

Knowledge & Skills Progression: EYFS to Year 6

Music Curriculum

Yr	Musicianship Understanding Music	Listening Respond/Analyse	Singing	Notation	Playing Instruments	Improvising	Composing	Cultural Capital	End Points
EYFS	<ul style="list-style-type: none"> To know that we can move with the pulse of the music. To know that the words of songs can tell stories and paint pictures. 	<ul style="list-style-type: none"> To know twenty nursery rhymes off by heart. To know the stories of some of the nursery rhymes. 	<ul style="list-style-type: none"> To sing or rap nursery rhymes and simple songs from memory. Songs have sections. To sing along with a pre-recorded song and add actions. To sing along with the backing track. 	<ul style="list-style-type: none"> Explore ways of representing high and low sounds, and long and short sounds. 	<ul style="list-style-type: none"> A performance is sharing music. Perform any nursery rhymes or songs adding a simple instrumental part. Record the performance to talk about. 	<ul style="list-style-type: none"> Add actions or dance to familiar rhymes or songs. 	<ul style="list-style-type: none"> Create musical sound effects and short sequences of sounds in response to music and video stimulus. 	<p>Play a range of instruments for enjoyment and performance to the wider community, including Christmas Nativity, Harvest Festival and Easter service.</p> <p>Sing a range of traditional and modern hymns as part of daily worship and Christian celebrations.</p>	<p>ELG:</p> <ul style="list-style-type: none"> Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.
1	<ul style="list-style-type: none"> Use body percussion, instruments and voices. In the key centres of: C major, F major, G major and A minor. Find and keep a steady beat together. Understand the difference between creating a rhythm pattern and a pitch pattern. Copy back simple rhythmic patterns using long and short. Copy back simple melodic patterns using high and low. Complete vocal warm-ups with a copy back option to use Solfa. 	<ul style="list-style-type: none"> Move and dance with the music. Find the steady beat. Talk about feelings created by the music. Recognise some band and orchestral instruments. Describe tempo as fast or slow. Describe dynamics as loud and quiet. Join in sections of the song, eg chorus. Begin to understand where the music fits in the world. Begin to understand about different styles of music. 	<ul style="list-style-type: none"> Sing, rap, rhyme, chant and use spoken word. Demonstrate good singing posture. Sing songs from memory. Copy back intervals of an octave and fifth (high, low). Sing in unison. 	<ul style="list-style-type: none"> Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. If appropriate: explore standard notation, using crotchets, quavers and minims, and simple combinations of: C, D, E, F, G, F, G, A, G, B, D, D, E, F#, G, A, D, A, C 	<ul style="list-style-type: none"> Rehearse and learn to play a simple melodic instrumental part by ear or from simple notation, in C major, F major, D major and D minor. <p>Recorder: Rehearse and learn a simple instrumental part by ear or from notation, using the notes G, A, B,</p>	<ul style="list-style-type: none"> Explore improvisation within a major scale using the notes: C, D, E, C, D, E, G, A, C, D, E, F, G, D, E, F#, A, B, D, E, F, G, A Improvise on a limited range of pitches on the instrument you are now learning, making use of musical features, including smooth (legato) and detached (staccato) articulation. Improvise over a simple chord progression. Improvise over a groove. 	<ul style="list-style-type: none"> Explore and create graphic scores: Create musical sound effects and short sequences of sounds in response to music and video stimulus. Create a story, choosing and playing classroom instruments and/or sound-makers. Recognise how graphic notation can represent created sounds. Explore and invent your own symbols. Use music technology, if available, to capture, change and combine sounds. Use simple notation if appropriate: Create a simple melody using crotchets and minims: 		<ul style="list-style-type: none"> End of Year 2: <ul style="list-style-type: none"> 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

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- Use body percussion, instruments and voices.
- In the key centres of: C major, G major and A minor.
- Find and keep a steady beat.
- Copy back simple rhythmic patterns using long and short.
- Copy back simple melodic patterns using high and low.
- Complete vocal warm-ups with a copy back option to use Solfa.
- Sing short phrases independently.

