



# Music

## St Edmund Campion

### Autumn

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	Listen & Appraise Singing Perform & Share	Listen & Appraise Composition & Improvisation Perform & Share Singing	Singing Perform & Share	Listen & Appraise Composition & Improvisation Singing	Listen & Appraise Composition & Improvisation Singing	Composition & Improvisation Singing

### Spring

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	Listen & Appraise	Singing Composition & Improvisation Play Instruments	Composition & Improvisation Playing Instruments	Listen & Appraise Playing Instruments Perform & Share Singing	Listen & Appraise Perform & Share Singing	Playing Instruments Singing Perform & Share

### Summer

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	Composition & Improvisation Playing Instruments	Composition & Improvisation	Listen & Appraise	Listen & Appraise Composition & Improvisation Singing	Playing instruments Singing	Playing Instruments Singing Listen & Appraise Perform & Share



Listen and Appraise

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Create movement in response to music.</p> <p>To listen attentively in a range of situations.</p>	<p>Pulse/Beat Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</p> <p>Use body percussion, and classroom percussion to play repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments</p> <p>Respond to the pulse in recorded/live music through movement and dance</p> <p>Rhythm: Perform short copycat rhythm patterns accurately</p>	<p>Pulse/Beat Sing songs regularly with a pitch range of do-so with increasing vocal control.</p> <p>Sing songs with a small pitch range 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 (e.g. crescendo, decrescendo, pause)</p> <p>Rhythm: Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion.</p>	<p>Identify some ways in which instruments are used to create a certain mood or image</p> <p>Recognise the work of at least one famous composer and use musical words to describe their music</p> <p><b>Musical vocab: Dynamics and rhythm</b></p>	<p>Identify and describe the different purposes of music</p> <p>Recognise and name all instrumental sections of the orchestra e.g. brass, woodwind, strings, and percussion.</p> <p><b>Musical vocab: Structure and notation</b></p>	<p>Describe, compare and evaluate Music using musical vocabulary.</p> <p>Explain why they think music is successful or unsuccessful</p> <p><b>Musical vocab: Texture and dynamics (forte and piano)</b></p>	<p>Analyse different features within different pieces of music using all musical terms including, timbre, texture, dynamics etc.</p> <p>Evaluate how the venue, occasion and purpose affects the way a piece is created e.g. Basement Jaxx power to the people – how has this impacted the recycled orchestra in Paraguay.</p> <p><b>Musical vocab: crescendo and diminuendo</b></p>

	<p>Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat.</p> <p>Perform word-pattern chants</p> <p>Pitch: Listen to sounds in the local school environment, comparing high and low sounds.</p> <p>Sing familiar songs in both low and high voices and talk about the difference in sound.</p> <p>Explore percussion sounds to enhance storytelling Follow pictures and symbols to guide singing and playing Feel the pulse in a piece of Music and move in time to the pulse.</p> <p>Begin to describe the mood a piece of music creates and say if they like or dislike it.</p> <p>Musical vocab: Mood and pulse</p>	<p>Create rhythms using word phrases as a starting point Read and respond to chanted rhythm patterns, and represent them with stick notation</p> <p>Pitch: Play a range of singing games Sing short phrases independently within a singing game or short song.</p> <p>Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g. stand up/sit down, hands high/hands low).</p> <p>Recognise and use visual graphic score</p> <p>Listen carefully to a piece of music and use the musical language – tempo and pitch - to describe what they hear Begin to recognise and name some orchestral instruments e.g. violins</p> <p>Musical vocab: Tempo and Pitch</p>				
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## Songs (including a variety of songs linked to topic)

