



Maulden Lower School Music Curriculum Map

Knowledge, skills and understanding - progression across the school

1. Skills and Knowledge

	EYFS Key Skills	Year 1 Key Skills	Year 2 Key Skills	Year 3 Key Skills	Year 4 Key Skills	Y5 & 6 at Alameda Middle Key Skills
Composing	<p>Improvisation: explore and create sounds using voice, body percussion, instruments and found sounds. Explore how sounds can be changed from loud to quiet, fast to slow and high to low.</p> <p>Notation: introduced to symbols and images to order and convey sound.</p> <p>Creative process: create new verses, words and actions to a song and create sequences of sounds in response to a given stimulus.</p>	<p>Improvisation: improvise simple vocal chants and pitch and rhythm patterns.</p> <p>Notation: begin to explore how images can be used to create graphic scores. Explore symbols for rhythm and pitch</p> <p>Creative process: select and describe sounds to create music in response to a stimulus. Compose simple four beat rhythms using crotchets and paired quavers. Compose simple melodies using G and E. Explore dynamics and tempo in relation to mood or message.</p>	<p>Improvisation: improvise Q and A phrases with words, rhythm and pitch.</p> <p>Notation: use images and symbols to structure pieces using graphic score. Select stick notation for rhythm and dot notation for pitch.</p> <p>Creative process: explore and use changes in pitch dynamics, duration and tempo. Select sounds and instruments to demonstrate mood or message. Compose lyrics, three note melodies and rhythms using known notation.</p>	<p>Improvisation: improvise in response to a stimulus. Improvise singing and playing with given notes to create simple rhythmic patterns and melodic ideas.</p> <p>Notation: record ideas using sign and symbols including graphic score, pitch and rhythm notation creating three note melodies.</p> <p>Creative process: contribute ideas with consideration of the structure (beginning, middle and end) and theme of the music. Demonstrate application of tempo, dynamics, texture. Combine rhythm and pitch to create three pitch melodies.</p>	<p>Improvisation: improvise body percussion, words, rhythmic and melodic patterns within an ensemble and as a conversation</p> <p>Notation: demonstrate increasing confidence in recording ideas using sign and symbols including graphic score and pitch and rhythm notation.</p> <p>Creative process: contribute appropriate ideas expressing musical opinions for creating and improving work. Create melodies using the pentatonic scale in relation to a stimulus. Write lyrics and compose melodies for those lyrics using the pentatonic scale.</p>	<ul style="list-style-type: none"> •Improvise freely over a drone (a sustained sound; a long note or chord) using tuned percussion and melodic instruments. •Improvise over a simple groove, responding to the beat •Use a wider range of dynamics , including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet) •Compose melodies from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen •Compose a short ternary piece (A-B-A) with a partner •Use chords to compose music to evoke a specific atmosphere, mood or environment •Capture and record creative ideas in a variety of ways; graphic symbols, rhythm and staff notation, technology.

	EYFS Key Skills	Year 1 Key Skills	Year 2 Key Skills	Year 3 Key Skills	Year 4 Key Skills	Y5 & 6 at Alameda Middle Key Skills
Composing	<p>Knowledge</p> <p>Improvisation: know that different instruments make different sounds which can show different characters or situations.</p> <p>Notation: know that I can order images to create sounds.</p> <p>Creative process: understanding the words of a song will help me to decide on actions or sounds.</p>	<p>Knowledge</p> <p>Improvisation: know that using dynamics, tempo and pitch can provide context when improvising.</p> <p>Notation: know that using bigger/smaller images or symbols represents dynamics.</p> <p>Know to use images and symbols to create a score for rhythm or pitch.</p> <p>Creative process: know to explore different ideas before deciding what to do. Know that playing an instrument with less force or effort will make it sound quieter.</p>	<p>Knowledge</p> <p>Improvisation: know to structure improvisations into responses over 4 or 8 beats.