- Mark the beat of a listening piece (eg Boléro by Ravel) by tapping or clapping and recognising tempo, as well as changes in tempo.
- Walk in time to the beat of a piece of music. Identify the beat groupings in the music you sing and listen, eg 2-time, 3-time etc.
- Move and dance with the music confidently.
- Talk about how the music makes you feel.
- Find different steady beats.
- Describe tempo as fast or slow.
- Describe dynamics as loud or quiet. Join in sections of the song, eg call and response. Start to talk about the style of a piece of music.
- Recognise some band and orchestral instruments.
- Start to talk about where music might fit into the world.

- Sing as part of a choir.
- Demonstrate good singing posture.
- Sing songs from memory and/or from notation.
- Sing to communicate the meaning of the words.
- Sing in unison and sometimes in parts, and with more pitching accuracy.
- Understand and follow the leader or conductor.
- Add actions to a song.
- Move confidently to a steady beat.
- Talk about feelings created by the music/song.
- Recognise some band and orchestral instruments.
- Describe tempo as fast or slow. Join in sections of the song, eg chorus.
- Begin to understand where the music fits in the world.
- Begin to talk about and understand the style of the music.
- Know the meaning of dynamics (loud/quiet) and tempo (fast/slow), and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (eg crescendo, decrescendo, pause).

- Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.
- Explore standard notation, using crotchets, quavers, minims and semibreves, and simple combinations of:
C, D, E, F, G, A, B G, A, B,
C, D, E, F#
F, G, A, Bb, C, D, E
A, B, C, D, E

- Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major and G major.

Recorder: Rehearse and learn a simple instrumental part by ear or from notation, using the notes G, A, B, Bb, C, E and F.

- Explore improvisation within a major scale using the notes:
C, D, E
C, G, A
G, A, B
F, G, A
- Work with a partner and in the class to improvise simple 'Question and Answer' phrases, to be sung and played on untuned percussion, creating a musical conversation.

- Explore and create graphic scores:
- Create musical sound effects and short sequences of sounds in response to music and video stimulus.
- Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.
- Create a story, choosing and playing classroom instruments.
- Create and perform your own rhythm patterns with stick notation, including crotchets, quavers and minims. Use music technology, if available, to capture, change and combine sounds.
- Use notation if appropriate:
- Create a simple melody using crotchets and minims:
C, D
C, D, E
C, D, E, F
C, D, E, F, G S
Start and end on the note C (C major)
G, A
G, A, B
G, A, B, D
G, A, B, D, E
- Start and end on the note G (Pentatonic on G)
•F, G
•F, G, A
•F, G, A, C
•F, G, A, C, D Start and end on the note F (Pentatonic on F)

Explore famous composers:
George Frideric Handel, Frédéric Chopin, Wolfgang Amadeus Mozart, Florence Price, Ravi Shankar

