

Stamford Green Primary School and Nursery



Music Compendium

“Music gives a soul to the universe, wings to the mind, flight to the imagination and life to everything.”

Plato

What is the vision for music at Stamford Green?

- Become musicians in recognising, feeling, reading and writing rhythms and pitch
- Expose the children to a wide range of genres, musicians and composers which influence their own style
- Experience playing a wide range of instruments, individually and part of an ensemble
- Become creators of their own individual music using voice and/or instruments
- Develop confidence to perform to an audience

Our music curriculum is brought to life by our seven commitments:

HAPPINESS

In our music lessons, happiness is an important factor. We want the children to enjoy their music lessons and develop a love of music. Through high quality and inspiring lessons, we want the children to be eager to take part in lessons and understand how it can be used to portray how they are feeling. In every lesson, children will learn to sing a variety of different songs from different cultures and traditions, whilst developing their singing skills.

INSPIRING

We want to inspire the children to learn about a variety of different musical genres, musicians and traditions so that they learn to appraise music in a meaningful way. In every lesson, children spend time listening to genres and styles of music in order to broaden their knowledge and listening skills and inspire them to create their own songs and music. Our progressive curriculum will also inspire children to want to learn to play musical instruments and to continue with music when they are in secondary school.

LEARNING

In addition to a progressive curriculum that develops and builds on their skills in music, children will spend time in every lesson, learning how to play a musical instrument. We know that learning a musical instrument is the most effective through regular and repeated practice and so therefore time is built into the curriculum to enable this. Children will learn to play musical instruments in blocks of two years, so that by the end of KS2, they are able to play the glockenspiel, recorder and ukulele to an accomplished standard.

TOGETHERNESS

In every music lesson, working together is encouraged and expected. Children will work together in lots of elements of their music lessons, whilst learning new skills and by playing together as an ensemble. Through learning how to work together when playing musical instruments, children will be able to create their own small ensemble or bands by the time they are in Year 6.

VALUES

Music lessons encourage the children to demonstrate the school's twenty two values. Children will be expected to co-operate and respect each other when working as an ensemble. Children will be expected to demonstrate their values of caring, honesty and friendship when appraising the work of others.

AMBITION

We are ambitious for the children and have the high expectations that the children will learn to play a range of tuned instruments and will be able to read musical notation. The children will learn about how songs are composed and will be given the opportunity to write their own music,

including song lyrics. Through giving the children a love of learning music, they will work together to perform to an audience on regular occasions.

ACHIEVEMENT

When learning music, we want the children to feel a sense of achievement. Alongside learning key musical skills, children will learn how to play a variety of instruments and will be able to play complete tunes and songs. Children will have a sense of accomplishment through the creation of finished pieces of music and will feel that they are talented musicians through the key skills that they have learnt during their time at school.

What are the aims of the music national curriculum?

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 words 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, durations, dynamics, tempo, timbre, texture, structure and appropriate musical notations

By the end of Year 6 at Stamford Green, our children will...

Behaviours	See themselves as musicians, song writers and artists. They will be able to express themselves using music and produce their own creations on an instrument that suits them best. The children will demonstrate good team working when working together to make sounds.
Attitudes	Have been challenged to think critically about their own music and the music of others. The range of music that they have been exposed to will give the children attitudes to appreciate and evaluate the work of others.
Skills	Read, write, play and sing music. The children will demonstrate skills in using a range of instruments such as recorders, glockenspiel and percussion instruments. The children will use these skills to play as part of an ensemble.
Knowledge	Know how to read notation and be able to demonstrate this knowledge when performing. The children will demonstrate a strong knowledge of a range of musicians, composers, song writers and genres from periods of history and from across the world.
Experiences	Experience performing as part of an ensemble to a live audience. The children will learn how to play a range of different instruments and will understand the sounds that they make and how they are played.
Technology	Use technology to record and construct their own music.
Sustained	Have a keen interest in music through the knowledge, experiences and skills gained. They will be inspired by the work of others to produce their own music.

