

Music

Body of Knowledge

	Autumn	Spring	Summer
R	Birth-3 years - Show attention to sounds and music. Respond emotionally and physically to music when it changes. Move and dance to music. Anticipate phrases and actions in rhymes and songs, like 'Peepo'. Explore their voices and enjoy making sounds. Join in with songs and rhymes, making some sounds. Make rhythmical and repetitive sounds. Explore a range of soundmakers and instruments and play them in different ways. 3 and 4 year olds - Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas. Children in Reception - Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, 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.		
Year A 1/2	Use voices and instruments expressively and creatively		
	Singing with control <i>See National Curriculum for objectives</i> Learning Outcome: Harvest and Nativity performances (yr 2 to add percussion) Composition/Performance: - Sing simple songs, chants and rhymes (e.g. Boom Chicka Boom) from memory, singing collectively and at the same pitch, responding to simple visual directions (e.g. stop, start, loud, quiet) and counting in. - Sing a wide range of call and response songs (e.g. Pretty Trees Around the World from Rhythms of Childhood), to control	Untuned Instruments <i>See National Curriculum for objectives</i> Learning Outcome: Compose simple 'soundtrack' for a nursery rhyme. Composition/Performance: - Explore, create and perform musical sound effects and short sequences of sounds in response to stimuli, e.g. a rainstorm or a train journey, regular strong beats played on a drum to replicate menacing footsteps. - Combine to make a story, choosing and playing classroom instruments (e.g. rainmaker) or sound-makers (e.g. rustling leaves).	Tuned Instruments <i>See National Curriculum for objectives</i> Learning Outcome: Compose and perform a simple tune using available/appropriate tuned instruments. Composition/Performance: - Explore pitch and follow with gesture eg with boom whackers - Listen to sounds in the local school environment, comparing high and low sounds and identifying changes in pitch. - Sing familiar songs in both low and high voices and talk about the difference in sound. - Perform simple tunes, identifying changes in pitch eg Hot Cross Buns, Twinkle, Twinkle

	vocal pitch and to match the pitch they hear with accuracy. • Perform word-pattern chants (e.g. ca-ter-pil-lar crawl, fish and chips); create, retain and perform their own rhythm patterns. • Improvise simple vocal chants, using question and answer phrases. NB For examples, see repertoire on MMC or use Charanga Harvest and Nativity Performances (yr 2 to add simple percussion) Listening and responding: Western classical Tradition and Film eg Bolero (Ravel), Rondo alla Turca (Mozart) (see MMC for contextual information)) • Talk about music giving preferences and illustrate response in a variety of ways • Show the steady beat (pulse) in listening to music eg marching, clapping • Differentiate sounds at different dynamic levels Key vocabulary Volume, dynamics, loud, quiet, crescendo, decrescendo, chorus, verse, beat, rhythm, pulse, long, short,	• Use body percussion, (e.g. clapping, tapping, walking) and classroom percussion (shakers, sticks and blocks, etc.), to invent, retain and recall rhythm patterns and perform these for others, taking turns. • Perform short copycat rhythm patterns accurately, led by the teacher. • Recognise how graphic notation can represent created sounds. Explore and invent own symbols Listening and responding: Popular Music e.g. With a Little Help from my Friends (Beatles), Wild Man (Kate Bush), Hound Dog (Elvis Presley) • Talk about music giving preferences and illustrate response in a variety of ways • Show the steady beat (pulse) in listening to music eg marching, clapping • Respond to the pulse in recorded/live music through movement and dance, e.g. Stepping (e.g. Mattachins from Capriol Suite by Warlock), Jumping (e.g. Trepak from The Nutcracker by Tchaikovsky) Walking on tiptoes (e.g. Scherzo from The Firebird Suite by Stravinsky). (Could explore maypole dancing) Key vocabulary: pulse, beat, long, short, fast, slow, tempo, percussion, guiro, claves, drum, maracas, shakers, tambourine, castanet, cymbal, triangle	• Create, retain and perform their own tunes and pitch patterns. Listening and responding: Musical traditions eg Brazilian Samba (Sérgio Mendes/Carlinhos Brown, Indian Bhangra (Ravi Shankar). • Talk about music giving preferences and illustrate response in a variety of ways • Show the steady beat (pulse) in listening to music eg marching, clapping • Identify patterns and tempo • Differentiate sounds at different dynamic levels • Identify obviously different instruments Key vocabulary: pitch, notes, rhythm, beat, pulse, banghra, samba, sitar, raga, traditional, classical.
Year B 1/2 2021/22	To experiment with and combine sounds to create music		
	Singing with control <i>See National Curriculum for objectives</i>	Untuned Instruments <i>See National Curriculum for objectives</i>	Tuned Instruments <i>See National Curriculum for objectives</i>

