



Henbury View First School

Music Progression of Knowledge



Intent

At Henbury, our music curriculum intends to inspire creativity, self-expression and encourages our children on their musical journeys as well as giving them opportunities to connect with others. We aim to foster a lifelong love of music by exposing them to diverse musical experiences and igniting a passion for music. By listening and responding to different musical styles, finding their voices as singers and performers and as composers, all will enable them to become confident, reflective musicians. We encourage children to participate in a variety of musical experiences through which to develop a love of music and develop their talent as musicians, and in turn increase their self-confidence, creativity and sense of achievement. We focus on gaining the children's ability to perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians. They will learn to sing and to use their voices, to create and compose music on their own and with others, can learn a musical instrument, use technology appropriately and can progress to the next level of musical excellence. Understanding and exploring how music is created, produced and communicated, including through the inter-related dimensions, is the basis of our curriculum, and ensuring that these are progressive and continually recapped allows the children to build upon their knowledge and reflect on their understanding.

Implementation

The teaching and implementation of the Music Curriculum at Henbury View First School is based on the National Curriculum in KS1 and KS2 and Development Matters in EYFS to ensure a well-structured approach to this creative subject. Our curriculum is organised into 3 'pillars' of musical understanding; technical, constructive and expressive. Technical understanding is gained by playing instruments and singing, translating their intentions successfully into sound. This involves large amounts of practice that enables the children to develop reading fluency at the level set out in the curriculum. Constructive understanding is covered through knowing how musical components and how they can be put together, and expressive understanding is developed by discovering the quality, meaning and creativity in music. Curriculum content is also carefully sequenced to ensure children gain tacit (knowledge gained through experience), procedural (knowledge exercised in the performance of a task) and declarative (facts or information stored in the memory, e.g. eras, styles, composers and performers) knowledge.

The music curriculum ensures children sing, listen, play, perform and evaluate. This is embedded in classroom activities as well as weekly singing assemblies, various concerts and performances, the learning of instruments, and the joining of musical ensembles. The elements of music are taught in classrooms, with vocabulary as a key component, so that children are able to use the language of music to discuss it, and understand how it is made, played, appreciated and analysed. In the classroom, students learn how to play various un-tuned and tuned percussion instruments and individual classes have the opportunity to learn specific instruments. In doing so, they understand the different principles of creating notes, as well as how to devise and read their own musical scores and basic music notation. They also learn how to compose focussing on different dimensions of music, which in turn feeds their understanding when listening, playing, or analysing music.

Key Threads

At Henbury View, we have key threads that run through and across year groups. These will continually be revisited and explored across the academic journey of a child at Henbury. Each thread is underpinned by key vocabulary and knowledge that will be explicitly taught in Music. The key threads are:

