



## Music Curriculum

We believe that the development of musical skills is important to the wellbeing of our children and the creation of balanced young people. We encourage enjoyment and understanding of music through listening, composing and performing. Children are taught a wide range of songs and introduced to a variety of instruments.

We work closely with Bedfordshire's Inspiring Music service, who provide services, support and CPD and we use the Charanga scheme of work to support high quality music teaching and to ensure progression of skills throughout the school. We selected this scheme to as particularly suitable for facilitating high quality learning delivered by non-specialist teachers.

### Highlights-

We sing daily during our acts of collective worship.

We produce church services for the festivals of Harvest, Christmas, Candlemas, Easter, Pentecost as well as a service to celebrate the end of each school year.

We have performed at St Albans Abbey and the Royal Albert Hall

We were asked to produce the songs and prayers for a Radio 4 Sunday Service during lockdown in January 2021

We produce a Musical Production each year. Recent examples have been Cinderella Rockafella and Joseph.

We have a vibrant recorder provision taught by a specialist.

We have a range of peripatetic staff who we are able to signpost for a range of musical instruments.

### Cross Curricular-

The music curriculum assists children in developing their reading and mathematical skills. Prior to the pandemic we began exploring links between maths and music in partnership with the schools' outreach service at The Royal Albert Hall.

**Intent: What we want to achieve**

To develop the wellbeing of our pupils, which is important for the creation of balanced young people.

To encourage enjoyment and understanding of music through listening, composing and performing.

To expose the children to a wide range of songs and a variety of instruments.

**Implementation: How we will achieve this**

We will use a progressive scheme of work (Charanga) which is rooted in the National Curriculum, the model music curriculum and Early Years Foundation Stage curriculum and which is regularly reviewed and developed to ensure it motivates children and builds on previous experience.

The children will be able to listen to a wide range of music across the wider curriculum including that from other times and cultures. This will be built on further by carefully chosen music used during Collective Worship.

The children will be taught a range of musical vocabulary and will use these when talking about music they hear and the music they create themselves.

They will use their voices in expressive and interesting ways and use body percussion to respond to what they hear.

They will use a wide range of tuned and un-tuned percussion instruments

We will run extra-curricular clubs including a choir.

The school will support events including performances in school, instrument demonstrations and singing in the church.

We will produce a Harvest, Christmas, Candlemas, Easter and Pentecost service each year.

Wherever possible, we will invite musicians into school to work with the children.

Pupils will be taught to evaluate their own work and that of others in a positive, values led approach.

They will be taught to use instruments safely and respectfully to produce the best sound they can.

We will track and assess to move the children's' learning forward

We offer (at an additional cost) specialist music tuition including recorder.

**Impact: The intended outcomes of the music curriculum**

Pupils will develop a love of learning and enjoy listening and talking about music from a range of cultures and times.

Pupils will enjoy working together to create interesting and imaginative sounds including using their voices, body percussion and tuned/ un-tuned percussion instruments. They may also make their own instruments in linked lessons such as Forest School.

Pupils will leave our school with a very positive attitude of music and any will go on to learn instrument in middle and upper school and as adults.

Pupils will work hard, strive to meet challenges and will become resilient learning, using a growth mind-set approach

Pupils will learn to work independently and will also be able to contribute effectively to a partner, group work or whole class creations.

Pupil will develop as considerate, tolerant and empathetic citizens, particularly when learning about work from other times and cultures.