</p> <p>Notation: know that changing the size of an image or how often it appears can show changes in dynamics and tempo. Know that where a dot or note is placed in relation to one another indicates the pitch.</p> <p>Creative process: know that different sounds and how they are played can be used to represent different characters, emotions and moods. Know that the syllables of words can be used to make lyrics fit with the melody.</p>	<p>Knowledge</p> <p>Improvisation: know to perform improvisations as 4 beat or 8 beat responses.</p> <p>Notation: understand that combining rhythm and pitch can create rising and falling melodies.</p> <p>Creative process: know that using the inter-related dimensions can help to tell the message of the piece. Know that combining rhythm and pitch notation gives us a melody.</p>	<p>Knowledge</p> <p>Improvisation: know that finishing an improvisation on the root note will help it to sound finished. Know that using the rhythm of words will help to improvise rhythms.</p> <p>Notation: know that a pentatonic scale uses five pitches.</p> <p>Creative process: know that mixing up the duration of notes will help to make melodies sound interesting. Know that applying the inter-related dimensions of music can create effects in response to a stimulus.</p>	











	EYFS Key Skills	Year 1 Key Skills	Year 2 Key Skills	Year 3 Key Skills	Year 4 Key Skills	Y5 & 6 at Alameda Middle Key Skills
Listening	<p>Identify musical conventions and inter-related dimensions: describe sound e.g. whistling, twinkly. Begin to react to changes in the music such as tempo or dynamics by explaining or moving.</p> <p>Recognise sound & instruments: begin to recognise classroom instruments. Listen to sound effects.</p> <p>Knowledge</p> <p>Identify musical conventions and inter-related dimensions: know that instruments can be played in different ways and this makes different sounds. Know that when the music changes speed (tempo) so does my movement. Know that music can be loud or quiet and fast or slow and this makes me feel differently.</p> <p>Recognise sound & instruments: know that sound effects can be used to show what a piece of music is about.</p>	<p>Identify musical conventions and inter-related dimensions: begin to identify the sound with the intended message. Recognise changes in the music e.g. slower/faster, quieter/louder.</p> <p>Recognise sound & instruments: begin to recognise some instrumental sounds and name classroom instruments</p> <p>Knowledge</p> <p>Identify musical conventions and inter-related dimensions: justify preference when listening to various styles of music and understand that other people may have different opinions. Begin to use music terminology to describe the changes e.g. the tempo got faster.</p> <p>Recognise sound & instruments: know that instruments are played differently e.g. hit, shaken and this produces different sounds.</p>	<p>Identify musical conventions and inter-related dimensions: begin to recognise how composers use music to tell the story or message of their piece. Recognise changes in tempo, dynamics and pitch</p> <p>Recognise sound & instruments: begin to recognise instruments aurally.</p> <p>Knowledge</p> <p>Identify musical conventions and inter-related dimensions: know the meaning of tempo, dynamics and pitch.</p> <p>Recognise sound & instruments: know that instruments are made of different materials and this creates different sounds (timbres).</p>	<p>Identify musical conventions and inter-related dimensions: begin to identify musical conventions being employed in a variety of pieces. Begin to identify how the inter-related dimensions of music are used to effect the mood and message of the piece.</p> <p>Recognise sound & instruments: begin to recognise the sound of different sections of the orchestra and a variety of instruments within each section.</p> <p>Knowledge</p> <p>Identify musical conventions and inter-related dimensions: know that composers use the inter-related dimension to help to portray the message of the piece</p> <p>Recognise sound & instruments: know that the orchestra is made up of different sections and families of instruments.</p>	<p>Identify musical conventions and inter-related dimensions: begin to place music with guidance into historical context, eg. Baroque, Classical, Romantic, 20th century or genre e.g. minimalist, samba. Identify specific inter-related dimensions of music in a variety of styles.