Listening and appraising	Use voices to sing	Play instruments	Compose and improvise	Use musical notation	Appreciate live and recorded music	Develop an understanding of the history of music	Perform and share
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Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundation	<i>Knowledge and skills taught and recapped throughout the year</i>					
Year 1	<u>Introducing Beat</u> Key Question: How can we make friends when we sing together? Musical Genres: Hip Hop, Jazz, Pop	<u>Adding Rhythm and Pitch</u> Key Question: How does music tell stories about the past? Musical Genres: Orchestral, Pop	<u>Introducing Tempo and Dynamics</u> Key Question: How does music make the world a better place? Musical Genres: Pop, Reggae, Funk	<u>Combining Pulse, Rhythm and Pitch</u> Key Question: How does music help us to understand our neighbours? Musical Genres: Pop, Waltz	<u>Having Fun and Improvisation</u> Key Question: What songs can we sing to help us through the day? Musical Genres: Pop, Classical	<u>Explore Sound and Create a Story</u> Key Question: How does music teach us about looking after our planet? Musical Genres: Jazz, Country
Year 2	<u>Exploring Simple Patterns</u> Key Question: How does music help us to make friends? Musical Genres: Rock, Gospel	<u>Focus on Dynamics and Tempo</u> Key Question: How does music teach is about the past? Musical Genres: Jazz (swing), Choral	<u>Exploring Feelings through music</u> Key Question: How does music make the world a better place? Musical Genres: Rock 'n' Roll, Pop	<u>Inventing a Musical Story</u> Key Question: How does music teach us about our neighbourhood? Musical Genres: Marching Band, Orchestral	<u>Music that makes you dance</u> Key Question: How does music make us happy? Musical Genres: Jazz Film Music, Calypso	<u>Exploring Improvisation</u> Key Question: How does music teach us about looking after our planet? Musical Genres: Funk, Reggae
Year 3	<u>Developing Notation Skills</u> Key Question: How does music bring us closer together? Musical Genres: Country, Baroque, Pop	<u>Enjoying Improvisation</u> Key Question: What stories does music tell us about the past? Musical Genres: Disco, Funk, Folk	<u>Composing using your imagination</u> Key Question: How does music make the world a better place? Musical Genres: Pop, Ballard, Soul	<u>Sharing Musical Experiences</u> Key Question: How does music help us get to know our community? Musical Genres: Romantic, Native American, Gospel	<u>Learning more about musical styles</u> Key Question: How does music make a difference to us everyday? Musical Genres: Hip Hop, Musicals	<u>Recognising Different Sounds</u> Key Question: How does music connect us with our planet? Musical Genres: Orchestral, Pop, Hip Hop
Year 4	<u>Interesting Time Signatures</u> Key Question: How does music bring us together? Musical Genres: Soul, R&B	<u>Combining Elements to make music</u> Key Question: How does music connect us with our past? Musical Genres: Pop, Folk, Jazz	<u>Developing Pulse and Groove through improvisation</u> Key Question: How does music improve our world? Musical Genres: Disco, Orchestral, Musicals	<u>Creating simple melodies together</u> Key Question: How does music teach us about our community? Musical Genres: R&B, Classical, Rock	<u>Connecting Notes and Feelings</u> Key Question: How does music shape our way of life? Musical Genres: Electronic Dance, Romantic, Orchestral	<u>Purpose, Identity and Expression in Music</u> Key Question: How does music connect us with the environment? Musical Genres: Gospel, Choral, Funk, Dance

Units taken from Charanga- English Model Music Curriculum

Music of the Week

As part of our Music curriculum, we aim to immerse children in music from across cultures and historical time periods. We want them to gain an appreciation for music and understand how music holds importance in the lives of people across the world and understand how music can help explain what life was like in the past. Therefore, each week we have a 'Music of the Week', which all classes listen to and discuss to build their understanding of key artists and composers, reflect on how musical genres are similar and different and discover how music has changed.

Autumn 1	Spring 1	Summer 1
Week 1: Instrumental Week 2: Mozart Week 3: Instrument focus- woodwind Week 4: Soul (e.g. Aretha Franklin) Week 5: Disney Week 6: Acapella Week 7: Around the world- India	Week 1: ABBA Week 2: Jimmy Hendrix Week 3: Michael Jackson Week 4: Blues Week 5: Around the world- China Week 6: Instrument Focus- strings Week 7: Ballet	Week 1: Swing (e.g. Glenn Miller) Week 2: Vivaldi (The 4 Seasons) Week 3: Country Music Week 4: Reggae Week 5: Elvis Presley
Autumn 2	Spring 2	Summer 2
Week 1: Jazz Week 2: Stevie Wonder Week 3: Around the world- Africa Week 4: WW2 (e.g. Frank Sinatra) Week 5: Church Christmas Week 6 and 7: Pop Christmas	Week 1: Tchaikovsky Week 2: Drum and Bass Week 3: Gospel Week 4: Rap/Hip-Hop Week 5: Instrument Focus- guitar Week 6: Bono/U2	Week 1: Instrument Focus- Piano Week 2: Current Pop Week 3: The Beatles Week 4: Film Music Week 5: Around the world- South America (Samba) Week 6: Holst (The Planets) Week 7: Teacher Classics

EYFS

Within the EYFS setting, music is an integral part of children’s learning journey. Rhyme and rhythm are utilised throughout the learning of phonics, handwriting and mathematics. Children learn a wide range of songs and rhymes and develop skills for performing together. Singing and music making opportunities are used frequently to embed learning, develop musical awareness and to demonstrate how music can be used to express feelings.

