

## National Curriculum – Music

### EYFS

#### Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe

ELG: Being Imaginative and Expressive Children at the expected level of development will:

- 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.

### Key stage 1

Pupils should be taught to:

- 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 dimension of music.

### Key stage 2

Pupils should be taught to:

- 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.

**Additional:** Musical Vocabulary, Music throughout history, The Orchestra and instrument families, Learning an instrument, Music theory

**MUSIC PROGRESSION OVERVIEW – CHATSWORTH INFANTS AND BURNT OAK JUNIOR SCHOOL**

	<b>A1 Unit 1 - Pulse</b>	<b>A2 Unit 2 - Rhythm</b>	<b>Sp1 Unit 3 - Pitch</b>	<b>Sp2 Unit 4 – 20<sup>th</sup> Century music</b>	<b>Sm1 Unit 5 - Voice</b>	<b>Sm2 Unit 6 – Technology, structure and form</b>
<b>Nursery</b>	To try to move in time with music.	To experiment with fast/slow using their body and instruments	To sing a range of well-known nursery rhymes	To listen to a range of well-known songs and music	To perform nursery rhymes with others	To explore and change sounds and music through play and technology.
<b>Reception</b>	To try to move and play instruments in time with music.	To engage in making music, experimenting with different rhythms e.g. fast and slow.	To sing a range of well-known songs	To listen to, sing along to and talk about a range of well-known songs and music	To perform songs with others	To explore and change sounds and music through play and technology
<b>Year 1</b>	To create and perform using instruments to keep the pulse and play the rhythm	To maintain a pulse whilst performing a rhythm as a group	To sing notes of different pitches	To listen to the way songs can change and develop to suit the times	To explore "pause" and further graphic notation	To use technology to add sound effect to a story
<b>Year 2</b>	To be able to sing, play and perform with a good sense of pulse	To be able to recognise and perform rhythmic patterns in songs	To create rhythmic patterns with a variety of pitch	To recognise the pulse of a 20th century jazz song and play the pulse whilst singing	To understand and recognise basic graphic notation	To learn how to record our own music
<b>Year 3</b>	To be able to maintain a part in a piece and respond to cues	To add body percussion and percussion instruments into our own pieces of music	To understand "motif" and demonstrate this using percussion instruments	To appreciate an array of genres and identify them	To create a graphic score to a familiar melody	To use music sequencing software to create a piece of music in a given form
<b>Year 4</b>	To be able to play in 4/4 and 3/4 using ostinato, drone and repeating patterns	To learn a pulse then a rhythm and put them both together to create a musical texture	To understand basic musical notes and how they have different pitches	To understand minimalism and listen and reflect on a piece of orchestral music	To create melodies using pentatonic scales	To listen to popular music and recognise structure and form
<b>Year 5</b>	To be able to independently maintain a part in a group performance	To understand and play rhythms in different time signatures over different genres	To learn what a harmony is and demonstrate harmonies in different pitches	To play travelling ostinatos together as an orchestra	To create a group performance following sheet music	To compose a 12-bar blues song
<b>Year 6</b>	To be able to sing / play regular (2/4 , ¾, 4/4) and irregular (7/4, 5/4)	To create ideas to compose a melody as a team, recording	To compose music combining rhythm, pitch, dynamics, timbre & tempo	To learn how to play "Yesterday" by the Beatles on the glockenspiel	To understand pitch and refine sound and pitch in their voice	To manipulate and create sounds in a creative way using technology.

		ideas using graphic notation				
--	--	------------------------------	--	--	--	--

