇ Can perform an ostinato in an ensemble whilst maintaining a pulse / beat ◇ Can perform a solo piece on an instrument, using notation 	
Instrumental	<ul style="list-style-type: none"> ◇ Hold a recorder with the left hand at the top ◇ Blow gently and use the tongue to separate the notes ◇ Know how to play B, A, G, E and D in a range of simple melodies ◇ Know how the notes on the recorder relate to the notes on the staff ◇ Can read rests on the staff 	<ul style="list-style-type: none"> ◇ Hold the ukulele correctly ◇ Play the open strings with correct technique ◇ Can make simple chord shapes: C, Am, F, G ◇ Can strum in time to a beat ◇ Can accompany songs and as part of a class ensemble ◇ Can play a sea shanty and/or traditional tune on the melodica solo and in an ensemble 	



Music Curriculum

Vocabulary Progression: YR-6

Throughout the curriculum programme teachers should make reference to the interrelated dimensions of music. They are found below in **bold print**.


EYFS—Reception					
High Low	Fast Slow	Loud Quiet (use instead of 'soft')	Chant Follow Sing	Instrument Song Sounds	Rhythm Repeat
KEY STAGE 1 (as EYFS plus:)					
Beat Beater Cymbal Drum Perform Tune Voice	High (sound) Listen Loud Low (sound) Quiet Pitch Volume	Shaker Steady beat Tambourine Tempo Triangle Body percussion	Chime bar Claves Recorder Tuned Percussion Untuned Percussion	Accompany Percussion Compose Score	Ostinato Phrase Duration Chord Pulse
KEY STAGE 2 (Year 3 as KS1 plus:)					
Names of orchestral instruments Accompaniment call and response Composer	Drone Duet Dynamics	Lyrics Melodic phrase Melody Unison	Orchestra Orchestration Ostinato Round	Scale Structure Theme	Castanets Glockenspiel Woodblock Xylophone
KEY STAGE 2 (Year 4-6 as KS1/Y3 plus:)					
Harmony Texture	Improvise Timbre	Pentatonic Diction	Accent Interval	Bass Syncopation	Notation



Music Curriculum

END POINTS

Progression in music happens over a period of time. Aligned to the 7 Qi (non-cognitive) skills, the statements below are intended to represent what our aspiration of a Y6 musician will be, having had the breadth and depth of musical learning experiences on their primary journey.

ME	WILL	WHAT IF?	WHY?
<p>I understand and can appreciate a whole range of musical styles.</p> <p>I enjoy learning and singing songs from a wide range of cultures.</p> <p>I understand how different instruments work and how to handle and play them respectfully.</p> <p>During lessons I am able to form confident opinions about a whole range of music as well as sharing ideas and skills with my peers.</p>	<p>I understand that playing musical instruments and following notation can be challenging.</p> <p>I am confident with my role within a musical ensemble.</p> <p>I am driven and committed to finding and exploring my 'singing voice' and using it within the school community.</p>	<p>I can express myself and my musicality based on the musical topics I have learnt.</p> <p>Through a strong musical foundation I am able to compose, create and appreciate music and song from a range of style and genres.</p>	 <p>Music is a subject that is featured heavily in everyday life and is strongly valued by all cultures and societies.</p> <p>I am inspired by music and the emotional and mindful connection it has to our everyday lives.</p> <p>By laying strong musical foundations I am able to consider how music features and supports my academic future.</p>
WE	WIGGLE	WOBBLE	
<p>I work collaboratively and respectfully with my peers to perform music from a wide range of topics.</p> <p>I listen to a broad mix of different music through either audio recordings or live performances.</p>	<p>Through performances I am able to display my musicality to the best of my ability.</p> <p>Through musical learning I think and act musically in and through music.</p>	<p>I experience nerves and know that when I perform I am stepping out of my comfort zone. Overcoming this is rewarding and helps build my confidence.</p>	