Genres	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>The Western Classical Tradition and film up and beyond the 1940s</b>	Peter and The Wolf (Prokofiev - 20th Century 1936)	Four Seasons (Vivaldi)	Prelude – Planet Earth (George Fenton)	Stone Age Palaeolithic flute	Egyptian Lullaby	Fingal's Cave (Mendelssohn)	Scheherazade (Rimsky-Korsakov)
	Sinfonietta No 2:II Scherzo (Penderecki)	Sleeping Beauty Waltz (Tchaikovsky)	The Blue Danube Waltz (Johann Strauss II)	The Carnival of the Animals The Swan (Camille Saint-Saens)	Aida (Verdi)	The Lion Sleeps Tonight (Mbube)	AgraBah Market place (Alan Menken)
	Flying Over Africa (John Barry)	The Fire Bird (Stravinsky)	The Carnival of the Animals The Swan (Camille Saint-Saens)	Symphony No. 50 Mount St Helens (Alan Hovhaness)	Now We Are Free (Gladiator) (Zimmer and Gerrard)		
	The Puss Suite (Henry Jackman)		Star Wars Main Theme (John Williams)		Indiana Jones Theme (John Williams)		
<b>Popular Music</b>				We Will Rock You (Queen)	Walk Like An Egyptian (The Bangles)		

## Singing

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Sing a few familiar songs including nursery rhymes linked to topic	Sing a simple melody in tune  Understand why we warm up our voices	Recognise a call and response style	Use correct posture when singing and learn to sing with an awareness of the need for good diction  To sing in a round	Sing songs from memory with accurate pitch  Sing songs by ear and from simple notations	Follow the leader/conductor and have a chance to be the leader/conductor  Have a greater understanding of	Sing in harmony confidently and accurately

<p>Build a repertoire of songs</p>	<p>Sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions (e.g. stop, start, loud, quiet) and counting in.</p> <p>Begin with simple songs with a very small range. Include pentatonic songs</p> <p>Sing a wide range of call and response songs. To control vocal pitch and to match the pitch they hear with accuracy.</p>	<p>Identify a verse and chorus in a song</p> <p>Sing songs regularly with a pitch range of do-so with increasing vocal control.</p> <p>Sing songs with a small pitch range</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 (e.g. crescendo, decrescendo, pause)</p>	<p>Sing a widening range of unison songs of varying styles and structures with a pitch range tunefully and with expression.</p> <p>Perform forte and piano, loud and soft and perform actions confidently where appropriate.</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>Perform as a choir in school assemblies</p>	<p>Continue to sing a broad range of unison songs pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo).</p> <p>Sing rounds and partner songs in different time signatures and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony</p> <p>Perform a range of songs in school assemblies.</p>	<p>melody, words and their importance and how to interpret a song musically – Holy Week/Advent</p> <p>Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and appropriate style.</p> <p>Sing three-part rounds, partner songs, and songs with a verse and a chorus.</p> <p>Perform a range of songs in school assemblies and in school performance opportunities</p>	<p>Have a greater understanding of melody and words, their importance and how to interpret a song musically</p> <p>Sing a broad range of songs, including those that involve syncopated rhythms.</p> <p>Continue to sing three- and four-part rounds.</p> <p>Perform a range of songs as a choir in school assemblies to a wider audience</p>
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## Playing instruments

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Tap-out simple repeated rhythms.</p> <p>Explore the different sounds of instruments.</p>	<p>Recognise and name some untuned percussion instruments</p> <p>Perform as part of a group</p>	<p>Perform simple patterns and accompaniments keeping a steady pulse</p> <p>Respond to musical cues such as starting and stopping</p>	<p>Learn to treat each instrument with respect and use the correct techniques to play them.</p> <p>Play clear notes on an instrument (Wider ops)</p>	<p>Accompany a song with a rhythmic ostinato over the beat</p> <p>Recognise/identify and musically demonstrate awareness of a link between shape and pitch graphic notation</p>	<p>Maintain their own part whilst others are playing their part</p> <p>Choose the most appropriate tempo for a piece of music</p>	<p>Perform parts from memory</p> <p>Demonstrate musical quality e.g. clear starts, ends of pieces/phrases</p>

