



NURSERY	Topic: Listening	Topic: Music Appreciation and significant people	Topic: Pulse and Rhythm	Topic: Notation	Topic: Singing and performance	Topic: Composition
	Core Skills: Listen with increased attention to sounds.	Core Skills: Listen to different music and songs and say what they like or dislike.	Core Skills: Join in with simple repeated rhythms.	Core Skills: Be aware that music can be recorded by simple mark making and symbols.	Core Skills: Begin to sing the melody, pitch and tone of well-known nursery rhymes and songs.	Core Skills: Explore the different sounds that instruments and their voices can make to create simple compositions.
	Knowledge: Music has different instruments to create different sounds.	Knowledge: Be aware that music is composed by different people.	Knowledge: The same sound can be played repeatedly, which will make a pattern.	Knowledge: Symbols and marks can tell us how to make music.	Knowledge: Remember and sing well known rhymes and songs in a small group.	Knowledge: Instruments can be played in a variety of ways to create different sounds. They can be played quickly, slowly, loudly or softly.
RECEPTION	Topic: Listening	Topic: Music Appreciation and significant people	Topic: Pulse and Rhythm	Topic: Notation	Topic: Singing and performance	Topic: Composition
	Core Skills: Listen to a variety of music and talk about how it makes them feel.	Core Skills: Listen to a variety of music, rhymes and songs, paying attention to how they sound and sharing their opinions. Be aware of some different composers.	Core Skills: Tap or clap simple repeated rhythms.	Core Skills: Make or follow very simple symbols and marks to play music.	Core Skills: Sing well-known songs and nursery rhymes in a group or on their own, increasingly matching the pitch and following the melody.	Core Skills: Explore ways to create simple rhythms and sound effects using found objects, percussion instruments and their voices.
	Knowledge: Music has different features. It can be loud, quiet, soft, fast, slow and can make us feel different emotions.	Knowledge: A composer is someone who creates music. Some composers are famous for their music.	Knowledge: Sound patterns can be made by repeatedly clapping or tapping the same sounds. This is called a rhythm.	Knowledge: Pictures and symbols can represent the sounds that instruments make.	Knowledge: Learn and sing songs and rhymes as part of a larger group.	Knowledge: The different sounds that instruments make can be used to represent feelings, images or stories.



Y1/2	Focus: Listening	Focus: Music Appreciation and significant People	Focus: Pulse and Rhythm (SS)	Focus: Notation (SS) (ukulele)	Focus: Singing and performance	Focus: Composition and Performance (SS)
<p>Core Skills:</p> <p>Describe how an instrument has been used to represent a sound, animal or object.</p>	<p>Core Skills:</p> <p>Listen and respond with movement, words and pictures to a range of high-quality live and recorded music that tell a story.</p> <p>Describe the lives and music of composers studied</p>	<p>Core Skills:</p> <p>Copy a simple rhythm by clapping or using percussion. Identify and keep a steady pulse. Play a range of rhythms and pulses and identify the differences between them.</p>	<p>Core Skills:</p> <p>Understand that music can be written down and read.</p> <p>Recognise and respond to simple notation.</p> <p>Play tuned and untuned percussion instruments and use your voice with awareness of others.</p>	<p>Core Skills:</p> <p>Sing simple songs, traditional songs and chants with a sense of melody and shape.</p>	<p>Core Skills:</p> <p>Create, select and combine sounds and rhythms using a variety of instruments, objects and the voice.</p> <p>Create, select and combine layers of sound and vocalisations with awareness of the effect.</p>	
<p>Knowledge:</p> <p>Walk in time to the beat of a piece of music. Identify the beat groupings in the music you sing and listen, eg 2-time, 3-time etc. Move and dance with the music confidently.</p> <p>Basic, easily identifiable features of music are the tempo (quick or slow), the dynamics (loud or quiet), instruments used and the feelings that the music engenders, such as happiness, anger or fear.</p>	<p>Knowledge:</p> <p>A rhythm is a pattern or grouping of long and short sounds and is one of the basic elements of music. A pulse is a steady beat, like a heartbeat. The pulse often stays the same throughout a piece of music, whereas the rhythm changes.</p> <p>Composers, at various points in history, wrote pieces of music with many differences between them, based on their life experience and the country they lived in. This affected the choice of instruments,</p>	<p>Knowledge:</p> <p>A piece of music played by a group of musicians should be played at the same time. Musicians should finish together to make the piece of music sound pleasing and ensure that the audience can hear the tune. Listening to others, watching a conductor and counting beats accurately can help musicians to play or sing at the same time as each other.</p>	<p>Knowledge:</p> <p>Combining layers of sound can create pleasant, harmonious sounds or unpleasant, discordant sounds, depending on the combination of the pitches, rhythms and other elements of music used. Adding sounds together creates texture in a piece of music.</p>	<p>Knowledge:</p> <p>Sing as part of a choir. Demonstrate good singing posture. 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.</p> <p>Traditional songs, nursery rhymes and chants have been passed down to different generations using the oral tradition.</p>	<p>Knowledge:</p> <p>Sounds can be made by playing tuned or untuned instruments, using the voice, hitting, shaking or scraping objects, or using the body to make percussive sounds. A rhythm is a pattern or grouping of long and short sounds and is one of the basic elements of music.</p> <p>Combining layers of sound can create pleasant, harmonious sounds or unpleasant, discordant sounds,</p>	