</p> <p>Recognise sound & instruments: aurally and by sight identify a variety of instruments.</p> <p>Knowledge</p> <p>Identify musical conventions and inter-related dimensions: know that different eras and genres have key features that help to define them.</p> <p>Recognise sound & instruments: know the role of different instruments within a genre e.g. the apito whistle is the role of the leader.</p>	<p>Focus Pieces:</p> <p>English Folk Song Suite - Vaughan Williams (20th Century)</p> <p>Symphonic Variations on an African Air - Coleridge-Taylor (20th Century)</p> <p>This Little Babe from Ceremony of Carols - Britten (20th Century)</p> <p>Play Dead – Björk (90s Singer Songwriter)</p> <p>Smalltown Boy - Bronski Beat (80s Synth/Pop)</p> <p>Jin-Go-La-Ba (Drums of Passion) - Babatunde Olatunji (Nigerian Drumming)</p> <p>Inkanyezi Nezazi - Ladysmith Black Mambazo (South Africa Choral)</p>

	EYFS Key Skills	Year 1 Key Skills	Year 2 Key Skills	Year 3 Key Skills	Year 4 Key Skills	Y5 & 6 at Alameda Middle Key Skills
		<p><u>Focus Pieces:</u> Rondo alla Turca - Mozart (Classical) Mars from The Planets- Holst (20th Century) Wild Man - Kate Bush (Art Pop) Runaway Blues - Ma Rainey (Blues) Fanfarra (Cabua-Le-Le) - Sérgio Mendes/Carlinhos Brown (Brazilian Samba)</p>	<p><u>Focus Pieces:</u> Night Ferry - Anna Clyne (21st Century) Bolero - Ravel (20th Century) Hound Dog - Elvis Presley (Rock'n'Roll) With A Little Help from My Friends - The Beatles (Pop) Baris - Gong Kebyar of Peliatan (Indonesian Gamelan)</p>	<p><u>Focus Pieces:</u> Hallelujah from Messiah - Handel (Baroque) Night on a Bare Mountain - Mussorgsky (Romantic) Jai Ho from Slumdog Millionaire - A. R. Rahman (21st Century) I Got You (I Feel Good) - James Brown (Funk) Sahela Re - Kishori Amonkar (Indian Classical)</p>	<p><u>Focus Pieces:</u> Symphony No. 5 – Beethoven (Classical) O Euchari - Hildegard (Early/Traditional) For the Beauty of the Earth - Rutter (20th Century) Take the 'A' Train- Billy Strayhorn/Duke Ellington (Jazz) Wonderwall – Oasis (90s Indie) Bhabiye Akh Larr Gayee - Bhujhangy Group (Punjab Bhangra) Tropical Bird – Trinidad Steel Band (Trinidad Calypso)</p>	

	EYFS Key Skills	Year 1 Key Skills	Year 2 Key Skills	Year 3 Key Skills	Year 4 Key Skills	Y5 & 6 at Alameda Middle Key Skills
Performing	<p>Technical control: distinguish between singing and speaking. Copy simple rhythm patterns using instruments, body sounds and the voice with an introduction to a steady pulse and pitch.</p> <p>Notation: begin to follow symbols and images.</p> <p>Ensemble awareness: begin to start and stop together with others.</p> <p>Communication & audience: explore sounds using instruments and voice, showing an awareness of tempo and dynamics.</p> <p><u>Knowledge</u></p> <p>Technical control: know that when singing I move my voice higher and lower.</p> <p>Notation: know that 'ta' is one sound and 'titi' is two sounds.</p> <p>Ensemble awareness: know to watch and listen to others to start and stop together.</p> <p>Communication & audience: know how to play different instruments e.g. shake, scrape, hit, blow.</p>	<p>Technical control: sing simple songs with an awareness of pitch and following visual direction (start, stop, loud, quiet). Play to a steady pulse. Play repeated rhythms and word pattern chants.</p> <p>Notation: begin to relate images to sounds. Follow pictures and symbols to guide singing and playing.</p> <p>Ensemble awareness: follow simple performance indications for start, stop, gradually change dynamics.</p> <p>Communication & audience: begin to control sounds demonstrating subtle changes, gradually louder, quieter, faster, slower.</p> <p><u>Knowledge</u></p> <p>Technical control: know that the pulse is the steady beat of the music. Know that standing up tall with my shoulders back will help improve my singing.</p> <p>Notation: know that images and symbols on a score show me when to play and when to stop.</p> <p>Ensemble awareness: know that different hand signals tell me when and how to play or sing.</p> <p>Communication & audience: know to make eye contact with my group and the audience when performing.</p>	<p>Technical control: sing with developing control of pitch. Follow directions for dynamics and tempo when singing and playing. Find and perform the pulse with increasing success. Identify and mark beat groupings. Accompany singing with actions and body sounds in time with a steady pulse.