



Purpose of Music:

Music is a universal language that embodies one of the highest forms of creativity. The pupils are engaged and inspired to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. Children will learn that music can be used for a range of purposes throughout their lives, including hobbies, relaxation and potential careers. Discussions around the benefits of music relating to mental health will also be a key discussion point so that the children can understand different ways in which mental health can be supported in the future.

Progress to:

Developing a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Aims of Music:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions
- Explore the works of the great composers and musicians
- Learn to sing and to use their voices to create and compose music on their own and with others
- Learn a musical instrument
- Use technology appropriately
- Understand and explore how music is created, produced and communicated
- Explore interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure
- Explore appropriate musical notations

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

EYFS Knowledge

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into national curriculum subjects.

This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for music within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for music.

The most relevant statements for music are taken from the following areas of learning:

- Communication and Language
- Physical Development
- Expressive Arts and Design

| EYFS knowledge | | |
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| Three and Four-year-olds | Communication and Language | <ul style="list-style-type: none">• Sing a large repertoire of songs. |
| | Physical Development | <ul style="list-style-type: none">• Use large muscle movements to wave flags and streamers, paint and make marks. |
| | Expressive Arts and Design | <ul style="list-style-type: none">• Listen with increased attention to sounds.• Respond to what they have heard, expressing their thoughts and feelings.• Remember and sing entire songs.• Sing the pitch of a tone sung by another person ('pitch match').• Sing the melodic shape (moving melody, such as up and down, down and up) of similar songs.• Create their own songs, or improving a song around one they know.• Play instruments with increasing control to express their feelings and ideas. |
| Reception | Communication and Language | <ul style="list-style-type: none">• Listen carefully to rhymes and songs, paying attention to how they sound.• Learn rhymes, poems and songs. |

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| | Physical Development | <ul style="list-style-type: none"> Combine different movements with ease and fluency. | |
| | Expressive Arts and Design | <ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups. | |
| ELG | Expressive Arts and Design | Being Imaginative and Expressive | <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 the music. |

KS1 Knowledge

Pupils should be taught:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Play tuned and un-tuned 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 interrelated dimensions of music.

KS2 Knowledge

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 the interrelated 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 through to present day.

Controlling Sounds through singing and playing (Play and Perform)

| Skill | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|------------|----------------------------|---------------|--------------------|-------------------|------------------------|---|
| Use voices | To use voices in different | To use voices | To sing in unison, | To sing in unison | To sing in unison with | To sing in solo, unison and in parts with |

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| expressively | ways, such as speaking, singing and chanting | expressively and creatively. To sing with the sense of shape of the melody | becoming aware of pitch. | maintaining the correct pitch and using increasing expression | clear diction, controlled pitch and sense of phrase. | clear diction, controlled pitch and with sense of phrase |
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| Controlling Sounds through singing and playing (Play and Perform) | | | | | | |
|--|--|---|--|--|---|--|
| Skill | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Play tuned and un-tuned instruments | To create and choose sounds To perform simple rhythmical patterns, beginning to show an awareness of pulse. | To create and choose sounds for a specific effect. To perform rhythmical patterns and accompaniments, keeping a steady pulse | To perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes. | To play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics. | To play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression. | To play and perform with accuracy, fluency, control and expression |

| Controlling Sounds through singing and playing (Play and Perform) | | | | | | |
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| Skill | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Rehearse and perform with others | To recognise when a rhythm/ part isn't accurate and needs practise. | To identify an inaccurate rhythm/ part and practise to ensure they perform accurately. | To show an awareness of others while performing. | To think about others while performing and maintain own pace with the aim of keeping in time with others. | To maintain my own part and be aware how the different parts fit together. | To think about the audience when performing and how to create a specific effect. |

| Creating and developing musical ideas (Create and Compose) | | | | | | |
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| Skill | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Create musical | To know about and experiment | Repeat short rhythmic and | To begin to create simple rhythmical patterns that use a small range of | To create rhythmical patterns using an increased | To create increasingly complicated rhythmic and melodic phrases within given | To create and improvise melodic and rhythmic phrases as part of a group performance and compose |

