



Music



EYFS

Through continuous provision Children in Reception will:

Communication and Language

- To be able to listen attentively and carefully when learning new songs, engaging with echo-chanting and echo-singing
- To be able to explore the meaning and sounds in new words (lyrics) in songs
- To be able to listen attentively and respond to what they hear (i.e. vocal phrases sung in class to gain attention)

Physical Development

- To be able to safely hold, handle and play musical instruments to keep the beat, play rhythm patterns and to play expressively
- To be able to use body percussion to keep maintain a beat
- To be able to stand to sing and assume good posture
- To be able to clap rhythm patterns back when learning to sing new songs
- To be able to join in with hand and body actions to accompany songs

Personal, Social and Emotional Development

- To be able to use the voice to sing Twinkle, Twinkle in two different expressive ways, exploring mood (i.e. happy and sad)
- To be able to join in with lyrics when singing with others in the classroom or sing in groups/independently

Literacy

- To be able to read simple words (lyrics) in songs

Understanding the World

- To be able to sing traditional Christmas songs and nursery rhymes and songs and understand the meaning behind songs
- To be able to explore the different sounds that instruments can make, experimenting with dynamics and tempo

Expressive Arts and Design

- To be able to sing well-known nursery songs
- To be able to sing and use musical instruments to play expressively (exploring the inter-related dimensions of music i.e. pitch, tempo, articulation, rhythm and beat)
- To be able to listen carefully to tuning and timing when learning to sing songs

Continuous provision areas and activities that support learning and skill development that relate to this subject are:

Speech and Language activities

- Develop their pronunciation

Literacy activities

- Learn rhymes, poems and songs

Reading area

- To be able to explore the meaning and sounds in new words (lyrics) in songs

Music area

- Listen with increased attention to sounds
- Respond to what they have heard, expressing their thoughts and feelings
- Remember and sing entire songs
- Group activities involving the playing of instruments

Academy Gatherings

- Rehearsing and performing songs for the Christmas production, assemblies and liturgies
- The use of short vocal melodies to gain attention where children sing back in response:

Teacher: Are you listening? Children respond: Yes, we're listening

Teacher: Let's sit down Children respond: Let's sit down

Teacher: Let's stand up Children respond: Let's stand up

- Playing pieces of music to encourage children to listen or to complete a certain activity (such as sitting on the carpet)

	<ul style="list-style-type: none"> To be able to sing/play instruments in small groups/individually 	<ul style="list-style-type: none"> To be able to listen attentively and respond to what they hear (i.e. vocal phrases sung in class to gain attention)
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p>Music Travels Children join in with words and actions for songs about travel and are introduced to some classroom percussion instruments. They learn about tempo and pitch and explore how to change them.</p> <p>Expressive Arts and Design *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 *Play instruments with increasing control to express their feelings and ideas *Sing in a group or on their own, increasingly matching the pitch and following the melody</p> <p>Physical Development *Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm</p> <p>Communication and Language</p>	<p>Christmas Songs Children sing songs for the Christmas production, learning through tapping back rhythm patterns, keeping a steady beat and echo-singing.</p> <p>Expressive Arts and Design *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 *Sing in a group or on their own, increasingly matching the pitch and following the melody</p> <p>Physical Development *Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm</p> <p>Communication and Language *Sing a large repertoire of songs *Listen carefully to rhymes and songs, paying attention to how they sound</p>	<p>Musical Dinosaurs Children join in with dinosaur songs/chants, using instruments and actions to explore changes in dynamics (loud/quiet). They compose a dinosaur stomp using large/small footprints to represent loud/quiet sounds and perform.</p> <p>Expressive Arts and Design *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 *Play instruments with increasing control to express their feelings and ideas *Sing in a group or on their own, increasingly matching the pitch and following the melody</p> <p>Physical Development *Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm</p>	<p>Music and Animals Children listen to excerpts from 'The Carnival of the Animals' and children respond through creating movements and sounds. Create animal compositions, in groups, using untuned percussion instruments to produce smooth/detached and fast/slow sounds.</p> <p>Expressive Arts and Design *Play instruments with increasing control to express their feelings and ideas</p> <p>Physical Development *Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm</p>	<p>Musical Space Children listen to and explore different variations of 'Twinkle, Twinkle', focusing on changes in pitch, tempo and dynamics. Children create and perform chosen variations of the song and sing expressively.</p> <p>Expressive Arts and Design *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 *Sing in a group or on their own, increasingly matching the pitch and following the melody</p> <p>Communication and Language *Sing a large repertoire of songs *Listen carefully to rhymes and songs, paying attention to how they sound *Learn rhymes, poems and songs</p>	<p>Sea Music Children listen to, and join in with, sea shanties and chants, exploring beat and rhythm.</p> <p>Expressive Arts and Design *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 *Play instruments with increasing control to express their feelings and ideas *Sing in a group or on their own, increasingly matching the pitch and following the melody</p> <p>Physical Development *Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm</p> <p>Communication and Language *Sing a large repertoire of songs *Listen carefully to rhymes and songs, paying</p>