</p> <p>Notation: begin to relate simple graphic images to changes in sound. Recognise dot notation across three pitches. Perform rhythm patterns following stick notation</p> <p>Ensemble awareness: demonstrate increased confidence when following musical directions given both aurally and through physical inflection.</p> <p>Communication & audience: begin to control sounds with intention.</p> <p><u>Knowledge</u></p> <p>Technical control: know that listening to the starting pitch will help me to start and stay in tune. Know the meaning of dynamics and tempo. Know that the speed of the beat can change. Notation: know that if a symbol sits higher in space it represents a higher pitch.</p> <p>Ensemble awareness: know when and how to play by following signals.</p> <p>Communication & audience: be aware of the expectations when listening to others perform and when performing to an audience.</p>	<p>Technical control: sing with projection and clear diction over a greater range of pitches, leaping and stepping and accurately match the starting pitch. Perform with consideration to simple dynamic instructions. Play a simple rhythmic accompaniment or drone maintaining a steady pulse. Copy and perform melodies over three pitches.</p> <p>Notation: begin to recognise and perform from simple western notation symbols. Use the syllables of words to create rhythms.</p> <p>Ensemble awareness: begin to perform independently and in small groups.</p> <p>Communication & audience: develop confidence to perform as an individual and within a group.</p> <p><u>Knowledge</u></p> <p>Technical control: know that a drone is usually played on beat 1 and rings out for the other beats. Notation: know the values of a crotchet, paired quavers and minims and understand that where they are placed on the staff shows the pitch.</p> <p>Ensemble awareness: demonstrate an understanding of my own role within the ensemble. Know that playing to a steady pulse will help us to start, stop and stay together. Communication & audience: know to watch others so that I know when to play.</p>	<p>Technical control: sing with greater control of breath and awareness of dynamics. Pitch with increasing accuracy over a larger range including leaps and harmony. Play melodies and accompaniments across a small range of pitches. Accurately maintain an individual rhythm within a rhythmic performance. Notation: confidently recognise and perform from simple western notation across a pentatonic scale. Follow rhythm grids accurately.</p> <p>Ensemble awareness: maintain own part within an ensemble. Perform in two or more parts. Communication & audience: show increased confidence and commitment when performing to an audience.</p> <p><u>Knowledge</u></p> <p>Technical control: know when to breathe, developing an awareness of phrase. Notation: understand that a neutral clef is used for untuned instruments. Know that rhythm grids can be performed in different ways to change the sound. Ensemble awareness: understand the importance of knowing how to start and finish a piece. Communication & audience: know that different styles of music should be performed in different ways.</p>	<p>Play melodies on tuned percussion instruments or keyboards, following staff notation (note range C–C/do–do)</p> <ul style="list-style-type: none"> •Understand how triads are formed, and play them on tuned percussion / melodic instruments. •Perform simple, chordal accompaniments to familiar songs (e.g. Yellow Submarine by The Beatles). G major / D major •Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra. •Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies

	EYFS Key Skills	Year 1 Key Skills	Year 2 Key Skills	Year 3 Key Skills	Year 4 Key Skills	Y5 & 6 at Alameda Middle Key Skills
	<p>Notation Crotchets Paired Quavers Crotchet Rest</p>	<p>Notation Crotchets Paired Quavers Crotchet Rest</p>	<p>Notation Crotchets Paired Quavers Crotchet Rest Minims Semibreves</p>	<p>Notation Crotchets Paired Quavers Crotchet Rest Minims Semibreves</p>	<p>Notation Crotchets Paired Quavers Crotchet Rest Minims Semibreves Semiquavers</p>	<p>Notation</p> <ul style="list-style-type: none"> • Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers. • Understand the differences between 2/4, 3/4 and 4/4 time signatures. • Read and perform pitch notation within an octave (e.g. C-C'/do-do). • Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.