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| patterns | with sounds | melodic patterns | notes. | number of notes. | structures. | by developing ideas within a range of given musical structures |
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| Creating and developing musical ideas (Create and Compose) | | | | | | |
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| Skill | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Explore, choose and organise sounds and musical idea | To recognise and explore how sounds can be organised, To identify and organise sounds using simple criteria e.g. loud, soft, high low. | To begin to explore, choose and order sounds using the elements of music*. | To begin to join simple layers of sound, e.g. a background rhythm and a solo melody. | To join layers of sound, thinking about musical dynamics of each layer and understanding the effect. | To create short melodic compositions showing a growing understanding of the effect of dynamics, texture and structure. | To create short compositions showing control and intention of the musical elements including the use of silence, dynamics and timbre for desired effect. |

| Responding and reviewing appraising skills | | | | | | |
|--|--|---|---|--|--|---|
| Skill | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Explore and express ideas and feelings about music using movement, dance and expressive and musical language. | To talk about how music makes you feel or want to move. E.g. it makes me want to jump/sleep/shout etc. | To respond to different moods in music and explain thinking about changes in sound. | To explore and comment on the ways sounds can be used expressively and begin to reference the musical elements. | To recognise and explore the ways sounds can be combined and used expressively and comment on this effect, referencing the musical elements. | To describe, compare and evaluate different types of music beginning to use musical vocabulary, including Italian terms (e.g. andante, adagio, presto) | To describe, compare and evaluate different types of music using a range of musical vocabulary, including Italian terms (e.g. andante, adagio, presto) and terminology linked to the periods of music (i.e. Baroque – imitation of phrases, counterpoint, canon, dovetailing of phrases). |

| Responding and reviewing appraising skills | | | | | | |
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| Skill | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| To make improvements to my own work | To think about and make simple suggestions about what could make their own work better. E.g: play faster or louder. | To identify what improvements could be made to own work and make these changes, including altering use of voice, playing of and choice of instruments. | To comment on the effectiveness of own work, identifying and making improvements, including; Timbre – quality of sound (ie correct holding of a beater when playing a glockenspiel) | To comment on the effectiveness of own work, identifying and making improvements based on its intended outcome. For example, reflecting on: Is the music fit for purpose? Is the slow pace of music in a minor key for a sad story. | To comment on the success of own and others work, suggesting improvements based on intended outcomes. Questions to include: Are all the performers playing in time? Is the melody heard clearly above the accompaniment? | To evaluate the success of own and others work, suggesting specific improvements based on intended outcomes and comment on how this could be achieved. Pupils to record their performances and identify areas to rehearse ie a coda. |

| Listening and applying knowledge and understanding | | | | | | |
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| Skill | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| To listen with concentration and recall sounds within increasing aural memory | To begin to identify simple repeated patterns and follow basic musical instructions. | To identify and recognise repeated patterns and follow a wider range of musical instructions | To listen with attention and begin to recall sounds from around them and begin to identify instruments of the orchestra. | To listen to and recall patterns of sounds with increasing accuracy and identify the instruments of the orchestral families. | To listen to and recall a range of sounds and patterns of sounds confidently produced by classical instruments and modern technology. | To listen to, internalise and recall sounds and patterns of sounds with accuracy and confidence. Pupils are able to contrast and compare music from a variety of musical periods and genres. |

| Listening and applying knowledge and understanding | | | | | | |
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| Skill | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures. | To begin to understand that musical elements can be used to create different moods and effects. | To understand how musical elements create different moods and effects. | <p>To begin to understand how different musical elements are combined and used to create an effect.</p> <p>le Silence and how this is a climactic device</p> <p>Crescendo within dynamics and can create excitement and drama.</p> | <p>To understand how different musical elements are combined and used expressively.</p> <p>To demonstrate a secure command of the musical element definitions and identify when and why they are being used.</p> | <p>To begin to identify the relationship between sounds and how music can reflect different meanings.</p> <p>To begin to compare and contrast a variety of musical genres and the reason for their composition ie</p> <p>March, dance (jig), etude, hymn (psalm).</p> | <p>To identify and explore the relationship between sounds and how music can reflect different meanings.</p> <p>To be secure in their knowledge when comparing and contrasting a variety of musical genres and the reason for their composition ie</p> <p>March, dance (jig), etude, hymn (psalm).</p> |

