



Wessex Learning Trust



Shipham First School

We Learn Together

# Music Curriculum Documents





## Intent

We recognise that music can be seen as a universal language and embodies one of the highest forms of creativity. We believe that a good music education should engage and inspire pupils to develop a life-long love of music and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, which will allow them to compose and listen with discrimination to the best musical canon.

Our aims in teaching music includes the opportunities for all pupils to;

- Enjoy, perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.
- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of music excellence.
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.
- We foster a love of music within the school by giving all our children opportunities to listen to and perform music.

Our school values, Respect, Trust, Courage, Kindness, Thankfulness and Community are all woven into our musical curriculum and children are explicitly reminded of them during sessions.

## Implementation

Music is taught in class in discrete lessons , through weekly Singing Collective Worship and every child in year 3 and 4 is given the opportunity to learn an instrument.

We use the Sing Up Music scheme which is designed and written by subject specialists. It sets out the skills, knowledge and understanding to be gained by all pupils at each stage of learning, including the Early Years Foundation Stage.

Together, the 80+ units (for nursery to year 6) represent a complete and progressive library of resources that meets the requirements of the National Curriculum for Music, the suggested approaches of the Model Music Curriculum, as well as the Statutory Framework for Early Years Foundation Stage and Music Development Matters.

The lessons are usually 30 minutes for EYFS, 40 minutes for KS1 and 50 minutes for KS2. However, singing is an integral part of the children's school day and songs/rhymes and chants are used at other times of the day such as welcome time in the morning, as a focus activity after a break time, used in transition times such as lining up and are incorporated into other extra-curricular groups and clubs, like after school club.



Pupils at Shipham participate in a range of performances during their school journey. They take part in Harvest, Christmas and Easter church services, have a weekly singing collective worship and singing is now a feature in our daily collective worships. We also have close links with the local residential care home who we visit to perform to the residents, and they attend church for special events. Our recorder club perform to their parents and the school at the end of each teaching unit. They are following the teaching recorder scheme through Sing Up and is led by the music lead.

Parents are also now being encouraged to join in and share their children's music learning through our student access area on Sing Up where children can access songs and resources to learn and join in with at home with their families. The recorder group can also access support materials through the student access area to enable them to practise their instrument at home.

### Impact

The impact of our music curriculum can be seen through:

- The enthusiasm and confidence children demonstrate in their singing and performances and the progress they make over time.
- Photo and video evidence to assess pupils' progression using the Sing Up snapshot activities in September, February and June.
- Obtaining pupil voice through pupil discussions and interviewing about their music learning.
- Attendance and feedback from parents from performances and interaction with the student access area on Sing Up.
- Observation, learning walks and creating CPD opportunities by the music lead.
- Children's wellbeing, listening and concentration skills and the school communities love and appreciation of music.



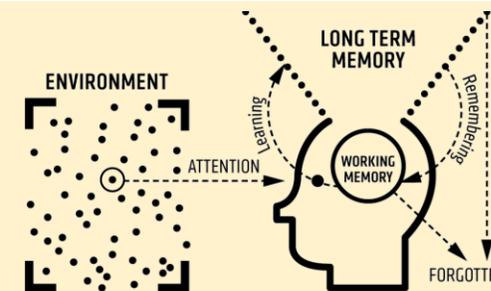
# Wessex Learning Trust Principles

## Strategic Aims

The Principles codify the shared language that contribute to high-quality, adaptive teaching and inclusion for all. Used routinely to bring the curriculum to life, the pedagogical principles support learning and progress over time. The Wessex Principles are not a linear planning tool, an expectation for every lesson or mandate a formulaic approach to lessons

## The principles aim to:

- Reduce cognitive load
- Encourage self regulation
- Provide regular opportunities to identify misconceptions or gaps in learning
- Ensure teaching is adapted to need
- Make learning explicit and transferable across the curriculum, beyond school into the wider community and wider world



Ready To Learn  
Routines

→ Linking Prior +  
New Learning

→ Focused  
Instruction '*I Do*'

→ Practise  
Learning '*We Do*'

→ Learning Check  
'*You Do*'

→ Consolidating  
Learning

★ Subject pedagogies are key ingredients to adaptive teaching, alongside effective formative and summative feedback to monitor progress.

