



Ridgmont Lower School

Music Curriculum

Intent:

Ridgmont Lower School takes pride in all the children and their respective talents which are taken into consideration and consistently nurtured as they progress up the school. We aim to provide children with a range of inclusive opportunities to discover and develop their musical or dramatic competencies, cultivate their cultural understanding and establish the foundations of essential life skills, such as expressing oneself clearly and confidently.

Implementation:

In Foundation Stage music and movement is part of every-day learning. The children learn new songs and over their time in Nursery and Reception build a repertoire of familiar songs. Additionally, the children are encouraged to explore a range of percussion instruments, both with an adult and independently.

In KS1 it is important for children to learn to use their voices expressively and creatively, through songs and chants as well as to be able to experiment using both un-tuned and tuned instruments. In each lesson they are exposed to a range of music from different cultures and eras, giving them the opportunity to listen with concentration and developing their understanding of the musical elements. As their fine motor skills progress, the number of instruments that children have access to increases. From time to time, children participate in specialist-led whole class music lessons. These Wider Opportunities lessons ensure that every child has the opportunity to learn a musical instrument through whole-class ensemble teaching programmes.

In LKS2 each term children will have the opportunity to develop musical skills, including listening to and discussing music, composing, performing and learning about the history of Music. Children will be exposed to musical notation and basic music theory. From time to time, children participate in specialist-led whole class music lessons. These Wider Opportunities lessons ensure that every child has the opportunity to learn a musical instrument through whole-class ensemble teaching programmes.

Impact:

Ridgmont Lower School will have musicians who:

- Have a love of music and love the sound of music making in our school
- Are positively influenced by music in terms of their personal and social development
- Understand the positive effect music has on our school community
- Have an understanding of how music reflects diversity in our world
- Showcase their talents
- Have increased self-reliance, confidence and sense of achievement
- Are proud of working towards a common goal
- Participate in a subject which is not only creative but academically challenging

National Curriculum Coverage

Early Years	Key Stage 1	Lower Key Stage 2
Music in Early Years Music is integrated throughout the early years’ curriculum at Ridgmont Lower School and involves singing, playing percussion, listening and moving to music. Songs and are chosen and planned to link with the weekly themes and the maths curriculum and also songs chosen in response to the children’s interest. Percussion is played as part of planned stage 1 phonics sessions and also as lessons linked to our weekly themes. Music from a variety of countries and genres is chosen as ‘tidy up’ music.	Pupils should be taught to: • use their voices expressively and creatively by singing songs and speaking chants and rhythms • 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 inter-related dimensions of music	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 dimension of music • listen with attention to detail and

Skills Progression

LISTENING AND EVALUATING							
Skill	EYFS	Year 1	Years 2	Year 3/4		Year 5/6	
Listening and responding to music	Listening appropriately to someone leading a short musical phrase, song or rhyme.	Listening with concentration to short pieces of music or excerpts from longer pieces of music.		Explaining their preferences for a piece of music using musical vocabulary.		Understanding the impact music has on them and starting to articulate the reasons for this effect using musical vocabulary.	
	Exploring spontaneous movement with different parts of their body in response to music.	Engaging with and responding to longer pieces of music.					
		Coordinating the speed of their movements to match the speed of the music (not the beat).	Confidently moving in time with the beat of the music when modelled.				
		Expressing different spontaneous emotional reactions to music, (smiling, movement, body language).	Beginning to move in time with the beat of the music.				
Using artwork or creative play as a way of expressing feelings and responses to music.	Beginning to articulate how a piece of music affects them (e.g it makes them feel sleepy, it makes them want to dance, it makes them happy).	Beginning to explain why the music has a certain effect on them, which could be related to the music or a personal experience.					
Analysing	Identifying and imitating sounds from a variety of	Identifying some common instruments when listening to music.		Discussing the stylistic features of different genres, styles and	Identifying gradual dynamic and tempo changes within a piece of	Recognising and confidently discussing the stylistic features of	Discussing musical eras in context, identifying how they

	music. Considering whether background music and sound effects can enhance storytelling.	Relating sounds in music to real-world experiences. (e.g. it sounds like squelching mud). Recognising simple patterns and repetition in rhythm. (e.g. where a pattern of beats is repeated). Recognising simple patterns and repetition in pitch (e.g. do re mi). Talking about the tempo of music using the vocabulary of fast and slow. Talking about the dynamics of the music, using the vocabulary of loud, quiet and silent. Talking about the pitch of music, using the vocabulary of high and low.	traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz). Understanding that music from different parts of the world has different features. Understanding that music from different parts of the world has different features. Recognising and explaining the changes within a piece of music using musical vocabulary. Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. Beginning to show an awareness of metre.	music. Identifying common features between different genres, styles and traditions of music. Recognising, naming and explaining the effect of the interrelated dimensions of music. Identifying scaled dynamics (crescendo/decrecendo) within a piece of music. Using musical vocabulary to discuss the purpose of a piece of music. Recognising the use and development of motifs in music. Identifying scaled dynamics (crescendo/decrecendo) within a piece of music.	different genres, styles and traditions of music using musical vocabulary. (South African, West African, Musical, Theatre, Blues, Dance Remix.). Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.	have influenced each other, and discussing the impact of different composers on the development of musical styles. Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts (Pop art, Film music). Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. Identifying the way that features of a song can complement one another to create a coherent overall effect.						
Evaluating	Showing preferences for certain music or sounds.	Stating what they enjoyed about their peers’ performances. Giving positive feedback relating to the tempo of practices and performances using the vocabulary of fast and slow. Giving positive feedback related to the dynamics of practices and performances, using the vocabulary of loud, quiet and silent.	Beginning to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others works.	Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others work.	Comparing, discussing and evaluating music using detailed musical vocabulary. Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others’ work.	Use musical vocabulary correctly when describing and evaluating the features of a piece of music. Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.						
Cultural and historical awareness of music	Listening to music from a wide variety of cultures and historical periods.	Appreciating music from a wide variety of cultures and historical periods. To know that sections of music can be described as fast or slow and the meaning of these terms. To know that sections of music can be described as loud, quiet or silent and the meaning of these terms. To know that sounds within music can be described as high or low sounds and the meaning of these terms.	Understanding that music from different times has different features.	Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.	Confidently discussing the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time.	Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.						
Creating Sound	Singing short, rhythmic rhymes and songs.	Singing simple songs, chants and rhymes from memory. Practising singing songs with a wider pitch range (e.g. pentatonic melodies) which is gradually getting higher or lower. <table><tr><td>Competently singing songs with a very small pitch range (two notes that are different but close together).</td><td>Competently singing songs or short phrases with a small pitch range (up to five notes that are different but close together).</td></tr></table>	Competently singing songs with a very small pitch range (two notes that are different but close together).	Competently singing songs or short phrases with a small pitch range (up to five notes that are different but close together).								
Competently singing songs with a very small pitch range (two notes that are different but close together).	Competently singing songs or short phrases with a small pitch range (up to five notes that are different but close together).											
Singing Technique	Using both speaking and singing voices. Unconsciously beginning to sing to the pulse of a song. Exploring vowel sounds through call and response activities.	Breathing at appropriate times when singing. <table><tr><td>Exploring changing their singing voice in different ways.</td><td>Adapting their singing voice to be loud or soft at the direction of a leader.</td></tr><tr><td>Singing a range of call and response chants, attempting to match the pitch and tempo they hear.</td><td>Singing a range of call and response songs, matching the pitch and tempo they hear with accuracy.</td></tr><tr><td></td><td>Singing part of a given song in their head (using their ‘thinking voice’).</td></tr></table>	Exploring changing their singing voice in different ways.	Adapting their singing voice to be loud or soft at the direction of a leader.	Singing a range of call and response chants, attempting to match the pitch and tempo they hear.	Singing a range of call and response songs, matching the pitch and tempo they hear with accuracy.		Singing part of a given song in their head (using their ‘thinking voice’).	N/A	N/A	N/A	N/A
Exploring changing their singing voice in different ways.	Adapting their singing voice to be loud or soft at the direction of a leader.											
Singing a range of call and response chants, attempting to match the pitch and tempo they hear.	Singing a range of call and response songs, matching the pitch and tempo they hear with accuracy.											
	Singing part of a given song in their head (using their ‘thinking voice’).											

