



Gaddesby Primary School Curriculum



Music

EYFS	Year 1 and 2	Year 3 and 4	Year 5 and 6
Singing	Singing	Singing	Singing
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 and structures with a pitch range of do–so, 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)	Sing songs with a small pitch range, pitching accurately.	Sing rounds and partner songs in different time signatures (2, 3 and 4 time) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony.	Sing three part rounds, partner songs and songs with a verse and a chorus.
Sing nursery rhymes and songs (EAD)	Sing a wide range of call and response songs, control vocal pitch and match pitch with accuracy.	Perform actions confidently and in time to a range of action songs.	Perform a range of songs in school assemblies and in school performance opportunities.
Perform songs and rhymes (EAD)	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 in school assemblies.	
Listening	Listening	Listening	Listening
Listen carefully to rhymes and songs, paying attention to how they sound (C&L)	Listen with concentration and understanding to a range of high-quality live and recorded music.	Listen with attention to detail and recall sounds with increasing aural memory.	Listen with attention to detail and recall sounds with increasing aural memory.
Listen attentively and move to music (EAD)		Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
Attempt to move in time to music (EAD)			Develop an understanding of the history of music.
Composing	Composing	Composing	Composing
Explore using instruments (EAD)	Improvise simple vocal chants, using question and answer phrases	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.	Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments.
Explore and engage in music making and dance (EAD)	Create musical sound effects and short sequences of sounds in response to stimuli. Combine sounds to make a story, choosing and playing instruments or sound-makers.	Begin to make compositional decisions about the overall structure of improvisations.	Use chords to compose music to evoke a specific atmosphere, mood or environment. Equally, pupils might create music to accompany a silent film or to set a scene in a play or book.
	Understand the difference between creating a rhythm pattern and a pitch pattern.	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.	Capture and record creative ideas using graphic symbols, rhythm notation and time signatures, staff notation or technology
	.Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns.	Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi).	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.
	Recognise how graphic notation can represent created sounds. Explore and invent own symbols.	Compose song accompaniments on untuned percussion using known rhythms and note values.	
	Use music technology, if available, to capture, change and combine sounds.	Arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars.	
		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.	
Musical understanding	Musicianship	Performing	Performing
Talk about different instruments-- loud, quiet, soft, gentle etc (C&L)	Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.	Develop facility in playing tuned percussion or a melodic instrument, such as violin or recorder. 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).	Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one staff and using notes within the Middle C–C/do–do range.
Talk about instrumental sounds (E-phonic:phase1)	Understand that the speed of the beat can change, creating a faster or slower pace (tempo).	Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi.	Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra.
	Use body percussion, (e.g. clapping, tapping, walking) and classroom percussion (shakers, sticks and blocks, etc.), playing repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments (e.g. glockenspiels or chime bars) to maintain a steady beat.	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.	Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.
	Respond to the pulse in recorded/live music through movement and dance.	Understand the staff, lines and spaces, and clef. Use dot notation to show higher or lower pitch.	Understand the differences between 2/4, 3/4 and 4/4 time signatures.
	Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion.	Understand the differences between minims, crotchets, paired quavers and rests.	Read and perform pitch notation within an octave (e.g. C–C/do–do).
	Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat.	Apply word chants to rhythms, understanding how to link each syllable to one musical note.	Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.
	Read and respond to chanted rhythm patterns and represent them with stick notation including crotchets, quavers and crotchet rests.	Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.	
	Perform word pattern chants, create, retain and perform their own rhythm patterns.		
	Listen to sound in the local school environment, comparing high and low sounds.		
	Sing familiar songs in both low and high voices and talk about the difference in sound.		
	Explore percussion sounds to enhance story telling.		