



Music

Purpose of Study

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

Aims

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

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

Skill	Key Stage 1	Key Stage 2
Singing	<ul style="list-style-type: none"> Use voices by expressively singing songs speaking chants and rhymes 	<ul style="list-style-type: none"> Perform in solo and ensemble contexts using their voices with increasing accuracy, fluency, control and expression. Listen with attention to detail and recall sounds with increasing aural memory.
Playing	<ul style="list-style-type: none"> Play tuned and untuned instruments musically 	<ul style="list-style-type: none"> Perform in solo and ensemble contexts playing musical instruments with increasing accuracy, fluency, control and expression. Use and understand staff and other musical notations
Listening	<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 Develop an understanding of the history of music
Composing	<ul style="list-style-type: none"> Experiment with, create, select and combine sounds using the 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

Year 1

Musical Repertoire

Children need to listen to live and recorded music.

- Listen to school choir singing live
- Highland music linked to Katie Morag
- Orchestral music— name simple orchestral instruments
- Understand the different genres in music.

Singing

- To begin to breathe in the correct place when singing a musical phrase.
- To sing a simple 5 note melody accurately
- Follow a conductor for singing knowing when to stop, start, and louder and quieter.
- Follow pitch movement with hands—showing low and high voices.
- Sing for enjoyment
- Sing call and response songs.
- Sing Cumulative songs

Playing

- To hold all classroom percussion instruments properly
- To play classroom instruments correctly
- Follow simple symbols
- To copy and repeat simple rhythms
- To find the steady beat
- To play repeated rhythms
- To play simple pitched melodies using the correct beater for the instrument

Composing

- Add verses to songs linked to topics children are learning about
- Add simple accompaniments to known songs
- Work in groups and as a class to create compositions
- Create a sound collage
- Create sound effects to a simple story

Listening

- Listen to simple songs focusing on rhythms
- Identify and name classroom instruments
- Listen to rhythmic patterns over a steady pulse.
- Identify the pulse in different pieces of music
- Identify the rhythm of words
- Listen to music with examples of changes in pitch, tempo, timbre and dynamics
- Respond to different moods of music in different ways.

Year 2

Musical Repertoire

Children need to listen to live and recorded music.

- Listen to school choir singing live and older children playing musical instruments.
- Name orchestral instruments and listen to orchestral music and ballet music.
- Listen to popular music and main pop genres in the last 100 years.
- Begin to show likes and dislikes to music that they listen to.

Singing

- To breathe in the correct place when singing a musical phrase.
- Use correct posture when breathing
- To sing a melody accurately
- Follow a conductor for singing knowing when to stop, start, get faster, get slower and louder and quieter.
- Follow pitch movement with hands—showing low, middle and high voices.
- Sing for enjoyment
- Continue more complex action songs and rounds.

Playing

- Handle classroom instruments correctly
- Make connections between symbols and sounds when playing
- Play from dot notation
- Perform rhythms to a given pulse on un tuned percussion
- To be able to clap simple rhythms including rests
- Recall and perform rhythmic patterns to a steady pulse
- Introduce musical staff and some notes

Composing

- Create short melodic and rhythmic patterns
- Record own melodies using dot notation and other symbols.
- Create own words/ lyrics to a song
- Select appropriate instruments and choose and combine sounds carefully represent different things in different ways.
- Participate in a class composition
- Create simple accompaniments.
- Show some imagination in the use of sound.

Listening

- Listen to simple songs focusing on rhythms
- Identify and name classroom instruments
- Listen to repeated rhythmic patterns over a steady pulse.
- Identify the pulse in different pieces of music
- Identify the rhythm of words
- Listen to music with examples of changes in pitch, tempo, timbre and dynamics using simple vocabulary
- Listen to music from different times and different cultures
- Begin to say what they like and dislike.

Year 3

Musical Repertoire

Children need to listen to live and recorded music.