Area of Learning: Expressive Arts and Design

Early Learning Goal <i>Being Imaginative and Expressive</i>	<ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher • 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
Development Matters	<ul style="list-style-type: none"> • 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

By the end of the Early Years Foundation Stage, children should be able to:

Singing	Listening and Appraising	Composing	Performing
<ul style="list-style-type: none"> • Speak and chant short phrases together • Find their singing voice and begin to develop an awareness of pitch over a small range of notes • Make changes in their voices to express different moods /feelings • Co-ordinate actions to go with a song • Sing short phrases or responses on their own • Sing a variety of songs both accompanied and unaccompanied 	<ul style="list-style-type: none"> • Listen to sounds and respond by talking about them or physically with movement and dance • Recognise the sounds of the percussion instruments used in the classroom and identify and name them • Respond appropriately to a range of classroom songs (e.g. tidy up songs, circle time songs, line up songs) • Begin to identify and describe key features or extreme contrasts within a piece of music • Begin to use musical terms louder/quieter, faster/slower, higher/lower 	<ul style="list-style-type: none"> • Begin to create and manipulate different effects on a sound source or instrument • Add chosen sound effects at an appropriate moment in a story or song • Sort and name different sounds • Create a sequence of different sounds in response to a given stimuli 	<ul style="list-style-type: none"> • Explore different sounds made by the voice, hands, objects and conventional instruments (timbre) • Create high and low sounds (pitch), long and short sounds (duration), loud and quiet sounds (dynamics) and fast and slow sounds (tempo)
Key Vocabulary Chant, Speak, Sing, Fast, Slow, Loud, Quiet, High, Low, Follow, Instrument, Repeat, Rhythm, Song, Sounds			

Skill Progression: Singing

	Year 1	Year 2	Year 3	Year 4
Singing	<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"> • 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 • Join in sections of the song, e.g. chorus • 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 (e.g. crescendo, decrescendo, pause) 	<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 or conductor • Copy back simple melodic phrases using the voice 	<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

Skill Progression: Composing

	Year 1	Year 2	Year 3	Year 4
Composing	<ul style="list-style-type: none"> • Explore and create graphic scores • 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"> • Explore and create graphic scores • 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 	<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, e.g. 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 	<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 • 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, e.g. 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 • Use a pentatonic scale

Skill Progression: Listening and Appraising

	Year 1	Year 2	Year 3	Year 4
Listening and Appraising	<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, e.g. 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"> • Mark the beat of a listening 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, e.g. 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, e.g. 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 	<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"> • 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 different programmes of 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 • Describe legato and staccato

Skill Progression: Performing

	Year 1	Year 2	Year 3	Year 4
Performing	<ul style="list-style-type: none"> • Enjoy and have fun performing • Choose a song/songs to perform to a well-known audience • Prepare a song to perform • Communicate the meaning of the song • Add actions to the song • Play some simple instrumental parts 	<ul style="list-style-type: none"> • Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence • Decide on any actions, instrumental parts/improvisatory ideas/composed passages to be practised and included in the performance • Talk about what the song means and why it was chosen to share • Talk about the difference between rehearsing a song and performing it 	<ul style="list-style-type: none"> • Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence • Play and perform melodies following staff notation, using a small range, as a whole class or in small groups • Include any actions, instrumental parts/improvisatory ideas/composed passages within the rehearsal and in the performance • Talk about what the song means and why it was chosen to share • Reflect on feelings about sharing and performing, e.g. excitement, nerves, enjoyment 	<ul style="list-style-type: none"> • Rehearse and enjoy the opportunity to share what has been learned in the lessons • Perform, with confidence, a song from memory or using notation • Play melodies following staff notation • Include instrumental parts/improvisatory sections within the performance • Explain why the song was chosen, including its composer and historical/cultural context • Communicate the meaning of the words and articulate them clearly • Use the structure of the song to communicate its mood and meaning • Talk about what the rehearsal and performance has taught the student • Understand how the individual fits within the larger group ensemble • Reflect on the performance and how well it suited the occasion • Discuss and respond to any feedback; consider how future performances might be different

Interrelated Dimensions of Music: Pitch (Melody)