<p>Y1/2</p>	<p>Different instruments can be used to represent other sounds, animals or objects. This is done by changing the pitch (high or low), rhythm (simple or complex), or dynamics (loud or soft).</p>	<p>the style and the feelings that they provoked in listeners.</p>	<p>Make a sound when they are hit, shaken or scraped. Tuned percussion instruments, such as the xylophone or timpani, ukulele produce notes of different pitches. They should be played with an awareness of pitch, rhythm and dynamics.</p> <p>Untuned percussion instruments, such as a bass drum or guiro, produce sounds with no definite pitch. They should be played with an awareness of rhythm and dynamics.</p>		<p>A melody is a succession of notes arranged to create a musical shape and is the dominant tune of the composition. The shape of music is the direction of the music through structure, dynamics and expression.</p> <p>Notes in musical notation are written on a stave, which tells the musician the pitch of the note. The pitch of a note is how high or low it is. The way that a note is drawn tells the musician the duration of a note. The duration of a crotchet is one beat, a minim is two beats and a semibreve is four beats.</p>	<p>depending on the combination of the pitches, rhythms and other elements of music used. Adding sounds together creates texture in a piece of music.</p>
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Y2/3	Topic: Listening	Topic: Music Appreciation and Significant people	Topic: Pulse and Rhythm (SS)	Topic: Notation (SS) (Ukulele)	Topic: Singing and performance	Topic: Composition (SS)
	<p>Core Skills: Listen and respond to pieces of music written around the same theme.</p>	<p>Core Skills: Describe the lives and music of romantic composers.</p>	<p>Core Skills: Music analysis check. Identify a pulse in a piece of music, realising that two, three, four or more beats to the bar can be counted.</p>	<p>Core Skills: Music analysis check. Recognise and respond to invented musical notation and symbols. Play or sing a part with increased control, fluency, expression and accuracy on tuned and untuned instruments.</p>	<p>Core Skills: Use their voice in different ways, including using a loud or soft voice, and identify simple repeated patterns. Play or sing a part with increased control, fluency, expression and accuracy</p>	<p>Core Skills: Music analysis check. Improvise and compose sequences of sounds and vocals and record those using notes or pictures. Create a story, choosing and playing classroom instruments and/or sound makers. Explore and invent your own symbols. Use music technology, if available, to capture, change and combine sounds. Create a simple melody using crotchets and minims: C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C F, G F, G, A F, G, A, C F, G, A, C, D Start and end on the note F D, F D, F, G D, F, G, A D, F, G, A, C Start and end on the note D</p>
	<p>Knowledge: Features of music that can be listened and responded to include the musical instruments used, the rhythms, dynamics, tempo and timbre. These features may be similar in music written around the same time period or theme.</p>	<p>Knowledge: Composers of romantic music worked from approximately 1800 to 1910. Romantic music focuses on provoking emotions and passion, and the music was used to evoke stories,</p>	<p>Knowledge: Music is written in bars, with a set number of beats per bar. Time signatures tell musicians how many beats are in a bar. The time signature 4/4 shows that there are four crotchet beats in a bar, 3/4 shows that there are three crotchet</p>	<p>Knowledge: In musical notation, rests, such as crotchet rests, minim rests and semibreve rests, tell musicians when not to play or sing and are used between musical notes. Rehearse and learn to play a simple melodic</p>	<p>Knowledge: The voice can create notes of different pitches, durations and dynamics (loudness), add interest by highlighting certain lyrics or creating different moods. Control in music can include breath control, or control of a musical instrument. To sing or play accurately, the pitch,</p>	<p>Knowledge: Sequences of sounds combine melodies, harmonies, pitches, rhythms and dynamics. Sequences can be written down using informal pictures or symbols in a graphic score or using musical notation.</p>