2. Key Vocabulary

EYFS Key Vocabulary	Year 1 Key Vocabulary	Year 2 Key Vocabulary	Year 3 Key Vocabulary	Year 4 Key Vocabulary	Year 5 at Alameda Middle School Key Vocabulary
<p>Band - Playing/singing/performing together. Chorus - A repeated section in a song which gives the main message. Dynamics - How loud or quiet the music is. Lyrics - The words of a song. Melody - Another name for a tune. Notation - Ways to visually represent music. Performing - Singing and playing instruments. Pitch: the range of high sounds, low sounds Pulse/beat: like a heartbeat, a steady beat underlying the music Rhythm - The combination of long and short sounds to make patterns. Solo - An Italian word used to describe playing/singing/performing on our own. Structure: how a piece of music/song is built up, eg verse-chorus-verse-chorus Tempo - An Italian word used to describe how fast/slow the music goes. Texture - layers in the music, eg one sound or several sounds Verse - A section in a song which has the same tune but different words.</p>			<p>Building on the vocabulary learned in KS1, plus: Acapella - Without accompaniment from musical instruments, i.e. voices only. Appraising - Listening carefully. Arrangement - How voices and instruments are used in a song; where they occur within the song. Backing - The accompaniment to a song. Ballad - A gentle love song. Chord - More than one note played at the same time. Cover - A version of a song performed by someone other than the original artist that might sound a bit/very different. Composing - Creating and developing musical ideas and 'mixing' these. Ensemble - A French word used to describe playing/singing/performing together. Genre: the type of music, eg pop, jazz, folk, classical Harmony - Different notes sung or played at the same time, to produce chords. Improvised - To make up a tune and play it on the spot; there is an assumption that it can never be recreated. Interlude - A passage of music played between the main themes Introduction - Music heard at the beginning of a song or piece of music-bridge; a section of music that can take us from a verse to a chorus, just as a bridge over a river takes us from one place to another. Offbeat - If a piece of music has 4 beats in a bar i.e. 1 2 3 4, to clap on the offbeat you would clap on beats 2 and 4 not 1 and 3. Original - The first ever version of a song. Ostinato - A short repeated pattern. Pentatonic scale - A fixed five-note pattern e.g. the five black keys on a piano. Phrase - A musical sentence. Recurring theme - A tune that repeats again and again in a piece of music. Riff - A short repeated phrase, often played on a lead instrument such as guitar, piano or saxophone. Sampling - Record a sample of music, a small section, and re use it in another piece of music or song. Used frequently in hip hop and other pop music. Structure/form/shape - How the sections (verses and choruses etc.) of a song are ordered to make the whole piece. Style - The type of music e.g. blues or rock. Syncopation - Music with lots of rhythmic variety, often quite difficult. The strong beats occur in unexpected places. Timbre: the quality and character of a sound, eg smooth sound, spikey sound, scratchy sound</p>		
<p><u>Note lengths</u></p> <p> Semibreve - 4 beats</p> <p> Crotchet - 1 beat</p> <p> Semiquaver - 1/4 beat</p> <p> Minim - 2 beats</p> <p> Crescendo - 1/2 beat</p>			<p><u>Rest lengths</u></p> <p> Semibreve rest - 4 beats</p> <p> Crotchet rest - 1 beat</p> <p> Semiquaver rest - 1/4 beat</p> <p> Minim rest - 2 beats</p> <p> Crescendo - 1/2 beat</p>		

3.Yearly Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Following children’s interests and learning may include . . .					
	<p><u>Nursery</u> Nursery Rhymes Unit 1 Listening: responding with movement, matching sound and movement to instruments, recognising changes in pitch</p> <p>Composing: creating new verses and actions, adding sound effect</p> <p>Performing: copying rhythms, matching words to rhythms, dynamics and tempo, explore pitch, chant</p> <p>Social: co-operation, leadership, communication</p> <p>Emotional: independence, confidence</p> <p>Thinking: creativity, decision making, comprehension</p> <p><u>Reception</u> Journeys Unit 2 Listening: respond by mark making, explain how the music makes you feel.