Instruments	Exploring different ways of making sound with everyday objects and instruments.	Developing an awareness of how sound is affected by the way an instrument is held.		N/A	N/A	N/A	N/A
	Exploring different ways of holding a range of instruments.	Developing an awareness of how dynamics are affected by the force with which an instrument is played.					
	Starting to show a preference for a dominant hand when playing instruments.	Learning to use instruments to follow the beat by first observing and then mimicking the teacher’s modelling.					
	Using instruments expressively to music.	Using instruments imaginatively to create soundscapes which convey a sense of place.					
	Using instruments to begin to follow a beat, with guidance.	Using bilateral and hand-eye co-ordination to play/hold instruments using both hands.					
	Starting to understand how to produce different sounds on pitched instruments.						
Posture	Finding a comfortable static position when playing instruments or singing.	Maintaining a comfortable position when sitting or standing to sing and play instruments.		N/A	N/A	N/A	N/A
Notation <i>Notation is now its own strand in our curriculum and the KS1 content introduces musical notation more gradually ahead of what is taught is KS2</i>	N/A	Reading different types of notation by moving eyes from left to right as sound occurs. To know that notation is read from left to right.		To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play.	To know that ‘performance directions’ are words added to music notation to tell the performers how to play.	To know that simple pictures can be used to represent the structure (organisation) of music. To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.	To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'. To know that chord progressions are represented in music by Roman numerals.
Representing Pitch	Developing an awareness of high and low through pictorial representations of sound.	To know that in all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds.		Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. Performing from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology.	Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions.	Using staff notation to record rhythms and melodies.	Recording own composition using appropriate forms of notation and/or technology and incorporating the inter-related dimensions of music. Performing with accuracy and fluency from graphic and staff notation and from their own notation.
		Recognising pitch patterns using dots.	Using a simplified version of a stave (only three lines) to notate known musical phrases (of two pitches).				
Representing Rhythm	Developing an awareness of how simple marks or objects can show single beats and single beat rests.	Using pictorial representations to stay in time with the pulse when singing or playing. Confidently reading simple rhythmic patterns comprising of one beat sounds (crotchets) and one beat rests (crotchet rests). Beginning to read simple rhythmic patterns which include two half beats (quavers). To know that pictorial representations of rhythm show sounds and rests.					
Stimulus and Purpose	Exploring and imitating sounds from their environment and in response to events in stories.	Creating sound responses to a variety of physical stimuli such as, nature, artwork and stories.		Composing a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing).	Composing a coherent piece of music in a given style with voices, bodies and instruments.	Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama).	Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments.
Improvising	Exploring and imitating sounds.	Improvising simple question and answer phrases, using untuned percussion or voices.		Beginning to improvise musically within a given style using their voice.	Beginning to improvise musically within a given style using an instrument.	Improvising coherently within a given style.	Improvising coherently and creatively within a given style, incorporating given features.
Creating and Selecting Sounds	Experimenting with creating sound in different ways using instruments, body percussion and voices. Selecting classroom objects to use as instruments. Selecting sounds that make them feel a certain way or remind them of something.	Experimenting with creating different sounds using a single instrument. Experimenting with creating loud, soft, high and low sounds. Selecting objects and/or instruments to create sounds to represent a given idea or character.	Experimenting with adapting rhythmic patterns by changing either the dynamics, tempo or instrument. Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.	Suggesting and implementing improvements to their own work, using musical vocabulary.	Developing melodies using rhythmic variation, transposition, inversion, and looping.	Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. Suggesting and demonstrating improvements to own and others’ work.	Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. Constructively critique their own and others’ work, using musical vocabulary.
Sequencing	Playing sounds at the relevant point in a storytelling.	Playing and combining sounds under the direction of a leader	Working collaboratively to combine different sounds by either turn-	Combining melodies and rhythms to compose a multi layered	Creating a piece of music with at least four different layers and a	Combining rhythmic patterns (ostinato) into a multi-layered	Composing an original song, incorporating lyric

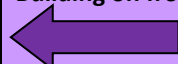
		(the teacher).	taking or by playing sounds at the same time.	composition in a given style (pentatonic).	clear structure.	composition using all the inter-related dimensions of music to add musical interest.	writing, melody writing and the composition of accompanying features, within a given structure.
Understanding and Evaluating Performance	Beginning to say what they liked about others' performances.	Offering positive feedback on others' performances.		Offering constructive feedback on others' performances.		Using musical vocabulary to offer constructive and precise feedback on others' performances.	
Awareness of Music	N/A	Starting to maintain a steady beat throughout short singing performances.		Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.	Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique. Playing syncopated rhythms with accuracy, control and fluency.	Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. Playing a simple chord progression with accuracy and fluency.	Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. Performing by following a conductor's cues and directions.
Awareness of Self	Facing the audience when performing. Spontaneously expressing feelings around performing.	Keeping head raised when singing. Keeping instruments still until their part in the performance.	Standing or sitting appropriately when performing or waiting to perform. Beginning to acknowledge their own feelings around performance.	Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.	Singing and playing in time with peers with accuracy and awareness of their part in the group performance.	Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.	Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group. Performing a solo or taking a leadership role within a performance.
Awareness of Others	Performing actively as part of a group. Demonstrating being a good audience member, by looking, listening and maintaining attention.	Performing actively as part of a group; keeping in time with the beat. Showing awareness of leader particularly when starting or ending a piece.	Performing actively as a group, clearly keeping in time with the beat. Following a leader to start and end a piece appropriately.				