	<p>*Sing a large repertoire of songs</p> <p>*Listen carefully to rhymes and songs, paying attention to how they sound</p> <p>*Learn rhymes, poems and songs</p>	<p>*Learn rhymes, poems and songs</p>	<p>Communication and Language</p> <p>*Sing a large repertoire of songs</p> <p>*Listen carefully to rhymes and songs, paying attention to how they sound</p> <p>*Learn rhymes, poems and songs</p>			<p>attention to how they sound</p> <p>*Learn rhymes, poems and songs</p>
Key vocabulary	Lyrics, time, tune, beat, tempo, pitch	Lyrics, echo-chant/tap, echo-sing, rhythm patterns	Lyrics, chant, dynamics, melodic line, compose	Compose, tempo, articulation	Compose, tempo, dynamics, expression, chant, listen	Tempo, beat, echo-chant, echo-sing, lyrics, rhythm

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p>Ourselves Children explore a variety of sounds with their voices and explore how these sounds can be changed and used in response to a stimulus. They create and perform a sequence of sounds to accompany a short storyboard.</p> <p>NC1 - use their voices expressively and creatively by singing songs and speaking chants and rhymes</p>	<p>Christmas Songs In this unit, children learn to sing songs for the Christmas production and Advent Mass. They use voices and some instrumental playing to assist learning lyric patterns, through careful listening and repeating.</p> <p>NC1 - use their voices expressively and creatively by singing songs and speaking chants and rhymes</p>	<p>Toys and Music In this unit, children listen to a variety of musical excerpts about toys and explore beat, rhythm, pitch and tempo, responding with movement and body percussion.</p> <p>NC3 - listen with concentration and understanding to a range of high-quality live and recorded music</p>	<p>Superhero Music In this unit, children learn to sing/chant superhero music expressively and compose a superhero rhythm sound board, experimenting with fast/slow and loud/quiet untuned percussion sounds.</p> <p>NC4 - experiment with, create, select and combine sounds using the inter-related dimensions of music</p>	<p>Exploring Instrumental Sounds and Families In this unit, children explore ranges of sound production, using families of classroom instruments and compose an instrumental sound piece (experimenting with different instrument techniques and dynamics).</p> <p>NC2 - play tuned and untuned instruments musically</p>	<p>Castle Chants and Songs Children sing songs and perform chants about castles and use voices/instruments expressively and creatively.</p> <p>NC1 - use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>NC2 - play tuned and untuned instruments musically</p>
Key vocabulary	Expression, lyrics, pitch, compose	Rhythm, lyrics, echo-chant, echo-sing, time, tune, expression, diction	Beat, rhythm, lyrics, pitch, chant, tempo, echo-chanting	Expression, beat, rhythm, tempo, pitch, chant, dynamics, compose, perform	Lyrics, chant, beat, rhythm, score, compose, dynamics,	Compose, expression, lyrics, chant,