- Listen to school choir singing live and older children playing musical instruments.
- Name orchestral instruments and listen to orchestral music and ballet music.
- Listen to music from Carnivals.
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Singing

- Develop the singing voice by standing to create good posture, lift faces and smiling, work on vowel sounds 'oo', 'ah', 'be', and to control the shape of mouth for better diction
- Use and develop the thinking voice—omit words and play games
- Develop control of pulse and rhythm when singing—different speeds
- Highlight phrases within well known songs
- Sing songs with big jumps and use hand movements to match
- Sing songs by being given the start note to control pitch
- Sing expressively—use the acting face

Playing

- Repeat a rhythmic pattern based on words and sustain it
- Clap and play a repeated rhythm—keeping to a steady pulse
- Follow simple notation for rhythm
- Follow notation for recorder pieces using the recorder module
- Play known musical phrases by ear
- Expand dot notation in own work
- Begin recorder playing—concentrate on making a good sound and play simple tunes from memory
- Introduce staff notation for 3–5 notes
- Gain awareness of others and sense of occasion.

Composing

- Compose short pieces on recorders using 3 notes
- Recognise and explore how sounds can be organised
- Improvise within a group
- Create a range of musical patterns.
- Choose and order sound to create an effect
- Order sound in simple structures eg. beg, middle and end.
- Compose simple melodies and songs
- Sequence long and short sounds
- Use pitch to communicate ideas

Listening

- Listen to structures in simple songs—recognise patterns.
- Identify mood of the music.
- Develop musical vocabulary
- Identify the beat and pulse in different pieces of music
- Listen to music with clear rhythmic repeated patterns.
- Identify well defined changes to sound with examples of changes in pitch, tempo, timbre and dynamics.
- Recognise differences between music from different times and cultures.

Year 4

Musical Repertoire

Children need to listen to live and recorded music.

- Listen to school choir singing live and older children playing musical instruments.
- Name orchestral instruments and listen to orchestral music and ballet music.
- Listen to a wider variety of genres and develop musical vocabulary and effects created by the composer.

Singing

- Learn songs and sing in unison
- Work on diction—sounds to focus—nu, la, me, gaw
- Sing songs with a range of pitches—more complex songs with movement by step and leaps.
- Highlight phrases within songs and use this to help breathing
- Continue work on pulse and rhythm
- Identify how different verses could be performed expressively
- Begin word painting in songs—expression
- Continue to sing songs in rounds, in easy parts against parts and begin simple harmony

Playing

- Perform a repeated pattern to a steady pulse using notation
- Perform rhythms with awareness of different parts—keeping a steady pulse
- Play from dot notation and staff notation
- Play 2 different pitched tunes using the same rhythm
- Play drone accompaniments
- Play melodic ostinati using up to 3 notes
- Play by ear—work out simple known phrases on tuned instruments.
- Play recorder and read notation up to 8 bars long follow symbols for dynamics and begin to play in 2 parts.

Composing

- Improvise simple tunes based on 5 notes. Using dynamics, timbre and pitch.
- Create different textures when composing new music creating rhythmic patterns.
- Create a class piece and accompaniment
- Use garage band to compose an 8 bar piece of music
- Create own rhythms to build as an ostinato
- Compose short pieces using Recorder
- Use own signs and symbols to record work.
- Use standard notation and understand concept of bass and treble clef
- Comment on the effect.

Listening

- Listen to music with examples of changes in pitch, tempo, timbre and dynamics and how these are used by composers to create different moods and effects.
- Describe what they hear using musical vocabulary
- Listen and respond to music that like pictures can describe images and moods.
- Appreciate harmonies, drone and ostinato and explore how sounds combined create different effects.
- Listen to music from Victorian and Tudor times and about the local history of Sunderland—different scales.
- Understand the relationship between lyrics and melody.

Year 5

Musical Repertoire

Children need to listen to live and recorded music.

- Listen to school choir singing live and older children playing musical instruments.
- Name orchestral instruments and listen to a wider range of music from different cultures and traditions.
- Recognise how different musical elements are combined and used expressively in many different types of music.