KS1

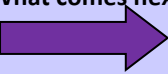
FIRST YEAR

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
National Curriculum		• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression¹ • Improvise and compose music for a range of purposes using the inter-related dimensions of music² • Listen with attention to details and recall sounds with increasing aural memory³ • Use and understand staff and other musical notations⁴ • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians⁵ • Develop an understanding of the history of music⁶					
Stimulus		My Favourite Things	Musical Me	Snail and Mouse	Musical Storytelling	Seaside	On This Island
Music Strands		Performing ^{1/2} Creating Sound ^{1/2} Listening and Evaluating ³ Improvising and Composing ⁴ Creating Sound ⁴	Performing ² Creating Sound ² Listening and Evaluating ³ Improvising and Composing ⁴ Creating Sound ⁴	Performing ^{1/2} Creating Sound ^{1/2} Listening and Evaluating ³ Improvising and Composing ⁴ Creating Sound ⁴			Performing ¹ Creating Sound ¹ Listening and Evaluating ² Improvising and Composing ³ Creating Sound ³
Key skills children will have learnt under each sub-heading by the end of each unit							
KS1	Listening and Evaluating	Listening with concentration to short pieces of music or excerpts from longer pieces of music. Recognising simple patterns and repetition in rhythm (e.g. where a pattern of beats is repeated). Recognising and naming chosen instruments. Engaging with and responding to longer pieces of music. Recognising simple patterns and repetition in pitch (e.g. do-re-me). Giving positive feedback relating to tempo of practices and performances using the vocabulary of fast and slow. Beginning to move in time with the beat of the music.	Recognising simple patterns and repetition in pitch (e.g. do-re-mi). Talking about the pitch of music, using the vocabulary high and low. Stating what they enjoyed about their peers’ performances. To know that sounds within music can be described as high or low sounds and the meaning of those terms.	Listening with concentration to short pieces of music or excerpts from longer pieces of music. Engaging with and responding to longer pieces of music. Coordinating the speed of their movements to match the speed of the music (not the beat). Beginning to move in time with the beat of the music. Beginning to articulate how a piece of music affects them (e.g. it makes them feel sleepy, it makes them want to dance, it makes them feel happy). Talking about the tempo of music using the vocabulary of fast and slow. Giving positive feedback relating to tempo of practices and performances using the vocabulary of fast and slow. To know that sections of music can be described as fast or slow and the meaning of these terms.	Listening with concentration to short pieces of music or excerpts from longer pieces of music. Engaging with and responding to longer pieces of music. Confidently moving in time with the beat of the music when modelled. Beginning to explain why the music has a certain effect on them, which could be related to the music or a personal experience. Identifying some common instruments when listening to music. Relating sounds in music to real-world experiences (e.g. it sounds like squelching mud). Talking about the tempo of music using the vocabulary of fast and slow. Talking about the dynamics of the music, using the vocabulary of loud, quiet and silent. Talking about the pitch of music, using the vocabulary of high and low. Stating what they enjoyed about their peers’ performance. To recognise and name some instruments. To know that sections of music can be described as fast or slow and the meaning of these terms. To know that sections of music can be described as loud, quiet or silent and the meaning of these terms. To know that sounds within music can be described as high or low sounds and the meaning of these terms.	Listening with concentration to short pieces of music or excerpts from longer pieces of music. Engaging with and responding to longer pieces of music. Coordinating the speed of their movements to match the speed of the music (not the beat). Beginning to articulate how a piece of music affects them (e.g. it makes them feel sleepy, it makes them want to dance, it makes them feel happy). Identifying some common instruments when listening to music. Relating sounds in music to real-world experiences (e.g. it sounds like squelching mud). Talking about the tempo of music using the vocabulary of fast and slow. Talking about the dynamics of music using the vocabulary of fast and slow. Talking about the dynamics of the music, using the vocabulary of loud, quiet and silent. Talking about the pitch of music, using the vocabulary of high and low. Stating what they enjoyed about their peers’ performance. Appreciating music from a wide variety of cultures and historical periods. To know that sections of music can be described as fast or slow and the meaning of these terms. To know that sections of music can be described as loud, quiet or silent and the meaning of these terms. To know that sounds within music can be described as high or low sounds and the meaning of these terms.	Listening with concentration to short pieces of music or excerpts from longer pieces of music. Engaging with and responding to longer pieces of music. Confidently moving in time with the beat of the music when modelled. Beginning to explain why the music has a certain effect on them, which could be related to the music or a personal experience. Identifying some common instruments when listening to music. Talking about the tempo of music using the vocabulary of fast and slow. Talking about the dynamics of the music, using the vocabulary of loud, quiet and silent. Stating what they enjoyed about their peers’ performance. Appreciating music from a wide variety of cultures and historical periods. To know that sections of music can be described as fast or slow and the meaning of these terms. To know that sections of music can be described as loud, quiet or silent and the meaning of these terms. To know that sounds within music can be described as high or low sounds and the meaning of these terms.
	Creating Sounds	Singing simple songs, chants and rhymes from memory. Practising singing songs with a wider pitch range (e.g. pentatonic melodies) which is gradually getting higher or lower. Learning to use instruments to follow the beat, by first observing and then mimicking the teacher’s modelling Competently singing songs with a very small pitch range (two notes that are different but close together). Exploring changing their singing voice in different ways. Maintaining a comfortable position when sitting or standing to sing and play	Singing simple songs, chants and rhymes from memory. Breathing at appropriate times when singing. Learning to use instruments to follow the beat, by first observing and then mimicking the teacher’s modelling. Competently singing songs or short phrases with a small pitch range (up to five notes that are different but close together). Singing part of a given song in their head (using their ‘thinking voice’). Starting to understand how to	Singing simple songs, chants and rhymes from memory. Competently singing songs or short phrases with a small pitch range (up to five notes that are different but close together). Breathing at appropriate times when singing. Exploring changing their singing voice in different ways. Singing a range of call and response songs, attempting to match the pitch and tempo they hear. Developing an awareness of how sound is affected by the	Developing an awareness of how dynamics are affected by the force with which an instrument is played. Using instruments imaginatively to create soundscapes which convey a sense of place. Using bilateral and hand-eye coordination to play/hold instruments using both hands. Starting to understand how to produce different sounds on pitched instruments. Maintaining a comfortable position when sitting or standing to sing and play instruments.	Developing an awareness of how sound is affected by the way an instrument is held. Using instruments imaginatively to create soundscapes which convey a sense of place. Using bilateral and hand-eye coordination to play/hold instruments using both hands. Maintaining a comfortable position when sitting or standing to sing and play instruments.	Singing simple songs, chants and rhymes from memory. Practising singing songs with a wider pitch range (e.g. pentatonic melodies) which is gradually getting higher or lower. Breathing at appropriate times when singing. Singing part of a given song in their head (using their ‘thinking voice’). Using instruments imaginatively to create soundscapes which convey a sense of place. Maintaining a comfortable