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Year 2	<p>Famous Composers Children listen with concentration and understanding to music written by some of the great composers. They explore and respond to tempo, pitch, dynamics, beat and rhythm using instruments and body movements.</p> <p>NC3 - listen with concentration and understanding to a range of high-quality live and recorded music</p>	<p>Christmas Songs In this unit, children learn to sing songs for the Christmas production and Advent Mass. They use voices and some instrumental playing to assist learning lyric patterns, through careful listening and repeating.</p> <p>NC1 - use their voices expressively and creatively by singing songs and speaking chants and rhymes</p>	<p>Animals and Music In this unit, children learn to play a number of animal rhythms, following basic rhythm dot notations and compose their own animal composition.</p> <p>NC2 - play tuned and untuned instruments musically NC4 - experiment with, create, select and combine sounds using the inter-related dimensions of music</p>	<p>Singing World Songs Children learn to sing songs from around the world through echo-chanting and echo-singing and develop their ability to sing in time, tune and expressively</p> <p>NC1 - use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Crowning of Our Lady Liturgy Songs In this unit, children learn to sing songs for the 'Crowning of Our Lady' liturgy. Children learn the songs through echo-chanting and echo-singing and develop their ability to sing in time, tune and expressively.</p> <p>NC1 - use their voices expressively and creatively by singing songs and speaking chants and rhymes</p>	<p>Building A Class Performance Of 'London Bridge' Children learn to sing and play the traditional tune 'London Bridge Is Falling Down', building to a class performance.</p> <p>NC1 - use their voices expressively and creatively by singing songs and speaking chants and rhymes NC2 – play tuned and untuned instruments musically</p>	<p>Seaside Composition In this unit, children learn to play a number of rhythm patterns (following dot notation), connected with the seaside using the rhythm notations learned and experiment with dimensions of music (tempo and dynamics).</p> <p>NC2 - play tuned and untuned instruments musically NC4 - experiment with, create, select and combine sounds using the inter-related dimensions of music</p>
Key vocabulary	Listen, beat, rhythm, pitch, tempo, dynamics	Rhythm, lyrics, echo-chant, echo-sing, time, tune, expression, diction	Rhythm, dynamics, tempo, compose, notation	Lyrics, expression, tune, time, echo-chanting, echo-singing	Chant, lyrics, rhythm, time, tune, echo-play	Compose, dynamics, rhythm, notation, tempo

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Building a Class Performance of ‘Two Piles of Stones’ Children learn to perform a Stone Age song, exploring part-singing, harmonies and instrumental parts, in a whole class ensemble. NC1 - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Christmas Songs Children learn songs for the Christmas production and Advent Mass, singing with increasing timing and pitch accuracy, voice control, expression and diction. They listen to songs in great detail and strengthen their ability to recall sounds, through frequently repeating rhythm patterns and echo-singing phrases. NC1 - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression NC3 - listen with attention to detail and recall sounds with increasing aural memory	Ancient Greek Music Children learn to understand and appreciate music from Ancient Greece and compose a soothing pitch notation for a Greek myth. NC2 – improvise and compose music for a range of purposes using the inter-related dimensions of music NC5 - appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians NC6 - develop an understanding of the history of music	Easter Passion Songs Children learn songs for the Easter Passion production, singing with increasing timing and pitch accuracy, voice control, expression and diction. They listen to songs in detail and strengthen their ability to recall sounds, through frequently repeating rhythm patterns and echo-singing phrases. NC1 - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression NC3 - listen with attention to detail and recall sounds with increasing aural memory	A Musical Journey: Exploring Rhythm In this unit, children learn to read and play an array of music notation patterns, on tuned and untuned percussion instruments, incorporating improvisation and rhythm composition NC2 – improvise and compose music for a range of purposes using the inter-related dimensions of music NC4 – use and understand staff and other musical notations	A Musical Journey: Exploring Rhythm and Improvisation Using the rhythm notations explored in the previous unit, children learn to combine rhythms in an improvised sound layering piece, experimenting with different textures. NC2 – improvise and compose music for a range of purposes using the inter-related dimensions of music NC4 – use and understand staff and other musical notations
Key vocabulary	Rhythm patterns, melodic patterns, diction, tune, time, harmony	Rhythm, lyrics, echo-chant, echo-sing, time, tune, expression, diction	Compose, score, pitch notation, appreciation	Rhythm, lyrics, echo-chant, echo-sing, time, tune, expression, diction	Rhythm, rhythm notation – quavers, crotchets, minims, semiquavers, dotted minims	Rhythm, rhythm notation – quavers, crotchets, minims, semiquavers, dotted minims, improvisation, compose