	Year 1	Year 2	Year 3	Year 4
Curriculum Objectives	<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 dimensions of music 		<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 the history of music 	
Vocabulary	High, low, note, major, minor	High, low, melody, rehearse, glockenspiel, percussion, tuned, untuned, notation	Melody, notation, pitched notes, scales, major, minor, 5-note scale, pentatonic scale, vocals	Melody, notation, melodic movement, instrumental, scales, major, minor, harmony, chord, intervals, tonal centre
Pitch (Melody)	<p>Recognise, sing and play high and low- pitched notes</p> <p>Explore singing and playing C D E from the C major scale</p> <p>Explore singing and playing F G A from the F major scale</p>	<p>Identify the high notes and low notes in a melody</p> <p>Join in part of a melody</p> <p>Rehearse and play a simple instrumental melody as a part to go with a song</p> <p>Identify the names of the notes on a glockenspiel: C, D, E, F, G, A, B, C</p> <p>Use body percussion and untuned and tuned percussion instruments with a song, and listen to how the sounds blend together</p> <p>Identify and play by ear or notation notes in the tonality of C major</p>	<p>Show the shape of a melody as rising and falling in pitch</p> <p>Learn to sing a melody by ear or from notation</p> <p>Learn to rehearse and play a melodic instrumental part by ear or from notation</p> <p>Identify the names of the pitched notes on a stave: C, D, E, F, F#, G, A, B, Bb, C</p> <p>Identify the scales of: C major, G major, F major</p> <p>Identify if a scale is major or minor</p> <p>Copy simple melodies by ear or from reading notation</p> <p>Create melodies by ear and notate them</p> <p>Explore and play by ear or from notation: 5-note scale; pentatonic scale</p> <p>Identify and talk about the way vocals are used in a song</p>	<p>Identify and explain what a melody is</p> <p>Learn to sing and follow a melody by ear and from notation</p> <p>Understand melodic movement up and down as pitch</p> <p>Learn to play one or more of four differentiated melodic instrumental parts, by ear and from notation</p> <p>Identify the names of the pitched notes on a stave: C, D, E, Eb, F#, G, A, B, Bb, C, C#, D</p> <p>Identify the following scales by ear or from notation: C major, F major, G major, A minor</p> <p>Identify and explain harmony and second part</p> <p>Explore chords I, IV and V</p> <p>Explore intervals of 3rd, 5th and octaves</p> <p>Identify the following tonal centres by ear or from notation: C major, F major, G major, A minor</p> <p>Demonstrate a major and minor scale</p>

Interrelated Dimensions of Music: Dynamics

	Year 1	Year 2	Year 3	Year 4
Curriculum Objectives	<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 dimensions of music 		<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 the history of music 	
Vocabulary	Loud, quiet, sound	Loud, quiet, sound, piano, forte	Forte, dynamics	Graduation, dynamics, crescendo, diminuendo
Dynamics	Talk about loud sounds and quiet sounds and give some examples	Identify loud and quiet sections of music, and discuss what makes the music loud and quiet Understand the meaning of loud and quiet (forte and piano)	Listen out and respond to forte (loud) sections of music Identify instruments playing loud dynamics when listening to the music Use dynamics to help communicate the meaning of a song	Identify gradation of dynamics and use the correct vocabulary to describe crescendo and diminuendo

Interrelated Dimensions of Music: Tempo

	Year 1	Year 2	Year 3	Year 4
Curriculum Objectives	<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 dimensions of music 		<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 the history of music 	
Vocabulary	Steady beat, fast beat, slow beat	Steady beat, fast beat, slow beat, faster, slower	Steady beat, fast beat, slow beat, control, tempo	Steady beat, fast beat, slow beat, control, tempo, performance
Tempo	Recognise the difference between the speed of a steady beat, a fast beat and a slow beat	<p>Recognise the difference between the speed of a steady beat, a fast beat and a slow beat</p> <p>Change the speed of a steady beat, moving from fast to slow, slow to fast</p> <p>Understand that the speed of the beat can change, creating a faster or slower pace</p>	<p>Recognise the difference between the speed of a steady beat, a fast beat and a slow beat</p> <p>Change the speed of a steady beat, moving from fast to slow, slow to fast</p> <p>Control the speed of a steady beat, getting faster and getting slower</p>	<p>Recognise the difference between the speed of a steady beat, a fast beat and a slow beat</p> <p>Change the speed of a steady beat moving from fast to slow, slow to fast</p> <p>Control the speed of a steady beat, getting faster and getting slower</p> <p>Direct the class in controlling the speed of a steady beat in a class performance</p>