		instruments. Breathing at appropriate times when singing.	produce different sounds on pitched instruments. Practising singing songs with a wider pitch range (e.g. pentatonic melodies) which is gradually getting higher or lower. Developing an awareness of how sound is affected by the way an instrument is held. Maintaining a comfortable position when sitting or standing to sing and play instruments.	way an instrument is held. Learning to use instruments to follow the beat by first observing and then mimicking the teacher’s modelling. Using bilateral and hand-eye coordination to play/hold instruments using both hands.			position when sitting or standing to sing and play instruments.
	Notation	Reading different types of notation by moving eyes from left to right as sound occurs. Confidently reading simple rhythmic patterns comprising of one beat sounds and one beat rests. Using pictorial representations to stay in time with the pulse when singing or playing.	Reading different types of notation by moving eyes from left to right as sound occurs. Using a simplified version of a stave (three lines) to notate known musical phrases (of two pitches).	Reading different types of notation by moving eyes from left to right as sound occurs. Using pictorial representations to stay in time with the pulse when singing or playing. To know that notation is read from left to right. To know that pictorial representations of rhythm show sounds and rests	N/A	Reading different types of notation by moving eyes from left to right as sound occurs. To know that notation is read from left to right.	Reading different types of notation by moving eyes from left to right as sound occurs. To know that notation is read from left to right.
	Improvising and Composing	Improvising simple question and answer phrases, using untuned percussion or voices.	N/A	Creating sound responses to a variety of physical stimuli such as, nature, artwork and stories. Experimenting with adapting rhythmic patterns by changing either the dynamics, tempo or instrument. Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time.	Creating sound responses to a variety of physical stimuli such as, nature, artwork and stories. Experimenting with creating different sounds using a single instrument. Experimenting with crating loud, soft, high and low sounds. Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.	Creating sound responses to a variety of physical stimuli such as, nature, artwork and stories. Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time.	
	Performing	Starting to maintain a steady beat throughout short performances. Performing actively as part of a group; keeping in time with the beat. Keeping instruments still until their part in the performance. Showing awareness of the leader, particularly when starting or ending a piece.	Offering positive feedback on others’ performances. Standing or sitting appropriately when performing or waiting to perform. Beginning to acknowledge their own feelings around performance.	Offering positive feedback on others’ performances. Starting to maintain a steady beat throughout short singing performances. Keeping heads raised when singing. Keeping instruments still until their part in the performance. Performing actively as part of a group; keeping in time with the beat. Showing awareness of leader particularly when starting or ending a piece.	N/A	Offering positive feedback on others’ performances. Showing awareness of leader particularly when starting or ending a piece.	Offering positive feedback on others’ performances. Standing or sitting appropriately when performing or waiting to perform. Beginning to acknowledge their own feelings around performance. Following a leader to start and end a piece appropriately.
	Whole unit outcomes Pupils who are secure will be able to:	✓ Clap the rhythm of their name in time to the pulse ✓ Sway or tap in time to the pulse ✓ Sing a rhythm in time with the pulse ✓ Copy rhythms based on word patterns using an instrument ✓ Keep the pulse while playing a rhythm on an instrument ✓ Follow instructions during a performance	✓ Move their eyes from left to right to read pitch patterns ✓ Sing high and low notes including the notes in between ✓ Play a pattern of high and low notes on an instrument ✓ Read notation from left to right ✓ Draw high and low sounds using dots at the top and bottom of a page, respectively ✓ Recognise when notes stay the same ✓ Recognise missing notes on a stave	✓ Demonstrate slow and fast with their bodies and voices ✓ Demonstrate slow and fast beats while saying a rhyme and using an instrument ✓ Perform a song using a singing voice ✓ Perform with an instrument ✓ Observe others and move, speak, sing and play appropriately ✓ Sing in time from memory, with some accuracy ✓ Keep a steady pulse ✓ Move, speak, sing and play demonstrating slow and fast beats	✓ Identify sections of the music where the tempo changes ✓ Correctly describe sections of music as fast or slow ✓ Point out moments in the music where the dynamics change ✓ Accurately describe dynamic changes as soft or loud ✓ Give specific examples of how the music corresponds to actions in the story ✓ Provide clear and specific examples of how music supports the story ✓ Justify tempo and dynamic choices made to represent a character, event or feeling ✓ Suggest appropriate musical dynamics and tempo changes for different scenes of the story ✓ Work as part of a group to rehearse a performance ✓ Perform confidently using appropriate instrumental sounds ✓ Play their part at appropriate tempo and dynamics	✓ Use appropriate, justified movements to represent dynamics ✓ Identify sounds within the music and describe them using adjectives. ✓ Recreate sounds using voice or body and extend ideas by adding dynamics ✓ Create appropriate, original sounds with their voice and body ✓ Use instruments to create loud and soft sounds ✓ Justify instrument and sound choices ✓ Follow instructions during a performance ✓ Create and play a musical score that showcases understanding by using dynamic symbols	✓ Breathe after each phrase in a song when singing ✓ Sing a song from memory ✓ Use different pitches while singing (high and low notes). ✓ Sing lyrics accurately ✓ Perform actions that match lyrics ✓ Collaborate and communicate within a group ✓ Use sounds creatively to represent a chosen environment ✓ Perform a composition ✓ Apply pitch and dynamics to enhance a composition ✓ Read notation from left to right
Key knowledge from this unit		➤ To know that pulse is the regular heartbeat within music ➤ To know that notation is	➤ To know that notation is read from left to right ➤ To know sounds within music can be described s	➤ To understand that the pulse of the music can change ➤ To know that sections of	➤ To know that sections of music can be describe as loud, quiet or silent and the meaning of these	➤ To know that dynamics can change how someone listening feels about music	➤ To know that sections of music can be described as fast or slow and the meaning

	➤ read from left to right - To recognise and name some instruments	➤ high or low sounds and the meaning of these terms - To know in all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds	➤ music can be described as fast or slow and the meaning of these terms - To know that my voice, body and instruments can show fast and slow beats	➤ terms - To know that sections of music can be described as fast or slow and the meaning of these terms ➤ To know sounds within music can be described s high or low sounds and the meaning of these terms	➤ To know that sections of music can be describe as loud, quiet or silent and the meaning of these terms ➤ To understand that music can be represented by pictures or symbols	➤ of these terms - To know that sections of music can be describe as loud, quiet or silent and the meaning of these terms ➤ To know sounds within music can be described s high or low sounds and the meaning of these terms
Vocabulary	Pulse Singing voice Speaking voice Thinking voice	Dot High Low Musical sentence Notation Phrase Pitch Pitch pattern Stave	Beat Fast Singing voice Slow Speaking voice Warm up	Dynamics Encore Instrumental sound Sound effect Tempo	Dynamics Instrument Seaside Soundscape Symbol Volume	Composer Composition Dynamics Inspiration Pitch Tempo Phrase
Cross Curricular Links	❖ English ❖ PE	❖ English	❖ PE ❖ English	❖ English	❖ English ❖ PE ❖ Geography	❖ Geography
Building on from 	How can I make different types of sounds? What is a traditional song? How can I use my body to keep a steady beat? How can I play different instruments? How can I begin to use symbols to create a tune? Can I sing and remember nursery rhymes?					