British Values and Spiritual, Moral, Social and Cultural Learning in Music

British Values: Collaborative work in music develops mutual respect for the differing opinions, beliefs and abilities of others. In addition, children develop a respect for the resources used and to understand the importance of looking after them. They learn to appreciate the values of similarities and differences and learn to show tolerance. A variety of experiences teaches them to appreciate that all people – and their views – are equally important. Children are encouraged to work in a democratic way, knowing what attributes to bring for successful teamwork. This is particularly evident when children are required to work together in groups to improvise and compose.

Spiritual: Spiritual development is promoted through the listening element of each lesson, where children are given the opportunity to listen and respond to different genres of music, exploring how ideas in music have moved and inspired them and others. Children are provided with opportunities to explore their creativity and imagination when composing and performing to others. This also helps to build their self-esteem.















Moral: Moral development is supported by encouraging children to engage in discussions of musical performances and through listening to different music genres. When children have presented their own work, we ensure fair and objective evaluation of their composition, drawing on the twenty two values such as resilience, that we promote in school.

Cultural: Music supports cultural development by encouraging a respect and deep appreciation for cultures around the world that have contributed to the development of current music styles. We encourage the children to create their own music, drawing on different musical influences as inspiration. We use a wide variety of instruments from around the world to enrich cultural experiences.

Social: In music lessons, children are encouraged to work co-operatively in a variety of different groupings, including pairs, small groups, whole class and to understand that everyone is entitled to their own thoughts and ideas in relations to music performed or listened to. We provide plentiful and varied opportunities for collaborative performance and positive shared experiences e.g. class assemblies, Christmas performances, performing to audiences.





The Music Curriculum Map

	Autumn Term	Spring Term	Summer Term
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Nursery	Inspiration: 	Exploring percussion instrument sounds	Exploring percussion instrument sounds	Exploring percussion instrument sounds
	Area of music focus: 	Exploring sounds together	Exploring sounds together	Using singing and actions to perform
	Singing: 	Learning lyrics and nursery rhymes	Learning lyrics and nursery rhymes	Learning lyrics and nursery rhymes
Year R	Inspiration: 	Nursery rhymes	Identifying instrument sounds	Identifying instrument sounds
	Area of music focus: 	Exploring sound together	Exploring sound together	Using beat, lyrics and varying pitch to perform
	Singing: 	Learning lyrics and nursery rhymes	Call and respond	Call and respond
Year 1	Inspiration: 	Pop music – 2000s & Smooth Jazz	Country & Rap	Early classical & Folk
	Area of music focus: 	Musicianship: Exploring sounds	Musicianship: Exploring sounds	Composing: Simple rhythm and pitch
	Instrument focus: 	Chime bars	Chime bars	Chime bars
	Singing: 	Call and respond songs	Songs with a simple range using solfege	Singing songs from memory
Year 2	Inspiration: 	Musical theatre & Classical – Mozart	Funk & Hip Hop	Soul & Disco
	Area of music focus: 	Musicianship: Beat and rhythm	Musicianship: Pitch and simple rhythm	Composing: Improvisation with musical instruments
	Instrument focus: 	Glockenspiel	Glockenspiel	Glockenspiel
	Singing: 	Varying pitch	Varying dynamics	Varying tempo
		Autumn Term	Spring Term	Summer Term
Year 3	Inspiration:	Pop music – 1990s & Big Band Jazz	Acapella & Blues	Dance & Rock n Roll

				
	Area of music focus: 	Performing: Reading and writing rhythm	Performing: Introduction to reading pitch	Composing: Structural ideas
	Instrument focus: 	Recorder	Recorder	Recorder
	Singing: 	Unison	Varying tempo within songs	Action songs
Year 4	Inspiration: 	Pop music – 2010s & Rock – 1980s	Salsa & Classical – Beethoven	Electronic music & film scores
	Area of music focus: 	Performing: Reading and writing pitch	Composing: Minor and major chords	Listening: Appraising musical works
	Instrument focus: 	Recorder	Recorder	Recorder
	Singing 	Singing using dynamics	Unison and octaves	Simple harmonies
Year 5	Inspiration: 	Classical & Indie – 1990s	Opera & RnB	Funk & Jazz
	Area of music focus: 	Performing: Musical Language	Composing: Song writing	Performing: Performing as an ensemble
	Instrument focus: 	Ukulele	Ukulele	Ukulele
	Singing: 	Verse and Chorus (O2 songs)	Partner songs	Three-part rounds