## Progression of Knowledge and Skills Pre School and EYFS

Three and Four-Year-Olds	Communication and Language		<ul style="list-style-type: none"> <li>• Sing a large repertoire of songs.</li> </ul>
	Physical Development		<ul style="list-style-type: none"> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li> </ul>
Reception	Expressive Arts and Design		<ul style="list-style-type: none"> <li>• Listen with increased attention to sounds.</li> <li>• Respond to what they have heard, expressing their thoughts and feelings.</li> <li>• Remember and sing entire songs.</li> <li>• Sing the pitch of a tone sung by another person ('pitch match').</li> <li>• Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>• Create their own songs, or improvise a song around one they know.</li> <li>• Play instruments with increasing control to express their feelings and ideas.</li> </ul>
	Communication and Language		<ul style="list-style-type: none"> <li>• Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>• Learn rhymes, poems and songs.</li> </ul>
	Physical Development		<ul style="list-style-type: none"> <li>• Combine different movements with ease and fluency.</li> </ul>
Reception	Expressive Arts and Design		<ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>• Explore and engage in music making and dance, performing solo or in groups.</li> </ul>
	Communication and Language		<ul style="list-style-type: none"> <li>• Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>• Learn rhymes, poems and songs.</li> </ul>
	Physical Development		<ul style="list-style-type: none"> <li>• Combine different movements with ease and fluency.</li> </ul>
ELG	Expressive Arts and Design	Being Imaginative and Expressive	<ul style="list-style-type: none"> <li>• Sing a range of well-known nursery rhymes and songs.</li> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>

## Progression of Knowledge and Skills Years 1 - 6

### Musicianship: Understanding Music

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Use body percussion, instruments and voices.</p> <p>In different central keys.</p> <p>Find and keep a steady beat together.</p> <p>Understand the difference between creating a rhythm pattern and a pitch pattern.</p> <p>Copy back simple rhythmic patterns using long and short.</p> <p>Copy back simple melodic patterns using high and low.</p> <p>Complete vocal warm-ups with a copy back option.</p>	<p>Use body percussion, instruments and voices.</p> <p>In different central keys.</p> <p>Find and keep a steady beat.</p> <p>Copy back simple rhythmic patterns using long and short.</p> <p>Copy back simple melodic patterns using high and low.</p> <p>Complete vocal warm-ups with a copy back option.</p> <p>Sing short phrases independently.</p>	<p>Use body percussion, instruments and voices.</p> <p>In different central keys.</p> <p>In the time signatures of: 2,3 &amp; 4 beats in a bar.</p> <p>Find and keep a steady beat.</p> <p>Copy back and improvise simple rhythmic patterns using various notational values and rests.</p> <p>Copy back and improvise simple melodic patterns.</p>	<p>Use body percussion, instruments and voices.</p> <p>In different keys.</p> <p>In the time signatures of: 2,3 &amp; 4 beats in a bar.</p> <p>Find and keep a steady beat.</p> <p>Listen and copy rhythmic patterns made of a wider range of note values and rests, by ear or from notation.</p> <p>Copy back melodic patterns.</p>	<p>Use body percussion, instruments and voices.</p> <p>In different keys.</p> <p>In the time signatures of: 2,3,4 &amp; 6 beats in a bar.</p> <p>Find and keep a steady beat.</p> <p>Listen and copy rhythmic patterns made of a wider range of note values and their rests, by ear or from notation.</p> <p>Copy back melodic patterns</p>	<p>Use body percussion, instruments and voices.</p> <p>In different keys.</p> <p>In the time signatures of: 2,3,4 &amp; 6 beats in a bar.</p> <p>Find and keep a steady beat.</p> <p>Listen and copy rhythmic patterns made of a wider range of note values and their rests, by ear or from notation.</p> <p>Copy back melodic patterns</p>