★ Disciplinary and substantive learning is integral to any planned sequence of learning.



<h2>Ready To Learn Routines</h2>		<p>Ref SLC</p> <ul style="list-style-type: none"> <li>- Emotional learning environment</li> <li>- physical learning environment</li> </ul>	<p>Learning environments are safe, inclusive and welcoming. Relationships are positive and <b>love of learning</b> is promoted. Everyone <b>feels safe</b> to take risks and explore learning without judgement. Praise and rewarding effort is used to <b>motivate and engage</b>. A sense of <b>pace and challenge</b> is established from the start of the lesson.</p>
<h2>Linking Prior + New Learning</h2>		<p>Ref SLC</p> <ul style="list-style-type: none"> <li>- Pace of talk, clarity of instruction</li> </ul>	<p>Prior learning is checked and revisited to <b>strengthen connections and longer-term memory</b>. Know more, remember more. Planning ensures <b>new learning builds on prior learning</b>. <b>Vocabulary is explicitly taught</b> using the schools agreed pedagogies so that words are understood, contextualized and barriers to learning are reduced. <b>Problem solving and number skills</b> are revisited, retaught and applied in unfamiliar contexts to support deeper learning. <b>Gaps in learning and misconceptions</b> are revisited, including feedback and improvement tasks. Planning is <b>adapted</b> lesson on lesson so that core skills and knowledge are retaught where necessary. <b>Precision learning is explained</b> so that skills and knowledge are well understood, and misconceptions are minimised.</p>
<h2>Focused Instruction 'I Do'</h2>		<p>Ref SLC</p> <ul style="list-style-type: none"> <li>- Explicit teaching of vocabulary</li> <li>- Explicit teaching of listening</li> </ul>	<p>The steps to new learning are broken down into manageable amounts and <b>reduce cognitive load</b>. <b>High-quality explanations</b> are used to model thinking, decision making, and application of knowledge. Self-regulation is taught through <b>decision making modelled, visible and explicit</b>. Approaches to <b>getting unstuck</b> are taught and accepted as part of learning. Practical skills and strategies are modelled so that there is a clear understanding of <b>how to solve problems solve</b> and minimize misconceptions. Deeper learning is sequenced so that all learners can understand <b>each developing stage</b>. Learners know <b>what excellent learning looks like</b> and have success criteria to support their independent work.</p>
<h2>Practise Learning 'We Do'</h2>		<p>Ref SLC</p> <ul style="list-style-type: none"> <li>- Explicit teaching paired, small group talk</li> </ul>	<p><b>Guided practice and worked examples</b> are used to link new learning and decision making with prior learning. Formative assessment, including rich questioning, is used <b>skilfully to check understanding</b> and the impact of planned learning. Peer explanation + modelling scaffolds and <b>prepares for independent practice</b>. Learners use <b>expert thinking and talking</b> to explore deeper learning. Scaffolding and support (including TAs) is in place to <b>develop and build independence</b>.</p>
<h2>Learning Check 'You Do'</h2>			<p>Skills and knowledge are explored using a <b>variety of contexts</b>. Independent practice and application of learning (including homework) <b>builds confidence, self esteem and motivation</b>. <b>Metacognition and self-regulation</b> are developed over time. <b>Learning is consolidated</b>. Scaffolding and support is <b>reduced and removed over time</b>. <b>Feedback</b> is used to deepen learning and address misconceptions.</p>
<h2>Consolidating Learning</h2>			<p>Learner's plan, review and evaluate their progress <b>reflecting on what excellent learning looks like</b> and success criteria. <b>Next steps are identified</b> and used to <b>inform teacher planning</b> and develop mastery approaches over time. <b>Learning skills continue</b>. <i>Next lessons, rest of day, community, wider world.</i></p>



## National Curriculum and EYFS Framework

### Substantive Knowledge

*Is knowledge gained through experience*

*Learning about...*

- Key knowledge/interrelated
- Rhythm
- Pitch
- Pulse
- Tempo
- Dynamics
- Timbre
- Metre
- Structure

### Disciplinary Knowledge

*Refers to facts and information e.g. styles and composers*

*Learning how to...*

- Playing an instrument / Performance
- Singing
- Expressive and technical competence / Composing