	Autumn Term	Spring Term	Summer Term
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Year 6	Inspiration: 	Reggae & Romantic period	Classical – Baroque & Jazz and Blues	Gospel & music we love
	Area of music focus: 	Listening: Aural dictation	Composing: Jazz and blues	Performing: Performing as a small band
	Instrument focus: 	Ukulele	Ukulele	Ukulele
	Singing: 	Three- and four-part songs	Singing as a choir	Singing as a choir

Long Term Plan: Early Years Foundation Stage - Nursery

Milestones – By the end of Nursery, children will:

- Talk about how music makes them feel
- Begin to move to music
- Use percussion instruments to make different sounds
- Sing a range of nursery rhymes

According to the Early Years Statutory Framework, children should be taught:

The Development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe

Children will be inspired by listening to:

Area of music	Curriculum content	Progression of skills
Listening	Exploring percussion instrument sounds	2 - 3 year olds
		<ul style="list-style-type: none"> • Show attention to sounds and music • Respond emotionally and physically to music when it changes
		3 – 4 year olds
		<ul style="list-style-type: none"> • Listen with increased attention to sounds • Respond to what they have heard, expressing their thoughts and feelings

The new vocabulary the EYFS children will use will include:

	Tier 1	Tier 2	Tier 3
Singing	songs, words, music, sing	Hum, rhyme, high, low,	lyrics, verse, chorus, solfège
Listening	loud, quiet, fast, slow	rhyme, steady, timing, beat	dynamics
Collaborating and performing	hit, shake	instrument, scrape, clap, stamp	

In Nursery, the children will have the following performance opportunities:

Autumn	Spring	Summer
Nursery Christmas Tableaux	Class Assemblies	Class Open Time

In Nursery, the children will be taught to:			
Area of music	Curriculum content	Progression of skills	Instruments
Singing	Learning lyrics and nursery rhymes	2 – 3 year olds <ul style="list-style-type: none"> • Explore their voices and enjoy making sounds • Join in with songs and rhymes, making some sounds • Explore and take part in action songs 	Egg shakers Jingle bells Drums Tambourines Xylophones
		3 – 4 year olds <ul style="list-style-type: none"> • Remember and sing entire songs • Sing the pitch of a tone sung by another person • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs 	
Collaborating and performing	Exploring sounds together Using singing and actions to perform	2 – 3 year olds <ul style="list-style-type: none"> • Explore a range of sound makers and instruments and play them in different ways • Make rhythmical and repetitive sounds 	
		3 -4 year olds <ul style="list-style-type: none"> • Create their own songs or improvise a song around one they know • Play instruments with increasing control to express their feelings and ideas 	

In the Early Years during 'Exploration Time', teachers may observe the children:
<ul style="list-style-type: none"> • Singing familiar songs • Humming a tune • Tapping or clapping beats/rhythms • Stamping, clicking (body percussion) • Creating and copying dances • Creating/recreating songs with or without instruments • Experimenting with sounds instruments make • Singing action songs • Asking to listen to music • Naming and talking about instruments • Playing 'bands' • Using the music wall

Long Term Plan: Early Years Foundation Stage - Reception

Milestones – By the end of Reception, children will...