| Listening and applying knowledge and understanding | | | | | | |
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| Skill | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| To understand that sounds can be made in different ways and described | To begin to represent sounds with simple sounds including shapes and marks. | To confidently represent sounds with a range of symbols, shapes or marks. | <p>To begin to recognise simple notations to represent music, including pitch and volume.</p> <p>Fly – crotchet</p> <p>Moth – crotchet rest</p> | <p>To understand and begin to use established and invented musical notations to represent music.</p> <p>Fly – crotchet</p> <p>Moth – crotchet rest</p> <p>Spider – quaver</p> <p>Quaver rest</p> | <p>To recognise and use a range of musical notations including staff notation.</p> <p>Fly – crotchet</p> <p>Moth – crotchet rest</p> <p>Spider – quaver</p> <p>Quaver rest</p> | <p>To use and apply a range of musical notations including staff notation, to plan, revise and refine musical material.</p> <p>Fly – crotchet</p> <p>Moth – crotchet rest</p> <p>Spider – quaver</p> <p>Quaver rest</p> |

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| using given and invented signs and symbols | | | | | Semibreve - alligator *unless pupils are studying an instrument that uses the bass clef ie cello, pupils will be taught the treble clef. Pupils may also be taught the bass clef as extension and challenge by the class teacher. | Semibreve - alligator Semibreve rest |
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| Listening and applying knowledge and understanding | | | | | | |
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| Skill | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| To know how music is used for particular purposes | To listen to short, simple pieces of music and talk about when and why they may hear it. E.g: a lullaby or Wedding march. | To listen to pieces of music and discuss where and when they may be heard explaining why using simple musical vocabulary. E.g. It's quiet and smooth so it would be good for a lullaby. | To listen to and begin to respond to music drawn from different traditions and great composers and musicians. Pupils can explain a preference and begin to support their reasons with references to their musical knowledge of the periods, instruments and history of music. | To listen to a wide range of high quality live and recorded music drawn from different traditions, showing an increasing understanding of the traditions, history and composers' intent. | To listen to a range of high quality, live and recorded music from different traditions, composers and musicians and begin to discuss their differences and how music may have changed over time, including to present day. | To develop an understanding of the history of music from different, cultures, traditions, composers and musicians evaluating how venue, occasion and purpose effects the way that music is created and performed. |

***Elements of music (dynamics):**

- **PULSE:** the steady beat of a piece of music.
- **PITCH:** the melody and the way the notes change from low to high and vice versa.
- **RHYTHM:** or duration is the pattern of long and short sounds in a piece of music.
- **DYNAMICS:** Loud and soft.
- **TEMPO:** Fast and slow.

- **TIMBRE:** The type of sound – whisper/hum/sing/talk (examples with the voice) or twinkly/hard/soft (examples with instruments) and quality and also how the sound is produced ie flute compared to a tuba.

- **TEXTURE:** Layers of sound (number of instruments or voices playing together).

- **STRUCTURE:** The way the music is laid out –e.g. Verse, chorus, verse.

- **SILENCE:** Used for effect.