dimensions of music

•End of Year 2:
•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

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3	<ul style="list-style-type: none"> •Use body percussion, instruments and voices. In the key centres of: C major, F major, G major and A minor. •In the time signatures of: 2/4, 3/4 and 4/4. Find and keep a steady beat. •Copy back and improvise simple rhythmic patterns using minims, crotchets, quavers and their rests. •Copy back and improvise simple melodic patterns using the notes: C, D, E, G, A, B, F, G, A, A, B, C 	<ul style="list-style-type: none"> •Share your thoughts and feelings about the music together. •Find the beat or groove of the music. •Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. •Invent different actions to move in time with the music. •Talk about what the song or piece of music means. •Identify some instruments you can hear playing. •Identify if it's a male or female voice singing the song. •Talk about the style of the music. 	<ul style="list-style-type: none"> •Sing as part of a choir. •Sing a widening range of unison songs, of varying styles and structures. •Demonstrate good singing posture. •Perform actions confidently and in time to a range of action songs. •Sing songs from memory and/or from notation. •Sing with awareness of following the beat. •Sing with attention to clear diction. •Sing expressively, with attention to the meaning of the words. •Sing in unison. •Understand and follow the leader/conductor. •Copy back simple melodic phrases using the voice. 	<ul style="list-style-type: none"> •Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. •Explore standard notation, using minims, semibreves, dotted crotchets, crotchets, quavers and semi quavers, and simple combinations of: C, D, E, F, G, A, B, F, G, A, B\flat, C, G, A, B, C, D, E, E\sharp, F\sharp, G\sharp, A, B 	<ul style="list-style-type: none"> •Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major and E major. •Develop facility in playing tuned percussion or a melodic instrument, such as a violin or recorder. <p>Recorder: Rehearse and learn a simple instrumental part by ear or from notation, using the notes C, D, E, F, F\sharp, G, G\sharp, A, B and B\flat.</p>	<ul style="list-style-type: none"> •Explore improvisation within a major scale using the notes: C, D, E, C, D, E, F, G, C, D, E, G, A, G, A, B, G, A, B, D, E, G, A, B, C, D, F, G, A, F, G, A, C, D •Become more skilled in improvising (using voices, tuned and untuned percussion, and instruments played in wholeclass/group/individual/instrumental teaching), inventing short 'on-the-spot' responses using a limited note-range. •Compose over a simple groove. 	<ul style="list-style-type: none"> •Create music and/or sound effects in response to music and video stimulus. •Use music technology, if available, to capture, change and combine sounds. •Compose over a simple chord progression. •Compose over a simple groove. •Compose over a drone. •Start to use simple structures within compositions, eg introduction, verse, chorus or AB form. •Use simple dynamics. •Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values. •Create a simple melody using crotchets, minims and perhaps paired quavers: C, D, C, D, E, G, C, D, E, G, A •Start and end on the note C (Pentatonic on C) C, D, C, D, E, C, D, E, F, C, D, E, F, G •Start and end on the note C (C major) F, G, F, G, A 	<p>Recorder and ukulele performance to the wider community, including Christmas Nativity, Harvest Festival and Easter service.</p>	<p>•End of Year 6:</p> <ul style="list-style-type: none"> •play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression •improvise and compose music for a range of purposes using the 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
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							F, G, A, B \flat F, G, A, B \flat , C •Start and end on the note F (F major) G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (Pentatonic on G)		the history of music.
4	<ul style="list-style-type: none"> •Use body percussion, instruments and voices. In the key centres of: C major, F major, G major and A minor. In the time signatures of: 2/4, 3/4 and 4/4. Find and keep a steady beat. •Listen and copy rhythmic patterns made of semibreves, minims, dotted crotchets, crotchets, quavers, semiquavers and their rests, by ear or from notation. •Copy back melodic patterns using the notes: C, D, E C, D, E, G, A G, A, B G, A, B, D, E F, G, A A, B, C, D, E, F, G 	<ul style="list-style-type: none"> •Talk about the words of a song. Think about why the song or piece of music was written. Find and demonstrate the steady beat. • Identify 2/4, 3/4, and 4/4 metre. •Identify the tempo as fast, slow or steady. Recognise the style of music you are listening to. •Discuss the structures of songs. Identify: <ul style="list-style-type: none"> • Call and response • A solo vocal or instrumental line and the rest of the ensemble • A change in texture • Articulation on certain words •Programme music •Explain what a main theme is and identify when it is repeated. •Know and understand what a musical introduction is and its purpose. •Recall by ear memorable phrases heard in the music. Identify major and minor tonality. • Recognise the sound and notes of the pentatonic scale by ear and from notation. 	<ul style="list-style-type: none"> •Rehearse and learn songs from memory and/or with notation. •Sing in different time signatures: 2/4, 3/4 and 4/4. Sing as part of a choir with awareness of size: the larger, the thicker and richer the musical texture. •Demonstrate good singing posture. •Demonstrate vowel sounds, blended sounds and consonants. •Sing 'on pitch' and 'in time'. Sing expressively, with attention to breathing and phrasing. •Sing expressively, with attention to staccato and legato. •Talk about the different styles of singing used for different styles of song. •Talk about how the songs and their styles connect to the world. 	<ul style="list-style-type: none"> •Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. •Explore standard notation, using semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of: C, D, E, F, G, A, B F, G, A, B\flat, C G, A, B, C, D, E, F\sharp D, E, F\sharp, G, A, B, C •Read and respond to semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers. Identify: <ul style="list-style-type: none"> • Stave • Treble clef • Time signature •Identify and understand the differences between minims, crotchets, paired quavers and rests. •Read and perform pitch notation within a range. •Follow and perform simple rhythmic scores to a steady beat: 	<ul style="list-style-type: none"> •Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major and D major. <p>Recorder: Rehearse and learn to play one of four differentiated instrumental parts by ear or from notation, in the tonal centres of C major, F major, G major and D major.</p>	<ul style="list-style-type: none"> •Explore improvisation within a major scale using the notes: C, D, E C, D, E, G, A C, D, E, F, G D, E, F\sharp, A, B D, E, F, G, A •Improvise on a limited range of pitches on the instrument you are now learning, making use of musical features, including smooth (legato) and detached (staccato) articulation. •Improvise over a simple chord progression. Improvise over a groove. 	<ul style="list-style-type: none"> •Combine known rhythmic notation with letter names, to create short, pentatonic phrases using a limited range of five pitches, suitable for the instruments being learnt. •Compose over a simple chord progression. •Compose over a groove. •Create music in response to music and video stimulus. •Use music technology, if available, to capture, change and combine sounds. •Start to use simple structures within compositions, eg introduction, verse, chorus or AB form. •Use simple dynamics. •Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values. •Create a melody using crotchets, minims, quavers and their rests. 	<p>Explore famous composers: Giuseppe Verdi - 'Dies Irae' and 'Tuba Mirum' from 'Requiem'; Richard Wagner - 'Ride of the Valkyries' from 'Die Walküre'; Vaughan Williams - The Lark Ascending</p>	<p>the history of music.</p> <p>•End of Year 6:</p> <ul style="list-style-type: none"> •play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression •improvise and compose music for a range of purposes using the 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