## MUSIC OVERVIEW – Year 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Vocabulary
<b>A1</b> <b>Unit 1: Pulse</b>	To understand the word "pulse" and demonstrate understanding using clapping technique	To be able to respond to music using body parts.	To be able to play or sing long and short sounds	To be able to follow a pulse and perform simple rhythms	To be able to create long and short sounds	To create and perform using instruments to keep the pulse and play the rhythm	<b>Pitch</b> – how High or Low <b>Beat</b> - unit of rhythm <b>Pulse</b> – the steady beat in a piece of music <b>Chant</b> - singing in unison, with a similar rhythm to speech. <b>Tempo</b> – speed of a piece
<b>A2</b> <b>Unit 2: Rhythm</b> Treasure Island Extra-curricular Christmas concert	To understand the difference between rhythm and pulse	To maintain a pulse whilst performing a rhythm as a group	To understand and perform movements to indicate rest	To be able to copy a rhythm and play it back	To perform rhythms at different tempos	To play along with the rhythm of song	
<b>Sp1</b> <b>Unit 3: Pitch</b> A Day in the Life	To recap what pitch is and how we recognise different levels of pitch	To learn to identify high and low pitch sounds	To sing notes of different pitches	To understand and create Glissandos	To recognise and control changes in pitch vocally and when playing instruments	To compose music combining rhythm, pitch, dynamics, timbre & tempo	
<b>Sp2</b> <b>Unit 4: 20<sup>th</sup> Century music</b>	To understand and sing a melody from a 20th century song	To recognise differences between genres	To listen to pulse in a country song and recreate in groups	To listen to the way songs can change and develop to suit the times	To learn a blues song from 20th Century	To perform a blues song from 20th Century	
<b>Sm1</b> <b>Unit 5: Voice</b>	To understand the importance of a vocal warm up	To learn to recognise and repeat higher and lower sounds	To understand and recognise basic graphic notation	To explore "pause" and further graphic notation	To recap pitch and explore dynamics & melody	To perform songs with a range of notes	

<b>Sm2</b> <b>Unit 6: Technology, structure and form</b>	To explore and change sounds and music through play and technology	To use technology to create and change sounds	To further develop our knowledge on editing sounds using technology	To edit the song 'Down in the Jungle'	To use technology to add sound effect to a story	To perform the story with our very own sounds	
---	--	---	---	---------------------------------------	--	---	--

## MUSIC OVERVIEW – Year 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Vocabulary
<b>A1</b> <b>Unit 1: Pulse</b>	To be able to sing with a good sense of pulse	To be able to respond to music using body parts.	To be able to sing with a good sense of pulse	To play with a good sense of pulse	To be able to sing, play and perform with a good sense of pulse	To create and perform a performance using instruments to keep the pulse or play a rhythm as part of a group.	<b>Tempo Beat</b> - unit of rhythm <b>Pulse</b> – the steady beat in a piece of music <b>Rhythm</b> – a pattern of long and short notes <b>Notation</b> – symbols used for writing music <b>Clef</b> – a symbol on written music, defining what pitch to play the note. <b>Scale</b> – successive notes of a key, higher or lower. <b>Dynamics</b> – how loud or quiet a piece of music is. <b>Clef Major</b> – a happy sounding piece of music <b>Measure</b> – a bar in a piece of music.
<b>A2</b> <b>Unit 2: Rhythm</b> From A – B Extra-curricular Christmas concert	To understand the difference between rhythm and pulse	To maintain a pulse whilst performing a rhythm as a group	To demonstrate understanding of rhythm	To be able to recognise and perform rhythmic patterns in songs	To perform parts of a song with a strong sense of pulse and rhythm	To perform a rhythm with confidence	
<b>Sp1</b> <b>Unit 3: Pitch</b>	To recap what pitch is and how we recognise different levels of pitch	To identify pitches when performing and playing instruments	To sing and perform notes of different pitches	To create rhythmic patterns with a variety of pitch	To use graphic notation to demonstrate changes in pitch	To compose music combining rhythm, pitch, dynamics, timbre & tempo	
<b>Sp2</b> <b>Unit 4: 20<sup>th</sup> Century music</b>	To understand and sing a melody from a 20th century song	To identify instruments used in a 20th century jazz song	To recognise the pulse of a 20th century jazz song and play the pulse whilst singing	To recognise differences between genres	To listen to the way songs can change and develop to suit the times	To learn and perform a blues song from 20th Century	
<b>Sm1</b> <b>Unit 5: Voice</b>	To understand pitch and shape	To understand the difference between the pulse and the rhythm	To confidently change dynamics of a song	To understand and recognise basic graphic notation	To use "pause" in a piece of music and further explore graphic notation	To learn to sing with accuracy within a range of notes	

Sm2 Unit 6: Technology, structure and form People from the past Choir Club	To understand 4/4 time	To use technology to sequence our own patterns	To create our own piece of music as a class	To learn about musical structure	To learn how to record our own music	To edit our recorded music	<b>Duet</b> – two vocalists or instruments. <b>Minor</b> – a sad sounding piece of music
---	---------------------------	--	---	-------------------------------------	--	-------------------------------	---