### Procedural Knowledge

*Is what is exercised in the performance of a task e.g. creating drum grooves*

*Learning through...*

- Notation
- Keys
- Chords
- Works and songs
- History and culture of music which builds cultural literacy



National Curriculum Programmes of Study and EYFS Framework

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><i>Development Matters 4-5 Years:</i></p> <ol style="list-style-type: none"> <li>1. Listen attentively, move to and talk about music, expressing their feelings and responses</li> <li>2. Sing in a group or on their own, increasingly matching the pitch and following the melody</li> <li>3. Explore and engage in music making and dance, performing solo or in groups.</li> </ol>	<ol style="list-style-type: none"> <li>1. use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>2. play tuned and untuned instruments musically</li> <li>3. listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>4. experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ol>		<ol style="list-style-type: none"> <li>1. play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>2. improvise and compose music for a range of purposes using the inter-related dimensions of music.</li> <li>3. listen with attention to detail and recall sounds with increasing aural memory</li> <li>4. use and understand staff and other musical notations.</li> <li>5. appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</li> <li>6. develop an understanding of the history of music.</li> </ol>			

Substantive Knowledge  
Learning about...(knowledge)

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p><b>Listening and appraising</b></p> <ul style="list-style-type: none"> <li>• How to listen with concentration</li> <li>• The key elements of music (pitch, rhythm, tempo, dynamics, structure)</li> </ul> <p><b>Performing: instruments:</b></p> <ul style="list-style-type: none"> <li>• The names of tuned and untuned instruments: piano, guitar, violin, flute, clarinet, xylophone/glockenspiel, drum, tambourine, triangle, shaker</li> </ul> <p><b>Performing: singing</b></p> <ul style="list-style-type: none"> <li>• The importance of warming up the voice for singing</li> <li>• Basic breath control</li> <li>• What good posture for singing looks/feels like</li> </ul> <p><b>Composing</b></p> <ul style="list-style-type: none"> <li>• The Music has been composed throughout history for different occasions and to reflect people, place and time.</li> <li>• How to use technology as a tool for musical learning</li> </ul>		<p><b>Listening and appraising</b></p> <ul style="list-style-type: none"> <li>• The key elements of music</li> <li>• The names of some key composers/musicians</li> </ul> <p><b>Performing: instruments:</b></p> <ul style="list-style-type: none"> <li>• What makes a successful performance</li> <li>• How to improvise patterns</li> <li>• Basic staff notation</li> <li>• How to use technology as a tool for performing</li> </ul> <p><b>Performing: singing</b></p> <ul style="list-style-type: none"> <li>• The importance of listening to others whilst singing for timing and tuning.</li> </ul> <p><b>Composing</b></p> <ul style="list-style-type: none"> <li>• How to use technology as a tool for composing</li> </ul>		<p><b>Listening and appraising</b></p> <ul style="list-style-type: none"> <li>• How to listen with attention to detail</li> <li>• The key elements of music</li> <li>• The names of further key composers/musicians</li> </ul> <p><b>Performing: instruments:</b></p> <ul style="list-style-type: none"> <li>• The families of the orchestra and the main instruments within those families: woodwind, brass, strings and percussion</li> </ul> <p><b>Performing: singing</b></p> <ul style="list-style-type: none"> <li>• How to be the leader in a group performance</li> </ul> <p><b>Composing</b></p> <ul style="list-style-type: none"> <li>• How music reflects time, place and culture</li> <li>• How to refine and improve</li> <li>• How to record ideas using basic staff notation</li> <li>• How to use available technology and digital media as a tool for learning.</li> </ul>	