		<ul style="list-style-type: none"> •Describe legato and staccato. •Recognise the following styles and any important musical features that distinguish the style: 20th and 21st Century Orchestral, Reggae, Soul, R&B, Pop, Folk, Jazz, Disco, Musicals, Classical, Rock, Gospel, Romantic, Choral, Funk and Electronic Dance Music. 		<p>maintain individual parts accurately within the rhythmic texture, achieving a</p>			<ul style="list-style-type: none"> •Use a pentatonic scale: C, D, C, D, E, C, D, E, G, C, D, E, G, A •Start and end on the note C (Pentatonic on C) C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C (C major) A, B A, B, C A, B, C, D A, B, C, D, E Start and end on the note A (A minor) D, E D, E, F D, E, F, G D, E, F, G, A Start and end on the note D (D minor) G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (Pentatonic on G) 		<p>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.</p>
<ul style="list-style-type: none"> •Use body percussion, instruments and voices. In the key centres of: C major, G major, D major, F major and A minor. •In the time signatures of: 2/4, 3/4, 4/4, 5/4 and 6/8. •Find and keep a steady beat. •Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers 	<ul style="list-style-type: none"> •Talk about feelings created by the music. •Justify a personal opinion with reference to Musical Elements. •Find and demonstrate the steady beat. Identify 2/4, 3/4, 6/8 and 5/4 metre. •Identify the musical style of a song or piece of music. •Identify instruments by ear and through a range of media. •Discuss the structure of the music with reference 	<ul style="list-style-type: none"> •Rehearse and learn songs from memory and/or with notation. •Sing in 2/4, 3/4, 4/4 and 6/8 time. Sing in unison and parts, and as part of a smaller group. • Sing 'on pitch' and 'in time'. • Sing a second part in a song. Self-correct if lost or out of time. •Sing expressively, with attention to breathing and phrasing. 	<ul style="list-style-type: none"> •Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. •Explore standard notation, using minims, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of: C, D, E, F, G, A, B, F, G, A, B\flat, C, D, E, G, A, B, C, D, E, F\sharp 	<ul style="list-style-type: none"> •Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major, E\flat major, C minor and D minor. Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one staff and using notes within the middle C–C'/do–do range. This should initially be done as a whole class, 	<ul style="list-style-type: none"> •Explore improvisation within a major scale, using the notes: C, D, E\flat, F, G, C, D, E, F, G, C, D, E, G, A, F, G, A, B\flat, C, D, E, F, G, A •Improvise over a simple groove, responding to the beat and creating a satisfying melodic shape. •Experiment with using a wider range 	<ul style="list-style-type: none"> •Create music in response to music and video stimulus. Use music technology, if available, to capture, change and combine sounds. •Start to use structures within compositions, eg verse and chorus sections, AB form or ABA form (ternary form). •Use chords to compose music to evoke a specific 	<p>Explore a range of modern artists: Benjamin Britten, Marth & The Vandellas, Carole King, Pharrell Williams</p>	<p>Sing a range of traditional and modern hymns as part of daily worship and Christian celebrations.</p>	<p>•End of Year 6: •play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>

