



BRADGATE
Education Partnership

Gaddesby Primary School

Music Curriculum

2022 – 2023



Music			
EYFS	Year 1 and 2	Year 3 and 4	Year 5 and 6
<u>Singing</u>	<u>Singing</u>	<u>Singing</u>	<u>Singing</u>
<p>Learn songs and sing aloud (C&L)</p> <p>Sing in a group (EAD)</p> <p>Sing nursery rhymes and songs (EAD)</p> <p>Perform songs and rhymes (EAD)</p>	<p>Sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions and counting in.</p> <p>Sing songs with a small pitch range, pitching accurately.</p> <p>Sing a wide range of call and response songs, control vocal pitch and match pitch with accuracy.</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 of do–so, tunefully and with expression. Perform forte and piano, loud and soft.</p> <p>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.</p> <p>Perform actions confidently and in time to a range of action songs.</p> <p>Perform as a choir in school assemblies</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>
<u>Listening</u>	<u>Listening</u>	<u>Listening</u>	<u>Listening</u>
<p>Listen carefully to rhymes and songs, paying attention to how they sound (C&L)</p> <p>Listen attentively and move to music (EAD)</p> <p>Attempt to move in time to music (EAD)</p>	<p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p>	<p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>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>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>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>Develop an understanding of the history of music.</p>
<u>Composing</u>	<u>Composing</u>	<u>Composing</u>	<u>Composing</u>
<p>Explore using instruments (EAD)</p> <p>Explore and engage in music making and dance (EAD)</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. Combine sounds</p>	<p>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.</p>	<p>Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments.</p> <p>Use chords to compose music to evoke a specific atmosphere, mood or environment. Equally,</p>

	<p>to make a story, choosing and playing instruments or sound-makers.</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. Explore and invent own symbols.</p> <p>Use music technology, if available, to capture, change and combine sounds.</p>	<p>Begin to make compositional decisions about the overall structure of improvisations.</p> <p>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.</p> <p>Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi).</p> <p>Compose song accompaniments on untuned percussion using known rhythms and note values.</p> <p>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.</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>Introduce major and minor chords.</p>	<p>pupils might create music to accompany a silent film or to set a scene in a play or book.</p> <p>Capture and record creative ideas using graphic symbols, rhythm notation and time signatures, staff notation or technology.</p> <p>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.</p>
Musical Understanding	Musicianship	Performing	Performing
<p>Talk about different instruments-- loud, quiet, soft, gentle etc (C&L)</p> <p>Talk about instrumental sounds (E-phonics:phase1)</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>Understand that the speed of the beat can change, creating a faster or slower pace (tempo).</p> <p>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</p>	<p>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).</p> <p>Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi.</p> <p>Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation</p>	<p>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.</p> <p>Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra.</p> <p>Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.</p>

	<p>instruments (e.g. glockenspiels or chime bars) to maintain a steady beat.</p> <p>Respond to the pulse in recorded/live music through movement and dance.</p> <p>Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion.</p> <p>Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat.</p> <p>Read and respond to chanted rhythm patterns and represent them with stick notation including crotchets, quavers and crotchet rests.</p> <p>Listen to sound in the local school environment, comparing high and low sounds.</p> <p>Perform word pattern chants, create, retain and perform their own rhythm patterns.</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 story telling.</p>	<p>using instruments played in whole class teaching. Identify static and moving parts.</p> <p>Understand the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch.</p> <p>Understand the differences between minims, crotchets, paired quavers and rests.</p> <p>Apply word chants to rhythms, understanding how to link each syllable to one musical note.</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 the differences between 2/4, 3/4 and 4/4 time signatures.</p> <p>Read and perform pitch notation within an octave (e.g. C–C'/do–do).</p> <p>Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.</p>
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