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Year 4	Romans! Time and Tune (BBC) Children learn to sing songs about the Romans (Time and Tune), developing singing skills. They also compose rhythm patterns for a chariot ride, building to a class performance.	Christmas Songs Children learn songs for the Christmas production and Advent Mass, singing with increasing timing and pitch accuracy, voice control, expression and diction. They listen to songs in great detail and	Egyptian Music Children learn to appreciate and understand Egyptian-themed music, exploring Egyptian instruments, improvisation, pentatonic scales, musical structure and	Easter Passion Songs Children learn songs for the Easter Passion production, singing with increasing timing and pitch accuracy, voice control, expression and diction. They listen to songs in detail and	Exploring The Ocarina In this unit, children learn to read and play ocarina music, developing instrumental control, correct posture and playing technique.	Ocarina Adventures Children play more ocarina pieces, developing their music reading skills further. NC1 - play and perform in solo and ensemble contexts, using their

	<p>NC1 - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>NC2 - improvise and compose music for a range of purposes using the inter-related dimensions of music</p>	<p>strengthen their ability to recall sounds, through frequently repeating rhythm patterns and echo-singing phrases.</p> <p>NC1 - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>NC3 - listen with attention to detail and recall sounds with increasing aural memory</p>	<p>sound layering.</p> <p>NC2 - improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>NC5 - appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>NC6 - develop an understanding of the history of music</p>	<p>strengthen their ability to recall sounds, through frequently repeating rhythm patterns and echo-singing phrases.</p> <p>NC1 - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>NC3 - listen with attention to detail and recall sounds with increasing aural memory</p>	<p>NC1 - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>NC4 – use and understand staff and other musical notations</p>	<p>voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>NC4 – use and understand staff and other musical notations</p>
Key vocabulary	Time, tune, expression, two-part singing, dynamics, perform, compose, notation	Rhythm, lyrics, echo-chant, echo-sing, time, tune, expression, diction	Structure, phrasing, sound layering, chorus, verse, coda, dynamics, lyrics, improvisation, two-part music, improvisation, diatonic/pentatonic scale, accompaniment	Rhythm, lyrics, echo-chant, echo-sing, time, tune, expression, diction	Ocarina, oc-pix notation (score), time, tune, ocarina notation, scale	Ocarina, oc-pix notation (score), time, tune

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	<p>Changes Children learn to perform a community song and compose rhythmic phrases, in groups, with tuned accompaniments.</p> <p>NC1 - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p>Christmas Songs Children learn songs for the Christmas production and Advent Mass, singing with increasing timing and pitch accuracy, voice control, expression and diction. They listen to songs in great detail and strengthen their ability to recall sounds, through frequently repeating rhythm patterns and echo-singing phrases.</p>	<p>Exploring The History Of Classical Music Children learn the key musical features of the Baroque, Classical and Romantic eras and develop an appreciation and understanding of music from many different composers.</p> <p>NC5 - appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions</p>	<p>Easter Passion Songs Children learn songs for the Easter Passion production, singing with increasing timing and pitch accuracy, voice control, expression and diction. They listen to songs in detail and strengthen their ability to recall sounds, through frequently repeating rhythm patterns and echo-singing phrases.</p>	<p>Exploring Treble Clef Notation (Boomwhackers) In this unit, children explore treble clef scores and create a class performance of Gustav Holst's 'Jupiter', from 'The Planets', using boomwhackers.</p> <p>NC1 - play and perform in solo and ensemble contexts, using their voices and playing musical instruments</p>	<p>Year 6 Production Songs (Support) Children learn to sing songs for the Year 6 production, to support, further developing singing skills.</p> <p>NC1 - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>