	Learning Outcome: Harvest and Nativity performances (yr 2 to add percussion) Composition/Performance: • Sing simple songs, chants and rhymes (e.g. Boom Chicka Boom) from memory, singing collectively and at the same pitch, responding to simple visual directions (e.g. stop, start, loud, quiet) and counting in. • Sing a wide range of call and response songs (e.g. Kye Kye Kule, Hey Ongaway), to control vocal pitch and to match the pitch they hear with accuracy. (yr 2 take lead) • Compose new lyrics to familiar tune, changing dynamics/tempo. NB For examples, see repertoire on MMC Listening and responding: Western classical Tradition and Film eg Night Ferry (Anna Clyne) Mars from The Planets (Holst) (see MMC for contextual information)) • Talk about music giving preferences and illustrate response in a variety of ways • Show the steady beat (pulse) in listening to music eg marching, clapping • Identify and recognise patterns and rhythms • Differentiate sounds at different dynamic levels Key vocabulary Volume, dynamics, loud, quiet, crescendo, decrescendo, chorus, verse, beat, rhythm, pulse, long, short, classical	Learning outcome: To create a graphic score for a rhythmic composition. Composition/Performance: • Play and perform copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion. • Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation. • Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. • Use music technology, if available, to capture, change and combine sounds. Listening and appraisal: Different genres of dance music eg folk, jazz and classical including waltz, jazz and ballet music. • Identify and recognise patterns and rhythms • Talk about music giving preferences and illustrate response in a variety of ways • Show the steady beat (pulse) in listening to music eg marching, clapping • Differentiate sounds at different dynamic levels • Respond imaginatively to music through movement Key vocabulary: pulse, beat, tempo, waltz, ballet, tap dance, guiro, claves, drum, maracas, tambourine, castanet, cymbal, triangle	Learning outcome: To combine sounds to convey a mood or image Composition/Performance: • Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch). • Explore pitch and follow with gesture • Identify and perform simple two or three note tunes eg using xylophone/glockenspiel • Recognise dot notation and match it to 3-note tunes played on tuned percussion, • Begin to compose and record short musical phrases Listening and appraisal: Music that conveys mood and image. Eg Saint-Saens Carnival of the Animals, Grieg Peer Gynt, Beethoven 6th (Thunderstorm), include one piece of Disney/pixar soundtrack that conveys mood alongside image • Talk about music giving preferences and illustrate response in a variety of ways • Identify changes in sound (pitch, tempo) • Identify and recognise patterns and rhythms • Begin to identify different classical instruments Key vocabulary pitch, high, low, tempo, mood, dynamics, compose, composer
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Year A 3/4	To sing and play musically with control		
	Musician Study (Classical) <i>See National Curriculum for objectives</i> Learning outcome: To recognise and appreciate the work of a specific classical composer Listening and appraising: - Listen to and evaluate a range of music composed by a specific composer e.g. Mozart, Beethoven, Haydn, Schubert, - Begin to develop and understanding of the history of music. - Identify some families of instruments eg strings, brass, woodwind, percussion - Identify and describe the tempo of a piece of music. - Distinguish between sounds of different duration. - Begin to use musical vocabulary to describe a piece of music and their likes/dislikes. Key vocabulary Composer, classical, romantic, melody, structure, pitch, volume, dynamics, high, low, quiet, loud, tempo, timbre, strings, brass, woodwind, percussion KS2 Carol Service	Singing with Control <i>See National Curriculum for objectives</i> Learning outcome: Unit 2 Production (yr 4 to add musical accompaniment) Composition/Performance; - Sing from memory a widening repertoire of unison and simple harmony songs (eg rounds) of varying styles and structures (e.g. Extreme Weather, I Like the Flowers), tunelessly and with expression. Perform forte and piano, loud and soft. - Perform actions confidently and in time to a range of action songs (e.g. Heads and Shoulders). - Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. - Begin to recognise the contour (KS1 pitch pattern) of a melody using standard notation (staff) - Begin to recognise and identify different genres of music Listening and appraising: Mixed genres e.g. Hallelujah from Messiah by Handel (Baroque) Night on a Bare Mountain³ by Mussorgsky (Romantic) Jai Ho from Slumdog Millionaire by A. R. Rahman (21st Century) - Listen to and describe music in various styles and genres - Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes - Identify patterns in songs and begin to link those patterns with different structures of	Tuned Instruments (eg glockenspiel) <i>See National Curriculum for objectives</i> Learning Outcome: To compose and perform a short piece of music and record in standard notation Composition/Performance: - Structure musical ideas to create music that has a beginning, middle and end. Pupils should compose in response to different stimuli, e.g. stories, verse, images (paintings and photographs) and musical sources. - Compose song accompaniments on untuned percussion using known rhythms and note values. (yr 4) - Understand how rhythm and pitch are represented in notation. Introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch. Introduce and understand the differences between minims, crotchets and paired quavers and rests. - Apply word chants to rhythms, understanding how to link each syllable to one musical note. - Understand 4 beat time (4/4). - Learn a simple short piece of music following staff notation on a tuned instrument (e.g. glockenspiel) - Be able to play legato (smooth) or staccato (detached) Listening and appraising: Funk- I Got You (I Feel Good) by James Brown Disco- Le Freak by Chic - Listen to and describe music in various styles and genres using correct musical terms - Identify patterns and rhythms,

