

Music Curriculum 2024

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<ul style="list-style-type: none"> • Show attention to sounds and music by stimulating their enjoyment of music through singing and playing musical and singing games • Join in with songs and rhymes, making some sounds – use songs to signify changes in routine e.g tidy up, washing hands, dinner time, morning group. • Respond emotionally and physically to music when it changes using a diverse range of music from different cultures • Move and dance to music. • Anticipate phrases and actions in rhymes and songs, like ‘Peepo’. • Explore their voices and enjoy making sounds. • Make rhythmical and repetitive sounds using found objects such as twigs/ outdoor music making/ tapping • Explore a range of soundmakers and instruments and play them in different ways – tap/ bang/ shake • Enjoy and take part in action songs using a broad range from different cultures – sing these regularly so that children learn the melody/ words by heart. • Listen with increased attention to sounds – listening walks/ active listening games/ guess the sound/ playing music whilst they paint or draw/ sound matching games • Respond to what they have heard, expressing their thoughts and feelings using pupil voice communication boards • Listen to a wide variety of music from other cultures and historical eras • Explore and engage in music making, performing solo or in groups. • Keep a steady beat when playing and singing • Play movement and listening games that use different sounds for different movements. Suggestions: March to the sound of the drum or creep to the sound of the maraca. • to tap rhythms to accompany words, such as tapping the syllables of names, objects, animals and the lyrics of a song • Move in time to the pulse in music and respond when the pulse changes • To begin to create their own music and play with sounds 					

VOCABULARY - Tap/ shake/ bang/ beat/ stop/ start / rhythm

Listening to the music of John Williams

YEAR 1

	Me Myself and I	This little Light of Mine	I'll Huff and I'll Puff	Wild World	If you're happy and you know it	Curious Curators
EXPLORATORY	<p><u>SINGING</u> Join in with songs and rhymes making some vocalisations – use routine songs/ days of the week/ dinner time song/ tidy up song/ end of the day</p>	<p><u>SINGING</u> Join in with songs and rhymes making some vocalisations – maths rhymes/ actions songs/ song sacks</p> <p>To Vocalise whilst playing with instruments, including long non-syllabic sounds and syllable sounds.</p>	<p><u>SINGING</u> Join in with songs and rhymes making some vocalisations – action rhymes / song sacks</p> <p>To Vocalise whilst playing with instruments, including long non-syllabic sounds and syllable sounds.</p>	<p><u>SINGING</u> Join in with songs and rhymes making some vocalisations – imitating the animal noises</p> <p>Begin to join in actions of whole class songs and copy the animal noises in songs</p> <p>To make utterances and vocalise snippets of songs.</p> <p>To anticipate & sing certain words in songs.</p>	<p><u>SINGING</u> Join in with songs and rhymes making some vocalisations</p> <p>Join in with the actions of whole class rhymes.</p> <p>To make utterances and vocalise snippets of songs.</p> <p>To anticipate & sing certain words in songs.</p>	<p><u>SINGING</u> Join in with songs and rhymes making some vocalisations</p> <p>Join in with the actions of whole class rhymes.</p> <p>To make utterances and vocalise snippets of songs.</p> <p>To anticipate & sing certain words in songs.</p>

FUNCTIONAL	<u>SINGING</u>	<u>SINGING</u>	<u>SINGING</u>	<u>SINGING</u>	<u>SINGING</u>	<u>SINGING</u>
	<p>Enjoy and take part in songs , chants and rhymes – heads shoulders knees and toes. Voice Links songs - What's on my face? Busy Day! Clever Clogs</p> <p>Sing Collectively</p>	<p>Enjoy and take part in songs , chants and rhymes – this little light of mine, twinkle twinkle little Star, star light , star bright first star I see tonight , Voice links – fireworks, Jingle Bells, Christingle song</p> <p>Sing Collectively</p>	<p>Enjoy and take part in songs , chants and rhymes – Boom Chika Boom, Bounce High, Bounce low, Voices foundation – Have you brought your whispering Voice</p> <p>To repeat phrases of songs.</p> <p>Sing Collectively</p> <p>Respond to start, stop, loud, quiet</p>	<p>Enjoy and take part in songs , chants and rhymes – sing up – animal song, Copy Kitten, Animal tea party, I see animals (warm up song)</p> <p>To repeat phrases of songs.</p> <p>Sing Collectively</p> <p>Respond to start, stop, loud, quiet</p>	<p>Enjoy and take part in songs , chants and rhymes and call and response songs- I once saw and elephant, wheels on the bus, Incy wincey spider, if you're happy and you know it, Bean bag song (Sing up) Tongo (sing up)</p> <p>To repeat phrases of songs.</p> <p>Sing Collectively</p> <p>Respond to start, stop, loud, quiet</p>	<p>Enjoy and take part in songs , chants and rhymes – I'm a little Bean, I love the flowers (sing up) I am a little sunflower, can you plant a bean.</p> <p>To repeat phrases of songs.</p> <p>Sing Collectively</p> <p>Respond to start, stop, loud, quiet</p>