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
National Curriculum		• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression¹ • Improvise and compose music for a range of purposes using the inter-related dimensions of music² • Listen with attention to details and recall sounds with increasing aural memory³ • Use and understand staff and other musical notations⁴ • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians⁵ • Develop an understanding of the history of music⁶						
Stimulus		Space	Superheroes	Animals	Under the Sea	Fairy Tales	Myths & Legends	
Musical Strands		Performing ^{1/2} Creating Sound ^{1/2} Listening and Evaluating ³ Improvising and Composing ⁴ Creating Sound ⁴			Performing ² Creating Sound ² Listening and Evaluating ³ Improvising and Composing ⁴ Creating Sound ⁴	Performing ^{1/2} Creating Sound ^{1/2} Listening and Evaluating ³ Improvising and Composing ⁴ Creating Sound ⁴		
Key skills children will have learnt under each sub-heading by the end of each unit								
KS1	Listening and Evaluating	Listening with concentration to short pieces of music or excerpts from longer pieces of music. Engaging with and responding to longer pieces of music. Beginning to explain why the music has a certain effect on them, which could be related to the music or a personal experience. Identifying some common instruments when listening to music. Relating sounds in music to real-world experiences (e.g. it sounds like squelching mud). Recognising simple patterns and repetition in rhythm (e.g. where a pattern of beats is repeated). Talking about the tempo of music using the vocabulary fast and slow. Talking about the dynamics of the music, using the vocabulary of loud, quiet and silent. Stating what they enjoyed about their peers’ performance. Giving positive feedback elated to the dynamics of practices and performances, using the vocabulary of loud, quiet and silent. Appreciating music from a wide variety of cultures and historical periods. To know that sections of music can be described as fast or slow and the meaning of these terms. To know that sections of music can be described as loud, quiet or silent and the meaning of these terms.	Listening with concentration to short pieces of music or excerpts from longer pieces of music. Engaging with and responding to longer pieces of music. Coordinating the speed of their movements to match the speed of the music (not the beat). Beginning to articulate how a piece of music affects them (e.g. makes them feel sleepy, it makes them want to dance, it makes them happy). Recognising simple patterns and repetition in pitch (e.g. do re mi). Talking about the tempo of music using the vocabulary fast and slow. Talking about the pitch of music using the vocabulary of high and low. Stating what they enjoyed about their peers’ performance. To know that sounds within music can be described as high or low sounds and the meaning of these terms.	Listening with concentration to short pieces of music or excerpts from longer pieces of music. Engaging with and responding to longer pieces of music. Beginning to explain why the music has a certain effect on them, which could be related to the music or a personal experience. Recognising simple patterns and repetition in rhythm (e.g. where a pattern of beats is repeated). Stating what they enjoyed about their peers’ performance. Giving positive feedback elated to the dynamics of practices and performances, using the vocabulary of loud, quiet and silent. To recognise and name some musical instruments.	Listening with concentration to short pieces of music or excerpts from longer pieces of music. Engaging with and responding to longer pieces of music. Coordinating the speed of their movements to match the speed of the music (not the beat). Beginning to move in time with the beat of the music. Beginning to articulate how a piece of music affects them (e.g. makes them feel sleepy, it makes them want to dance, it makes them happy). Identifying some common instruments when listening to music. Relating sounds in music to real-world experiences (e.g. it sounds like squelching mud). Talking about the tempo of music using the vocabulary fast and slow. Talking about the dynamics of the music, using the vocabulary of loud, quiet and silent. Talking about the pitch of music using the vocabulary of high and low. Stating what they enjoyed about their peers’ performance. To recognise and name some musical instruments.	Listening with concentration to short pieces of music or excerpts from longer pieces of music. Engaging with and responding to longer pieces of music. Beginning to articulate how a piece of music affects them (e.g. makes them feel sleepy, it makes them want to dance, it makes them happy). Identifying some common instruments when listening to music. Relating sounds in music to real-world experiences (e.g. it sounds like squelching mud). Recognising simple patterns and repetition in rhythm (e.g. where a pattern of beats is repeated). Talking about the dynamics of the music, using the vocabulary of loud, quiet and silent. Stating what they enjoyed about their peers’ performance. Talking about the dynamics of the music, using the vocabulary of loud, quiet and silent.	Listening with concentration to short pieces of music or excerpts from longer pieces of music. Engaging with and responding to longer pieces of music. Confidently moving in time with the beat when modelled. Beginning to keep movements to the beat of different speeds of music. Beginning to explain why the music has a certain effect on them, which could be related to the music or a personal experience. Identifying some common instruments when listening to music. Stating what they enjoyed about their peers’ performance.	
		Creating Sounds	Using instruments imaginatively to create soundscapes which convey a sense of place. Using bi-lateral and hand-eye co-ordination to play/hold instruments using both hands. Starting to understand how to produce different sounds on pitched instruments. Maintaining a comfortable position when sitting or standing to sing and play instruments.	Using instruments imaginatively to create soundscapes which convey a sense of place. Starting to understand how to produce different sounds on pitched instruments. Maintaining a comfortable position when sitting or standing to sing and play instruments.	Breathing at appropriate times when singing. Singing a range of call and response chants, matching the dynamic and tempo they hear with accuracy. Singing part of a given song in their head (using their ‘thinking voice’). Developing an awareness of how dynamics are affected by the force with which an instrument is played. Learning to use instruments to follow the beat by first observing and then mimicking the teacher’s modelling.	Developing an awareness of how dynamics are affected by the force with which an instrument is played. Using instruments imaginatively to create soundscapes which convey a sense of place. Starting to understand how to produce different sounds on pitched instruments. Maintaining a comfortable position when sitting or standing to sing and play instruments.	Developing an awareness of how dynamics are affected by the force with which an instrument is played. Using instruments imaginatively to create soundscapes which convey a sense of place. Using bi-lateral and hand-eye co-ordination to play/hold instruments using both hands. Starting to understand how to produce different sounds on pitched instruments. Maintaining a comfortable position when sitting or standing to sing and play instruments.	Using instruments imaginatively to create soundscapes which convey a sense of place. Using bi-lateral and hand-eye co-ordination to play/hold instruments using both hands. Starting to understand how to produce different sounds on pitched instruments. Maintaining a comfortable position when sitting or standing to sing and play instruments.
		Notation	Reading different types of notation by moving eyes from left to right as sound occurs. Confidently reading simple rhythmic patterns comprising of one beat sounds (crotchets) and beat rests (crotchet rests).	Reading different types of notation by moving eyes from left to right as sound occurs. Recognising pitch patterns using dots. To know that in all pictorial representations of music,	N/A	Reading different types of notation by moving eyes from left to right as sound occurs. To know that notation is read from left to right.	To know that notation is read from left to right.	Reading different types of notation by moving eyes from left to right as sound occurs. Using pictorial representations to stay in time with the pulse when singing or playing.