## Composition and Improvisation

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Make up rhythms	<p>Clap and improvise simple rhythmic patterns</p> <p>Accompany a story with sound effects using voice and percussion instruments Choose one - Vlad and the Great Fire of London</p> <p>Improvise simple vocal chants, using question and answer phrases.</p> <p>Create musical sound effects and short sequences of sounds in response to stimuli</p> <p>Understand the difference between creating a rhythm pattern and a pitch pattern.</p> <p>Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns.</p> <p>Recognise how graphic notation can represent created sounds.</p>	<p>Copy back using voices and instruments</p> <p>Order sounds to create beginning, middle and end</p> <p><b>Musical notes: Identify minims, crotchets and quavers and know their duration.</b></p>	<p>Record the composition in any way that is appropriate using graphic/pictorial notation</p> <p>Combine different sounds to create a specific mood or feeling</p> <p>Become more skilled in improvising (using voices, tuned and untuned percussion).</p> <p>Structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end.</p> <p>Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes</p> <p>Compose song accompaniments on untuned percussion using known rhythms and note values</p>	<p>Use some rhythmic notation to record compositions</p> <p>Listen and copy musical ideas by ear (rhythmic or melodic)</p> <p>To start to learn the notes on the treble clef scale</p> <p>Improvise on a limited range of pitches on the instrument they are now learning, making use of musical features including smooth (legato) and detached (staccato).</p> <p>Combine known rhythmic notation with letter names to create short</p> <p>Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip.</p>	<p>Improvise and perform in solo and ensemble context</p> <p>Continue to create more complex rhythms and melodies and create their own rhythmic patterns that lead to melodies</p> <p>Improvise and perform in solo and ensemble context</p> <p>To learn all the notes on the treble clef scale</p> <p>Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments.</p> <p>Improvise freely over a drone and a simple groove, (mezzo piano).</p> <p>Compose melodies made from pairs of phrases in either C major or A minor or a</p>	<p>Deepen the children's understanding of what musical improvisation means.</p> <p>Confidently create their own melodies</p> <p>To learn all the notes on the treble clef scale and use them to write a melody</p> <p>Create music with multiple sections that include repetition and contrast.</p> <p>Use chord changes as part of an improvised sequence.</p> <p>Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape.</p> <p>Plan and compose an 8- or 16-beat melodic phrase and notate this melody</p>

	<b>Musical notes: Identify minims and crotchets and know their duration</b>		<b>Musical notes: Identify minims, crotchets and quavers and semi quavers know their duration</b>	Introduce major and minor chords.  Capture and record creative ideas  <b>Musical notes: Identify minims, crotchets and quavers and semi breve know their duration</b>	key suitable for the instrument chosen.  Working in pairs, compose a short ternary piece.  Use chords to compose music to evoke a specific atmosphere, mood or environment  Capture and record creative ideas  <b>Musical notes: Identify minims, crotchets and quavers and semi breve and introduce dotted crotchets know their duration</b>	<b>Musical notes: Identify minims, crotchets and quavers and semi breve and introduce all dotted notes know their duration</b>
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## Perform or Share

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Sing Songs and Tap Out Simple Rhythms to an audience or for a film. Christmas Nativity	Perform as part of a group in their Easter liturgy/assembly/Christmas	Perform simple patterns and accompaniments keeping a steady pulse – space composition	Watch recordings of their performance and suggest ways in which improvements could be made  Develop facility in playing tuned percussion or a	Learn about performance skills and building confidence. Understand <b>in more depth</b> about practice and why we do it.  Develop facility in the basic skills of a selected musical instrument over a	Communicate ideas, thoughts and feelings through the performance  Play melodies on tuned instruments (Glockenspiel) following staff notation written on one staff and using notes	Take the lead in a performance  Play a melody following staff notation written on one staff and using notes within an octave range



			<p>melodic instrument such as Glockenspiel</p> <p>Play and perform melodies following staff notation using a small range.</p> <p>Introduce the stave, lines and spaces, and clef.</p> <p>Apply word chants to rhythms, understanding how to link each syllable to one musical note</p>	<p>sustained learning period</p> <p>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.</p> <p>Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching. Identify static and moving parts.</p> <p>Read and perform pitch notation within a defined range</p> <p>Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.</p>	<p>Understand how triads are formed, and play them</p> <p>Perform a range of repertoire pieces and arrangements</p> <p>Develop the skill of playing by ear on tuned instruments</p>	<p>Engage with others through ensemble playing (e.g. as a class)</p> <p>Read and play from notation a four-bar phrase, confidently identifying note names and durations.</p> <p>Create a Year 6 Music Project (Fresh Prince &amp; Macbeth)</p>
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