

Curriculum Overview for Music

<u>Year Group</u>	<u>Skills and Knowledge</u>
Nursery	• Begin to express themselves by moving freely and rhythmically in response to music. • Join in with and learn simple ring games, songs and rhymes, adapting and developing them, e.g. changing words, rhythms, or accompanying with instruments/sound-makers. • Begin to explore various instruments, as well as homemade sound-makers and real objects, indoors and out, promoting a range of techniques, e.g. banging, shaking, tapping, scraping, blowing. • Play games that encourage children to experiment with, and change the sounds that instruments can make, and to distinguish between sounds. • Play games that encourage children to hear, imitate and respond to rhythm e.g. Copy simple, repeated rhythms. • Know how to create sounds using different instruments and begin to change the sounds they can make. Begin to learn the vocabulary of sound alongside. • Listen to and watch music and dance from a range of cultures and genres.
Reception	• Express themselves by moving freely and rhythmically in response to music and dance from a range of cultures and genres. • Develop a repertoire of ring games, songs and rhymes, adapting and developing them, e.g. changing words, rhythms, or accompanying with instruments/sound-makers. Experiment with sounds and rhythm, and appropriate vocabulary. • Explore various instruments, as well as homemade sound-makers and real objects, indoors and out, promoting a range of techniques, e.g. banging, shaking, tapping, scraping, blowing. • Create story/rhyme/journey maps adding sounds to illustrate the narrative. • Know how to create sounds using different instruments and begin to change the sounds they can make. Learn the vocabulary of sound alongside. • Listen to and watch music and dance from a range of cultures and genres, focusing on how sound and movement develop from feelings and ideas.
Year 1	• Understand that different types of sounds are called timbres. • Recognise basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower). • Describe the character, mood, or 'story' of music they listen to, both verbally and through movement. • Describe the differences between two pieces of music. • Express a basic opinion about music (like/dislike) • Listen to and repeating short, simple rhythmic patterns. • Listen and respond to other performers by playing as part of a group. • Select and create short sequences of sound with voices or instruments to represent a given idea or character. • Combine instrumental and vocal sounds within a given structure. • Create simple melodies using a few notes. • Choose dynamics, tempo and timbre for a piece of music. • Create a simple graphic score to represent a composition. • Begin to make improvements to their work as suggested by the teacher. • Use their voices expressively to speak and chant. • Sing short songs from memory, maintaining the overall shape of the melody and keeping in time. • Maintain the pulse (play on the beat) using hands, and tuned and untuned instruments. • Copy back short rhythmic and melodic phrases on percussion instruments. • Respond to simple musical instructions such as tempo and dynamic changes as part of a class performance. • Perform from graphic notation.
Year 2	• Recognise timbre changes in music they listen to • Recognise structural features in music they listen to. • Listen to and recognise instrumentation.

	• Begin to use musical vocabulary to describe music. • Identify melodies that move in steps. • Listen to and repeat a short, simple melody by ear. • Suggest improvements to their own and others' work. • Select and create longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. • Successfully combine and layer several instrumental and vocal patterns within a given structure. • Create simple melodies from 5 or more notes. • Choose appropriate dynamics, tempo and timbre for a piece of music. • Use letter name and graphic notation to represent the details of their composition. • Begin to suggest improvements to their own work. • Use their voices expressively when singing, including the use of basic dynamics (loud and quiet). • Sing short songs from memory, with melodic and rhythmic accuracy. • Copy longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse. • Perform expressively using dynamics and timbre to alter sounds as appropriate. • Sing back short melodic patterns by ear and playing short melodic patterns from letter notation.
Year 3	• Discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz). • Understand that music from different parts of the world, and different times, have different features. • Recognise and explain the changes within a piece of music using musical vocabulary. • Describe the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. • Begin to show an awareness of metre. • Recognise and begin to discuss changes within a piece of music. • Begin to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work. • Compose a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing). • Combine melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). • Use letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. • Suggest and implement improvements to their own work, using musical vocabulary. • Sing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. • Sing and play in time with peers, with some degree of accuracy and awareness of their part in the group performance. • Perform from basic staff notation, incorporating rhythm and pitch and be able to identify these symbols using musical terminology.
Year 4	• Play and perform simple melodic and rhythmic patterns from memory which focus on embedding concepts of pulse, rhythm and pitch. • Explore dimensions of music and demonstrate increasing control and accuracy using musical instruments. • Explore concept of structure (Binary form) and repetition in given musical stimuli. • Learn to read and play simple musical patterns at sight and by ear. • Learn to play more complex musical material by ear and from memory. • To develop increasing control of basic instrumental techniques enabling them to play and sing music across different styles and genres with confidence, accuracy and musical expression. • Sing a wide range of songs from memory in unison with awareness of pulse, musical shape and accuracy of rhythm, pitch and expression within the vocal range of an octave. • To sing songs with awareness of how the music moves up and down in pitch, and be able to internalise different parts of a song, rhyme or chant. • To be able to accurately respond to sung phrases of a song with accuracy of rhythm and pitch. • Develop the ability to sing simple songs, rounds and two part songs from memory. • Explore how to successfully improvise using repeated rhythmic patterns. • Develop awareness of how sounds combine and layer to develop understanding of *interrelated dimensions of music. • Compose music independently in small groups and make improvements to their own work. • Create music with a clear musical structure (Binary Form) using symbols and/or graphic score to record their work. • Explore improvisation using simple compositional devices. • Demonstrate increased understanding of basic musical features and names of common world and orchestral musical instruments. • Develop a wider understanding of the history of western music as well as other musical genres, styles and cultures from across the world. • Explore how music can be composed and performed for a wide range of different purposes and in different contexts.