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and their rests, by ear or from notation.

•Copy back melodic patterns using the notes: C, D, E, C, D, E, F, G, A, B D, E, F#, G, A, A, B, C, D, E, F#, G, F, G, A, Bb, C, D, E, G, A, B, C, D, E, F#

to verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form.

•Explain a bridge passage and its position in a song.

•Recall by ear memorable phrases heard in a song.

•Recall by ear memorable phrases heard in the music.

Identify major and minor tonality.

•Recognise the sound and notes of the pentatonic and Blues scales, by ear and from notation.

•Explain the role of a main theme in musical structure.

•Know and understand what a musical introduction is and its purpose.

•Explain rapping. Recognise the following styles and any key musical features that distinguish the style: 20th and 21st Century Orchestral, Gospel, Pop, Minimalism, Rock n' Roll, South African, Contemporary Jazz, Reggae, Film Music, Hip Hop, Funk, Romantic and Musicals.

•Sing expressively, with attention to dynamics and articulation.

•Develop confidence as a soloist. Talk about the different styles of singing used for different styles of song.

•Talk confidently about how connected you feel to the music and how it connects in the world.

•Respond to a leader or conductor.

C, G, Ab, Bb G, G#, A, Bb, C D, E, F, G, A, B, C Eb, F, G, Ab, Bb, C, D, B

•Read and respond to minims, crotchets, quavers, dotted quavers and semiquavers.

•Recognise how notes are grouped when notated. Identify the stave and symbols on the stave (such as the treble clef), the name of the notes on lines and in spaces, bar lines, a flat sign and a sharp sign.

•Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.

•Understand the differences between 2/4, 3/4 and 4/4 time signatures.

•Read and perform pitch notation within an octave (eg C–C'/do–do).

with greater independence gained each lesson through smaller group performance.

Recorder: Rehearse and learn to play one of four differentiated instrumental parts by ear or from notation, in the tonal centres of C major, F major, G major, Eb major, C minor and D minor.

of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).

atmosphere, mood or environment.

Use simple dynamics. Use rhythmic variety. Compose song accompaniments, perhaps using basic chords.

•Use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet).

•Use full scales in different keys.

•Understand how chord triads are formed and play them on tuned percussion, melodic instruments or keyboards.

•Perform simple, chordal accompaniments.

•Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, plus all equivalent rests.

•Use a pentatonic and a full scale. Use major and minor tonality:

F, G

F, G, A

F, G, A, Bb

F, G, A, Bb, C

Start and end on the note F (F major)

G, A

G, A, B

G, A, B, C

G, A, B, C, D

Start and end on the note G (G major)

G, A

•improvise and compose music for a range of purposes using the 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.