		To know that in all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds.	representations further up the page are higher sounds and those further down are lower sounds.				Confidently reading simple rhythmic patterns comprising of one beat sounds (crotchets) and beat rests (crotchet rests). Beginning to read simple rhythmic patterns which include two half beats. To know that pictorial representations of rhythm show sounds and rests.
	Improvising and Composing	Creating sound responses to a variety of physical stimuli such as nature, artwork and stories. Improving simple questions and answer phrases, using untuned percussion or voices. Experimenting with adapting rhythmic patterns by changing either the dynamics, tempo or instrument. Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time.	Creating sound responses to a variety of physical stimuli such as nature, artwork and stories. Experimenting with creating different sounds using a single instrument. Experimenting with creating loud, soft, high and low sounds. Selecting objects and instruments to create sounds to represent a given idea of character. Playing and combining sounds under the direction of a leader (the teacher).	Creating sound responses to a variety of physical stimuli such as nature, artwork and stories. Improving simple questions and answer phrases, using untuned percussion or voices. Experimenting with adapting rhythmic patterns by changing either the dynamics, tempo or instrument. Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time.	Creating sound responses to a variety of physical stimuli such as nature, artwork and stories. Experimenting with creating different sounds using a single instrument. Experimenting with creating loud, soft, high and low sounds. Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. Playing and combining sounds under the direction of a leader (the teacher).	Creating sound responses to a variety of physical stimuli such as nature, artwork and stories. Selecting objects and instruments to create sounds to represent a given idea of character. Playing and combining sounds under the direction of a leader (the teacher).	Creating sound responses to a variety of physical stimuli such as nature, artwork and stories. Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time.
	Performing	Offering positive feedback on others’ performances. Beginning to acknowledge their own feelings around performance.	Offering positive feedback on others’ performances. Keeping instruments still until their part in the performance. Showing awareness of leader particularly when starting or ending a piece.	Offering positive feedback on others’ performances. Starting to maintain a steady beat throughout short singing performances. Standing or sitting appropriately when performing or waiting to perform. Performing actively as a group, clearly keeping in time with the beat.	Offering positive feedback on others’ performances. Keeping instruments still until their part in the performance. Showing awareness of leader particularly when starting or ending a piece.	Offering positive feedback on others’ performances. Keeping instruments still until their part in the performance.	Offering positive feedback on others’ performances. Starting to maintain a steady beat throughout short singing performances. Standing or sitting appropriately when performing or waiting to perform. Following a leader to start and end a piece appropriately.
	Whole unit outcomes Pupils who are secure will be able to:	✓ Use their voice to create a variety of sounds ✓ Use dynamics to create an atmosphere ✓ Collaborate with peers to contribute to a group soundscape ✓ Correctly identify changes in dynamics ✓ Show changes in dynamics using bodies and vocals ✓ Compare two pieces of music using musical vocabulary to describe the changes in dynamics ✓ Interpret music in a visual form ✓ Identify and discuss patterns in different pieces of music ✓ Successfully create and play patterns, notating them ✓ Create and play a simple pitch pattern accurately	✓ Identify high and low notes ✓ Perform high and low notes ✓ Create and perform a two-note and three-note pattern ✓ Identify and perform changes in tempo ✓ Contribute musical ideas and cooperate within a group ✓ Prepare and perform a musical piece ✓ Demonstrate a musical understanding of tempo and pitch ✓ Offer feedback to groups on their performance ✓ Follow instructions during a performance	✓ Use dynamics when creating sound ✓ Play in time with a group ✓ Experiment with different sounds on the same instrument ✓ Clap the animal sound patterns most accurately ✓ Lap the sound patterns in time with the pulse of the backing track ✓ Demonstrate both a call and response ✓ Copy a sound pattern using an instrument ✓ Playing either a call and/or response role in time with another pupil ✓ Perform a composition	✓ Move to reflect a character ✓ Create sounds to reflect a character ✓ Move at a speed that reflects the tempo of the audio ✓ Respond to dynamic changes without prompting ✓ Demonstrate a sound pattern correctly to a pulse ✓ Sing and play high and low sounds ✓ Read symbols representing high and low sounds correctly ✓ Demonstrate an awareness of pitch, rhythm and dynamics with a performance and recognise the symbols representing these	✓ Chant in time with others ✓ Make changes to the dynamics (volume) of their voice to represent a character ✓ Respond to hand signals when playing an instrument ✓ Choose a suitable sound to represent a point in the story ✓ Read simple rhythmic patterns comprising one beat sounds and one beat rests ✓ Clap or play a rhythmic pattern along with spoken words ✓ Play given sound patterns in time with the pulse ✓ Follow instructions during a performance ✓ Join in with repeated phrases using a character voice	✓ Recognise, play and write rhythms with one beats and paired half beats ✓ Show a rest beat using a silent movement ✓ Read and follow a structure from left to right ✓ Add rhythms to a structure to create a beginning, middle and end ✓ Work well as part of a group, listening to others and respecting their ideas ✓ Maintain a steady beat ✓ Use a thinking voice to play rhythms on an instrument
Key knowledge from this unit		➤ To know that sections of music can be described as fast or slow and the meaning of these terms ➤ To know that sections of music can be described as loud, quiet or silent and the meaning of these terms ➤ To know in all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds	➤ To know that sounds within music can be described as high or low sounds and the meaning of these terms ➤ To understand that music can be represented by pictures of symbols	➤ To know that dynamics can change the effect a sound has on the audience ➤ To recognise and name some musical instruments	➤ To know that sounds within music can be described as high or low sounds and the meaning of these terms ➤ To recognise and name some musical instruments ➤ To know that notation is red from left to right	➤ To know that an instrument or rhythm pattern can represent a character in a story ➤ To know that the voice can whisper and shout to help tell a story ➤ To know that sections of music can be described as loud, quiet or silent and the meaning of these terms	➤ To know that pictorial representations of rhythm show sounds and rests
Vocabulary		Composer Dynamics Pitch pattern Planet Representation Soundscape tempo	High Low Pattern Performance Pitch Tempo	Call and response Dynamics Sound pattern	Dynamics Pitch Rest Sound pattern tempo	Character Voice Sound pattern	One-beat notes Composition Paired half-beat notes Legend Myth Notation Pulse Rest Rhythm Structure Tempo Thinking voice
Cross Curricular Links		❖ English	❖ English	❖ English ❖ PE	❖ PE	❖ English	❖ English ❖ British values
What comes next? 		Can I sing with control? How can a musical phrase be described? How can I combine sounds to create an effect? Can I use nonstandard symbols to create a tune and recognise basic notation/ How can I use musical vocabulary to describe my feelings about a piece of music?					