	• Begin to use musical vocabulary to describe musical features, and identify instruments in musical repertoire they listen to. • Explore and learn about the life of a famous composer. • Understand how time and place can influence the way music is created, performed and heard.
Year 5	• To play and perform musical parts in a range of solo and ensemble contexts with increasing accuracy, fluency, control and expression. • Demonstrate increasing confidence, expression, skill and level of musicality through taking different roles in performance and rehearsal. • Learn to internalise and accurately respond to longer and more complex musical patterns by ear and from memory. • To maintain their own independent part whilst playing and performing with others. • To manage their group work in a timely manner to ensure progress and successful outcomes • Sing confidently in a wide variety of styles showing an awareness of good breath control, posture, diction and intonation and when phrasing. • Use varying dynamics, pitch, tempo and expression to portray an idea or mood. • Sing confidently in unison and two or three parts whilst maintaining an appropriate pulse with confidence. • Begin to explore the role of harmony in music. (consonance /dissonance) • Explore how to successfully improvise using repeated rhythmic patterns. • Develop awareness of how sounds combine (dyad = 2 note chord) and layer to develop understanding of *interrelated dimensions of music. • Compose music independently in small groups and make improvements to their own work. • Create music with a clear musical structure (Binary Form, Ternary form) using appropriate symbols and/or graphic score to record their work. • Understand when to use varying dynamics, pitch and expression to portray an idea or mood. • Identify and recall with increasing accuracy a wider range of world music and orchestral instruments. • Compare and contrast the music they listen to and be able articulate how time and place affects the way the music is composed. • Identify how developments in musical instrument design and technology have influenced how composers create music. • Explore different types of ensembles from a diverse range of cultures and traditions.
Year 6	• Play and perform musical pieces with confidence and control using different techniques appropriate to the musical instruments being used. • Demonstrate increasing confidence, expression, skill and level of musicality through taking different roles in performance and rehearsal. • Learn to internalise and accurately respond to longer and more complex musical patterns. • Rehearse, play and perform music which demonstrate a secure understanding of chords, melody, harmony and rhythm. • Play and perform a wide range of pieces from musical notation and from memory. • To manage their group work in a timely manner to ensure progress and successful outcomes • Sing confidently in unison and two or three parts whilst maintaining an appropriate pulse. • Sing confidently in a wide variety of styles showing an awareness of good breath control, posture, diction and intonation when singing together • Be able to sing a harmony part accurately and confidently. • Use varying dynamics, pitch, tempo and expression to portray an idea or mood. • Continue to explore the role of harmony in music. • Understand the importance of warming up the voice and how to develop good diction, breath control and phrasing when singing. • Explore how to successfully improvise using melodic and rhythmic patterns. • Develop awareness of how sounds combine (triads, chords) and layer to develop understanding of *interrelated dimensions of music. • Compose music independently in small groups and make improvements to their own work. • Create music with a clear musical structure (Binary, Ternary, Rondo) using symbols and/or graphic score to record their work. • Explore melodic improvisation using simple compositional devices. • Choose and create sounds expressively and with increasing control. • Understand when to use varying dynamics, pitch and expression to portray an idea or mood with increasing control. • Identify and recall with increasing accuracy a wider range of world music and orchestral instruments. • Compare and contrast the music they listen to and be able articulate how time and place affects the way the music is composed. • Identify how developments in musical instrument design and technology have influenced how composers create music. • Explore different types of ensembles from a diverse range of cultures and traditions.