		song (strophic – AAA, through composed – ABC, verse/chorus –often with a bridge). E.g. Strophic form – Amazing Grace, Bridge Over Troubled Water Through composed – Bohemian Rhapsody, Paranoid Android, You Never Give Me Your Money Key vocabulary Forte (loud), piano(soft), melody, phrase, structure, strophic, through composed, verse, chorus (refrain), bridge, staff, pitch, romantic, classical, baroque Unit 2 Production	Notice differences created between the sections of songs in various forms (verse and refrain, call-and-response, solo-chorus, question-and-answer) Key vocabulary Pitch, tempo, rhythm, pulse, staff, minim, crotchet, quaver, stave, treble clef, time signature, bar, verse, chorus (refrain)
Year B 3/4	Understanding staff and musical notation		
	Musician Study (Romantic) <i>See National Curriculum for objectives</i> Learning outcome: To recognise and appreciate the work of a specific Romantic composer Listening and appraising: - Listen to and evaluate a range of music composed by a specific composer e.g. Brahms, Chopin, Tchaikovsky, - Begin to develop and understanding of the history of music and the impact on compositions. - Identify some families of instruments eg strings, brass, woodwind, percussion - Identify and describe the tempo of a piece of music.	Singing with Control <i>See National Curriculum for objectives</i> Learning outcome: Unit 2 Production (yr 4 to add musical accompaniment) Composition/Performance: - Continue to sing a broad range of unison and simple harmony songs with the range of an octave, pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo). - Sing rounds and partner songs in different time signatures (2, 3 and 4 time) (e.g. Our Dustbin) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony (e.g. Hear the Wind)	Tuned Instruments (e.g. keyboard) <i>See National Curriculum for objectives</i> Learning Outcome: To perform a short piece of music following standard notation Composition/Performance: - Improvise on a limited range of pitches on the instrument they are learning, making use of musical features including smooth (legato) and detached (staccato). - Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip. - Introduce major and minor chords.