	NC2 - improvise and compose music for a range of purposes using the inter-related dimensions of music	NC1 - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression NC3 - listen with attention to detail and recall sounds with increasing aural memory	and from great composers and musicians NC6 - develop an understanding of the history of music	NC1 - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression NC3 - listen with attention to detail and recall sounds with increasing aural memory	with increasing accuracy, fluency, control and expression NC4 – use and understand staff and other musical notations	NC3 - listen with attention to detail and recall sounds with increasing aural memory
Key vocabulary	Lyrics, conduct, metre, time, tune, diction, accompaniment, melodic ostinato, compose, perform	Rhythm, lyrics, echo-chant, echo-sing, time, tune, expression, diction	Appreciation, key dimensions (dynamics, tempo, pitch etc)	Rhythm, lyrics, echo-chant, echo-sing, time, tune, expression, diction	Appreciate, boomwhacker, rhythm, tune and accompaniment, treble clef, score and notations, ensemble	Echo-chant, echo-sing, time, tune, diction, expression

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6	Body Percussion/Vocal Music Children explore contemporary body percussion/vocal music, focusing on Anna Meredith's 'Connect It'. They develop an awareness of the body being used as an instrument, perform 'Connect It' and create compositions, using the body to produce an array of sounds. NC1 - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression NC2 - improvise and compose music for a range of purposes using the inter-related dimensions of music	Christmas Songs Children learn songs for the Christmas production and Advent Mass, singing with increasing timing and pitch accuracy, voice control, expression and diction. They listen to songs in great detail and strengthen their ability to recall sounds, through frequently repeating rhythm patterns and echo-singing phrases. NC1 - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression NC3 - listen with attention to detail	World Songs Children learn to understand and appreciate songs from around the world, developing their ability to sing in different parts and in rounds. NC5 - appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians NC6 - develop an understanding of the history of music	Easter Passion Songs Children learn songs for the Easter Passion production, singing with increasing timing and pitch accuracy, voice control, expression and diction. They listen to songs in detail and strengthen their ability to recall sounds, through frequently repeating rhythm patterns and echo-singing phrases. NC1 - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression NC3 - listen with attention to detail	Boomwhacker Class Performance – 'In The Hall Of The Mountain King' In this unit, children explore treble clef scores, performing a mysterious piece of music ('In the Hall of the Mountain King', using boomwhackers. NC1 - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression NC4 – use and understand staff and other musical notations	Production Songs Children learn to sing songs for the Year 6 production, further developing singing skills. NC1 - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression NC3 - listen with attention to detail and recall sounds with increasing aural memory

		and recall sounds with increasing aural memory		and recall sounds with increasing aural memory		
Key Vocabulary	Appreciation, compose, three-part structure	Rhythm, lyrics, echo-chant, echo-sing, time, tune, expression, diction	Round, improvisation, echo-chant, echo-sing, folk song, three-part structure, lyrics, harmony, tune and harmony, a cappella, two-part singing, tune, timing, expression	Rhythm, lyrics, echo-chant, echo-sing, time, tune, expression, diction	Appreciate, boomwhacker, rhythm, tune and accompaniment, treble clef, score and notations	Echo-chant, echo-sing, time, tune, diction, expression