Interrelated Dimensions of Music: Timbre

	Year 1	Year 2	Year 3	Year 4
Curriculum Objectives	<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 dimensions of music 		<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 the history of music 	
Vocabulary	Sounds, instrument, listening	Speaking voice, singing voice	Instrument, rehearsal, performing, tuned, untuned, percussion	Tone colour, families of instrument, woodwind, brass, percussion, strings, male, female, warm-up
Timbre	<p>Identify different sounds in the environment, indoors and outside</p> <p>Identify the sounds of the instruments played in school</p> <p>Identify some of the sounds of the instruments heard when listening to music</p>	<p>Know the difference between a speaking voice and a singing voice</p> <p>Identify friends from the sound of their voice</p>	<p>Choose particular instruments for rehearsal and performing</p> <p>Identify the sound of different tuned and untuned percussion instruments</p>	<p>Explain tone colour: the instruments or voices heard that can be recognised by their unique qualities</p> <p>Recognise the following groups of instruments: a marching band and a symphony orchestra and its separate families: woodwind, brass, percussion and strings</p> <p>Identify the following instruments by ear and through a range of media: banjo, acoustic guitar, tuned and untuned percussion, steel pans, clarinet, trombone, trumpet, piano, keyboard, bass drums, tuba, piccolo, bass guitar, synthesizer and electric guitar</p> <p>Recognise the difference between the sound of male and female voices</p> <p>Understand the importance of the vocal warm-up and its impact on the tone of the voice</p>

Interrelated Dimensions of Music: Texture

	Year 1	Year 2	Year 3	Year 4
Curriculum Objectives	<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 dimensions of music 		<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 the history of music 	
Vocabulary	Singing, combination	Singing, playing, texture, body percussion	Singing, playing, texture, body percussion, accompaniment, solo	Texture, richness, solo, backing, rhythmic pattern, melodic pattern, riffs, ostinato, unison
Texture	<p>Sing together</p> <p>Listen out for combinations of instruments together</p>	<p>Understand that singing and playing together creates a musical texture</p> <p>Add body percussion accompaniments</p>	<p>Understand that singing and playing together creates a musical texture</p> <p>Add body percussion accompaniments</p> <p>Listen to the accompaniment to a song</p> <p>Identify large numbers of people playing and singing</p> <p>Listen out for solo players</p>	<p>Identify and explain texture: the number of voices or instruments playing and the richness of the sound they create</p> <p>Identify male and female solo voices and backing vocals, and talk about the different textures they create in the music</p> <p>Understand and demonstrate the effect that repeated rhythmic or melodic patterns (as riffs/ostinato) have on the texture of a piece of music</p> <p>Explain the term 'unison' and the difference between unison and solo</p>

Interrelated Dimensions of Music: Structure (Form)

	Year 1	Year 2	Year 3	Year 4
Curriculum Objectives	<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 dimensions of music 		<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 the history of music 	
Vocabulary	Movement, verse, chorus	Repetition, chorus, response, tune	Structure, form	Verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response, AB form, instrumental break
Structure (Form)	<p>Add movement to key sections of a song</p> <p>Understand when to sing in a verse and a chorus</p>	<p>Join in with a repeated section of a song: the chorus, the response</p> <p>Join in with the main tune when it is repeated</p>	Show the different sections of a song structure or piece of music through actions	<p>Identify and explain the following structural terms: verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form within musical structures</p> <p>Identify the instrumental break and its purpose in a song</p> <p>Recognise phrases and repeated sections</p> <p>Discuss the purpose of a bridge section</p>

Interrelated Dimensions of Music: Pulse/Beat/Metre

	Year 1	Year 2	Year 3	Year 4
Curriculum Objectives	<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 dimensions of music 		<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 the history of music 	
Vocabulary	Beat, steady, pulse, recorded music, live music, dance	Beat, steady, time signature, notation, faster, slower, tempo	Beat, steady, percussion, strong beat, time signature	Beat, steady, percussion, strong beat, metres, offbeat, backbeat
Pulse/Beat/Metre	<p>Watch, follow, feel and move to a steady beat with others</p> <p>Find and enjoy moving to music in different ways</p> <p>Respond to the pulse in recorded/live music through movement and dance</p>	<p>Watch and follow a steady beat</p> <p>Find a steady beat</p> <p>Recognise the time signature 4/4 by ear and notation</p> <p>Understand that the speed of the beat can change, creating a faster or slower pace (tempo)</p>	<p>Recognise and move in time with the beat</p> <p>Play the steady beat on percussion instruments</p> <p>Recognise the 'strong' beat</p> <p>Play in time with a steady beat in 2/4, 4/4 and 3/4</p>	<p>Recognise and move in time with a steady beat</p> <p>Play in time with a steady beat and identify the metres 2/4, 4/4 and ¾</p> <p>Respond to the 'offbeat' or 'backbeat'</p>