	- Distinguish between sounds of different duration. - Begin to use musical vocabulary to describe features of a piece of music and their likes/dislikes. Key vocabulary Composer, classical, romantic, melody, structure, pitch, volume, dynamics, high, low, quiet, loud, tempo, timbre, strings, brass, woodwind, percussion KS2 Carol Service	- Begin to be able to sing from notation (when given the starting note), - Recognise changes in pitch. Listening and appraising: See MMC for suggestions - Understand and be able to identify the pulse/tempo and pitch of a piece of music. - Identify 4/4 time. - Begin to identify the character of a piece of music. - Evaluate music using correct musical terminology Key vocabulary Pitch, tempo, rhythm, pulse, dynamics, staff, minim, crotchet, quaver, stave, melody, structure, harmony, timbre Unit 2 Production	- Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology. - Play and perform melodies following staff notation using a small range (e.g. Middle C–G/do–so) as a whole-class or in small groups, including those using the pentatonic scale (e.g. C, D, E, G, A). - Introduce and understand the differences between minims, crotchets, paired quavers and rests. - Compose song accompaniments on untuned percussion using known rhythms and note values. - Understand 3 and 4 beat time (3/4 and 4/4) Listening and appraising: See MMC for suggestions - Listen to and describe music in various styles and genres - Recognise strong and weak beats illustrating through gesture (3/4 and 4/4 time) - Identify structure, tempo, style Key vocabulary Dynamics, volume, pitch, tempo, rhythm, pulse, staff, treble clef, time signature, minim, crotchet, quaver, harmony
Year A	Performing with accuracy, fluency, control and expression		