<p>Y2/3</p>	<p>Specific terms can be used to describe the sounds and changes in a piece of music, including pitch (high or low), timbre (sound quality), dynamics (loudness) and tempo (speed). 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.</p> <p>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.</p>	<p>places or events. During this period composers wrote dramatic symphonies, operas, overtures and complex piano music.</p>	<p>beats in a bar and 2/4 shows that there are two crotchet beats in a bar. In a bar, the beats receive the main pulse of the music and they can be played, clapped, counted or conducted.</p>	<p>instrumental part by ear or from notation, in C major, F major, G major and E major. Develop facility in playing tuned percussion or a melodic instrument.</p>	<p>rhythm and dynamics of notes should match the intent of the musical score. 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. Practise, rehearse and share a song that has been learned 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.</p>	
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Y4/5	Topic: Listening	Topic: Music Appreciation and Significant People	Topic: Pulse and Rhythm (SS)	Topic: Notation (SS) (Keyboard)	Topic: Singing and performance	Topic: Composition (SS)
	<p>Core Skills:</p> <p>Describe how different instruments are used throughout a piece of music to add interest and meaning.</p>	<p>Core Skills:</p> <p>Describe the lives and music of famous popular musicians from the late 20th century.</p> <p>Compare and evaluate different genres of music using appropriate musical vocabulary.</p>	<p>Core Skills:</p> <p>Music analysis check.</p> <p>Play and create repeated rhythmic patterns.</p> <p>Compose and perform a short piece of music, using a range of musical techniques.</p>	<p>Core Skills:</p> <p>Music analysis check. Recognise and respond to invented musical notation and symbols.</p> <p>Play or sing a part with increased control, fluency, expression and accuracy on tuned and untuned instruments.</p>	<p>Core Skills:</p> <p>Sing songs accurately, both solo and as part of an ensemble.</p> <p>Music analysis check.</p>	<p>Core Skills:</p> <p>Music analysis check. Improvise and compose a sequence of sounds and vocals for different instruments and record them using standard or invented notation. Create a composition that combines layers of sound and vocalisations and shows an awareness of pitch, tempo, rhythm, melody and dynamics.</p>
	<p>Knowledge:</p> <p>Instruments include strings, such as violins; brass, such as trombones; woodwind, such as clarinets and percussion, such as drums. Composers choose instruments for the timbre, pitch and sounds that they can create, to replicate and represent objects, animals, mood and feelings.</p> <p>A mixture of pitch, tempo, rhythm, melody and dynamics create mood and feeling in the listener. For example, quick, high-</p>	<p>Knowledge:</p> <p>Genres of music include baroque, romantic, classical, blues, gospel, reggae, rock, samba, country, pop, folk, and world music. Each genre has its own distinguishing features: the use of instruments; structure of the music; inclusion of typical rhythms, harmonies, tempi and dynamics; date of composition and style of performance.</p> <p>Popular music began in the late 19th century and evolved rapidly. From the</p>	<p>Knowledge:</p> <p>One type of rhythmic pattern is an ostinato. An ostinato is a short melody that is played over and over again. A rhythmic ostinato is a short, constantly repeated rhythmic pattern. An ostinato is a short melody that is played over and over again. A rhythmic ostinato is a short, constantly repeated rhythmic pattern.</p>	<p>Knowledge:</p> <p>In musical notation, rests, such as crotchet rests, minim rests and semibreve rests, tell musicians when not to play or sing and are used between musical notes. Different ways of writing music down – e.g. staff notation, symbols</p> <p>The notes C, D, E, F, G, A, B + C on the treble stave</p> <p>The instruments they might play or be played in a band or orchestra or by their friends</p>	<p>Knowledge:</p> <p>Solo singing is singing alone. Accurate solo singing includes good timing, note memory and accurate pitching of notes. Ensemble singing is singing in a group. Accurate ensemble singing includes the ability to listen to others, sing at the same volume as them, and follow the signals and instructions of a conductor.</p> <p>Rounds consist of the same melody being sung at different times in a group. Harmony singing</p>	<p>Knowledge:</p> <p>Sequences of sounds for different instruments are written on separate lines in a graphic score or on separate staves of musical notation. Effective compositions involve using a variety of instruments, different pitches, repeated and contrasting rhythms, melodies and harmonies and dynamics. Accurate and confident group performances benefit from various factors: practice and preparation; the</p>



	pitched notes can create a feeling of panic, and long, low-pitched notes can create a feeling of calm.	1950s, technology, fashion and popular culture have all influenced how composers create and present their music.		Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major and E major. Develop facility in playing tuned percussion or a melodic instrument.	consists of a melody line accompanied by other lines of music made up of differently pitched notes that, when sung together, give a pleasing effect. Harmonies can have the same words at the same time, or 'oo's and 'ah's sung underneath a melody. Identifying the pitch and length of notes, observing rests and responding to dynamic marking, such as *p* or *f* will increase the accuracy, fluency, control and expression of a performance.	monitoring and adjustment of pitch, rhythm, timbre and dynamics; rapid responses to the actions of others and awareness of the role of each musician.