## Listening

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Move and dance with the music.</p> <p>Find the steady beat.</p> <p>Talk about feelings created by the music.</p> <p>Recognise some band and orchestral instruments.</p> <p>Describe tempo as fast or slow.</p> <p>Describe dynamics as loud and quiet.</p> <p>Join in sections of the song, eg chorus.</p> <p>Begin to understand where the music fits in the world.</p> <p>Begin to understand about different styles of music.</p>	<p>Mark the beat of a listening piece by tapping or clapping and recognising tempo, as well as changes in tempo.</p> <p>Walk in time to the beat of a piece of music.</p> <p>Identify the beat groupings in the music you sing and listen, eg 2-time, 3-time etc.</p> <p>Move and dance with the music confidently.</p> <p>Talk about how the music makes you feel.</p> <p>Find different steady beats.</p> <p>Describe tempo as fast or slow.</p> <p>Describe dynamics as loud or quiet.</p> <p>Join in sections of the song, eg</p>	<p>Share your thoughts and feelings about the music together.</p> <p>Find the beat or groove of the music.</p> <p>Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</p> <p>Invent different actions to move in time with the music.</p> <p>Talk about what the song or piece of music means.</p> <p>Identify some instruments you can hear playing.</p> <p>Identify if it's a male or female voice singing the song.</p> <p>Talk about the style of the music.</p>	<p>Talk about the words of a song.</p> <p>Think about why the song or piece of music was written.</p> <p>Find and demonstrate the steady beat.</p> <p>Identify 2/4, 3/4, and 4/4 metre.</p> <p>Identify the tempo as fast, slow or steady.</p> <p>Recognise the style of music you are listening to.</p> <p>Discuss the structures of songs.</p> <p>Identify:</p> <ul style="list-style-type: none"> <li>•Call and response</li> <li>•A solo vocal or instrumental line and the rest of the ensemble</li> <li>•A change in texture</li> <li>•Articulation on certain words</li> <li>•Programme music</li> </ul> <p>Explain what a main theme is and identify when it is repeated.</p> <p>Know and understand what a musical introduction is and its purpose.</p> <p>Recall by ear memorable phrases heard in the music.</p> <p>Identify major and minor tonality.</p>	<p>Talk about feelings created by the music.</p> <p>Justify a personal opinion with reference to Musical Elements.</p> <p>Find and demonstrate the steady beat.</p> <p>Identify 2/4, 3/4, 6/8 and 5/4 metre.</p> <p>Identify the musical style of a song or piece of music.</p> <p>Identify instruments by ear and through a range of media.</p> <p>Discuss the structure of the music with reference to verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form.</p> <p>Explain a bridge passage and its position in a song.</p> <p>Recall by ear memorable phrases heard in the music.</p> <p>Identify major and minor tonality.</p> <p>Recognise the sound and notes of the pentatonic and Blues scales, by ear and from notation.</p> <p>Explain the role of a main theme in musical structure.</p>	<p>Talk about feelings created by the music.</p> <p>Justify a personal opinion with reference to Musical Elements.</p> <p>Identify 2/4, 4/4, 3/4, 6/8 and 5/4.</p> <p>Identify the musical style of a song using some musical vocabulary to discuss its Musical Elements.</p> <p>Identify the following instruments by ear and through a range of media: bass guitar, electric guitar, percussion, sections of the orchestra such as brass, woodwind and strings, electric organ, congas, pianos and synthesizers, and vocal techniques such as scat singing.</p> <p>Discuss the structure of the music with reference to verse, chorus, bridge and an instrumental break.</p> <p>Explain a bridge passage and its position in a song.</p> <p>Recall by ear memorable phrases heard in the music.</p> <p>Identify major and minor tonality, chord triads I, IV and V, and intervals within a major scale.</p> <p>Explain the role of a main theme in musical structure.</p>

	call and response.		<p>Recognise the sound and notes of the pentatonic scale by ear and from notation.</p> <p>Describe legato and staccato.</p> <p>Recognise the following styles and any important musical features that distinguish the style: 20th and 21st Century Orchestral, Reggae, Soul, R&amp;B, Pop, Folk, Jazz, Disco, Musicals, Classical, Rock, Gospel, Romantic, Choral, Funk and Electronic Dance Music.</p>	<p>Know and understand what a musical introduction is and its purpose.</p> <p>Explain rapping.</p> <p>Recognise the following styles and any key musical features that distinguish the style: 20th and 21st Century Orchestral, Gospel, Pop, Minimalism, Rock n' Roll, South African, Contemporary Jazz, Reggae, Film Music, Hip Hop, Funk, Romantic and Musicals.</p>	<p>Know and understand what a musical introduction and outro is, and its purpose.</p> <p>Identify the sound of a Gospel choir and soloist, Rock band, symphony orchestra and A Cappella groups.</p> <p>Recognise the following styles and any key musical features that distinguish the style: 20th and 21st Century Orchestral, Soul, Pop, Hip Hop, Jazz: Swing, Rock, Disco, Romantic, Zimbabwean Pop, R&amp;B, Folk, Gospel, Salsa, Reggae, Musicals and Film Music.</p>
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## Singing