</p> <p>Composing: rhythms, titi/ta and rest beats</p> <p>Performing: rhythms, call and response, group, chant, use tempo, call and response</p> <p>Social: inclusive, sharing ideas, communication</p>	<p><u>Nursery</u> Every Day Life Composing: creating rhythms, create new verses and actions</p> <p>Performing: copy and repeat rhythms, respond with movement, play percussion, explore pitch, dynamics, tempo, sound effects</p> <p>Social: listening to others, sharing, taking turns, collaboration</p> <p>Emotional: confidence, independence, self-control</p> <p>Thinking: copy, create, provide feedback</p> <p><u>Reception</u> Whatever the Weather Unit 2 Listening: identify instruments, describe timbre, respond with mark making & movement</p> <p>Composing: simple melodies, thematic piece, creating new verses, create rhythms</p> <p>Performing: repeat rhythms, respond with movement, play percussion, so & mi, add actions, play & sing together</p>	<p><u>Nursery</u> All About Me Unit 1 Composing: create verses and actions, create rhythms, music based on a theme</p> <p>Performing: respond with movement, play percussion, copy rhythms, sing and chant</p> <p>Social: listening, taking turns, communication, work safely</p> <p>Emotional: talk about feelings, self-control, work independently</p> <p>Thinking: apply knowledge, copy, create, explore</p> <p><u>Reception</u> Minibeasts Unit 2 Listening: mark making, respond with movement, recognise similarities & changes in tempo & dynamics, explain preference</p> <p>Composing: new verses, words & actions, sound effects, select instruments, dynamics, tempo</p> <p>Performing: sing, play percussion, dynamics, tempo, repeat rhythms, match words & rhythms, vocal sounds, pitch, add</p>	<p><u>Nursery</u> Around the World Unit 1 Listening: describe instruments, describe dynamics and tempo, different genres, match sounds, respond with movement</p> <p>Composing: use changes in tempo, body percussion, percussion instruments, working with a partner</p> <p>Performing: copying rhythms, dynamics, tempo, playing percussion, singing call and response, adding actions to singing</p> <p>Social: communication, listening, sharing</p> <p>Emotional: confidence</p> <p>Thinking: copy and repeat, creativity, comprehension</p> <p><u>Reception</u> Circus Unit 2 Singing: adding actions, soloist, call and response, singing and playing Listening: identifying message, responding to changes in the music Composing: creating rhythms, improvising Performing: playing to the pulse, moving to the music, copying rhythms Social: sharing, respect,</p>	<p><u>Nursery</u> Walking in the Jungle Unit 1 Listening: compare, identify instruments, describe timbre Composing: create verses and actions, create rhythms, music based on a theme Performing: respond with movement, play percussion, copy rhythms, sing, chant, create vocal sound effects Social: kindness, work safely, take turns, share ideas Emotional: self-control, confidence, patience Thinking: comprehension, discuss preferences, remember and recall, explore</p> <p><u>Reception</u> Deep Blue Sea Unit 2 Listening: changes in pitch, respond with movement, describing sounds Composing: exploring instruments and their sound, simple rhythms, simple melodies Performing: following hand signals, steady beat, range of percussion instruments, follow</p>	<p><u>Nursery</u> Traditional Tales Unit 1 Composing: creating new verses, creating rhythms, adding sound effects Performing: copy and repeat rhythms, respond with movement, play percussion, so and mi, adding actions, explore dynamics and tempo Social: take turns, work with others, work safely, respect Emotional: self-control, confidence, independence Thinking: creativity, copying, comprehension</p> <p><u>Reception</u> Space Unit 2 Listening: identify sound of instruments, identify dynamics & tempo, express thoughts & feelings, respond with movement Composing: to a theme, consider dynamics & tempo, explore 3 notes Performing: with a partner, percussion instruments, speak, sing & play, simple melodies, pitch, notes so, mi & la Social: collaboration, communication, kindness, patience, sharing, move safely, respect Emotional: independence,</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Emotional: confidence, understanding feelings</p> <p>Thinking: apply knowledge, remember and repeat, interpretation, creativity</p>	<p>Social: collaboration, listening, working safely, take turns, share</p> <p>Emotional: self-control, confidence, perseverance, patience, independence</p> <p>Thinking: copy and repeat, comprehension, apply knowledge, follow instructions</p>	<p>actions</p> <p>Social: work safely, listen, share, collaborate, support</p> <p>Emotional: share feelings, confidence, patience, respect, self-control</p> <p>Thinking: create, copy, comprehension</p>	<p>kindness, working safely</p> <p>Emotional: confidence, independence, determination</p> <p>Thinking: problem solving, creativity, recall, decision making, select and apply</p>	<p>written symbols, call and response, identifying pitch, using different voices</p> <p>Social: collaboration, working safely, respect, sharing</p> <p>Emotional: self-control, understanding thoughts and feelings</p> <p>Thinking: comprehension, creativity</p>	<p>self control, persevere</p> <p>Thinking: comprehension, creativity, copy and repeat</p>