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						<p>G, A, B G, A, B, D G, A, B, D, E •Start and end on the note G (Pentatonic on G) D, E D, E, F D, E, F, G D, E, F, G, A •Start and end on the note D (D minor) E\flat, F E\flat, F, G E\flat, F, G, B\flat E\flat, F, G, B\flat, C •Start and end on the note E\flat (E\flat major)</p>		<p>•End of Year 6:</p> <p>•play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>•improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>•listen with attention to detail and recall sounds with increasing aural memory</p>
6	<ul style="list-style-type: none"> •Use body percussion, instruments and voices. In the key centres of: C major, G major, D major, A minor and D minor. •In the time signatures of: 2/4, 3/4, 4/4, 5/4 and 6/8. •Find and keep a steady beat. •Listen and copy rhythmic patterns made of minims, dotted crotchets, triplet quavers, quavers, semiquavers and their rests, by ear or from notation. •Copy back melodic patterns using the notes: D, E, F, G, A, C, D, E, F, G, A, B, G, A, B, C, D, E, F\sharp, D, E, F\sharp, G, A, B, C\sharp, A, B, C, D, E, F, G 	<ul style="list-style-type: none"> •Talk about feelings created by the music. •Justify a personal opinion with reference to Musical Elements. Identify 2/4, 4/4, 3/4, 6/8 and 5/4. •Identify the musical style of a song using some musical vocabulary to discuss its Musical Elements. Identify the following instruments by ear and through a range of media: bass guitar, electric guitar, percussion, sections of the orchestra such as brass, woodwind and strings, electric organ, congas, pianos and synthesizers, and vocal techniques such as scat singing. •Discuss the structure of the music with reference to verse, chorus, bridge and an instrumental break. •Explain a bridge 	<ul style="list-style-type: none"> •Rehearse and learn songs from memory and/or with notation. •Sing a broad range of songs as part of a choir, including those that involve syncopated rhythms, with a good sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style. •Continue to sing in parts where appropriate. Sing in 2/4, 4/4, 3/4, 5/4 and 6/8. •Sing with and without an accompaniment. •Sing syncopated melodic patterns. •Demonstrate and maintain good posture and breath control whilst singing. •Sing expressively, with attention to breathing and 	<ul style="list-style-type: none"> •Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. •Explore standard notation, using dotted semibreves, dotted minims, minims, triplet crotchets, dotted crotchets, dotted quavers, quavers and semiquavers, and simple combinations of: C, D, E, F, G, A, B, F, G, A, B\flat, C, D, E, F, G, A\flat, B\flat, C, D, E\flat, F, G, A, B\flat, C, D, E, F\sharp, D, E, F, G, A, D, E, F\sharp, A, B, C\sharp, E, F\sharp, G, G\sharp, A, B, C, C\sharp, E\flat, F, G, A\flat, B\flat, C, D Identify: • Stave • Treble clef • Time signature •Read and respond to 	<ul style="list-style-type: none"> •Rehearse and learn to play one of four differentiated instrumental parts by ear or from notation, in the tonal centres of C major, F major, G major, D major, E major, A major, E\flat major, D minor and F minor. Play a melody following staff notation written on one stave and using notes within an octave range (do–do); make decisions about dynamic range, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano). Recorder: Rehearse and learn to play one of four differentiated instrumental parts by ear or from notation, in the tonal centres of C 	<ul style="list-style-type: none"> •Explore improvisation within a major scale, using the notes: C, D, E, F, G, G, A, B\flat, C, D, G, A, B, C, D, F, G, A, C, D •Improvise over a groove, responding to the beat, creating a satisfying melodic shape with varied dynamics and articulation. •Plan and compose an 8 or 16-beat melodic phrase, using the pentatonic scale (eg C, D, E, G, A), and incorporate rhythmic variety and interest. •Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody. Either of these melodies can be enhanced with rhythmic or simple chordal accompaniment. Create a simple chord progression. Compose a ternary (ABA form) piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved. Create music in response to music and video stimulus. Use music technology, if 		