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Sing, rap, rhyme, chant and use spoken word.</p> <p>Demonstrate good singing posture.</p> <p>Sing songs from memory.</p> <p>Copy back intervals of an octave and fifth (high, low).</p> <p>Sing in unison.</p>	<p>Sing as part of a choir.</p> <p>Demonstrate good singing posture.</p> <p>Sing songs from memory and/or from notation.</p> <p>Sing to communicate the meaning of the words.</p> <p>Sing in unison and sometimes in parts, and with more pitching accuracy.</p>	<p>Sing as part of a choir.</p> <p>Sing a widening range of unison songs, of varying styles and structures.</p> <p>Demonstrate good singing posture.</p> <p>Perform actions confidently and in time to a range of action songs.</p> <p>Sing songs from memory and/or from notation.</p>	<p>Rehearse and learn songs from memory and/or with notation.</p> <p>Sing in different time signatures: 2/4, 3/4 and 4/4.</p> <p>Sing as part of a choir with awareness of size: the larger, the thicker and richer the musical texture.</p> <p>Demonstrate good singing posture.</p>	<p>Rehearse and learn songs from memory and/or with notation.</p> <p>Sing in 2/4, 3/4, 4/4 and 6/8 time.</p> <p>Sing in unison and parts, and as part of a smaller group.</p> <p>Sing 'on pitch' and 'in time'.</p> <p>Sing a second part in a song.</p>	<p>Rehearse and learn songs from memory and/or with notation.</p> <p>Sing a broad range of songs as part of a choir, including those that involve syncopated rhythms, with a good sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style.</p> <p>Continue to sing in parts where appropriate.</p>

	<p>Understand and follow the leader or conductor.</p> <p>Add actions to a song.</p> <p>Move confidently to a steady beat.</p> <p>Talk about feelings created by the music/song.</p> <p>Recognise some band and orchestral instruments.</p> <p>Describe tempo as fast or slow.</p> <p>Join in sections of the song, eg chorus.</p> <p>Begin to understand where the music fits in the world.</p> <p>Begin to talk about and understand the style of the music.</p> <p>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 (eg crescendo, decrescendo, pause).</p>	<p>Sing with awareness of following the beat.</p> <p>Sing with attention to clear diction.</p> <p>Sing expressively, with attention to the meaning of the words.</p> <p>Sing in unison.</p> <p>Understand and follow the leader or conductor.</p> <p>Copy back simple melodic phrases using the voice.</p>	<p>Demonstrate vowel sounds, blended sounds and consonants.</p> <p>Sing 'on pitch' and 'in time'.</p> <p>Sing expressively, with attention to breathing and phrasing.</p> <p>Sing expressively, with attention to staccato and legato.</p> <p>Talk about the different styles of singing used for different styles of song.</p> <p>Talk about how the songs and their styles connect to the world.</p>	<p>Self-correct if lost or out of time.</p> <p>Sing expressively, with attention to breathing and phrasing.</p> <p>Sing expressively, with attention to dynamics and articulation.</p> <p>Develop confidence as a soloist.</p> <p>Talk about the different styles of singing used for different styles of song.</p> <p>Talk confidently about how connected you feel to the music and how it connects in the world.</p> <p>Respond to a leader or conductor.</p>	<p>Sing in 2/4, 4/4, 3/4, 5/4 and 6/8.</p> <p>Sing with and without an accompaniment.</p> <p>Sing syncopated melodic patterns.</p> <p>Demonstrate and maintain good posture and breath control whilst singing.</p> <p>Sing expressively, with attention to breathing and phrasing.</p> <p>Sing expressively, with attention to dynamics and articulation.</p> <p>Lead a singing rehearsal.</p> <p>Talk about the different styles of singing used for the different styles of songs sung in this year.</p> <p>Discuss with others how connected you are to the music and songs, and how the songs and styles are connected to the world.</p>
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## Notation