Procedural Knowledge

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Singing</b>		<ul style="list-style-type: none"> <li>Sing a song with contrasting high and low melodies</li> <li>Control vocal dynamics, duration and timbre</li> <li>Sing a song together as a group</li> <li>Combine voices and movement to perform a chant and a song</li> <li>Use voices to create descriptive sounds</li> </ul>	<ul style="list-style-type: none"> <li>Chant and sing in two parts while playing a steady beat</li> <li>Sing with expression, paying attention to the pitch shape of the melody</li> <li>Understand pitch through singing, movement, and note names</li> <li>Prepare and improve a performance using movement, voice and percussion</li> </ul>	<ul style="list-style-type: none"> <li>Sing in two-part harmony</li> <li>Copy and create a wide range of vocal sounds to incorporate into a song</li> <li>Sing in two parts (two different melodies) with movements and percussion</li> <li>Perform a round in three parts</li> </ul>	<ul style="list-style-type: none"> <li>Perform a poem as an ensemble with rhythmic accuracy to a steady beat</li> <li>Use beatbox techniques to imitate the sound of a drum kit – Unit: Poetry</li> <li>Learn to sing partner songs</li> <li>Sing a call and response song in a minor key in two groups</li> <li>Sing a song with three simple independent parts</li> <li>Combine singing, playing and dancing in a performance</li> </ul>	<ul style="list-style-type: none"> <li>Prepare for a performance by considering narration, performance space, setting up and other logistics</li> <li>Develop techniques of performing rap using texture and rhythm</li> <li>Sing and play scales and chromatic melodies accurately</li> <li>Sing and play percussion in a group piece with changes in tempo and dynamics</li> <li>Sing a song in unison and three-part harmony</li> <li>Sing with attention to accuracy in rhythm, pitch and dynamics</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate understanding of pitch through singing from simple staff notation</li> <li>Demonstrate understanding of beat and syncopation through singing and body percussion</li> <li>Convey lyrical meaning through expressive singing in a part-song with echoes</li> <li>Learn to sing major and minor note patterns accurately</li> <li>Demonstrate planning, directing, and rehearsal skills through allocated roles, such as technicians and researchers</li> <li>Develop, rehearse and perform a mini-musical, including dialogue, singing, playing and movement</li> <li>Refine vocal performance with consideration of posture, breathing and enunciation</li> <li>Perform complex song rhythms confidently</li> <li>Change vocal tone to reflect mood and style</li> </ul>
<b>Playing Instruments</b>		<ul style="list-style-type: none"> <li>Identify and keep a steady beat using instruments</li> <li>Explore and control dynamics, duration, and timbre with instruments</li> <li>Play percussion instruments at different speeds (tempi)</li> <li>Play and control changes in tempo</li> <li>Explore sounds on instruments and find different ways to vary their sound</li> <li>Play fast, slow, loud, and quiet sounds on percussion instruments</li> <li>Use instruments to create descriptive sounds</li> </ul>	<ul style="list-style-type: none"> <li>Listen to and repeat rhythmic patterns on body percussion and instruments</li> <li>Play pitch lines on tuned percussion</li> <li>Accompany a song with vocal, body percussion and instrumenta ostinato</li> <li>Use instruments expressively in response to visual stimuli</li> </ul>	<ul style="list-style-type: none"> <li>Accompany a song with a melodic ostinato on tuned percussion</li> <li>Perform a pentatonic song with tuned and untuned accompaniment</li> <li>Play independent parts in more than one metre simultaneously on body percussion, untuned and tuned percussion</li> <li>Perform rhythmic ostinati individually and in combination</li> <li>Understand and use pitch notations</li> <li>Read simple rhythm notation</li> <li>Create and perform from a symbol score</li> <li>Read graphic notation to play a melody on tuned instruments</li> </ul>	<ul style="list-style-type: none"> <li>Combine four body percussion ostinati as a song accompaniment</li> <li>Play a pentatonic song with leaps in pitch on tuned percussion</li> <li>Play and sing repeated patterns (ostinati) from staff notation</li> <li>Play a piece with melody, chords, bass and rhythm parts from graphic, rhythm and staff notations</li> </ul>	<ul style="list-style-type: none"> <li>Read a melody in staff notation</li> <li>Interpret graphic notation on various soundmakers with an understanding of their qualities and capabilities</li> <li>Perform music together in synchronisation with a short movie</li> <li>Develop ensemble playing, focusing on steady beat and placing notes accurately together</li> <li>Control short, loud sounds on a variety of instruments</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate coordination and rhythm skills by participating in a complex circle game</li> <li>Play a chordal accompaniment to a piece</li> <li>Follow and interpret a complex graphic score for four instruments</li> <li>Play tuned instrumental parts confidently from graphic scores with note names</li> </ul>