Year 1	<p><u>Dinosaurs</u></p> <p>Listening: identifying sounds, changes in pitch, matching instruments to sound</p> <p>Composing: consider timbre, dynamics & tempo, explore pitch, order sounds</p> <p>Performing: use dynamics, pulse & tempo, percussion, graphic score, follow a conductor, chanting, understand changes in pitch</p> <p>Social: co-operation, collaboration, respect, communication, leadership</p> <p>Emotional: confidence, empathy, persevere</p> <p>Thinking: select and apply, comprehension, feedback</p>	<p><u>Senses</u></p> <p>Listening: identifying dynamics, duration, tempo, timbre, instruments, identifying mood, identifying pitch</p> <p>Composing: creating rhythms</p> <p>Performing: in time with a pulse, following a conductor, changing tempo, dynamics & duration, performing rhythms, graphic notation, chant rhythms, sing in two parts</p> <p>Social: co-operation, responsibility, respect</p> <p>Emotional: independence, persevere, confidence</p> <p>Thinking: comprehension, feedback</p>	<p><u>Superheroes</u></p> <p>Listening: identifying pulse, identifying instruments, changes in dynamics</p> <p>Composing: use dynamics, tempo & structure, explore sound</p> <p>Performing: group ensemble, adding actions, following a score, following a conductor, change dynamics when singing</p> <p>Social: respect, collaboration, patience</p> <p>Emotional: self-control, independence, confidence</p> <p>Thinking: creativity, comprehension</p>	<p><u>Carnival of the Animals</u></p> <p>Listening: identify instruments, match instruments to a theme, respond with movement, recognise changes in music</p> <p>Composing: improvise, use dynamics & tempo, explore character</p> <p>Performing: ostinato, playing & singing together, explore dynamics, tempo, timbre & pitch, call & response</p> <p>Social: communication, co-operation, collaboration, support, respect</p> <p>Emotional: determination, empathy, self-control, independence, confidence</p> <p>Thinking: creativity, reflection, comprehension, select/apply</p>	<p><u>Fantasy and Adventure</u></p> <p>Listening: compare music, identify feelings, identify pitch, tempo & dynamics, respond with movement</p> <p>Composing: use so & mi, write a score, call & response, change tempo & dynamics, duet & group</p> <p>Performing: follow symbols; so, mi, ta and titi, duet & group, match pitch, call & response, explore dynamics & tempo</p> <p>Social: respect, collaboration, patience, communication</p> <p>Emotional: self-control, independence, confidence, empathy, understand feelings</p> <p>Thinking: creativity, comprehension, feedback</p>	<p><u>At the Seaside</u></p> <p>Listening: identifying sounds, interpreting music</p> <p>Composing: creating sound effects, layering sounds, exploring percussion, playing loudly/quietly/quickly/slowly, creating a graphic score</p> <p>Performing: following a score, group ensemble, performing to a pulse, changing tempo, adding actions</p> <p>Social: collaboration, co-operation, sharing, listening</p> <p>Emotional: self-control, identifying emotions, confidence, independence</p> <p>Thinking: select and apply</p>
Year 2	<p><u>Folksongs</u></p> <p>Listening: identify pulse, tempo, structure, (repetition of melody), instruments</p> <p>Composing: improvise rhythmic patterns</p> <p>Performing: class ensemble, drone, play & sing together,</p>	<p><u>Great Fire of London</u></p> <p>Listening: Features of Baroque, identify instruments, texture, use of voice, word painting</p> <p>Composing: explore vocal sounds, found sounds, instruments, record rhythms:</p>	<p><u>Jupiter</u></p> <p>Listening: identify instruments, dynamics, tempo, pitch, identify themes</p> <p>Composing: select and combine resources to create music in response to a non-</p>	<p><u>Toys</u></p> <p>Listening: identify pulse pitch & tempo</p> <p>Composing: create improvised phrases, use dot notation to record a melody</p> <p>Performing: move to music,</p>	<p><u>Four Seasons</u></p> <p>Listening: identify instruments, identify rhythm, pitch, dynamics & tempo</p> <p>Composing: improvise</p> <p>Performing: follow dot &</p>	<p><u>Oceans</u></p> <p>Listening: identify instruments, identify rhythm, pitch, dynamics and tempo</p> <p>Composing: improvise rhythm</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>create texture, maintain parts, call & response, sing in a round, sing/chant in three parts, use dynamics for expression</p>	<p>notation Performing: follow a score, notation, body percussion, copy rhythms, chant to a pulse, add actions when singing, sing in a round Social: co-operation, respect, kindness, communication Emotional: independence, perseverance, empathy, confidence Thinking: provide feedback, select/apply, comprehension, reflection</p>	<p>musical stimulus Performing: class ensemble, small group ensemble, show changes in dynamics, tempo, add lyrics, demonstrate an aware of occasion Social: communication, support, co-operation Emotional: empathy, confidence Thinking: reflection, problem solving</p>	<p>follow a score, play tuned percussion, play & sing together Social: co-operation, communication, collaboration, sharing Emotional: determination, perseverance, independence, integrity Thinking: decision making, problem solving, comprehension, creativity, select/apply</p>	<p>staff notation, use pitch, dynamics & tempo Social: respect, co-operation, leadership, communication Emotional: empathy, independence Thinking: reflection, decision making, provide feedback, creativity</p>	<p>Performing: follow staff notation, use pitch, dynamics and tempo Social: communication, kindness, respect, support, leadership Emotional: confidence, determination, independence, perseverance, honesty, empathy Thinking: creativity, reflection, problem solving, comprehension</p>