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<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 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 semibreve.</p> <p>Identify hand signals as notation, and recognise music notation on a staff 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.</p> <p>Read and respond to semibreves, minims, crotchets and paired quavers.</p> <p>Identify:</p> <ul style="list-style-type: none"> <li>•Stave</li> <li>•Treble clef</li> <li>•Time signature</li> <li>•Lines and spaces on the stave</li> </ul> <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.</p> <p>Read and respond to semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers.</p> <p>Identify:</p> <ul style="list-style-type: none"> <li>•Stave</li> <li>•Treble clef</li> <li>•Time signature</li> </ul> <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,</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, dotted crotchets, crotchets, quavers and semiquavers</p> <p>Identify:</p> <ul style="list-style-type: none"> <li>•Stave</li> <li>•Treble clef</li> <li>•Time signature</li> </ul> <p>Read and respond to minims, crotchets, quavers, dotted quavers and semiquavers.</p> <p>Recognise how notes are grouped when notated.</p> <p>Identify the stave and symbols on the stave (such as the treble clef), the name of the notes on lines and in spaces, barlines, a flat sign and a sharp sign.</p> <p>Further understand the differences between semibreves, minims, crotchets and crotchet rests,</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 dotted semibreves, dotted minims, minims, triplet crotchets, dotted crotchets, crotchets, dotted quavers, quavers and semiquavers.</p> <p>Identify:</p> <ul style="list-style-type: none"> <li>•Stave</li> <li>•Treble clef</li> <li>•Time signature</li> </ul> <p>Read and respond to minims, crotchets, quavers, dotted quavers and semiquavers.</p> <p>Recognise how notes are grouped when notated.</p> <p>Identify the stave and symbols on the stave (such as the treble clef), the name of the notes on lines and in spaces, barlines, a flat sign and a sharp sign.</p>



			achieving a sense of ensemble.	paired quavers and semiquavers.  Understand the differences between 2/4, 3/4 and 4/4 time signatures.  Read and perform pitch notation within an octave (eg C–C'/do–do).	
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## Playing Instruments

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Rehearse and learn to play a simple melodic instrumental part by ear or from simple notation.	Rehearse and learn to play a simple melodic instrumental part by ear or from notation.	Rehearse and learn to play a simple melodic instrumental part by ear or from notation.  Develop facility in playing tuned percussion or a melodic instrument, such as a violin or recorder.	Rehearse and learn to play a simple melodic instrumental part by ear or from notation.	Rehearse and learn to play a simple melodic instrumental part by ear or from notation.  Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one staff and using notes within the middle C–C'/do–do range. This should initially be done as a whole class, with greater independence gained each lesson through smaller group performance.	Rehearse and learn to play one of four differentiated instrumental parts by ear or from notation.  Play a melody following staff notation written on one staff and using notes within an octave range (do–do); make decisions about dynamic range, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).

## Playing the Recorder (lunch time clubs)

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
N/A	Rehearse and learn a simple instrumental part by ear or from notation, using up to six notes.	Rehearse and learn a simple instrumental part by ear or from notation, using up to ten notes.	Rehearse and learn to play one of four differentiated instrumental parts by ear or from notation, in a variety of keys.	Rehearse and learn to play one of four differentiated instrumental parts by ear or from notation, in the greater or variety of keys.	Rehearse and learn to play one of four differentiated instrumental parts by ear or from notation, in a greater variety of keys.

## Creating: Improvising

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Explore improvisation within a major and minor scale.</p> <p>Improvise simple vocal patterns using 'Question and Answer' phrases.</p> <p>Understand the difference between creating a rhythm pattern and a pitch pattern.</p>	<p>Explore improvisation within a major scale.</p> <p>Work with a partner and in the class to improvise simple 'Question and Answer' phrases, to be sung and played on untuned percussion, creating a musical conversation.</p>	<p>Explore improvisation within a major scale</p> <p>Become more skilled in improvising (using voices, tuned and untuned percussion, and instruments played in whole-class/group/individual/instrumental teaching), inventing short 'on-the-spot' responses using a limited note-range.</p> <p>Compose over a simple groove.</p> <p>Compose over a drone.</p> <p>Structure musical ideas (eg using echo or 'Question and Answer' phrases) to create music that has a beginning, middle and end.</p>	<p>Explore improvisation within a major scale</p> <p>Improvise on a limited range of pitches on the instrument you are now learning, making use of musical features, including smooth (legato) and detached (staccato) articulation.</p> <p>Improvise over a simple chord progression.</p> <p>Improvise over a groove.</p>	<p>Explore improvisation within a major scale.</p> <p>Improvise over a simple groove, responding to the beat and creating a satisfying melodic shape.</p> <p>Experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).</p>	<p>Explore improvisation within a major scale.</p> <p>Improvise over a groove, responding to the beat, creating a satisfying melodic shape with varied dynamics and articulation.</p>

