

Music Curriculum

EYFS	Being Imaginative and Expressive
Nursery	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 familiar songs. Create their own songs or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.
Reception	To sing and perform nursery rhymes To experiment with different instruments and their sounds To talk about whether they like or dislike a piece of music To create musical patterns using body percussion To perform a song in the Christmas Play To pitch match To sing the melodic shape of familiar songs To begin to build up a repertoire of songs To sing entire songs To create musical patterns using untuned instruments To associate genres of music with characters and stories To follow a musical pattern to play tuned instruments Create own compositions using tuned instruments

Key Stage One			
Key Stage One	Listening & Appreciating	Composition	Performance
Year One	Stand Alone AT Form an opinion to express how they feel about a piece of music Recognise repeated patterns Tell the difference between a fast and slow tempo, loud and quiet, and high and low sounds Hear the pulse in a piece music Tell the difference between loud and quiet sounds Describe how sounds are made and changed Respond to different moods in music and say how a piece of music makes them feel GD Can identify what different sounds could represent and give a reason why? Can identify texture - listening for whether there is more than one sound at the same time? Can identify musical structure in a piece of music (verse, chorus etc.)	Stand Alone AT Form an opinion to express how they feel about a piece of music Recognise repeated patterns Tell the difference between a fast and slow tempo, loud and quiet, and high and low sounds Hear the pulse in a piece music Tell the difference between loud and quiet sounds Describe how sounds are made and changed Respond to different moods in music and say how a piece of music makes them feel GD Can repeat (short rhythmic and melodic) patterns • Can give a reason for choosing an instrument	Stand Alone AT Form an opinion to express how they feel about a piece of music Recognise repeated patterns Tell the difference between a fast and slow tempo, loud and quiet, and high and low sounds Hear the pulse in a piece music Tell the difference between loud and quiet sounds Describe how sounds are made and changed Respond to different moods in music and say how a piece of music makes them feel GD Can perform a rhythm to a steady pulse

	Creative Arts Lost & Found Toys	Creative Arts Lost & Found Toys	Creative Arts Lost & Found Toys
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Year Two	Stand Alone AT Can identify particular features when listening to music Can begin to associate sounds they hear with instruments Can independently identify the pulse in a piece of music and tap along? Can listen carefully to recall short rhythmic patterns Can begin to recognise changes in timbre, dynamics and pitch Are able to recognise and name different instruments by sight Can evaluate and improve their own work and give reasons Listening Listen to simple inter-related dimensions of music Verbally recall what they have heard with simple vocabulary – loud, soft, high, low Begin to say what they like and dislike GD Can tell whether a change (e.g. pitch, tempo, dynamic, texture and timbre) is gradual or sudden and describe its effect	Stand Alone AT Can order sounds to create a beginning, middle and end Can they represent sounds pictorially with increasing relevance Can choose sounds to achieve an effect (including use of technology) Can begin to compose short melodic patterns using two or three notes (tuned instruments/voice) Can create short, rhythmic patterns sequences of long and short sounds Are selective in the control used on an instrument in order to create an intended effect? Can create their own symbols to represent sounds Can choose sounds to create an effect on the listener GD Can use simple structures (e.g. repetition and order) in a piece of music Know that phrases are where we breathe in a song	Stand Alone AT Can follow the melody using their voice or an instrument Can sing songs as an ensemble following the tune (melody) well Can perform in an ensemble with instructions from the leader (e.g. hand signals to indicate pitch and duration of notes) Can play simple rhythmic patterns on an instrument Can sing/clap a pulse increasing or decreasing in tempo Do have control when playing instruments Can perform musical patterns keeping a steady pulse GD Can understand the importance of a warm up Can sing/play rhythmic patterns in contrasting dynamics; keeping to the pulse
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	Creative Arts The Emperor's New Clothes Giants	Creative Arts The Emperor's New Clothes Giants	Creative Arts The Emperor's New Clothes Giants
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Key Stage Two	Listening & Appreciating	Composition	Performance
Year Three	AT Can use musical words (pitch, duration, dynamics, and tempo) to describe and give their opinion on a piece of music Can evaluate and improve their work, explaining how it has improved using a success criterion Do know that music can be played or listened to for a variety of purposes (including different cultures and periods in history) Are able to recognise a range of instruments by ear Can internalise the pulse in a piece of music Can identify the features within a piece of music Describe music using appropriate vocabulary Begin to compare different kinds of music Recognise differences between music of different times and cultures GD Can they recognise changes in sounds that move incrementally and more dramatically Can they compare repetition, contrast and variation within a piece of music	AT Can create repeated patterns using a range of instruments Can combine different sounds to create a specific mood or feeling Do understand how the use of tempo can provide contrast within a piece of music Can begin to read and write musical notation Can effectively choose, order, combine and control sounds to create different textures Can use silent beats for effect (rests) Can combine different inter-related dimensions of music (e.g. fast/slow, high/low, loud/soft) in their composition GD Can create accompaniments for melodies Can compose a simple piece of music that they can recall to use again Do understand metre in 4 beats; then 3 beats?	AT Do sing songs from memory with increasing expression, accuracy and fluency Do maintain a simple part within an ensemble Do modulate and control their voice when singing and pronounce the words clearly Can play notes on tuned and un-tuned instruments with increasing clarity and accuracy Can improvise (including call and response) within a group using the voice? Can collaborate to create a piece of music? GD Can sing/play rhythmic patterns in contrasting tempo; keeping to the pulse