### MUSIC OVERVIEW – Year 3

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Vocabulary
<b>A1</b> Unit 1: Pulse	To maintain a steady pulse whilst singing or playing an instrument	To maintain an ostinato for a piece of music	To show our understanding of pulse by following simple performance directions	To suggest ways to improve our own work and others work using musical vocabulary	To be able to maintain a part in a piece and respond to cues	To be able to improve my work and others work using musical vocabulary	<b>Bar</b> – a regular section on a staff, separated by vertical lines. <b>Downbeat</b> – first beat in a bar. <b>Staff</b> – five horizontal lines on which notes are written. <b>Tempo</b> – speed of a piece. <b>Pitch</b> – how High or Low <b>Time signature</b> – how many beats to a bar. <b>Melody</b> - a tune is a combination of pitch and rhythm. <b>Crescendo</b> – getting louder. <b>Octave</b> – 8 full tones above the key note- start and end of a scale. <b>Canon</b> – tune that is repeated at regular intervals by different
<b>A2</b> Unit 3: Rhythm Extra- curricular Christmas concert	To understand rhythm and musical texture	To demonstrate a strong sense of rhythm and pulse	To identify rhythms in songs and use these as inspiration for their own music	To work as part of a group to compose a piece of music	To add body percussion and percussion instruments into our own pieces of music	To perform as a group	
<b>Sp1</b> Unit 3: Pitch	To understand what the word pitch means and recognise high and low sounds	To explore high and low sounds by playing the melody to a song using a variety of both high and low sounds	To use graphic notation to demonstrate changes in pitch	To understand "motif" and demonstrate this using percussion instruments	To create rhythmic patterns with a variety of pitch	To perform compositions and offer feedback to other group	
<b>Sp2</b> Unit 4: 20 <sup>th</sup> Century music Island Life	To understand the evolution of music throughout the 20th century	To recognise differences between genres	To appreciate an array of genres and identify them	To study the music of a 20th Century band	To learn a song by a 20th Century band	To perform a song by a 20th Century band	
<b>Sm1</b> Unit 5: Voice	To be able to sing accurately to a piece of music with an awareness of melody and pitch	To be able to perform following instructions: start, stop, tempo, dynamics	To perform confidently and have a clear understanding of pitch	To create your own graphic score	To create a graphic score to a familiar melody	To perform a well- known song in groups and give feedback	

Sm2 <b>Unit 6: Technology, structure and form</b> End of Year Music Concert	To understand musical form including the AB and ABC forms	To create a short piece of music using musical structure	To understand how to use music sequencing software	To use music sequencing software to create a piece of music in a given form	To edit our compositions on GarageBand	To assess a piece of music, giving comments and suggestions about the structure	performers, but with different starting times.
---	---	--	--	---	--	---	--

#### MUSIC OVERVIEW – Year 4

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Vocabulary
<b>A1</b> <b>Unit 1: Pulse</b>	To be able to play in 4/4 and 3/4 using ostinato, drone and repeating patterns	To be able to perform and lead pieces in 4/4/ and 3/4 using drones, ostinato and repeating patterns	To maintain an independent part in a small group ensemble	To be able to perform a part in a group and offer improvements using technical terms	To be able to compose, perform and lead simple pieces in 4/4 and 3/4 using ostinato, drone, repeating patterns	To be able to offer comments for improvement about others work using musical terminology	<b>Texture</b> - the different layers in a piece of music. <b>Timbre</b> - the quality of the sound. Forte – loud. <b>Diminuendo</b> - gradually getting quieter and slows down. <b>Crescendo</b> – getting louder. <b>Decrescendo</b> – getting quieter. <b>Drone</b> – monotonous tone. <b>Key</b> – system of notes based on a key note.
<b>A2</b> <b>Unit 2: Rhythm</b> Temples, Tombs and Treasures Making Waves Extra-curricular Christmas concert	To identify and discuss rhythm, texture, and dynamics	To demonstrate a strong sense of rhythm and pulse by creating and layering our own rhythms	To learn a pulse then a rhythm and put them both together to create a musical texture	To create ideas to compose a melody as a team, recording ideas using graphic notation	To create ideas to compose a melody as a team, recording ideas using graphic notation	To add body percussion and percussion instruments into our own pieces of music	
<b>Sp1</b> <b>Unit 3: Pitch</b>	To understand what the word pitch means and recognise high and low sounds	To understand basic musical notes and how they have different pitches	To listen to and evaluate a song with a determined pitch and create their own composition of the same pitch	To listen to and evaluate a song with a determined pitch and create their own composition of the same pitch	To be able to sing in a variety of pitches with clear diction	To perform with clear diction with a range of pitches	
<b>Sp2</b> <b>Unit 4: 20<sup>th</sup> Century music</b>	To understand the evolution of music throughout the 20th century	To understand minimalism and listen and reflect on a piece of orchestral music	To compose a piece of minimalistic music	To create an ostinato	To play travelling ostinatos together as an orchestra	To perform minimalistic music as an orchestra	
<b>Sm1</b> <b>Unit 5: Voice</b>	To learn to sing with awareness of	To understand arpeggios and to create harmonies	To understand pentatonic scales and to learn to	To sing together, record our work	To create melodies using pentatonic scales	To perform as an ensemble	