Singing

- Sing songs with increasing control of breathing and posture—To breathe after every phrase— To stand tall/ legs apart/ loose knees
- Breathe low—use diaphragm and avoid shoulder movement
- Continue to work on vowel sounds to improve diction
- Sing as a full class/ small groups and alone
- Sing songs using notation
- Sing songs in tune with awareness to other parts
- Use the elements to develop singing
- Sing rounds and identify melodic phrases and how they fit together

Playing

- Play simple rhythmic patterns on chalumeau and other instruments
- Identify and control different ways percussion instruments make sounds
- Expand rhythmic ideas using timbre and duration
- Perform different rhythmic patterns against each other and see how they fit together
- Play by ear on pitched instruments
- Play accompaniments using notation
- Play chalumeau clarinet using 5 core notes and notation

Composing

- Explore, select and combine a range of different sounds to compose using changes in pitch, timbre and dynamics.
- Use a range of different ideas both musical and non to compose
- Improvise melodic and rhythmic patterns to a steady pulse
- Create melodic patterns using given notes
- Create rhythmic patterns using correct rhythms
- Create full class, group and individual pieces
- Use garage band and create a 16 bar piece of music
- Use imagination and confidence when composing
- Understand the use of silence.
- Understand and use notation

Listening

- Listen and analyse music with examples of changes in pitch, tempo, timbre and dynamics.
- Describe and compare different kinds of music using a broad musical vocabulary
- Listen to music from other musical cultures
- Identify the metre of different songs through recognising the pattern of strong and weak beats
- Follow notation to relate symbols to meaning
- Listen and respond to music to express different moods and feelings
- Listen to longer pieces of music for sustained concentration
- Identify cyclic patterns—verse , chorus, coda etc.

Year 6

Musical Repertoire

Children need to listen to live and recorded music.

- Listen to school choir singing live and older children playing musical instruments.
- Name orchestral instruments and listen to a wider range of music from different cultures and traditions.
- Recognise how different musical elements are combined and used expressively in many different types of music.
- Evaluate differences in live and recorded performances.

Singing

- Sing songs increasing control of breathing, posture, articulation and sound projection
- Identify musical phrases in songs and understand structure of song
- Identify where to place emphasis and accents in a song to create intended effect (strong/ weak beats—metre of song)
- Work on staccato sounds (Short/ bouncy)
- Work on legato sounds (full long flowing notes)
- Identify how lyrics can be used to convey mood/ attitude or tell a story or reflect a time and place in which they were composed
- That lyrics have a social/ cultural meaning
- Sing in 2 parts— with harmony—sing rounds much more confidently
- Use voice confidently and descriptively

Playing

- Continue work on C major scale and following pitch on the stave
- Practise combinations of pitched notes in C major scale
- Work on 12 bars blues using C major
- Understand discord/ concord focus on harmony
- Play ostinati's with notes from the chords
- Internalise short melodies and play on pitched instruments
- Play by ear on pitched percussion instruments / instrument learning
- Continue to follow notation for rhythms as well as pitch

Composing

- Create melodic patterns using given notes and rhythms
- Improvise melodic ostinatis to match 12 bar blues pattern
- Use a range of starting points for musical composition including elements of music
- Create own lyrics for a well known song
- Create melody and lyrics to a simple backing track in a certain style
- More able children to record melodies using notation
- Compose a 12 bar blues piece using garage band and instruments
- Compose for different occasions
- Use a wide range of musical devices such as melody, harmony and chords

Listening

- To music that is built upon 12 bar blues
- Listen to a variety of songs showing different moods, feelings, focus on different lyrics.
- Listen to music showing staccato and legato
- Listen to different genres of singing—opera, pop, folk, blue's and jazz
- Listen to orchestral music
- Listen to music showing a wide range of musical elements
- Listen to music that shows different times and cultures.
- Consider how one piece of music may be interpreted in different ways by different performers depending on occasion.