LKS2

FIRST YEAR

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
National Curriculum		- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression¹ - Improvise and compose music for a range of purposes using the inter-related dimensions of music² - Listen with attention to details and recall sounds with increasing aural memory³ - Use and understand staff and other musical notations⁴ - Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians⁵ - Develop an understanding of the history of music⁶					
Stimulus		The Romans	The Vikings	South Africa	Rainforests	Rock and Roll	Hanami Festival
Musical Strands		Performing ^{1/4} Creating Sound ^{1/2} Listening and Evaluating ^{3/5} Improvising and Composing ^{2/4} Notation ⁴				Performing ^{1/4} Creating Sound ^{1/2} Listening and Evaluating ^{3/5/6} Improvising and Composing ^{2/4} Notation ⁴	Performing ¹ Creating Sound ^{1/2} Listening and Evaluating ^{3/5} Improvising and Composing ²
Key skills the children will have learnt under each sub-heading by the end of each unit							
LKS2	Listening and Evaluating	Recognising the use and development of motifs in music Identifying gradual dynamic and tempo changes within a piece of music Identifying common features between different genres, styles and traditions of music Recognising, naming and explaining the effect of the interrelated dimensions of music Identifying scaled dynamics (crescendo/decrescendo) within a piece of music Using musical vocabulary to discuss the purpose of a piece of music Using musical vocabulary when discussing improvements to their own and others’ work	Understanding that music from different parts of the world, and different times, has different features Recognising and explaining the changes within a piece of music using musical vocabulary Beginning to show an awareness of metre Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own work and others’ work	Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary Understanding that music from different parts of the world, and different times, have different features Recognising and explaining the changes within a piece of music using musical vocabulary Describing the timbre, dynamic and textural details of a piece of music, both verbally and through movement Beginning to show an awareness of metre Beginning to use musical vocabulary when discussing improvements to their own and others’ work Explaining their preference for a piece of music using musical vocabulary Recognising the use and development of motifs in music Identifying common features between different genres, styles and traditions of music	Recognising the use and development of motifs in music Identifying gradual dynamics and tempo changes within a piece of music Recognising, naming and explaining the effects of the interrelated dimensions of music Identifying scaled dynamics (crescendo/decrescendo) within a piece of music Using musical vocabulary to discuss the purpose of a piece of music Using musical vocabulary when discussing improvements to their own and others’ work	Explaining their preference for a piece of music using music vocabulary Identifying common features between different genres, styles and traditions of music Recognising, naming and explaining the effects of the interrelated dimensions of music Using musical vocabulary to discuss the purpose of a piece of music Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary Using musical vocabulary when discussing improvements to their own and others’ work	Recognising, naming and explaining the effects of the interrelated dimensions of music Using musical vocabulary to discuss the purpose of a piece of music Using musical vocabulary when discussing improvements to their own and others’ work Composing a coherent piece of music in a given style with voices, bodies and instruments Beginning to improvise musically within a given style using an instrument Developing melodies using rhythmic variation, transposition, inversion, and looping Creating a piece of music with at least four different layers and a clear structure
	Notation	Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions	To understand that ‘reading’ music means using how the written note symbols look and their position to know what notes to play Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions Performing from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology	Performing from basic staff notation, incorporating rhythm and pitch and be able to identify these symbols using musical terminology	N/A	N/A	Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions
	Improvising and Composing	Composing a coherent piece of music in a given style with voices, bodies and instruments Beginning to improvise musically within a given style using an instrument Developing melodies using rhythmic variation, transposition, inversion, and looping	Composing a piece of music in a given style with voices and instruments Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic)	Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic) Suggesting and implementing improvements to their own work using musical vocabulary Beginning to improvise musically within a given style using an instrument	Composing a coherent piece of music in a given style with voices, bodies and instruments Developing melodies, using rhythmic variation, transposition, inversion and looping Creating a piece of music with at least four different layers and a clear structure	N/A	Composing a coherent piece of music in a given style with voices, bodies and instruments Beginning to improvise musically within a given style using an instrument Developing melodies, using rhythmic variation, transposition, inversion and looping Creating a piece of music with at least four different layers and a clear structure
	Performing	Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes Singing and playing in time with peers with accuracy and awareness of their part in the group performance	Offering constructive feedback on others’ performance Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique Singing and playing in time with peers, with some degree	Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique Singing and playing in time with peers with accuracy and awareness of their part in the group performance Playing melody parts on tuned instruments with accuracy and	Singing and playing in time with peers with accuracy and awareness of their part in the group performance Playing melody parts on tuned instruments with accuracy and control developing instrumental technique	Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes Singing and playing in time with peers with accuracy and awareness of their part in the group performance	Singing and playing in time with peers with accuracy and awareness of their part in the group performance Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique

		Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique	of accuracy and awareness of their part in the group performance	control and developing instrumental technique		Playing melody parts on tuned instruments with accuracy and control developing instrumental technique	
	Whole unit outcomes Pupils who are secure will be able to:	✓ Learn a new song, singing in time and in tune while following the lyrics ✓ Identify motifs aurally and play a repeated pattern on a tune instrument ✓ Create and perform a motif, notating it with reasonable accuracy ✓ Transpose their motif, using sharp or flat notes where necessary and change the rhythm ✓ Combine different versions of a musical motif and perform as a group using musical notation	✓ Move and sing as a team, following the lyrics on screen ✓ Recognise minims, crotchets and quavers often by ear and reliably by sight ✓ Perform rhythms accurately from notation and layer them to create a composition ✓ Add appropriate sound effects to their performance using untuned percussion ✓ Join in wit the performances confidently, and reasonably in time and tune ✓ Make suggestions for improving their performance	✓ Correctly label all staff notation features ✓ Share their ideas about South African music ✓ Play both parts of a 2-part tuned percussion pattern, accurately and in time ✓ Play a rhythmic pattern and sing a tune accurately and in time ✓ Create and perform an eight beat rhythm pattern	✓ Identify the structure of a piece of music ✓ Have an idea as to when there is one layer in a piece of music and when there are two ✓ Play a sequence in the correct order in time with their partner ✓ Have two contrasting rhythms being played together ✓ Have two different melodies being played together ✓ Have a complete piece of music with four different layers with appropriate structures	✓ Perform the hand jive hand actions in sequence and in time with the music ✓ Sing in tune and perform their actions in time ✓ Play the notes of the walking bass in the correct sequence ✓ Independently play their part with some awareness of the other performers	✓ Suggest suitable words to describe their time outdoors, changing the sounds of their words to match their meaning ✓ Recognise, name and describe the effect of the interrelated dimensions of music ✓ Select instruments and sounds which match their vocabulary ✓ Work as a group to create a piece of music ✓ Perform a piece of music as part of a group
	Key knowledge from this unit	➤ To know that a motif can be adapted by changing the notes, the rhythm or the order of the notes ➤ To know that ‘transposing’ a melody means changing its key, making it higher or lower pitched ➤ To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music, for example, Beethoven’s fifth symphony (dah dah dah dum!)	➤ To know that the group of pitches in a song is called its ‘key’ and that a key decides whether a song sounds happy or sad ➤ To know that different notes have different durations, and that crotchets are worth one whole beat ➤ To understand that ‘reading’ music means how the written note symbols look and their position to know what notes to play ➤ To know that written music tells you how long to play a note for	➤ To know the key features of South African Gumboot music ➤ To understand the key features of staff notation including: clefs, key signatures, time signatures, minims, semibreves, crotchets, rest and how pitch is shown ➤ To know the correct technique for playing tuned percussion instruments	➤ To know that deciding the structure of music when composing can help us create interesting music with contrasting sections ➤ To know that combining different instruments and different rhythms when we compose can create layers of sound we call ‘texture’ ➤ To know that a ‘loop’ in music is a repeated melody or rhythm ➤ To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music	➤ To know that rock and roll music uses blues chord structures, with a fast tempo and strong vocals. It was created after the second world war and it was intended to represent happiness ➤ To know that a bass line is the lowest pitch line of notes in a piece of music, and a walking bassline (where patterns of notes go up and down again) is common in rock and roll ➤ To know that playing in time means all performers playing together at the same speed ➤ To know that playing ‘in time’ requires playing the notes for the correct duration as well as the correct speed	➤ To know that a glissando in music means a sliding effect played on instruments or made by your voice ➤ To know that expressive language (like a poem) can be used as inspiration for composing music ➤ To understand that both instruments and voices can create audio effects that describe something you can see ➤ To know that grouping instruments according to their timbre can create contrasting ‘textures’ In music
	Vocabulary	Backing track Bass line Beat Call and response Compose Crotchet Dotted minim Flats Graphic notation In-time In-tune Key Key signature Loop Lyrics Minim Motif Notation Ostinato Pitch Quavers Repeating patterns Repetition Rhythm Rhythmic notation Riff Semibreve Sharps Tempo Transpose Tuned instrument Vocal warm-ups	Beat Coordination Crotchet Discipline Duration Dynamics Improve Layer Lyrics Minim Notation Notes Quaver Rehearse Rhythm Tempo	Afropop Bar chimes Bar lines Crotchet Dynamics Glockenspiel Gumboot dance Harmony Marimba Metallophone Minim Ostinato Rest Semibreve South African jazz Time signature Treble clef Xylophone Zulu folk music	Body percussion Combine Compose Contrast Contrasting rhythms Dynamics Inspiration Layers Loop Melody line Organisation Pitch Record Repeated melodies Rhythm Sections Structure Tempo Texture Tune Tuned percussion	Bass line Beat Chorus Dynamics Flat notes Hand jive In-time In-tune Notation Originate Pitch Rhythm Rhythmic patterns Rock and roll Sections Sequence Style Sharp notes Tempo Untuned percussion Verse Vocals Walking bass line	Col legno Composing Descriptive Duration Dynamics Effect Forte Glissando Haiku Inspiration Inter-related dimensions of music Melody Piano Pitch Pizzicato Represent Silent Sliding pitch Sound Sound effects Staccato Structure Syllable Tempo Texture Timbre Verse Vocabulary
	Cross Curricular Links	❖ N/A	❖ History	❖ N/A	❖ N/A	❖ N/A	❖ English
	What comes next? 						