- Begin to recognise and join in with a steady beat using body percussion and percussion instruments
- Begin to recognise pitch change (using colour)
- Begin to recognise changes in tempo
- Confidently recall lyrics to a range of familiar songs

According to the Early Years Statutory Framework, children should be taught:

The Development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe

Children will be inspired by listening to:

Area of music	Curriculum content	Progression of skills
Listening	Nursery rhymes Identifying instrument sounds	<ul style="list-style-type: none"> • Listen attentively, move to and talk about music, expressing their feelings and responses

The new vocabulary the EYFS children will use will include:

	Tier 1	Tier 2	Tier 3
Singing	songs, words, music, sing	Hum, rhyme, high, low,	lyrics, verse, chorus, solfège
Listening	loud, quiet, fast, slow	rhyme, steady, timing, beat	dynamics
Collaborating and performing	hit, shake	instrument, scrape, clap, stamp	

In Reception, the children will have the following performance opportunities:

Autumn	Spring	Summer
Reception's First Christmas Songs	Class Assemblies	Open Afternoon

In Reception, the children will be taught to:			
Area of music	Curriculum content	Progression of skills	Instruments
Singing	Call and respond Learning lyrics and rhymes	<ul style="list-style-type: none"> Sing in a group or on their own, increasingly matching the pitch and following the melody 	Egg shakers Boom Whackers Desk bells Claves (rhythm sticks) Hand drum Jingle bells
Collaborating	Exploring sound together	<ul style="list-style-type: none"> Create collaboratively, sharing ideas, resources and skills Return to and build on their previous learning, refining ideas and developing their ability to represent them 	
Performing	Using beat, lyrics and varying pitch to perform	<ul style="list-style-type: none"> Play instruments with control to convey their thoughts and ideas 	

In the Early Years during 'Exploration Time', teachers may observe the children:
<ul style="list-style-type: none"> Singing familiar songs Humming a tune Tapping or clapping beats/rhythms Stamping, clicking (body percussion) Creating and copying dances Creating/recreating songs with or without instruments Experimenting with sounds instruments make Singing action songs Asking to listen to music Naming and talking about instruments Playing 'bands' Using the music wall

Long Term Plan: Year 1

Milestones – By the end of Year 1, children will...

- Play a steady beat
- Recognise and sing high, middle and low pitch
- Understand tempo
- Recognise dynamics
- Play a simple melody as an ensemble using chime bars

According to the National Curriculum Programme of Study, in Key Stage 1, pupils should be taught:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- Play tuned and untuned instruments musically
- Listen with concentration and understanding to a range of high-quality live and recorded music
- Experiment with, create, select and combine sounds using the inter-related dimensions of music

Children will be inspired by listening to:

Area of music	Curriculum content	Progression of skills
Listening	Pop – 2000s Smooth Jazz Country Rap Early Classical Folk	<ul style="list-style-type: none"> • Listen to and discuss music from different composers, genres and traditions • Reflect on music listened to and say how it makes people feel, act and move Understand that instruments belong to different families/groups depending on how they produce sounds

The new vocabulary the Year 1 children will use will include:

	Tier 1	Tier 2	Tier 3
Singing	song, rhyme	group, pitch, chant	solfège
Listening		pop, smooth, jazz, country, rap, early classical, folk	genre
Composing	beat, timing	rhythm, pitch	
Musicianship	instrument, body	tempo, beat, steady, body percussion, pulse	ostinato, tuned instruments

In Year 1, the children will have the following performance opportunities:

Autumn	Spring	Summer
Year 1 Christmas Nativity	Class Assemblies	Open Afternoon

In Year 1, the children will be taught to:

Area of music	Curriculum content	Progression of skills	Instruments
Singing	Call and respond songs Learning lyrics Rhymes	<ul style="list-style-type: none"> • Sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch. • Sing songs with a very small range, including pentatonic songs • Sing a wide range of call and respond songs to control vocal pitch and to match the pitch they hear with accuracy. 	Jingle bells Hand bells Wood blocks Scrapers Hand drums Rhythm sticks
Composing	Understanding simple rhythm and pitch	<ul style="list-style-type: none"> • Improvise simple vocal chants, using question and answer phrases • Create musical sounds effects and short sequences of sounds in response to stimuli • Understand the difference between creating a rhythm pattern and a pitch pattern • Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns • Recognise how graphic notation can represent created sounds 	Shakers Chime bars
Musicianship	Exploring sounds and learning to play chime bars	<ul style="list-style-type: none"> • Walk, move or clap a steady beat, changing the speed of the beat as the tempo of the music changes • Use body percussion and classroom percussion, playing repeated rhythm patterns and short pitched patterns on tuned instruments • Respond to the pulse in recorded and live music through movement and dance • Perform short copycat rhythm patterns accurately • Perform short repeated patterns while keeping in time • Perform word-pattern chants; create, retain and perform their own rhythm patterns • Listen to sounds, comparing high and low sounds • Sing familiar songs with both low and high voices and talk about difference in sounds • Explore percussion sounds to enhance storytelling • Follow pictures and symbols to guide singing and playing 	