Element	Year 1/2	Year 3/4	Year 5/6
Pitch	<ul style="list-style-type: none"> • Can discuss high/ low sounds • Can discuss sounds getting higher and lower • Can discuss sounds going up and down 	<ul style="list-style-type: none"> • Can begin to use the musical stave and note names. • Can see that a melody moves by step, stays the same or leaps. • Can play / sing songs using simple notes and drones. • Can play and improvise simple melodic melodies and patterns. 	<ul style="list-style-type: none"> • Has a more secure knowledge of musical stave and note names. • Melody moves by step, stays the same or leaps., melodic phrases, melodic ostinato's • Use simple notes and drones, pentatonic scales, major scales and chords. • Can play and sing melodic phrases • Can improvise a melodic pattern and melody
Duration	<ul style="list-style-type: none"> • Can respond to sounds of different duration • Can copy simple patterns of long and short duration • Can recognise patterns of long and short sounds. • Can identify similar rhythmic patterns 	<ul style="list-style-type: none"> • Can begin to use terminology of notation—quavers and crotchets. • Can indicate the steady beat by movement • Can respond to changes in the beat • Can respond to the strong beats whilst singing • Can use instruments to keep a steady beat • Can hold a beat against another part 	<ul style="list-style-type: none"> • Can use terminology for notation—quavers, crotchets, minims, semibreves. • Continue 3/4 skills. • Can perform rhythmic patterns and ostinati • Can create rhythmic patterns including silences and notation • Can recognise a meter of 3 or 4 • Can recognise a change in metre
Dynamics	<ul style="list-style-type: none"> • Can differentiate between loud and quiet sounds. • Can recognise sounds getting louder and quieter • Recognise silence is important 	<ul style="list-style-type: none"> • Can recognise different levels of in dynamic levels. • Can recognise gradual change of volume—crescendo and decrescendo 	<ul style="list-style-type: none"> • Can recognise different levels of volume and the correct names, pp, mp ,p ,mf f, ff • < and > • Balance of parts

Element	Year 1/2	Year 3/4	Year 5/6
Tempo	<ul style="list-style-type: none"> Can differentiate between fast and slow pieces 	<ul style="list-style-type: none"> Can respond to speed changes Can discuss the effect the tempo has on a piece of music Can use vocabulary to describe Tempo 	<ul style="list-style-type: none"> All from previous years Can describe tempo , lively, dull, fairly fast, fairly slow, moderately Use musical terms—adagio, allegro, largo, vivace, lento, etc
Timbre	<ul style="list-style-type: none"> Can recognise the difference between the speaking and singing voice and explore the sounds made by them Can work with wood, metal, skin and shaker sounds. Can use sound words to describe Selected sounds and how they are produced 	<ul style="list-style-type: none"> Can describe and identify the tone qualities of instruments. Can compare instrumental tone colour Can begin to identify groupings of instruments—Strings, woodwind, brass and percussion Can recognise the instruments heard in a piece of music. 	<ul style="list-style-type: none"> Can describe and identify the tone qualities of instruments. Can compare instrumental tone colour Can identify groupings of instruments—Strings, woodwind, brass and percussion Can investigate how sounds are made—plucking, etc Can recognise the instruments heard in a piece of music. Can discuss electronic sounds.
Texture	<ul style="list-style-type: none"> Can recognise a song with an accompaniment and without Can determine one strand of music or more than one strand 	<ul style="list-style-type: none"> Can recognise the difference between thick and thin textures. Can begin to identify the melody in a texture Can understand how a round works. Can recognise changes in textures. Can use vocabulary - accompaniment, solo, unison, small group, many voices, ensemble, weaving parts 	<ul style="list-style-type: none"> As 3 and 4 Can recognise rhythm on rhythm Can recognise the difference between unison and harmony Can identify the varying textures in a round Can show how rounds and canons are constructed Understand how the texture may vary in a song Can begin to understand discord
Structure	<ul style="list-style-type: none"> Can understand the form of cumulative songs Can recognise that a piece of music sounds the same or different Begin to use call and response songs 	<ul style="list-style-type: none"> Can recognise verse and chorus in a song. Can see/ hear a repeated pattern—ostinato Can recognise that music has a beginning and end—sometimes has a middle section—fill in Can recognise call and response songs 	<ul style="list-style-type: none"> Can differentiate between the contrasting sections of a song Can recognise binary and Ternary form Can recognise binary and ternary when listening and from notation Can begin to understand Rondo form Can begin to understand riff, and coda