	breathing and pronunciation		sing fluently with confidence	and assess it as a class			
Sm2 Unit 6: Technology, structure and form All Aboard End of Year Music Concert	To identify the musical structure of a song	To use voice, sounds, and instruments in creative ways.	To recognise, respond and use basic musical structure	To record and edit our songs	To listen to popular music and recognise structure and form	To listen to popular music and recognise structure and form	

### MUSIC OVERVIEW – Year 5

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Vocabulary
A1 Unit 1: Pulse	To be able to identify and play to the pulse of music	To create graphic notation to represent rhythms	To be able to independently maintain a part in a group performance	To read and play musical notation to create rhythms	To be able to help compose a group performance using either standard or graphic notation	To be able to perform a composed piece as part of a group	<b>Mood</b> – a prevailing atmosphere or feeling created by the music. <b>Pentatonic</b> – a musical scale made up of five notes, missing out the fourth and seventh notes from an eight note scale. <b>Chord</b> – three or more notes (pitches) played together at the same time. <b>Chord progression</b> – string of chords played in succession, usually a pattern. <b>Crochet</b> – a symbol used in musical notation that represents a note that lasts for one beat <b>Quaver</b> – in written music, a symbol used to show a note that lasts for half a beat <b>Staff</b> – five horizontal lines on which notes are written. <b>Octave</b> – a range of eight whole notes, for example: middle C, D, E, F, G, A, B, C. <b>Ostinato</b> – a repeated rhythm or phrase. <b>Crotchet Rest</b> – a pause that lasts for one beat
A2 Unit 2: Rhythm Extra-curricular Christmas concert	To learn to identify a range of different notes	To play a rhythm and identify the timbre of sounds	To understand and play rhythms in different time signatures over different genres	To compose a melody as a team, recording ideas using graphic notation	To add body percussion and percussion instruments into our own pieces of music	To perform as a group: consolidating our knowledge on musical notes, timbre, texture and rhythm	
Sp1 Unit 3: Pitch The Great, The Bold, The Brave Young Voices Choir	To explore sound and understand the meaning of pitch	To play a piece of music with a variety of pitches	To play a piece of music with a variety of pitches, playing two notes at a time	To learn what a harmony is and demonstrate harmonies in different pitches	To learn understand what a chord is and be able to play G and D chords	To confidently play chords C and G and amazing grace on either keyboard, piano or guitar	
Sp2 Unit 4: 20 <sup>th</sup> Century music	To understand the evolution of music throughout the 20th century	To understand minimalism and listen and reflect on a piece of orchestral music	To compose a piece of minimalistic music	To create an ostinato	To play travelling ostinatos together as an orchestra	To perform minimalistic music as an orchestra	
Spring Term IPC Music Single Subject Unit - Ensemble Play and Compose							