Key Vocabulary

| Unit | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Charanga 1 | Me! Pulse, rhythm, pitch, high sounds, low sounds, perform, unison, phrase. | Hey You! Pulse, rhythm, pitch, rap, improvise, compose, melody, bass, guitar, drums, decks, perform. | Hands, Feet, Heart Keyboard, drum, bass, electric guitars, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, perform, audience, question and answer, melody, dynamics, tempo. | Let Your Spirit Fly Structure, introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesiser, hook, melody. | Mamma Mia Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison. | Livin' On A Prayer Rock, structure, pulse, rhythm, pitch, bridge, backbeat, amplifier, tempo, texture, dynamics, chorus, bridge, riff, hook, improvise, compose. | Happy Style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo. |
| Charanga 2 | My Stories Pulse, rhythm, pitch, high sounds, low sounds, perform, unison, boogie, phrase. | Rhythm In The Way We Walk and Banana Rap Pulse, rhythm, pitch, rap, melody, singers, keyboard, | Ho Ho Ho Keyboard, bass, guitar, percussion, trumpet, saxophone, pulse, rhythm, pitch, | Glockenspiel Stage 1 Improvise, compose, pulse, rhythm, pitch, tempo, dynamics, | Glockenspiel Stage 2 Rhythm patterns, compose, melody, pulse, rhythm, pitch, tempo, | Classroom Jazz 1 Appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note | Classroom Jazz 2 Blues, Jazz, improvisation, by ear, melody, compose, improvise, pulse, |

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| | | bass, guitar, percussion, trumpets, saxophones, perform. | perform, audience, rap, improvise, dynamics, tempo. | texture, structure, melody. | dynamics, texture structure. | values, note names, Big bands, improvise, pulse, rhythm, pitch, tempo, dynamics, riff, hook, solo. | rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo. |
| Charanga 3 | Everyone! Pulse, rhythm, pitch, high sounds, low sounds, tempo, perform, rap, unison, Congo, rondo, concerto, phrase. | In The Groove Blues, baroque, Latin, Irish folk, funk, pulse, rhythm, pitch, compose, improvise, perform, groove. | I Wanna Play In A Band Keyboard, drums, bass, electric guitar, rock, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo. | Three Little Birds Introduction, verse, chorus, bass, drums, electric guitar, keyboard, organ, backing vocals, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, reggae, pentatonic scale. | Stop! Musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, drums, unison, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo. | Make You Feel My Love Ballad, verse, chorus, interlude, tag ending, strings, piano, guitar, bass, drums, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, minimalist. | A New Year Carol Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, ostinato, phrases, unison, Urban Gospel. |
| Charanga 4 | Our World Pulse, rhythm, pitch, high sounds, low sounds, tempo, perform, rap, unison. | Round and Round Keyboard, bass, guitar, percussion, trumpet, pulse, saxophone, pitch, rhythm, improvise, compose, perform, audience. | Zootime Keyboard, drums, bass, electric guitar, reggae, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, | The Dragon Song Keyboard, drums, bass, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, | Lean On Me Unison, by ear, notation, improvise, melody, pitch, rhythm, pulse, composition, backing vocal, piano, bass, drums, organ, | Fresh Prince Of Bel Air Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, compose, improvise, cover, | You've Got A Friend Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, |

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| through history. | | | | | | | |
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Vocabulary list of instruments through each period (covered in Music Assemblies during Term 3).

Renaissance - Bagpipe, Citole, Dulcimer, Fiddle (Vielle), Flute, Gemshorn, Gittern, Harp, Hurdy-gurdy, Lute, Lyre, Mandora, Organ, Percussion, Pipe & tabor, Psaltery, Rebec, Recorder, Shawm, Trumpet.

Baroque - Strings - violins, violas, cellos and double basses. Woodwind - recorders or wooden flutes, oboes and bassoon. Brass - sometimes trumpets and/or horns (without valves). Timpani (kettledrums). Continuo - harpsichord or organ.

Classical - Strings - violin, viola, cello, double bass, and sometimes guitar. Woodwind - recorder or wooden flute, oboe, bassoon and clarinet. Brass - trumpet, horns (with valves by the end of the period) Percussion - timpani (kettledrums) and sometimes triangle, hand cymbals and bass drum. Key – fortepiano.

Romantic - Strings - larger string section. Woodwind - flutes and piccolo, oboes and clarinets, bassoon and double bassoons. Brass - trumpets, trombones and French horns (tuba added later in the period). Percussion - full percussion section. Key – piano.

Contemporary/modern – Electric pianos; electric organs employing vibrating reeds; electric violins, violas, cellos, and basses; and electric guitars, banjos, and mandolins, synthesizers, Logic, Cubase (note: Cubase and Logic are both types of software that produce sounds of musical instruments electronically).