Disciplinary Knowledge

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Improving /Exploring		<ul style="list-style-type: none"> <li>Improvise descriptive music</li> <li>Respond to music through movement</li> <li>Create a soundscape using instruments</li> <li>Explore different sound sources and materials</li> <li>Explore sounds on instruments and find different ways to vary their sound</li> </ul>	<ul style="list-style-type: none"> <li>Explore timbre and texture to understand how sounds can be descriptive</li> <li>Combine sounds to create a musical effect in response to visual stimuli</li> <li>Explore voices to create descriptive musical effects</li> <li>Explore different ways to organise music</li> </ul>	<ul style="list-style-type: none"> <li>Improvise descriptive music</li> <li>Improvise to an ostinato accompaniment</li> <li>Explore simple accompaniments using beat and rhythm patterns</li> </ul>	<ul style="list-style-type: none"> <li>Improvise in response to visual stimuli, with a focus on timbre</li> <li>Explore household items as instruments and match rhythms with appropriate soundmakers</li> <li>Improvise melodies with a given set of five notes (a pentatonic scale)</li> <li>Explore layers and layering using a graphic score</li> <li>Understand syncopation and clap improvised off-beat rhythms</li> </ul>	<ul style="list-style-type: none"> <li>Develop accompaniments using ostinato and invent or improvise rhythms on untuned percussion</li> <li>Learn about jazz scat singing and devise scat sounds</li> <li>Play and improvise using the whole tone scale</li> <li>Create musical effects using contrasting pitch</li> <li>Interpret graphic notation on various soundmakers with an understanding of their qualities and capabilities</li> <li>Learn about and explore techniques used in movie soundtracks</li> </ul>	<ul style="list-style-type: none"> <li>Devise, combine and structure rhythms through dance</li> <li>Improvise descriptive music on instruments and other soundmakers</li> </ul>
Composing		<ul style="list-style-type: none"> <li>Invent and perform new rhythms to a steady beat</li> <li>Create, play and combine simple word rhythms</li> <li>Create a picture in sound</li> </ul>	<ul style="list-style-type: none"> <li>Compose music to illustrate a story</li> <li>Perform and create simple three and four-beat rhythms using a simple score</li> </ul>	<ul style="list-style-type: none"> <li>Select descriptive sounds to accompany a poem</li> <li>Choose different timbres to make an accompaniment</li> <li>Make choices about musical structure</li> <li>Create and perform from a symbol score</li> <li>Arrange an accompaniment with attention to balance and musical effect</li> <li>Use a score and combine sounds to create different musical textures</li> </ul>	<ul style="list-style-type: none"> <li>Compose an introduction for a song</li> <li>Compose and notate pentatonic melodies on a graphic score</li> <li>Compose a rap</li> <li>Compose a fanfare</li> <li>Compose and play sequences of word rhythms</li> </ul>	<ul style="list-style-type: none"> <li>Develop a structure for a vocal piece and create graphic scores</li> <li>Explore extended vocal techniques through listening to and composing 'a capella' (unaccompanied) vocal music based on graphic scores</li> <li>Use the musical dimensions to create and perform music for a movie</li> <li>Evaluate and refine compositions with reference to the inter-related dimensions of music</li> <li>Create sounds for a movie, following a timesheet</li> </ul>	<ul style="list-style-type: none"> <li>Revise, rehearse, and develop music for performance, with reference to the inter-related dimensions of music</li> <li>Compose programme music from a visual stimulus</li> </ul>
Listening		<ul style="list-style-type: none"> <li>Recognise and respond to changes in tempo in music</li> <li>Identify changes in pitch and respond to them with movement</li> <li>Understand how music can tell a story</li> <li>Understand musical structure by listening and responding through movement</li> </ul>	<ul style="list-style-type: none"> <li>Match descriptive sounds to images</li> <li>Listen to and repeat back rhythmic patterns on instruments and body percussion</li> </ul>	<ul style="list-style-type: none"> <li>Listen to and learn about Hindustani classical music</li> <li>Learn how sounds are produced and how instruments are classified</li> <li>Listen to and learn about traditional Chinese music</li> <li>Listen to and learn about a Romantic piece of music</li> <li>Listen to and learn about a medieval antiphon</li> <li>Listen to, learn about, play and dance to Tudor dance music</li> </ul>	<ul style="list-style-type: none"> <li>Understand how rhythmic articulation affects musical phrasing</li> <li>Explore the descriptive music of two famous composers of the 20th and 21st century</li> <li>Listen to and learn about 1940s dance band music</li> <li>Listen to and play along with Bhangra music</li> <li>Copy rhythms and a short melody</li> <li>Match short rhythmic phrases with rhythm notation</li> <li>Listen to and learn about Renaissance instruments [Unit: In the past]</li> </ul>	<ul style="list-style-type: none"> <li>Hear and understand the features of the whole tone scale</li> <li>Listen to and learn about modern classical/avant garde music (20th century)</li> <li>Learn about the music of an early Baroque opera</li> <li>Demonstrate understanding of the effect of music in movies</li> </ul>	<ul style="list-style-type: none"> <li>Follow and interpret a complex graphic score for four instruments</li> <li>Experience and understand the effect of changing harmony</li> <li>Listen to and understand modulation in a musical bridge</li> </ul>