Long Term Plan: Year 2

Milestones – By the end of Year 2, children will...

- Play simple rhythms on percussion instruments
- Read simple rhythms: crotchets, quavers, crotchet rests
- Sing in solfa notation, recognising pitch going up and down
- Recognise and play dynamics: forte, piano, fortissimo, pianissimo on a variety of instruments and using their voice
- Play a melody as an ensemble on the glockenspiel with simple note reading
- Play the glockenspiel, varying tempo, dynamics and pitch

According to the National Curriculum Programme of Study, in Key Stage 1, pupils should be taught:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- Play tuned and untuned instruments musically
- Listen with concentration and understanding to a range of high-quality live and recorded music
- Experiment with, create, select and combine sounds using the inter-related dimensions of music

Children will be inspired by listening to:

Area of music	Curriculum content	Progression of skills
Listening	Musical theatre Classical – Mozart Funk Hip Hop Soul Disco – 1970s	<ul style="list-style-type: none"> • Listen to and discuss music from different composers and genres and world music traditions • Notice how music can be used to create different moods and effects and to communicate ideas • Sort instruments into groups/families according to how the sound is produced and understand that the timbre can vary according to how the instrument is played • Recognise instruments being played in a piece of music • Begin to recognise different genres of music • Listen to and understand how to improve own and others performances and compositions

The new vocabulary the Year 2 children will use will include:

	Tier 1	Tier 2	Tier 3
Singing	pitch, tempo	dynamics, pause	do-so, crescendo, decrescendo
Listening	classical	musical theatre, funk, hip hop, soul, disco	
Composing	tuned	improvise, call and response, untuned, percussion, musical conversation, graphic symbols	notation
Musicianship	tempo, tuned, percussion	crotchet, quaver, rest, groupings	time signature, melodic phrases

In Year 2, the children will have the following performance opportunities:

Autumn	Spring	Summer
Year 2 Christmas Nativity	Class Assemblies	Open Afternoon

In Year 2, the children will be taught to:

Area of music	Curriculum content	Progression of skills	Instruments
Singing	Varying pitch, dynamics and tempo	<ul style="list-style-type: none"> • Sing songs regularly with a pitch range of do-so with increasing vocal control • Sing songs with a small pitch range, pitching accurately • Know the meanings of dynamics and tempo and be able to demonstrate these when singing by responding to directions and visual signals • Play a range of singing games based on the cuckoo interval matching voices accurately • Sing short phrases independently within a singing game or short song 	Glockenspiel Drum Tambourine Sticks Shakers Triangle Castanets
Composing	Improvisation with musical instruments	<ul style="list-style-type: none"> • Create music in response to a non-musical stimulus • Work with a partner to improve simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation • Use graphic symbols, dot notation and stick notation to keep a record of composed pieces 	
Musicianship	Beats and rhythm	<ul style="list-style-type: none"> • Understand that the speed of the beat can change, creating a faster or slower pace • Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo • Walk in time to the beat of a piece of music or song • Begin to group beats in twos and threes by tapping knees on the first beat and clapping the remaining beats • Play copycat rhythms, copying a leader and invent rhythms for others to copy on untuned percussion • Create rhythms using word phrases as a starting point • Read and respond to chanted rhythm patterns, and represent them with stick notation, including crotchets, quavers and crotchet rests 	
	Pitch and simple notation	<ul style="list-style-type: none"> • Respond independently to pitch changes heard in short melodic phrases indicating with actions • Recognise dot notation and match it to 3 note tunes played on tuned percussion 	

Long Term Plan: Year 3

Milestones – By the end of Year 3, children will...