LKS2

FIRST YEAR

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
National Curriculum		- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression¹ - Improvise and compose music for a range of purposes using the inter-related dimensions of music² - Listen with attention to details and recall sounds with increasing aural memory³ - Use and understand staff and other musical notations⁴ - Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians⁵ - Develop an understanding of the history of music⁶					
Stimulus		Rivers	Mountains	Ballads	South America	Jazz	Caribbean
Musical Strands		Performing ^{1/4} Creating Sound ^{1/2} Listening and Evaluating ^{3/5} Improvising and Composing ^{2/4} Notation ⁴	Performing ¹ Creating Sound ^{1/2} Improvising and Composing ² Listening and Evaluating ^{3/5}		Performing ¹ Creating Sound ^{1/2} Improvising and Composing ² Listening and Evaluating ^{3/5/6}	Performing ^{1/4} Creating Sound ^{1/2} Listening and Evaluating ^{3/5/6} Improvising and Composing ^{2/4} Notation ⁴	
Key skills the children will have learnt under each stimulus by the end of each unit							
LKS2	Listening and Evaluating	Explaining their preference for a piece of music using musical vocabulary Recognising the use and development of motifs in music Identifying gradual dynamics And tempo changes within a piece of music Recognising, naming and explaining the effect of the interrelated dimensions of music Identifying scaled dynamics (crescendo/decrescendo) within a piece of music Using musical vocabulary to discuss the purpose of a piece of music Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary Using musical vocabulary when discussing improvements to their own work and others’	Explaining their preference for a piece of music using musical vocabulary Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary Understanding that music from different parts of the world, and different times, has different features Recognising and explaining the changes within a piece of music using musical vocabulary Describing the timbre, dynamic, and textural details of a piece of music. Both verbally and through movement Beginning to show an awareness of metre Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own work and others’ work	Explaining their preference for a piece of music using musical vocabulary Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary Recognising and explaining the changes within a piece of music using musical vocabulary Describing the timbre, dynamic, and textural details of a piece of music. Both verbally and through movement Beginning to show an awareness of metre Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own work and others’ work	Identifying common features between different genres, styles and traditions of music Recognising, naming and explaining the effect of the interrelated dimensions of music Using musical vocabulary to discuss the purpose of a piece of music Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary	Explaining their preference for a piece of music using musical vocabulary Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary Understanding that music from different parts of the world, and different times, has different features Recognising and explaining the changes within a piece of music using musical vocabulary Describing the timbre, dynamic, and textural details of a piece of music. Both verbally and through movement Beginning to show an awareness of metre Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own work and others’ work Understanding that music from different times has different features	Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary Understanding that music from different parts of the world, and different times, has different features Recognising and explaining the changes within a piece of music using musical vocabulary Describing the timbre, dynamic, and textural details of a piece of music. Both verbally and through movement Beginning to show an awareness of metre Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own work and others’ work Understanding that music from different times has different features <i>Moving on to</i> Explaining their preference for a piece of music using musical vocabulary Recognising the use and development of motifs in music Identifying common features between different genres, styles and traditions of music Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary
	Notation	To know that ‘performance directions’ are words added to music notation to tell the performers how to play Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions	Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions	N/A	N/A	Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions Performing from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology	Performing from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology
	Improvising and Composing	Composing a coherent piece of music in a given style with voices, bodies and instruments Beginning to improvise musically within a given style using an instrument Developing melodies using rhythmic variation, transposition, inversion and looping	Combining melodies and rhymes to compose a multi-layered composition in a given style (pentatonic) Suggesting and implementing improvements to their own work, using musical vocabulary	Composing a piece of music in a given style with voices and instruments	Beginning to improvise musically within a given style using an instrument Creating a piece of music with at least four different layers and a clear structure	Composing a piece of music in a given style with voices and instruments Beginning to improvise musically within a given style using their voice Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic)	Combining melodies and rhymes to compose a multi-layered composition in a given style (pentatonic) Beginning to improvise musically within a given style using their voice
	Performing	Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes	Offering constructive feedback on others’ performances Singing and playing in time with peers with accuracy and awareness of their part in the	Offering constructive feedback on others’ performances Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique	Singing and playing in time with peers with accuracy and awareness of their part in the group performance Playing syncopated rhythms with accuracy, control and	Offering constructive feedback on others’ performance Singing songs in a variety of musical styles with accuracy and control, demonstrating	Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique Singing and playing in time with peers with accuracy