Y5/6	Topic: listening	Topic: Music Appreciation and Significant People	Topic: Pulse and Rhythm (SS)	Topic: Notation (SS) (Keyboard)	Topic: Singing and performance	Topic: Composition (SS)
	Core Skills: Identify and explain patterns and motifs in live and recorded music that provoke feelings in the listener.	Core Skills: A motif in music is a short musical idea that is repeated and developed throughout a piece. Describe the lives and music of famous classical composers.	Play and create pieces of music with a clear understanding of pulse and rhythm. Compose and perform a short piece of music, using a range of musical techniques, including an ostinato.	Core Skills: Music analysis check. Use gesture and expression to create a finished, polished performance.	Core Skills: Maintain a part within an ensemble when singing in a round or in harmony.	Core Skills: Music analysis check. Compose and perform a group score using a wide variety of timbres, textures, rhythms and motifs.



<p>Y5/6</p>	<p>Knowledge: All music is written in a major or minor key. Music written in a major key sounds happy, and music written in a minor key sounds sad.</p> <p>Genres of music include baroque, romantic, classical, blues, gospel, reggae, rock, samba, country, pop, Latin American, folk, swing, and world music. Each genre has its own distinguishing features: the use of instruments; structure of the music; inclusion of typical rhythms, harmonies, tempo and dynamics; date of composition and style of performance.</p>	<p>Knowledge: Musical vocabulary: pitch, rhythm, pulse, duration, structure, dynamics, harmony, tempo, timbre and texture. A motif: short musical idea that is repeated and developed throughout a piece. The Baroque period was from roughly 1600 to 1750 and composers included Monteverdi, Bach and Handel. Baroque music often includes a harpsichord and is characterised by long, flowing melodic lines with lots of ornamentation (trills and turns). The Classical era was approximately between the years 1750 and 1825. Composers like Joseph Haydn and Wolfgang Amadeus Mozart composed different genres and styles, such as the symphony, concerto, suite and opera. Classical orchestras were larger and music had sweeping melodies, homophonic accompaniment (all parts move together) and a clear structure.</p>	<p>Knowledge: Other musical techniques are pitch (high or low), tempo (speed) and dynamics (loudness). Pulse can be created using bar lines to write bars of music with the same number of beats per bar, and using articulation to create strong beats. Rhythm can be created using notes of varying length, such as quavers, crotchets, minims and semibreves.</p>	<p>Knowledge: In musical notation, time signatures tell musicians how many beats are in a bar. For example the time signature 4/4 shows that there are four crotchet beats in a bar. In a piece of music written in 4/4, there may be eight quavers, four crotchets, two minims, one semibreve or a combination that add up to the total of four crotchet beats. Features of musical notation include staves, time signatures, bar lines, notes, rests and dynamic markings. Different ways of writing music down – e.g. staff notation, symbols The notes C, D, E, F, G, A, B + C on the treble staff The instruments they might play or be played in a band or orchestra or by their friends</p>	<p>Knowledge: Gestures in music: eye contact, body language, and movement in time to the music. Some gestures are associated with different types of music. E.g. nodding the head in time to the beat during a virtuoso guitar solo in rock music. Expression is the addition of personal nuances to evoke feelings in music. In musical scores, musicians are directed to do this by a range of words, such as <i>dramatico</i> (in a dramatic, exaggerated style), <i>legato</i> (smoothly and connected), <i>tranquillo</i> (quiet and peaceful) and <i>cantabile</i> (in a singing or flowing style). Suggestions for improvements to performances include more practice; cope with performance pressure; better presentation, including eye contact with the audience; improving the planning and logistics of a performance and confidently.</p>	<p>Knowledge: Effective compositions involve using a variety of instruments, different pitches, repeated and contrasting rhythms, melodies and harmonies and dynamics. A score contains all the information musicians need to rehearse and perform a piece of music, including separate lines for each instrument or voice part, notation showing pitch and duration of sounds and markings to show dynamics, such as <i>*mp*</i> and <i>*mf*</i>.</p>
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