## Creating: Composing

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Explore and create graphic scores:</p> <p>Create musical sound effects and short sequences of sounds in response to music and video stimulus.</p> <p>Create a story, choosing and playing classroom instruments and/or soundmakers.</p> <p>Recognise how graphic notation can represent created sounds. Explore and invent your own symbols.</p> <p>Use music technology, if available, to capture, change and combine sounds.</p> <p>Use simple notation if appropriate:</p> <p>Create a simple melody using crotchets and minims.</p>	<p>Explore and create graphic scores:</p> <p>Create musical sound effects and short sequences of sounds in response to music and video stimulus.</p> <p>Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.</p> <p>Create a story, choosing and playing classroom instruments.</p> <p>Create and perform your own rhythm patterns with stick notation, including crotchets, quavers and minims.</p> <p>Use music technology, if available, to capture, change and combine sounds.</p> <p>Use notation if appropriate:</p> <p>Create a simple melody using crotchets and minims.</p>	<p>Create music and/or sound effects in response to music and video stimulus.</p> <p>Use music technology, if available, to capture, change and combine sounds.</p> <p>Compose over a simple chord progression.</p> <p>Compose over a simple groove.</p> <p>Compose over a drone.</p> <p>Start to use simple structures within compositions, eg introduction, verse, chorus or AB form.</p> <p>Use simple dynamics.</p> <p>Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values.</p> <p>Create a simple melody using crotchets, minims and perhaps paired quavers:</p>	<p>Combine known rhythmic notation with letter names, to create short, pentatonic phrases using a limited range of five pitches, suitable for the instruments being learnt.</p> <p>Compose over a simple chord progression.</p> <p>Compose over a groove.</p> <p>Create music in response to music and video stimulus.</p> <p>Use music technology, if available, to capture, change and combine sounds.</p> <p>Start to use simple structures within compositions, eg introduction, verse, chorus or AB form.</p> <p>Use simple dynamics.</p> <p>Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values.</p>	<p>Create music in response to music and video stimulus.</p> <p>Use music technology, if available, to capture, change and combine sounds.</p> <p>Start to use structures within compositions, eg introduction, multiple verse and chorus sections, AB form or ABA form (ternary form).</p> <p>Use chords to compose music to evoke a specific atmosphere, mood or environment.</p> <p>Use simple dynamics.</p> <p>Use rhythmic variety.</p> <p>Compose song accompaniments, perhaps using basic chords.</p> <p>Use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet).</p>	<p>Plan and compose an 8 or 16-beat melodic phrase, using the pentatonic scale (eg C, D, E, G, A), and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody.</p> <p>Either of these melodies can be enhanced with rhythmic or simple chordal accompaniment.</p> <p>Create a simple chord progression.</p> <p>Compose a ternary (ABA form) piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.</p> <p>Create music in response to music and video stimulus.</p> <p>Use music technology, if available, to capture, change and combine sounds.</p> <p>Start to use structures within compositions, eg introduction, multiple verse</p>

			<p>Create a melody using crotchets, minims, quavers and their rests. Use a pentatonic scale:</p>	<p>Use full scales in different keys.</p> <p>Understand how chord triads are formed and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments.</p> <p>Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, plus all equivalent rests. Use a pentatonic and a full scale. Use major and minor tonality:</p>	<p>and chorus sections, AB form or ABA form (ternary form).</p> <p>Use simple dynamics.</p> <p>Use rhythmic variety.</p> <p>Compose song accompaniments, perhaps using basic chords.</p> <p>Use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet).</p> <p>Use full scales in different keys.</p> <p>Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, and all equivalent rests. Use a pentatonic and a full scale. Use major and minor tonality:</p>
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## Performing

