



## Music Curriculum Overview

	Hearing and Listening	Vocalising and Singing	Moving and Dancing	Exploring and Playing
<b>Little Acorns</b>	Identify and match sounds to instruments, e.g. 'I have sounds' game  Respond to music through mark making and visual representations  Talk about sounds and use adjectives to describe them, e.g. soft, scratchy	Create own songs with a simple structure, e.g. a beginning and end  Sing familiar songs and express preferences about songs  Create sounds in vocal sound games	Clap or tap the pulse of music when listening or singing  Respond to sounds and music through movements, e.g. tiptoeing or stamping, moving quickly or slowly.  Imitate the movement of instruments, e.g. mime playing a trumpet, piano etc.	Add sound effects to stories using instruments  Show control when holding and playing instruments to make a musical sound  Operate equipment such as CD players, MP3 player to produce sound
<b>Saplings</b>	Talk about what music makes them think of or feel, e.g. "It sounds like dinosaurs roaring"  Recognise, compare and talk about changes in music, e.g. getting faster / slower, louder / quieter  Anticipate and respond to changes in music, e.g. changes in dynamics or tempo.	Begin to show awareness of pitch through broad pitch matching  Sing entire songs out loud and internalise songs  Sing the melodic shape of familiar songs	Respond to music through movement, e.g. walk to the pulse of the music.  Combine movement with singing, e.g. tapping a drum whilst singing  Choreograph own dances alone or in pairs / small groups.	Add sound effects based on a theme, e.g. create the sounds of the seaside  Keep a steady beat when playing instruments  Tap rhythms to accompany words, e.g. the syllables in words and create rhythms using instruments or body percussion

LOWER SCHOOL											
Singing		Performing		Improvising and Composing		Listening and Appraising		Musical Understanding			
				Topic related		Charanga		Rhythm and Pulse		Inter-related dimensions	
YR 1	Join in with singing familiar songs	YR 1	Show awareness of the audience when performing (e.g. by looking at the audience, singing with appropriate volume)	YR 1	Make physical movements that represent sounds.  Working within a group, suggest symbols to represent sounds.		YR 1	Explain their own ideas and listen to a partner when exploring sounds and listening to music.  Share and take turns by passing round instruments when exploring sounds	YR 1	Keep a steady pulse with some accuracy, e.g. through tapping, clapping, marching, playing (Charanga)  Begin to recognise rhythmic patterns by saying or clapping syllables in words e.g. own names or topic related words	
2	Sing familiar songs broadly in tune within a limited pitch range. Begin to sing simple rounds with support.	YR 2	Join in and stop as appropriate when playing and singing.  Follow and offer simple musical instructions and actions when singing familiar songs (inc. action songs and rounds)	YR 2	Explore and experiment with different ways of producing sounds using their voice, instruments and body percussion.	Contribute to a class composition using a range of 3 given notes (Charanga)	YR 2	Comment on and respond to recordings of own voice, other classroom sounds, musical instruments, etc.	YR 2	Copy a simple rhythmic pattern based on familiar words and phrases and create their own, e.g. using topic related phrases  Maintain a pulse accurately when listening to and singing familiar songs (Charanga)	Tempo: Discuss the tempo of a range of different styles of songs
YR 3	Sing songs with in tune within a limited pitch range. Sing songs with simple parts.	YR 3	Respond to musical cues, such as introductions when playing and singing  Perform with a good sense of pulse and rhythm when singing and playing the recorder	YR 3	Follow and lead simple performance directions, such as changes in dynamics, when creating their own composition	Compose a short melodic phrase as a group within a range of 3 notes, using note grid	YR 3	Listen with increased concentration to a variety of live and recorded music and respond by making comments about the instruments used and the timbre and/or dynamics of the music.	YR 3	Build a short rhythmic pattern of two or more 4 beat bars, using crotchets, minims, quavers and crotchet rests (ta, te-a, ti-ti, th)  Maintain a pulse accurately when listening to a range of different styles of music.	Dynamics: Plan, follow and lead simple changes in dynamics, when creating their own composition
UPPER SCHOOL											
Singing		Performing		Improvising and Composing		Listening and Appraising		Musical Understanding			
				Topic related		Charanga		Rhythm and Pulse		Inter-related dimensions	
YR 4	Sing confidently and fluently, maintaining an appropriate pulse  Maintain an independent part in a small group, e.g. rhythm, ostinato, drone, simple part singing, etc.	YR 4	Plan, follow and lead simple performance directions, such as cues and changes in dynamics	YR 4	Use voice, sounds, technology and instruments in creative ways when planning a composition  Create simple rhythmic patterns, melodies and accompaniments in their own composition	Compose their own short melodic phrase within a range of 3 notes, using the note grid or notation with note names (not using the staff)	YR 4	Offer comments about own and others' compositions and ways to improve; accept feedback and suggestions from others	YR 4	Recognise, name and follow simple musical notation (crotchets, minims, quavers, semibreve) and be able to count the rhythm in a bar (1, 2, 3, 4)	Timbre: Discuss the timbre of sounds used in their own and others' compositions
YR 5	Sing songs within an appropriate vocal range with clear diction, mostly accurate tuning, control of breathing and appropriate tone.	YR 5	Demonstrate musical quality - e.g. clear starts, ends of pieces / phrases, technical accuracy when playing	YR 5	Experiment with voice, sounds, technology and instruments in creative ways and explore new techniques when creating songs and music	Compose a short melodic phrase within a range of 5 notes, using notation with note names (with or without staff)	YR 5	Identify ways that texture and timbre are used to create mood when listening to a range of music  Use simple musical language such as tempo, texture, dynamics accurately when discussing and responding to music	YR 5	Begin to recognise simple musical notation, including dotted crotchets and minims when improvising or composing rhythmic patterns  Maintain a strong sense of pulse and recognise when going out of time when singing and playing	Duration: Recognise, name and follow simple musical notation including dotted crotchets and minims and be able to count the rhythm in a bar (1, 2, 3, 4) when listening to music.  Pitch: Show understanding of changes in pitch when singing and playing
YR 6	Sing or rap with increasing confidence, expression and skill, taking on different parts in the song	YR 6	Perform a range of vocal and instrumental parts with confidence and technical accuracy	YR 6	Use a variety of musical devices, timbres, textures, techniques, etc. when creating and making music.  Create a composition which demonstrates understanding of timbre, dynamics and structure and discuss the choices made.	Compose a short melodic phrase on a staff within a range of 5 notes, using notation with or without note names	YR 6	Critique own and others' compositions offering specific comments and justifying these with reference to timbre, tempo, dynamics or structure.  Listen and evaluate a range of live and recorded music, recognising some elements of different genres, styles and times.	YR 6	Demonstrate confident understanding of musical language and features, such as dynamics, tempo, texture, timbre and structure when discussing live and recorded music.  Use knowledge of musical notation, including dotted crotchets and minims, to play and sing with accurate rhythm.	Notation: Identify notes on the staff, using resources to support if necessary.