5/6 2020/21	Musician Study (Modern – Film) <i>See National Curriculum for objectives</i> Learning outcome: To compose and perform a sound track for a short story or poem. Listening and appraising: - Listen to different pieces of film music to identify timbre. E.g. John Williams, Danny Elfman, Hans Zimmer, Alan Menken - Analyse features and explain how different music in film conveys different meaning and emotion. - Explain the place of silence and say what effect it has. - Describe and identify the different purposes of music. - Identify how a change in timbre can change the effect of a piece of music. - Describe, compare, and evaluate music using musical vocabulary. Composition/Performance - Compose music to meet specific criteria. - Select from a wide variety of sound sources (eg voice, body percussion, untuned and tuned percussion, melodic instruments) to accompany a song, story or poem - Change sounds or organise them differently to change the effect Key vocabulary Composer, modern, timbre, melody, structure, harmony, dynamics, texture, tempo, pitch, purpose, mood KS2 Carol Service	Tuned Instruments <i>See National Curriculum for objectives</i> Learning outcome: To compose and perform a short piece of music and record in standard notation Composition/Performance: - Learn to play C, D, E and F on a recorder - Follow basic notation to perform a short piece of music, adding the appropriate dynamics and choosing the most appropriate tempo for a piece of music. - Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest and use standard symbols with increasing fluency to notate. Listening and appraising: See MMC for suggestions - Evaluate and discuss music giving reasons for choices and using musical vocabulary. - Identify and discuss the rhythms, pulse, tempo, texture, and timbre of a piece of music. - Identify 3/4 and 4/4 time. - Identify and discuss the character of a piece of music. - listen to his/her own compositions and the compositions of others and evaluate in terms of personal response, choice of instruments and expressive qualities Key vocabulary dynamics, tempo, pitch, recorder, fingering, mouthpiece, staff, crotchet, minim, quaver, semibreve, rest	Singing with Control <i>See National Curriculum for objectives</i> Learning Outcome: To sing and perform in harmony with confidence and expression Composition/Performance: - Recognise and sing from memory a more demanding repertoire of songs with an awareness of the music's social, historical and cultural contexts - Sing a broad range of songs, including those with harmony parts and those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style. - Sing three- and four-part rounds (e.g. Calypso by Jan Holdstock) or partner songs, and experiment with positioning singers randomly within the group – i.e. no longer in discrete parts – in order to develop greater listening skills, balance between parts and vocal independence. - Use percussion instruments with increasing confidence and skill to accompany songs Listening and appraising: See MMC for suggestions - Evaluate and discuss music giving reasons for choices and using musical vocabulary. - Identify and discuss the rhythms, pulse, tempo, texture, and timbre of a piece of music. - Identify 3/4 and 4/4 time. - Identify and discuss the character of a piece of music.
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			Key vocabulary Texture, unison, solo, accompaniment, canon, harmony, counter melody, structure, Unit 3 Production (yr 6 to sing harmony parts and add percussion)
Year B 5/6 2021/22	Improvise and compose for a range of purposes		
	Musician Study (Baroque) <i>See National Curriculum for objectives</i> Learning outcome: To recognise and appreciate the work of a specific Baroque composer Listening and appraising: - Selection of pieces by a baroque composer: eg Pachelbel, JS Bach, Monteverdi, Purcell, Vivaldi, Handel - Describe, compare, and evaluate music using musical vocabulary. - Contrast the work of famous composers and show preferences. - Analyse features within different pieces of music. - Explain how tempo and pitch changes the character of music. - Further develop an understanding of the history of music and what impact that has had on the music composed by this composer. - Recognising what these pieces have in common.	Tuned Instruments <i>See National Curriculum for objectives</i> Learning Outcome: To create a piece of music inspired by Pachelbel's Canon Composition/Performance: - Play a melody following staff notation written on one staff and using notes within an octave range making decisions about dynamic range, including very loud (ff), very quiet (pp), moderately loud (mf) and moderately quiet (mp) - Accompany this same melody, and others, using block chords or a bass line. This could be done using keyboards, tuned percussion or tablets, or demonstrated at the board using an online keyboard.(yr 6) - Engage with others through ensemble playing (e.g. school orchestra, band, mixed ensemble) with pupils taking on melody or accompaniment roles. The accompaniment, if instrumental, could be chords or a single-note bass line. Listening and appraising: Pachelbel's Canon	Singing with Control <i>See National Curriculum for objectives</i> Learning Outcome: To sing and perform in harmony with confidence and expression Composition/Performance: - Recognise and sing from memory a more demanding repertoire of songs with an awareness of the music's social, historical and cultural contexts - Sing a broad range of songs, including those with harmony parts and those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style. - Sing three- and four-part rounds (e.g. Calypso by Jan Holdstock) or partner songs, and experiment with positioning singers randomly within the group –i.e. no longer in discrete parts – in order to develop greater listening skills, balance between parts and vocal independence.

	Key vocabulary Composer, baroque, classical, romantic, modern, melody, structure, harmony, dynamics, texture, tempo, pitch, instrument, harpsichord KS2 Carol Service	• Identify and describe musical features using the correct vocabulary • Recognise and identify differences in pitch of harmonies • Compare and contrast different variations eg Don't Look Back in Anger – Oasis, Memories – Maroon Five, No Woman No Cry – Bob Marley • Identify and discuss structure, patterns, tempo etc Key vocabulary Texture, unison, solo, accompaniment, canon, harmony, melody, crotchet, semi-breve, minim, quaver, bar, stave, pulse	• Use percussion instruments with increasing confidence and skill to accompany song Listening and appraising: Jazz • Compare and contrast different styles (eg rock, pop, hip-hop, classical) • Identify key instruments, structure and patterns, tempo etc. • Analyse and evaluate using key musical terminology Key vocabulary Pitch, dynamics, tempo, treble clef, accompaniment, harmony, melody, crotchet, semi-breve, minim, quaver, bar, stave, pulse Unit 3 Production (yr 6 to sing harmony parts and add percussion)
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