	Creative Arts All things Greek Caribbean Delights	Creative Arts All things Greek Caribbean Delights	Creative Arts All things Greek Caribbean Delights
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Year Four	AT Can explain why silence is used in a piece of music and say what effect it has Can start to identify the character of a piece of music Can they describe and identify the different purposes of music Can use musical words (pitch, duration, timbre, dynamics, tempo) to describe a piece of music and composition Describe what they hear using a wider range of musical vocabulary Recognise how the inter-related dimensions of music are used by composers to create different moods and meaning of lyrics Appreciate harmonies, drone and ostinato Explore ways the way in which sounds are combined towards certain effects Understand the relationship between lyrics and melody GD Can identify how a change in timbre can change the effect of a piece of music	AT Can use notations to record and interpret sequences of pitches? Can use notations to record compositions in a small group or on their own Can use notation in a performance GD Can explore and use sets of pitches, e.g. 4 or 5 note scales Can show how they can use dynamics to provide contrast	AT Can they perform a simple part of an ensemble rhythmically • Can sing songs from memory with increasing expression, accuracy and fluency Can improvise using repeated patterns with increasing accuracy and fluency GD Can use selected pitches simultaneously to produce simple harmony
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	Creative Arts Spies Homes for All	Creative Arts Spies Homes for All	Creative Arts Spies Homes for All
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Year Five	AT - Can describe, compare and evaluate music using musical vocabulary - Can suggest improvements to their own or others' work - Can choose the most appropriate tempo for a piece of music - Can identify and begin to evaluate the features within different pieces of music - Can contrast the work of established composers and show preferences - Describe, compare and evaluate different kinds of music using an appropriate and broad musical vocabulary - Analyse and compare features from a wide range of music - Discern and distinguish layers of sound and understand their combined effect GD - Can explain how tempo changes the character of music - Can identify where a gradual change in dynamics has helped to shape a phrase of music	AT - Can begin to use standard notation - Can use their notations to record groups of pitches (chords) - Can choose the most appropriate tempo for a piece of music - Can use technology to compose music which meets a specific criterion? GD - Can identify (and use) how patterns of repetitions, contrasts and variations can be organised to give structure to a melody, rhythm, dynamic and timbre?	AT - Can sing and use their understanding of meaning to add expression - Can perform 'by ear' and from simple notations - Can improvise within a group using melodic and rhythmic phrases - Can recognise and use basic structural forms e.g. rounds, variations, rondo form - Can maintain their part whilst others are performing their part GD - Can use pitches simultaneously to produce harmony by building up simple chords - Can devise and play a repeated sequence of pitches on a tuned instrument to accompany a song
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	Creative Arts I have a Dream Being Human	Creative Arts I have a Dream Being Human	Creative Arts I have a Dream Being Human
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Year Six	AT - Can refine and improve their work - Can evaluate how the venue, occasion and purpose affects the way a piece of music is created - Can compare and contrast the impact that different composers from different times will have had on the people of the time - Can analyse features within different pieces of music - Evaluate differences in live and recorded performances - Consider how one piece of music may be interpreted in different ways by different performers, sometimes according to venue and occasion GD - Can appraise the introductions, interludes and endings for songs and compositions they have created	AT - Do recognise that different forms of notation serve different purposes - Can combine groups of beats - Can use a variety of different musical devices in their composition (e.g. melody, rhythms and chords) GD - Can show how a small change of tempo can make a piece of music more effective - Do use the full range of chromatic pitches to build up chords, melodic lines and bass lines	AT - Can begin to sing a harmony part - Can begin to perform using notations - Can take the lead in a performance - Can take on a solo part - Can provide rhythmic support - Can perform parts from memory GD - Can perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the parts will fit together
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	Creative Arts - Weeks 1&2 Human Nature AT Can analyse features within different pieces of music (Music that demonstrates calm and storm) GD Can appraise the introductions, interludes and endings for songs and compositions they have created Environmental Awareness AT Can analyse features within different pieces of music (Music that demonstrates destruction and growth) GD Can appraise the introductions, interludes and endings for songs and compositions they have created	Creative Arts - Weeks 3&4 Human Nature AT <i>Compose music that reflects the calm before a storm and then the storm itself.</i> Can combine groups of beats Can use a variety of different musical devices in their composition (e.g. melody, rhythms and chords) GD Can show how a small change of tempo can make a piece of music more effective Environmental Awareness AT <i>Compose music that reflects the destruction of an environment and the re growth of an environment.</i> Can combine groups of beats Can use a variety of different musical devices in their composition (e.g. melody, rhythms and chords) GD Can show how a small change of tempo can make a piece of music more effective	Creative Arts - Weeks 5&6 Human Nature AT Can provide rhythmic support Can perform parts from memory GD Can perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the parts will fit together Environmental Awareness AT Can provide rhythmic support Can perform parts from memory GD Can perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the parts will fit together
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