<b>Sm1</b> <b>Unit 5: Voice</b>	To create sounds and interpret a graphical score using our voices	To work with others to maintain an independent singing part	To understand line and space notes on graphic scores	To follow a graphic notated score to sing an independent part	To create a group performance following sheet music	To create a group performance of Hallelujah	<b>Sharp</b> – note to be raised by a semitone. <b>Semitone</b> - one twelfth of an octave- the smallest interval in western music. <b>Staccato</b> – short, sharp notes. <b>Dissonance</b> – harsh sounds, chords not in harmony. <b>Vibrato</b> – quickly alternating between two notes – a wobbly sound. Lento – slow.
<b>Sm2</b> <b>Unit 6: Technology, structure and form</b> <b>End of Year Music Concert</b>	To identify the musical structure of a song.	To use voice, sounds, and instruments in creative ways.	To identify how structure can organise sounds and how it can be used to create a particular effect on the listener	To compose a piece of music using technology	To identify the musical structure of a song and use this to help compose a piece of music.	To compose a 12-bar blues song	

### MUSIC OVERVIEW – Year 6

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Vocabulary
<b>A1</b> <b>Unit 1: Pulse</b>	To be able to maintain a strong pulse and recognise when going out of time	To be able to play rhythms while maintaining a pulse	To be able to sing / play regular (2/4, 3/4, 4/4) and irregular (7/4, 5/4)	To be able to maintain a strong sense of pulse and understand body percussion	To be able to maintain a strong pulse and recognise when going out of time	To be able to maintain a strong pulse and recognise when going out of time	<b>As Year 5 and:</b> <b>Minim</b> – a written note that lasts for two beats. Minim rest - a pause that lasts for two beats. <b>Semibreve</b> – a symbol used in written music to show a note that lasts for four beats. <b>Semibreve rest</b> – a symbol used in written music to show a pause that last for four beats. <b>Harmony</b> – pleasing combination of two or more notes, played in background behind melody. <b>Accent</b> – where the music is emphasised. <b>Off beat</b> – the unaccented beat. <b>Adagio</b> – slow and calm.
<b>A2</b> <b>Unit 2: Rhythm</b> <b>Whole Class Ukulele</b> <b>Chamber Choir</b> <b>Extra-curricular Christmas concert</b>	To interpret and play a graphic score	To create a piece of Music with awareness of timbre and texture	To perform a piece of Music with awareness of timbre and texture	To create ideas to compose a melody as a team, recording ideas using graphic notation	To add body percussion and percussion instruments into our own pieces of music	To perform as a group: consolidating our knowledge on musical notes, timbre, texture and rhythm	
<b>Sp1</b> <b>Unit 3: Pitch</b> <b>900 CE</b>	To recap what pitch is and understand "motif"	To understand differences in the characters in a piece of music	To demonstrate understanding of Pitch	To demonstrate understanding of Pitch	To be able to play arpeggios and know what Motifs/Leitmotifs are	To compose music combining rhythm, pitch, dynamics, timbre & tempo	
<b>Sp2</b> <b>Unit 4: 20<sup>th</sup> Century music</b> <b>Earth is an Island</b>	To understand the evolution of music throughout the 20th century	To study a 20th Century band and appreciate their music	To learn the lyrics of the song "Yesterday" by the Beatles	To learn how to play "Yesterday" by the Beatles on the glockenspiel	To add in percussion instruments to the performance and rehearse	To perform a song by a 20th Century band	
<b>Spring Term IPC Music Single Subject Unit - African Rhythms 3.04 3.09 3.14</b>							
<b>Sm1</b> <b>Unit 5: Voice</b> <b>Chamber Choir</b>	To understand the difference between	To read graphic scores and	To create their own graphic	To understand pitch and refine	To be able to maintain a part in an ensemble	To be able to offer self improvement	

	monophonic and homophonic textures	perform them with confidence	scores and perform them	sound and pitch in their voice		and constructive feedback to peers	<b>Allegro</b> – quick and lively. <b>Andante</b> – relaxed and flowing. <b>Moderato</b> – a reasonable pace. <b>Presto</b> – quick and lively. <b>Prestissimo</b> – extremely quick. <b>Vivace</b> - fast, lively <b>Mezzo forte</b> - moderately loud <b>Piano</b> - quiet.
<b>Sm2</b> <b>Unit 6:</b> <b>Technology, structure and form</b> <b>Chamber Choir</b> <b>Extra- curricular</b> <b>Y6 Production</b> <b>End of Year</b> <b>Music Concert</b>	To experiment with voice and create music which demonstrates an understanding of structure.	To identify the musical structure of a song.	To compose a piece of music using technology	To explore how musical structure can be used to create a particular effect on the listener	To manipulate and create sounds in a creative way using technology.		