Year	Autumn	Spring	Summer
1	<p>Sounds Sound story</p> <p>Hold and play percussion instruments</p> <p>Christmas Performance</p>	<p>Pitch Rain Composition</p> <p>Sing and change lyrics</p>	<p>Rhythm</p> <p>Play rhythms on different instruments.</p>
2	<p>Follow graphic scores—symbols</p> <p>Christmas Performance</p>	<p>Rounds Play/ Sing</p> <p>Pitch Use dot notation Compose using pitch words.</p>	<p>Rhythm</p> <p>Use percussion instruments</p> <p>Notation used for rhythm</p>
3	<p>Add accompaniments to songs learnt using percussion.</p> <p>Christmas performance</p>	<p>Recorder—notes B, A, G, Play simple pieces in time to accompaniments from notations and memory</p> <p>Play un tuned percussion - repeated rhythmic patterns</p> <p>Sing more complex songs</p>	<p>Recorder—notes B, A, G Play simple pieces in time to accompaniments from notations and memory with increased musicality and understanding musical terminology</p> <p>Create sounds of the rainforest</p>

Year	Autumn	Spring	Summer
4	<p>Tudor music Playground chants</p> <p>Revise recorder notes B,A,G Christmas Performance</p>	<p>Recorder</p> <p>5 core notes at least Use staff notation Compose simple pieces on recorder</p>	<p>Continue Recorder programme and lead into recorder workshop</p> <p>Play and compose—2 parts and longer pieces—Red Award</p>
5	<p>Chalumeau Notation—5 core notes</p> <p>Christmas Performance</p>	<p>Use garage band and instruments to create a 8 bar piece of music linked to space.</p>	<p>Create own lyrics to a style of song.</p> <p>Sing rounds and play rounds using percussion instruments</p>
6	<p>Extra curricular lessons for over half of year group Singing—30 mins—see progression sheet</p> <p>Christmas Performance</p>	<p>Extra curricular lessons for over half of year group Singing—30 mins—see progression sheet</p> <p>12 Bar Blues World War 2 songs—VE day celebrations</p>	<p>Extra curricular lessons for over half of year group Singing—30 mins—see progression sheet</p> <p>Create own lyrics to a song End of year performance</p>

Singing is taught by Nicola Hair. Each year group gets a 30 minute slot each week. Singing is taught progressively throughout the school. Skills are built upon and practised and then performed in class assemblies, Christmas performances and concerts. The Choir is available to all children in Year 4, 5, and 6. The children also access a 15 minute hymn practise each week and songs are sung in daily assemblies. The music subject leader chooses songs that reflect Christian beliefs whilst also taking into account PHSCE as a major part of assemblies.

Year Group	Autumn	Spring	Summer
Reception	Sing simple nursery rhymes—nursery rhyme rap—spider on the floor—Dr knickerbocker- warm up stomp Songs with 5 notes Harvest songs Christmas Nativity songs	Sunshine in my heart Animals live in the forest—cumulative Petrol makes that racing car Easter and Spring songs	Number bus Seaside songs Summer performance songs
Year 1	Cumulative songs Revise songs from reception Harvest songs Christmas performance songs	Sea shanties Sing of a rainbow in parts Cumulative Maths songs Easter and Spring songs	Summer performance songs
Year 2	Harvest songs Pirates Simple melodies with a few jumps Christmas performance songs	Songs linked to Brain and Space topic Songs using different styles Doo be do / sing a round Easter and Spring songs	Musical phrases in songs Diction Sing for fun Summer performance songs— infantasia workshop
Year 3/4	Harvest Songs Si Si Si Janie Mama Sing for fun Christmas performance songs	Ballads Songs to create expression Songs with actions and simple harmony Sing for fun Easter and Spring songs	Posture, breathing Diction Sing for fun Songs linked to class assemblies
Year 5/6	Harvest songs Sing for fun Sing in 2/3 parts Christmas performance songs	Ballads Songs to create expression Songs with actions and simple harmony Sing for fun Easter and Spring songs	Songs to create better diction Rounds Harmony sections Sing for fun Year 6 Leavers performance