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	<p>passage and its position in a song.</p> <ul style="list-style-type: none"> •Recall by ear memorable phrases heard in the music. Identify major and minor tonality, chord triads I, IV and V, and intervals within a major scale. •Explain the role of a main theme in musical structure. •Know and understand what a musical introduction and outro is, and its purpose. •Identify the sound of a Gospel choir and soloist, Rock band, symphony orchestra and A Cappella groups. •Recognise the following styles and any key musical features that distinguish the style: 20th and 21st Century Orchestral, Soul, Pop, Hip Hop, Jazz: Swing, Rock, Disco, Romantic, Zimbabwean Pop, R&B, Folk, Gospel, Salsa, Reggae, Musicals and Film Music. 	<p>phrasing. Sing expressively, with attention to dynamics and articulation.</p> <ul style="list-style-type: none"> •Lead a singing rehearsal. •Talk about the different styles of singing used for the different styles of songs sung in this year. •Discuss with others how connected you are to the music and songs, and how the songs and styles are connected to the world. 	<p>minims, crotchets, quavers, dotted quavers and semiquavers. Recognise how notes are grouped when notated.</p> <ul style="list-style-type: none"> •Identify the staff and symbols on the staff (such as the treble clef), the name of the notes on lines and in spaces, bar lines, a flat sign and a sharp sign. 	<p>major, F major, G major, D major, E major, A major, E_b major, D minor and F minor.</p>	<p>available, to capture, change and combine sounds. Start to use structures within compositions, eg introduction, multiple verse and chorus sections, AB form or ABA form (ternary form).</p> <ul style="list-style-type: none"> •Use simple dynamics. Use rhythmic variety. •Compose song accompaniments, perhaps using basic chords. Use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet). •Use full scales in different keys. •Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, and all equivalent rests. •Use a pentatonic and a full scale. • Use major and minor tonality: C, D C, D, E C, D, E, F C, D, E, F, G •Start and end on the note C (C major) G, A G, A, B G, A, B, D G, A, B, D, E •Start and end on the note G (Pentatonic on G) D, E 	<ul style="list-style-type: none"> •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.
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Vocabulary Progression								
<p>• EYFS Pulse, rhythm and pitch, listen, talk, sequence, think, feel, ideas, song, sing, dance, play, explore, instruments, make and experiment.</p>	<p>• YEAR 1 dynamics, rap, improvise, compose, high, low, melody, bass guitar, drums, perform, singers, keyboard, percussion, trumpets, saxophones, Funk, groove, audience, imagination, song, tempo, Hip Hop, Jazz, Lullaby, Musicals, orchestra, Pop, Reggae, waltz.</p>	<p>• YEAR 2 Keyboard, drums, bass, electric guitar, saxophone, trumpet, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, glockenspiel, band, bass guitar, brass band, percussion, piano accompaniment, lullaby, Musicals, orchestra, Pop, Rock, Soul, Opera, major, minor, introduction, verse, chorus.</p>	<p>• YEAR 3 •Structure, intro/introduction, verse, chorus, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, electric guitar, backing vocals, riff, ostinato, Reggae, pentatonic scale, imagination, Disco, crotchet, minim, quaver, rests, time signature, key signature, clef, stave, notation, major, minor, bar, detached, texture, repeats, rhythm patterns, legato, staccato, forte, piano, Appalachian music, Baroque music, Blues, Country, Folk music, Native American music.</p>	<p>• YEAR 4 Improvise, compose, texture, timbre, tonality, structure, improvise, hook, riff, ostinato, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, , backing vocal, piano, acoustic guitar, percussion, fortissimo, pianissimo, Contemporary R&B, Classical music, Choral music, Electronic Dance Music (EDM),</p>	<p>• YEAR 5 Rock, bridge, backbeat, amplifier, riff, hook, syncopation, Swing, tune/head, note values, note names, big bands, solo, ballad, verse, interlude, tag ending, strings, melody, cover, rap, ostinato, synthesizer, deck, backing loops, Funk, scratching, Soul, groove, bassline, brass section, harmony, chords, Minimalism, Rock n' Roll, South African Pop, Contemporary Jazz, crescendo, diminuendo, mezzo forte, mezzo piano.</p>	<p>• YEAR 6 Style indicators, improvisation, cover, dimensions of music, elements, Soul, producer, groove, Motown, hook, riff, ostinato, solo, Blues, Jazz, by ear, phrases, unison, Gospel, harmony, bassline, brass section, orchestral, Pop, Hip Hop, Rock, Disco, Romantic, Zimbabwean Pop, Folk, Salsa, Film Music, Musicals, Reggae,</p>		