Year 3	<p><u>Stone Age</u> Listening: identify accuracy of rhythms played Composing: read & write rhythm notation, turn words into rhythms Performing: follow graphic score & western notation, rhythms as a soloist, duet or ensemble, add emotion to voices, chant to the pulse, call & response, add actions Social: sharing, consideration, inclusion, respect, leadership, support Emotional: empathy, confidence Thinking: provide feedback, use feedback to improve, creativity, select & apply</p>	<p><u>Castles</u> Listening: identify instruments, identify inter-related dimensions Composing: create rhythms, add actions, improvise melodies Performing: ostinato rhythms, chant and play 2 part, 3 part & 4 part rhythms, conducting, group ensemble, move to the pulse, call & response, sing in character Social: co-operate, supportive, respect, kindness, collaboration Emotional: confidence, empathy, independence Thinking: comprehension, problem solving, select & apply, decision making</p>	<p><u>In the Garden</u> Listening: identify instruments, identify changes in pitch Composing: rhythmic notation, pitch notation, add accompaniment Performing: staff notation, graphic notation, play by ear, sing in unison Social: kindness, respect, collaboration, co-operation, working safely Emotional: confidence, independence, integrity Thinking: comprehension, select & apply, reflection, feedback, creativity</p>	<p><u>Learning to Play the Recorder</u> Performing: staff notation, follow graphic notation, perform as an ensemble</p>	<p><u>Learning to Play the Recorder</u> Performing: staff notation, follow graphic notation, perform as an ensemble</p>	<p><u>Volcanoes</u> Listening: identify the inter-related dimensions Composing: add accompaniment, improvisation, write graphic notation, use the inter-related dimensions Performing: follow graphic notation, perform as an ensemble Social: sharing, collaboration, inclusion, respect, leadership, support Emotional: confidence, independence Thinking: feedback, explore, select & apply, creativity</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	<p><u>Ancient China</u></p> <p>Listening: identify instruments, identify features, appraise performances</p> <p>Composing: using pentatonic scale, add accompaniment, improvise, tell a story</p> <p>Performing: to the pulse, rhythm and pitch notation, harmonious notes, singing pentatonic scale, soloist, group & class ensemble</p> <p>Social: sharing, respect, collaboration, inclusion</p> <p>Emotional: empathy, confidence</p> <p>Thinking: provide & use feedback, select & apply</p>	<p><u>Jazz</u></p> <p>Listening: identify characteristics, appraise, identify instruments.</p> <p>Composing: use pitch, rhythm, improvisation and notation.</p> <p>Performing: follow staff notation, group ensemble, solo, call and response, scatting.</p> <p>Social: respect, support, communication.</p> <p>Emotional: confidence, independence.</p> <p>Thinking: creativity, decision making, providing feedback, reflection.</p>	<p><u>Samba</u></p> <p>Listening: identify characteristics, appraise, identify instruments</p> <p>Composing: polyrhythm, rhythm, staff notation</p> <p>Performing: follow staff notation, group ensemble, solo, call and response, call and response, sing in a round</p> <p>Social: respect, support, communication, patience</p> <p>Emotional: confidence, empathy, independence, perseverance</p> <p>Thinking: creativity, decision making, provide feedback, reflection, select & apply, comprehension</p>	<p><u>Learning to Play the Recorder</u></p> <p>Performing: staff notation, follow graphic notation, perform as an ensemble</p>	<p><u>Learning to Play the Recorder</u></p> <p>Performing: staff notation, follow graphic notation, perform as an ensemble</p>	<p><u>Rivers</u></p> <p>Listening: identify instruments, identify key features, identify inter-related dimensions of music</p> <p>Composing: select and combine to create texture, use graphic score, use pentatonic scale, write melody & lyrics, compose to represent a theme, use inter-related dimensions</p> <p>Performing: follow graphic notation, sing in unison, group ensemble</p> <p>Social: collaboration, respect, communication</p> <p>Emotional: confidence, perseverance</p> <p>Thinking: select & apply, comprehension, providing feedback</p>

The above music curriculum overview will continue to be updated in line with new learning resources being trialled, whilst we work to fulfil the recommendations for music learning contained within the new Model Music Curriculum published 2021.