



# Gaddesby Primary School Curriculum

## Music



EYFS	Year 1 and 2	Year 3 and 4	Year 5 and 6
<b>Singing</b>	<b>Singing</b>	<b>Singing</b>	<b>Singing</b>
Learn songs and sing aloud (C&L)	Sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions and counting in.	Sing a widening range of unison songs of varying styles and structures with a pitch range of do-so (e.g. Extreme Weather), tunefully and with expression. Perform forte and piano, loud and soft.	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.
Sing in a group (EAD)	Begin with simple songs with a very small range, mi-so, and then slightly wider. Include pentatonic songs sing a wide range of call and response songs from Rhythms of Childhood, to control vocal pitch and to match the pitch they hear with accuracy.	Perform actions confidently and in time to a range of action songs (e.g. Heads and Shoulders).	Sing three-part rounds, partner songs and songs with a verse and a chorus.
Sing nursery rhymes and songs (EAD)	Sing songs regularly with a pitch range of do-so with increasing vocal control.	Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.	Perform a range of songs in school assemblies, in school performance opportunities and to wider audiences.
	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).	Perform as a choir and a range of songs in school assemblies	Sing a broad range of songs, including 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 songs with a small pitch range (e.g. Rain, Rain Go Away), pitching accurately	Continue to sing a broad range of unison songs with the range of an octave (do-do) (e.g. One More Day-a traditional sea chant) pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo).	Continue to 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.
		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).	
<b>Listening</b>	<b>Listening</b>	<b>Listening</b>	<b>Listening</b>
Listen carefully to rhymes and songs, paying attention to how they are performed (EAD)	Listen to music with sustained concentration	Listen with direction to a range of high quality music	Listen with attention to detail and recall sounds with increasing aural memory
Listen attentively and move to music (EAD)	Find the pulse whilst listening to music and using movement	Find the pulse within the context of different songs/music with ease	Appropriately discuss the dimensions of music and recognise them in music heard
	Discuss feelings and emotions linked to different pieces of music	Listen to and recall sounds with increasing aural memory	Listen with attention to detail and recall sounds with increasing aural memory and accuracy
	Develop an understanding of melody, the words and their importance in the music being listened to	Use musical language to appraise a piece or style of music	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
	Use the correct musical language to describe a piece of music	Copy increasingly challenging rhythms using body percussion and untuned instruments where appropriate	
<b>Composing</b>	<b>Composing</b>	<b>Composing</b>	<b>Composing</b>
Explore using instruments (EAD)	Experiment with, create, select and combine sounds using the inter-related dimensions of music	Develop an understanding of formal, written notation which includes crotchets and rests	Compose complex rhythms from an increasing aural memory
	Improvise simple vocal chants, using question and answer phrases.	Develop an understanding of formal, written notation which includes minims and quavers	Use and develop an understanding of formal, written notation which includes staff, semibreves and dotted crotchets
	Use music technology, if available, to capture, change and combine sounds.	Become more skilled in improvising (using voices, tuned and untuned percussion and instruments played in whole-class/group/individual/instrumental teaching), inventing short 'on-the-spot' responses using a limited note-range.	Create a simple composition and record using formal notation
	Create music in response to non-musical stimulus (e.g. a storm, a car race, or a rocket launch)	Structure musical ideas (e.g. using echo or question and answer phrases) 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.	Deepen an understanding and use of formal, written notation which includes staff, semibreves and dotted crotchets
	Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion instruments, creating a musical conversation.	Compose song accompaniments on untuned percussion using known rhythms and note values.	Improvise and compose music for a range of purposes using the inter-related dimensions of music
	Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces	Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip.	Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments.
		Include instruments played in whole-class/group/individual teaching to expand the scope and range of the sound palette available for composition work.	Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment.
		Capture and record creative ideas (e.g. graphic symbols, rhythm notation and time signatures, staff notation and technology).	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. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody.
		Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip.	Compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen. Either of these melodies can be enhanced with rhythmic or chordal accompaniment.
			Compose a ternary piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved
<b>Performing</b>	<b>Musicianship</b>	<b>Performing</b>	<b>Performing</b>
Watch and talk about dance pieces (EAD)	Learn to follow the conductor or band leader	Play and perform in solo or ensemble contexts with confidence	Play and perform in solo or ensemble contexts with increasing accuracy, control, fluency and expression
Explore and engage in music making and dance (EAD)	Use tuned and untuned classroom percussion to play accompaniments and tunes	Develop facility in playing tuned percussion or a melodic instrument such as violin or recorder.	Understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards.
Perform songs and rhymes (EAD)	Use tuned and untuned classroom percussion to compose and improvise	Play and perform melodies following staff notation using a small range (e.g. Middle C-E/do-mi) as a whole class or in small groups (e.g. trios and quartets).	Perform simple, chordal accompaniments to familiar songs (e.g. Yellow Submarine by The Beatles).
Attempt to move in time to music (EAD)	Play instruments using the correct techniques with respect	Introduce the staff, lines and spaces, and clef. Use dot notation to show higher or lower pitch.	Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra
	Walk, move or clap to a steady beat with others, changing the speed of the beat as the tempo of the music changes.	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	Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.
	Use body percussion (e.g. clapping, tapping, walking) and classroom percussion (e.g. shakers, sticks and blocks etc.), playing repeated rhythm patterns and short pitched patterns on tuned instruments (e.g. glockenspiels or chime bars) to maintain a steady beat.	Introduce and understand the differences between minims, crotchets, paired quavers and rests.	Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.
	Respond to the pulse in recorded/live music through movement and dance e.g. stepping, jumping, walking on tiptoes.		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.
	Perform short copycat rhythm patterns accurately, led by the teacher.		Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations.
	Perform short repeating rhythm patterns while keeping in time with a steady beat		Read and play from notation a four-bar phrase, confidently identifying note names and durations.
	Perform word-pattern chants (e.g. ca-ter-pil-ar crawl, fish and chips), create, retain and perform their own rhythm patterns		
	Listen to sounds in the local school environment, comparing high and low sounds		
	Sing familiar songs in both low and high voices and talk about the differences in sound		
<b>Musical understanding</b>	<b>Musical understanding</b>	<b>Musical Understanding</b>	<b>Musical Understanding</b>
Talk about different instruments – loud, quiet, soft, gentle etc. (EAD)	Recognise different instruments	Confidently recognise a range of musical instruments	Understand how pulse, rhythm and pitch work together
Talk about instrumental sounds (E-phonic phase 1)	Begin to understand that the rhythm is a mixture of long and short sounds that happen over the pulse	Understand that improvisation is when a composer makes up a tune within boundaries	
	Understand that pitch describes how high or low sounds are	Understand that composition is when a composer writes down and records a musical idea	
	Understand that tempo describes how fast or slow the music is	Confidently recognise a range of musical instruments and the different sounds they make	
	Understand that dynamics describe how loud or quiet the music is	Confidently recognise and explore a range of musical styles and traditions and know their basic style indicators	
	Understand that texture describes the layers within the music	Develop knowledge of important moments in the evolution of music and of key musicians, including composers and performers, in a range of genres and styles	
	Understand that structure describes how different sections of music are ordered		
	Begin to describe a piece of music using a developing understanding of the interrelated musical dimensions		
	Develop knowledge of important moments in the evolution of music and of key musicians, including composers and performers, in a range of genres and styles		