Disciplinary Knowledge

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Appraising		<ul style="list-style-type: none"> <li>Identify a sequence of sounds (structure) in a piece of music</li> <li>Listen in detail to a piece of orchestral music (e.g. identify instruments)</li> <li>Identify metre by recognising its pattern</li> <li>Identify a repeated rhythm pattern</li> </ul>	<ul style="list-style-type: none"> <li>Identify ways of producing sounds (e.g. shake, strike, pluck)</li> <li>Identify rising and falling pitch</li> <li>Listen in detail to a piece of orchestral music (e.g. identify how it depicts a season)</li> <li>Use simple musical vocabulary to describe music</li> <li>Listen, describe and respond to contemporary orchestral music</li> </ul>	<ul style="list-style-type: none"> <li>Identify the metre in a piece of music</li> <li>Recognise rhythm patterns in staff notation</li> <li>Recognise pitch shapes</li> </ul>	<ul style="list-style-type: none"> <li>Identify different instrument groups from a recording</li> <li>Describe the structure of a piece of orchestral music</li> <li>Develop listening skills by analysing and comparing music from different traditions</li> <li>Identify key features of minimalist music</li> <li>Compare and contrast the structure of two pieces of music</li> <li>Identify the metre of a new song or piece</li> <li>Listen to and analyse 20th century ballet music</li> </ul>	<ul style="list-style-type: none"> <li>Listen to a 19th century tone poem and describe its effects and use of the musical dimensions</li> <li>Listen to and analyse 19th century impressionist music using musical vocabulary</li> <li>Compare and contrast two pieces of 19th century Romantic music</li> <li>Identify changes in tempo and their effects</li> <li>Evaluate and refine compositions with reference to the inter-related dimensions of music</li> <li>Explore and analyse a song arrangement and its structure</li> <li>Rehearse, improve and analyse an ensemble performance, with attention to balance and staying in time</li> </ul>	<ul style="list-style-type: none"> <li>Revise, rehearse, and develop music for performance, with reference to the inter-related dimensions of music</li> <li>Discuss the music of a Russian Romantic composer with reference to a painting from the same period</li> </ul>
Tier 2 Vocabulary		<ul style="list-style-type: none"> <li>Listen, perform, compose, audience, voice, instrument, pattern, accuracy, style, steps, leaps</li> </ul>			<ul style="list-style-type: none"> <li>The addition of evaluate, explain, analyse, compare, refine, improvise, expression, genre</li> </ul>		
Tier 3 Vocabulary		<ul style="list-style-type: none"> <li>Elements of music: pitch, rhythm, tempo, dynamics, structure, sing, tune/melody, beat, tuned/untuned instrument (piano, keyboard, violin, flute, clarinet, xylophone/glockenspiel, drum, tambourine, triangle, shaker), verse, chorus, round, call and response, binary</li> </ul>			<ul style="list-style-type: none"> <li>The addition of tuning, harmony, note value (quaver, crotchet, minim, semibreve, rest), stave, scale, major/minor, woodwind, strings, brass, percussion, binary, ternary and rondo form.</li> </ul>		