- Use notation to play rhythm by clapping and on percussion instruments
- Recognise and respond to crotchet, quavers, semi breve, minims, minim rests on notation
- Understand singing in harmony
- Recognise emotion in music
- Improvise tunes on tuned percussion instruments using the pentatonic scale
- Learn to play a tune as an ensemble on the recorder, recognising staff notation and clef

According to the National Curriculum Programme of Study, in Key Stage 2, pupils should be taught:

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

Children will be inspired by listening to:

Area of music	Curriculum content	Progression of skills
Listening	Pop music – 1990s Big Band Jazz Acapella Blues Dance Rock n Roll	<ul style="list-style-type: none"> • Communicate ideas, thoughts and feelings about music giving simple justifications of reasons for responses • Comments about own and other's work and ways to improve; accept feedback and suggestions from others

The new vocabulary the Year 3 children will use will include:

	Tier 1	Tier 2	Tier 3
Singing	tempo, beat	unison, signing, choir	do-so, solfège
Listening	pop, jazz, band	big band, blues, dance, rock n roll	acapella
Composing	echo, structure (beginning, middle, end)	improvise, question and answer, phrases, notes, note values	
Performing	speed, briskly, slowly, crotchet, quaver	melody, Middle C, staff notation, dot notation, stave, clef, paired quavers	allegro, adagio

In Year 3, the children will have the following performance opportunities:

Autumn	Spring	Summer
Y3 Nativity	Class Assemblies	Open Afternoon

In Year 3, the children will be taught to:

Area of music	Curriculum content	Progression of skills	Instruments
Singing	Understanding harmony	<ul style="list-style-type: none"> • Sing a widening range of unison songs of varying styles and structures with a pitch range of do-so, tunefully and with expression • Perform actions confidently and in time to a range of actions songs • Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes • Perform as a choir in school assemblies 	Glockenspiel Recorder Hand drum Shakers Tambourine Boom whackers Sticks Triangle
Composing	Structuring musical ideas	<ul style="list-style-type: none"> • Become more skilled in improvising (using voices, tuned and untuned percussion and instruments), inventing short 'on the spot' responses using a limited note range • Structure musical ideas to create music that has a beginning, middle and end. • Compose music in response to different stimuli and musical sources • Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes • Compose song accompaniments on untuned percussion using known rhythms and note values 	
Performing	Introduction to reading pitch	<ul style="list-style-type: none"> • Develop facility in playing tuned percussion • Play and perform melodies following staff notation using a small range • Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E • Individually copy stepwise melodic phrases with accuracy at different speeds • Introduce the staff, lines and spaces and clef • Use dot notation to show higher or lower pitch 	
	Reading and writing rhythm	<ul style="list-style-type: none"> • Introduce and understand the differences between crotchets and paired quavers • Apply word chants to rhythms, understanding how to link each syllable to one musical note 	

Long Term Plan: Year 4

Milestones – By the end of Year 4, children will...

- Understand and play simple music notation using various instruments
- Sing in harmony using rounds and partner songs
- Understand melody, motif and scales
- Recognise and identify different genres of music
- Compose a simple melody using the glockenspiel or recorder
- Perform a song as an ensemble using the recorder

According to the National Curriculum Programme of Study, in Key Stage 2, pupils should be taught:

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

Children will be inspired by listening to:

Area of music	Curriculum content	Progression of skills
Listening	Appraising musical works Pop music – 2010s Rock – 1980s Salsa Classical – Beethoven Electronic music Musical scores in films	<ul style="list-style-type: none"> • Communicate ideas, thoughts and feelings about music giving simple justifications of reasons for responses • Appraise own and other's work and ways to improve; accept feedback and suggestions from others • Recognise the use and development of motifs • Recognise and discuss the stylistic features of different genres/styles and traditions of music using correct vocabulary

The new vocabulary the Year 4 children will use will include:

	Tier 1	Tier 2	Tier 3
Singing	songs, time, louder, quieter	dynamics, harmony, octave, rounds, partner songs, time signatures	crescendo, decrescendo
Listening	pop, classical	rock, salsa, electronic, film scores	
Composing	smoothly, sharply, rhythm, crotchet, paired quavers, beat	scale, minim, crotchet rest, major, minor, chord	legato, staccato, pentatonic
Performing	staff notation, static, moving, part, scores	major, minor, melody, accompaniment, duet, texture	ensemble

In Year 4, the children will have the following performance opportunities:

Autumn	Spring	Summer
Y4 Carols by Candlelight	Class Assemblies	Open Afternoon

In Year 4, the children will be taught to:

Area of music	Curriculum content	Progression of skills	Instruments
Singing	Sing using dynamics and simple harmonies	<ul style="list-style-type: none"> • Continue to sing a broad range of unison songs with the range of an octave, pitching the voice accurately and following directions for getting louder and quieter • Sing rounds and partner songs in different time signatures and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony • Perform a range of songs in school assemblies 	Glockenspiel Recorder Hand drum Shaker Tambourine Boom whackers Sticks Triangle Rain sticks Scrapers
Composing	Understanding major and minor chords	<ul style="list-style-type: none"> • Improvise on a limited range of pitches on the recorder making use of musical features including smooth and detached • Begin to make compositional decisions about the overall structure of improvisations • Combine known rhythmic notations with letter names to create short pentatonic phrases using a limited range of 5 pitches • Arrange individual notation cards of know note values to create sequences of 2-, 3- 4-beat phrases arranged into bars • Explore developing knowledge of musical components by composing music to create a specific mood • Introduce minor and major chords • Capture and record creative ideas using graphic symbols, rhythm notation and time signatures, staff notation 	
Performing	Reading and writing music notation	<ul style="list-style-type: none"> • Play and perform melodies following staff notation using a small range as a whole class or in small groups • Perform in two or more parts from simple notation using instruments. • Identify static and moving parts • Copy short melodic phrases including those using the pentatonic scale • Introduce and understand the difference between minims, crotchets, paired quavers and rests • Read and perform pitch notation within a define range • Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble 	

Long Term Plan: Year 5

Milestones – By the end of Year 5, children will...

- Understand musical terminology
- Understand, read and write rhythm and pitch notation
- Compose a song: structure, melody and lyrics
- Perform as an ensemble using a variety of instruments
- Listen and dictate rhythm

According to the National Curriculum Programme of Study, in Key Stage 2, pupils should be taught:

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

Children will be inspired by listening to:

Area of music	Curriculum content	Progression of skills
Listening	Classical Indie – 1990s Opera RnB Funk Jazz	<ul style="list-style-type: none"> • Listen and evaluate a range of live and recorded music from different traditions genres styles and times responding appropriately to the context • Share opinions about own and others music and be willing to justify the reasons for responses • Be perceptive to music and communicate personal thoughts and feelings through discussion movement sounds based and other creative responses • Critique own and other's work offering specific comments and justifying reasons

The new vocabulary the Year 5 children will use will include:

	Tier 1	Tier 2	Tier 3
Singing	verse, chorus round	solo, ensemble, range	
Listening	rhythm, funk, jazz	indie, opera, RnB	rhythmic dictation
Composing	beat, loudly, quietly, moderately, very loud, very quiet	improvise, groove, dynamics	fortissimo, pianissimo, mezzo forte, mezzo piano, ternary
Performing	lyrics, accompaniment, structure, form	chord, arrangements, time signature, phrase, melody	triads, acoustic

In Year 5, the children will have the following performance opportunities:

Autumn	Spring	Summer
Y5 and Y6 Carol Service	Class Assemblies Y5 Young Voices at the O2 Arena	Open Afternoon

In Year 5, the children will be taught to:

Area of music	Curriculum content	Progression of skills	Instruments
Singing	Verse and chorus songs Partner songs Three part rounds	<ul style="list-style-type: none"> • Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and appropriate style • Sing three-part rounds, partner songs and songs with a verse and a chorus • Perform a range of songs in school assemblies and in school performance opportunities (O2 concert) 	Ukulele Glockenspiel Recorder Shaker Hand drum Cymbals Triangle Tambourine Sticks Scrapers
Composing	Song writing	<ul style="list-style-type: none"> • Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments • Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including very loud, very quiet, moderately loud and moderately quiet • Compose melodies made from pairs of phrases in either C major or A minor • In pairs, compose a short ternary piece • Use chords to compose music to evoke a specific atmosphere, mood or environment • Capture and record creative ideas using graphic symbols, rhythm notation and time signatures, staff notation 	Cabasa Bongo drum
Performing	Performing as an ensemble	<ul style="list-style-type: none"> • Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave and using notes within middle C • Understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards • Perform simple, chordal accompaniments to familiar songs • Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra • Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies • Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations 	

	Musical Language	<ul style="list-style-type: none">• Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers• Understand the difference between 2/4, 3/4 and 4/4 time signatures• Read and perform pitch notation within an octave	
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Long Term Plan: Year 6

Milestones – By the end of Year 6, children will...

- Melodic dictation: listen and dictate rhythm and pitch
- Compose a blues song
- Recognise music form
- Play a simple melody from a written piece on the ukulele, glockenspiel or recorder

According to the National Curriculum Programme of Study, in Key Stage 2, pupils should be taught:

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

Children will be inspired by listening to:

Area of music	Curriculum content	Progression of skills
Listening	Reggae Romantic Classical – Baroque Jazz and Blues Gospel Music we love	<ul style="list-style-type: none"> • Listen and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context

The new vocabulary the Year 6 children will use will include:

	Tier 1	Tier 2	Tier 3
Singing	round, choir, part, ensemble	syncopated, three-part rounds, four-part rounds	
Listening	Classical, jazz	reggae, Baroque blues, gospel	melodic dictation
Composing	Form, structure, section	melodic, pentatonic, groove, ternary, binary, scales: major/minor	
Performing	staff notation, octave, range, tuned percussion, crotchets, quavers, rests, dynamics	semi breves, minims, semi quavers	

In Year 6, the children will have the following performance opportunities:

Autumn	Spring	Summer
Y5 and Y6 Carol Service	Class Open Time	Leaver's Assembly

In Year 6, the children will be taught to:

Area of music	Curriculum content	Progression of skills	Instruments
Singing	Singing as a choir	<ul style="list-style-type: none"> • Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance • Continue to sing three- and four- part rounds or partner songs and experiment with positioning singers randomly within the group – i.e. no longer in discrete parts – in order to develop greater listening skills, balance between parts and vocal independence • Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience 	ukulele glockenspiel boom whackers cabassa bongo drums shaker hand drum tambourine cymbals triangle sticks scrapers
Composing	Jazz and Blues	<ul style="list-style-type: none"> • Extend improvisation skills through working in small groups to: create music with multiple sections that include repetition and contrast; use chord changes as part of an improvised sequence; extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape • Plan and compose an 8- or 16- beat melodic phrase using the pentatonic scale and incorporate rhythmic variety and interest • Compose melodies made from pairs of phrases in either G major or E minor and a key suitable for the instrument • Compose a ternary piece; use available music software to create and record it, discussing how musical contrasts are achieved 	
Performing	Performing as a small band	<ul style="list-style-type: none"> • Play a melody following staff notation written on one staff and using notes within an octave range; make decisions about dynamic range, including very loud, very quiet, moderately loud and moderately quiet • Accompany the same melody, and others, using block chords or a bass line • Engage with others through ensemble playing with pupils taking on melody or accompaniment roles. • Further understand the differences between semibreves, minims, crotchets, quavers and semi quavers and their equivalent rests • Read and play confidently from rhythm notation cards and rhythmic scores in up 	

		<p>to 4 parts that contain known rhythms and note durations</p> <ul style="list-style-type: none">• Read and play from notation a four-bar phrase, confidently, identifying note names and durations	
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