Interrelated Dimensions of Music: Duration and Rhythm

	Year 1	Year 2	Year 3	Year 4
Curriculum Objectives	<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 dimensions of music 		<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 the history of music 	
Vocabulary	Long sound, short sound, copycat rhythm, repeating rhythm, ostinato, riff, chant	Long sound, short sound, syllables, copyback rhythm	minims, crotchets, quavers, rests, rhythm pattern, steady beat	Semibreves, minims, crotchets, Quavers, semiquavers, dotted minims, dotted crotchets, beat
Duration and Rhythm	<p>Recognise and clap long sounds and short sounds, and simple combinations</p> <p>Perform short, copycat rhythm patterns accurately, led by the teacher</p> <p>Perform short, repeating rhythm patterns (ostinato and riffs) while keeping in time with a steady beat</p> <p>Perform word-pattern chants; create, retain and perform your own rhythm patterns</p>	<p>Recognise long sounds and short sounds, and match them to syllables and movement</p> <p>Play copy back rhythms, copying a leader, and invent rhythms for others to copy on untuned and tuned percussion</p> <p>Create rhythms using word phrases as a starting point</p>	<p>Recognise by ear and notation: minims, crotchets, quavers and their rests</p> <p>Copy simple rhythm patterns created from minims, crotchets, quavers and their rests</p> <p>Create simple rhythm patterns by ear and using simple notation from minims, crotchets, quavers and their rests</p> <p>Alternate between a steady beat and rhythm</p>	<p>Recognise by ear and notation:</p> <ul style="list-style-type: none"> Semibreves, minims, crotchets, quavers and semiquavers Dotted minims and dotted crotchets <p>Copy simple rhythm patterns created from semibreves, minims, crotchets, quavers and rests</p> <p>Create rhythm patterns by ear and using simple notation, that use semibreves, minims, crotchets and quavers</p> <p>Understand and explain the difference between beat and rhythm</p> <p>Recall the most memorable rhythms in a song or piece of music</p>

Interrelated Dimensions of Music: Musical Notation

	Year 1	Year 2	Year 3	Year 4
Curriculum Objectives	<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 dimensions of music 		<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 the history of music 	
Vocabulary	High sound, low sound, long sound, short sound, crotchets, quavers, minims	High sound, low sound, long sound, short sound, crotchets, quavers, minims, semibreves, hand signal, stave	High sound, low sound, long sound, short sound, minims, semibreves, dotted crotchets, crotchets, quavers, semiquavers, stave, treble clef, time signature, paired quaver	High sound, low sound, long sound, short sound, minims, semibreves, dotted crotchets, crotchets, quavers, semiquavers, stave, treble clef, time signature, paired quaver, rest, pitch, rhythmic score, rhythmic texture, ensemble
Musical Notation	<p>Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation</p> <p>Explore standard notation, using crotchets, quavers and minims, and simple combinations</p>	<p>Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation</p> <p>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\sharp, G, A, B\flat, C, D, E A, B, C, D, E</p> <p>Identify hand signals as notation, and recognise music notation on a stave of five lines</p>	<p>Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation</p> <p>Explore standard notation, using minims, semibreves, 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 E, F\sharp, G\sharp, A, B</p> <p>Read and respond to semibreves, minims, crotchets and paired quavers</p> <p>Identify:</p> <ul style="list-style-type: none"> Stave Treble clef Time signature Lines and spaces on the stave <p>Identify and understand the differences between crotchets and paired quavers</p> <p>Apply spoken word to rhythms, understanding how to link each syllable to one musical note</p>	<p>Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation</p> <p>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</p> <p>Read and respond to semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers</p> <p>Identify:</p> <ul style="list-style-type: none"> Stave Treble clef Time signature <p>Identify and understand the differences between minims, crotchets, paired quavers and rests</p> <p>Read and perform pitch notation within a range</p> <p>Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble</p>