Long Term Plan

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Theme 1</b> <i>Ourselves and Humankind</i></p>	<p><b>I've Got a Grumpy Face</b> Explore making sound with voices and percussion instruments to create different feelings and moods. Make up new words and actions about different emotions and feelings. Sing with a sense of pitch, following the shape of the melody with voices. Mark the beat of the song with actions.</p> <p><b>The Sorcerer's Apprentice</b> Explore storytelling elements in the music and create a class story inspired by the piece. Identify and describe contrasts in tempo and dynamics. Begin to use musical terms (louder/quieter, faster/slower, higher/lower). Respond to music in a range of ways e.g. movement, mark making, writing</p>	<p><b>Tony Chestnut</b> Improvise rhythms along to a backing track using the note C or G. Play the song's melody on a tuned percussion instrument. Sing with good diction to emphasise word play. Listen to, recognise, and play echoing phrases by ear.</p>	<p><b>This Little Light of Mine</b> Improvise with the voice on the notes of the pentatonic scale D-E-G-A-B (and B flat if you have one). Sing in a Gospel style with expression and dynamics. Play a bass part and rhythm ostinato along with This little light of mine. Sing Part 1 of a partner song rhythmically. Listen and move in time to songs in a Gospel style.</p>				



Long Term Plan

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Theme 2</b> <i>Culture and Diversity</i></p>	<p><b>Witch, Witch</b> Make up a simple accompaniment using percussion instruments. Use the voice to adopt different roles and characters. Match the pitch of a four-note (la-so-mi-do) call and-response song.</p> <p><b>Row, Row, Row Your Boat</b> Make up new lyrics and vocal sounds for different kinds of transport. Sing a tune with 'stepping' and 'leaping' notes. Play a steady beat on percussion instruments.</p>	<p><b>Carnival of the Animals</b> Select instruments and compose music to reflect an animal's character. Listen with increased concentration to sounds/music and respond by talking about them using music vocabulary, or physically with movement and dance. Identify different qualities of sound (timbre) e.g. smooth, scratchy, clicking, ringing, and how they are made. Recognise and respond to changes of speed (tempo), the length of notes (duration – long/short), short/detached/smooth (articulation), and pitch (high/low) using music vocabulary, and/or movement</p> <p><b>Musical Conversations</b> Compose musical sound effects and short sequences of sounds in response to a stimulus. Improvise question-and-answer conversations using percussion instruments. Create, interpret, and perform from simple graphic scores. Recognise how graphic symbols can represent sound.</p>	<p><b>My Fantasy Football Team</b> Identify, play from, and combine rhythm patterns to make a sequence using crotchets, quavers, and crotchet rests. Perform a whole-class 'rondo' made up of playing and singing. Sing a stepping melody accurately, and with clear articulation and diction. Move to music, marking the pulse with action durations: 'walk' (crotchets), 'jogging' (quavers), 'stride' (minims), 'skippy' (dotted quaver/semiquaver), and 'shh' (crotchet rest).</p>				



Long Term Plan

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Theme 3</b> <i>Community and Citizenship</i></p>	<p><b>Bird Spotting - Cuckoo Polka</b> Explore the range and capabilities of voices through vocal play. Perform actions to music. Develop 'active' listening skills by recognising the 'cuckoo call' in a piece of music. (so-mi). Enjoy moving freely and expressively to music.</p> <p><b>Shake My Sillies Out</b> Improvise music to accompany a story, considering how to match sound with story element i.e. timbre, high/low. Adapt to the changing speed of a song, marking the beat with actions. Play a rhythmic accompaniment on percussion instruments</p>	<p><b>Grandma Rap</b> Compose 4-beat patterns to create a new rhythmic accompaniment, using a looping app. Chant Grandma rap rhythmically and perform to an accompaniment children create. Chant and play rhythms using the durations of 'walk' (crotchet), 'jogging' (quavers), and 'shh' (crotchet rest) from stick notation. Learn a clapping game to Hi lo chicka lo that shows the rhythm. Show the following durations with actions 'walk' (crotchet) and 'jogging' (quavers).</p>	<p><b>The doot doot song (Classroom percussion)</b> 'Doodle' with voices over the chords in the song. Sing swung rhythms lightly and accurately. Learn a part on tuned percussion and play as part of a whole-class performance. Sing Part 2 of a partner song rhythmically. Adopt a rhythmic accompaniment while singing. Listen and identify similarities and differences between acoustic guitar styles.</p>				