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Enjoy and have fun performing.</p> <p>Choose a song/songs to perform to a well-known audience.</p> <p>Prepare a song to perform.</p> <p>Communicate the meaning of the song.</p> <p>Add actions to the song.</p> <p>Play some simple instrumental parts.</p>	<p>Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence.</p> <p>Decide on any actions, instrumental parts/improvisatory ideas/composed passages to be practised and included in the performance.</p> <p>Talk about what the song means and why it was chosen to share.</p> <p>Talk about the difference between rehearsing a song and performing it.</p>	<p>Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence.</p> <p>Play and perform melodies following staff notation, using a small range, as a whole class or in small groups.</p> <p>Include any actions, instrumental parts/improvisatory ideas/composed passages within the rehearsal and in the performance.</p> <p>Talk about what the song means and why it was chosen to share.</p> <p>Reflect on feelings about sharing and performing, eg excitement, nerves, enjoyment.</p>	<p>Rehearse and enjoy the opportunity to share what has been learned in the lessons.</p> <p>Perform, with confidence, a song from memory or using notation.</p> <p>Play and perform melodies following staff notation, using a small range, as a whole class or in small groups.</p> <p>Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance.</p> <p>Explain why the song was chosen, including its composer and the historical and cultural context of the song.</p> <p>Communicate the meaning of the words and articulate them clearly.</p> <p>Use the structure of the song to communicate its mood and meaning in the performance.</p> <p>Talk about what the rehearsal and</p>	<p>Create, rehearse and present a holistic performance for a specific purpose, for a friendly but unknown audience.</p> <p>Perhaps perform in smaller groups, as well as the whole class.</p> <p>Perform a range of repertoire pieces and arrangements combining acoustic instruments, to form mixed ensembles, including a school orchestra.</p> <p>Perform from memory or with notation, with confidence and accuracy.</p> <p>Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance.</p> <p>Explain why the song was chosen, including its composer and the historical and cultural context of the song.</p>	<p>Create, rehearse and present a holistic performance for a specific event, for an unknown audience.</p> <p>Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.</p> <p>Create, rehearse and present a holistic performance, with a detailed understanding of the musical, cultural and historical contexts.</p> <p>Perform from memory or with notation.</p> <p>Understand the value of choreographing any aspect of a performance.</p> <p>A student or a group of students rehearse and lead parts of the performance.</p> <p>Understand the importance of the performing space and how to use it.</p> <p>Record the performance and compare it to a previous performance.</p>

			<p>performance has taught the student.</p> <p>Understand how the individual fits within the larger group ensemble.</p> <p>Reflect on the performance and how well it suited the occasion.</p> <p>Discuss and respond to any feedback; consider how future performances might be different.</p>	<p>A student leads part of the rehearsal and part of the performance.</p> <p>Record the performance and compare it to a previous performance; explain how well the performance communicated the mood of each piece.</p> <p>Discuss and talk musically about the strengths and weaknesses of a performance.</p> <p>Collect feedback from the audience and reflect how future performances might be different.</p>	<p>Collect feedback from the audience and reflect how the audience believed in the performance.</p> <p>Discuss how the performance might change if it was repeated in a larger/smaller performance space.</p>
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# Connecting Across The Curriculum

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## Year 1

### Topics include:

- Counting
- Days of the week
- Parts of the body
- Counting backwards from 10
- Animals from around the world
- Insects
- Our planets
- PSHE
- Stories
- Shapes

## Year 4

### Topics include:

- Friends and people we meet
- How people and children used to live
- Connecting with the past
- Music from different cultures
- Music and dancing
- Music and freedom

## Year 2

### Topics include:

- The importance of communication
- Working and playing together
- Stories
- Caring about other people
- Music from different parts of the world
- Playing in a band together
- Nature: the sun
- Identity and accepting one another

## Year 5

### Topics include:

- School
- Heroes
- The solar system
- Space
- Freedom

## Year 3

### Topics include:

- Your place in your family
- Making friends and understanding each other
- Using your imagination
- Life in different countries
- The way people lived
- Families
- Nature, the environment
- Connections with the past

## Year 6

### Topics include:

- Understanding feelings
- Friendship, kindness and respect
- Standing up for democracy and eliminating oppression
- Knowing our cultural roots
- Engaging to protect and care for our planet earth: ecosystems, recycling, etc