

## Music Curriculum Overview

### Key Stage 1

EYFS	Year 1	Year 2
<p>Learn and perform rhymes, poems and songs by heart and with others, paying attention to how they sound and moving in time to the music.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Create their own songs, or improvise a song around one they know.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses. Respond to what they have heard, expressing their thoughts and feelings.</p>	<p>Sing simple songs and chants with a small vocal range from memory, in time and at the same pitch, and responding to visual directions.</p> <p>Improvise simple vocal chants, using question and answer phrases.</p> <p>Create musical sound effects and short sequences of sounds using classroom instruments and invent own symbols to represent these sounds.</p> <p>Begin to recognise instruments, dynamics and other basic elements.</p> <p>Use vocabulary high/low, loud/soft, fast/slow, (long/short) to describe pitch, dynamics, tempo and duration.</p> <p>Play repeated ostinato and short pitched patterns to maintain a steady beat.</p> <p>Listen to a range of high-quality live and recorded music and walk, move or clap a steady beat with others, changing the speed of the beat appropriately and respond to the pulse through movement and dance; demonstrate difference between rhythm and beat.</p>	<p>Sing songs with a small pitch range (do-soh) with increasing control.</p> <p>Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these while singing by responding to leader's visual directions.</p> <p>Give a quality musical performance where every child can achieve.</p> <p>Learn to read and play treble clef BAG on recorder using crotchets and minims (and later quavers) and recognise how graphic/stick notation/staff notation can represent sounds.</p> <p>Create music in response to a non-musical stimulus and understand the difference between creating a rhythm and a pitch pattern; invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns.</p> <p>Listen to a range of high-quality live and recorded music and respond to the pulse through movement and dance; begin to recognise instruments and their families, dynamics, tempo changes and other basic elements.</p>

## Key Stage 2

Year 3	Year 4	Year 5	Year 6
<p>Sing a variety of unison songs with a pitch range of do-lah, with confident and rhythmic actions.</p> <p>Perform as a choir in school performances, demonstrating expression (loud / soft)</p> <p>Read and play treble clef CBAG on recorder using crotchets, minims and paired quavers.</p> <p>Improvise short 'on-the-spot' responses using a limited note-range; do, re, mi (B, A, G or C, D, E, etc).</p> <p>Structure musical ideas (eg using echo; question and answer; conversation) to create music that has a beginning, middle and end and create short up and down phrases using rhythmic notation and letter names.</p> <p>Compose song accompaniments on untuned percussion using known rhythms and note values (e.g. C and G ostinato).</p> <p>Listen to a range of high-quality live and recorded music and respond to the pulse through movement and dance; begin to recognise instruments and their families, dynamics, tempo changes, pitch ranges and other basic elements; respond to changes in pulse, clap or move to the beat, recall sounds with increasing aural memory.</p>	<p>Sing unison songs with the range of do-do, use a wider range of dynamics and follow directions for crescendo diminuendo.</p> <p>Sing rounds and partner songs in different time signatures and introduce vocal harmony and perform a range of songs in school assemblies.</p> <p>Learn to play and read CDEF on the cornet (whole-class First Access tuition).</p> <p>Improvise freely over a drone and over a simple groove, responding to the beat.</p> <p>Compose melodies, a short ternary piece (A-B-A) and use chords to compose music to evoke a specific atmosphere.</p> <p>Capture and record creative ideas in a variety of ways; graphic symbols, rhythm and staff notation, technology.</p> <p>Listen to a range of high-quality live and recorded music, respond to the pulse through movement and dance; recognise instruments and their families, dynamics, tempo changes, pitch ranges, instrumental playing techniques (legato/staccato), respond to changes in pulse and recall sounds with increasing aural memory.</p>	<p>Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance and a wider range of dynamics, including 3-part rounds and songs with a verse and a chorus; perform in assemblies and other events.</p> <p>Learn and perform simple, chordal accompaniments to familiar songs from tab on the ukulele (whole class tuition).</p> <p>Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation range do-do) and develop the skill of playing by ear on tuned instruments and perform a range of repertoire in mixed ensembles (e.g. class orchestra).</p> <p>Understand how triads are formed, and play them on tuned percussion / melodic instruments, using the chords to invoke a particular atmosphere; improvise freely over a drone using tuned percussion and melodic instruments.</p> <p>Compose melodies from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen / compose a short ternary piece (A-B-A).</p> <p>Capture and record creative ideas in a variety of ways; graphic symbols, rhythm and staff notation, technology.</p> <p>Listen to a range of high-quality live and recorded music, respond to the pulse, recognise instruments and their families, dynamics, tempo changes, pitch ranges, instrumental playing techniques (legato/staccato/pizzicato) and recall sounds with increasing aural memory.</p>	<p>Sing a broad range of songs including 3- or 4-part rounds and those that have syncopated rhythms as part of a choir, with a sense of ensemble and performance, and perform to a wider audience; observe rhythm, phrasing, accurate pitching and appropriate style.</p> <p>Play and perform a range of repertoire in a whole-class orchestra, using own instruments, ukuleles, tuned percussion and keyboards.</p> <p>Extend improvised melodies beyond 8 beats over a fixed groove.</p> <p>Compose melodies made from pairs of phrases in major, minor, blues or pentatonic scale, using a key suitable for the instrument chosen.</p> <p>Create music with multiple sections that include repetition and contrast; use chord changes as part of an improvised sequence or as a backing (e.g. 12-bar blues chords).</p> <p>Compose a ternary piece (A-B-A); use available music software/apps to create and record it, discussing how musical contrasts are achieved.</p> <p>Listen to a range of high-quality live and recorded music, respond to the pulse through movement and dance; recognise instruments and their families, dynamics, tempo changes, pitch ranges, instrumental playing techniques (legato/staccato/ pizzicato) and respond to changes in pulse, recalling sounds with increasing aural memory.</p>