Long Term Plan

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Theme 4</b> <i>Exploration and Discovery</i></p>	<p><b>Up and Down</b> Make up new lyrics and accompanying actions. Sing and play a rising and falling melody, following the shape with voices and on tuned percussion. Use appropriate hand actions to mark a changing pitch.</p> <p><b>Five Fine Bumble Bees</b> Improvise a vocal/physical soundscape about minibeasts. Sing in call-and-response and change voices to make a buzzing sound. Play an accompaniment using tuned and untuned percussion and recognise a change in tempo. Listen to a piece of classical music and respond through dance.</p>	<p><b>Swing-a-long with Shostakovich</b> Create action patterns in 2- and 3-time. Listen actively and mark the beat by tapping, clapping, and swinging to the music. Listen and move, stepping a variety of rhythm patterns ('walk', 'jogging', 'skipty'). Understand and explain how beats can be grouped into patterns and identify them in familiar songs. Move freely and creatively to music using a prop.</p> <p><b>Charlie Chaplin</b> Compose a soundtrack to a clip of a silent film. Understand and use notes of different duration. Understand and use notes of different pitch. Understand and use dynamics</p>	<p><b>Fanfare for the Common Man</b> Improvise and compose, exploring how timbre, dynamics, and texture can be used for impact in a fanfare. Compose a fanfare using a small set of notes, and short, repeated rhythms. Listen and appraise, recognising and talking about the musical characteristics of a fanfare using music vocabulary.</p> <p><b>Spain</b> Invent a melody. Fit two patterns together. Structure musical ideas into compositions. Play repeating rhythmic patterns. Count musically.</p>				



Long Term Plan

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Theme 5</b> <i>Expression and Creativity</i></p>	<p><b>Down There Under the Sea</b> Develop a song by composing new words and adding movements and props. Sing a song using a call-and-response structure. Play a call-and-response phrase comprising a short stepping tune (C-D-E) and sea effects on percussion instruments. Listen to a range of sea-related pieces of music and respond with movement</p> <p><b>It's Oh So Quiet!</b> Improvise music with different instruments, following a conductor and compose music based on characters and stories developed through listening to Beethoven's 5th symphony. Play different instruments with control. Develop listening skills, identifying dynamics (forte, piano, crescendo, and diminuendo) across a range of different musical styles</p>	<p><b>The Rockpool Rock</b> Learn an interlocking spoken part. Sing a rock 'n' roll-style song confidently. Play an introduction on tuned percussion. Listen actively and learn about rock 'n' roll music.</p>	<p><b>Global Pentatonics</b> Compose a pentatonic melody. Improvise and create pentatonic patterns. Use notation to represent musical ideas. Compare music extracts and understand that the pentatonic scale features in lots of music traditions and cultures.</p> <p><b>The Horse in Motion</b> Create ostinatos. Layer up different rhythms. Create and follow a score. Watch a film and analyse it in a musical context.</p>				



Long Term Plan

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Theme 6</b> <i>Ourselves and Humankind</i></p>	<p><b>Slap, Clap, Clap</b> Compose a three-beat body percussion pattern and perform it to a steady beat. Sing a melody in waltz time and perform the actions. Play a range of percussion instruments (replacing the action words with playing words). Find the beat in a partner clapping game.</p> <p><b>Bow, Bow, Bow Belinda</b> Invent and perform actions for new verses. Sing a song while performing a sequence of dance steps. Play a two-note accompaniment, marking the pulse on tuned or untuned percussion. Listen to examples of other folk songs from North America.</p>	<p><b>Tanczmy Ibada</b> Demonstrate an internalised sense of pulse through singing games. Sing confidently in Polish and play a cumulative game with spoken call-and-response sections. Play an accompaniment on tuned percussion and invent a 4-beat body percussion pattern. Listen and match the beat of others and recorded music, adapting speed accordingly. Listen to traditional and composed music from Poland. Begin to understand how music helps people share tradition and culture.</p>	<p><b>Favourite Song (Classroom percussion)</b> Sing with expression and a sense of the style of the music. Understand triads and play C, F, G major, and A minor. Play an instrumental part as part of a whole-class performance. Sing a part in a partner song, rhythmically and from memory. Identify similarities and differences between pieces of music in a folk/folk-rock style.</p>				