<p>CORE</p>	<p><u>SINGING</u> Sing simple songs and chants and rhymes from memory - heads shoulders knees and toes Voice Links songs - What's on my face? Busy Day! Clever Clogs</p> <p>Begin to sing collectively</p> <p>Respond to stop start, loud, quiet and counting in.</p>	<p><u>SINGING</u> Sing simple songs and chants and rhymes from memory this little light of mine, twinkle twinkle little Star, star light , star bright first star I see tonight , Voice links – fireworks, Jingle Bells, Christingle song</p> <p>Begin to sing collectively</p> <p>Respond to stop start, loud, quiet and counting in.</p>	<p><u>SINGING</u> Sing simple songs and chants and rhymes from memory - Boom Chika Boom, Bounce High, Bounce low, Voices foundation – Have you brought your whispering Voice</p> <p>Begin to sing collectively at the same pitch.</p> <p>Respond to stop start, loud, quiet and counting in.</p>	<p><u>SINGING</u> Sing simple songs and chants and rhymes from memory sing up – animal song, Copy Kitten, ,Animal tea party, I see animals (warm up song)</p> <p>Begin to sing collectively at the same pitch.</p> <p>Respond to stop start, loud, quiet and counting in.</p>	<p><u>SINGING</u> Sing simple songs and chants and rhymes from memory. Participate in call and response songs and begin to match pitch of song - I once saw and elephant, wheels on the bus, Incy wincey spider, if you're happy and you know it, Bean bag song (Sing up) Tongo (sing up)</p> <p>To sing collectively at the same pitch.</p> <p>Sing Entire Songs.</p>	<p><u>SINGING</u> Sing simple songs and chants and rhymes from memory I'm a little Bean, I love the flowers (sing up) I am a little sunflower, can you plant a bean. –</p> <p>To sing entire songs.</p> <p>Attempt to sing solo.</p> <p>To sing collectively at the same pitch.</p> <p>Respond to stop start, loud, quiet and counting in.</p>
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					Attempt to sing solo	
					Respond to stop start, loud, quiet and counting in.	
Resources needed	Voice links music book					
LISTENING TO THE MUSIC OF BERNSTEIN						
SINGING VOCABULARY – stop, start, loud, quiet pitch (how high/ low a note is) high low						
YEAR 2						
	Helping Hands	Celebrate Good Times	Super Me – Florence Nightingale	Circle of life	Whole World in his hands	Imagination Station – Neil Armstrong
EXPLORATORY	<u>SINGING</u> Join in with songs and rhymes making some vocalisations use routine songs/ days of the week/ dinner time song/ tidy up song/ end of the day	<u>SINGING</u> Join in with songs and rhymes making some vocalisations use routine songs/ days of the week/ dinner time song/ tidy up song/ end of the day	<u>SINGING</u> Join in with songs and rhymes making some vocalisations – begin to join in whole class songs Begin to respond to	<u>SINGING</u> Join in with songs and rhymes making some vocalisations begin to join in whole class songs Begin to respond to stop and start signals	<u>SINGING</u> Join in with songs and rhymes making some vocalisations begin to join in whole class songs Begin to respond to	<u>SINGING</u> Join in with songs and rhymes making some vocalisations begin to join in whole class songs Begin to respond to

	<p>Begin to respond to stop and start signals To make utterances and vocalise snippets of songs. To anticipate & sing certain words in songs</p>	<p>Begin to respond to stop and start signals To make utterances and vocalise snippets of songs. To anticipate & sing certain words in songs</p>	<p>stop and start signals To join in with action songs by singing some words and creating some or all action</p>	<p>To join in with action songs by singing some words and creating some or all action</p>	<p>stop and start signals To imitate the melodic shape of an adult's voice.</p>	<p>stop and start signals To imitate the melodic shape of an adult's voice.</p>
FUNCTIONAL	<p><u>SINGING</u> Sing songs with increasing control - <i>Little Sally Saucer , hey look at me (Mi so version), built my lady a fine brickhouse</i> Respond to stop start, loud, quiet Begin to sing collectively at</p>	<p><u>SINGING</u> Sing songs with increasing control – <i>voice links the King is in his Castle, Voice links – fireworks, Diva lamps are shining bright, Rain Rain go away, Rudolf the red nosed reindeer</i> Respond to stop start, loud, quiet</p>	<p><u>SINGING</u> Sing songs with increasing control Respond to stop start, loud, quiet and counting in – <i>Acka Backa, Dr Knockerboker, Voice links – I'm a train.</i> Begin to sing collectively at</p>	<p><u>SINGING</u> Sing songs with increasing control - <i>Kye Kye Kule, I got kicked by a kangaroo, sing up - Feeding time and animal circle time.</i> Respond to stop start, loud, quiet and counting in. Begin to sing collectively at the same pitch.</p>	<p><u>SINGING</u> Sing songs with increasing control – <i>whole world in his hands, Sing up – Nanuma, Si njay njay njay</i> Respond to stop start, loud, quiet and counting in.</p>	<p><u>SINGING</u> Sing songs with increasing control – <i>Star Light Star Bright, Sun Moon and Stars – singing Walrus, Sing Up – Alien Shuffle.</i> Respond to stop start, loud, quiet and counting in.</p>

	<p>the same pitch.</p> <p>To repeat phrases of songs.</p> <p>To create sounds in vocal sound games.</p> <p>To respond to conductor signalling stop and start.</p>	<p>Begin to sing collectively at the same pitch.</p> <p>To repeat phrases of songs.</p> <p>To create sounds in vocal sound games.</p> <p>To respond to conductor signalling stop and start.</p>	<p>the same pitch.</p> <p>To repeat phrases of songs.</p> <p>To respond to conductor signalling high low</p>	<p>To repeat phrases of songs.</p> <p>To respond to conductor signalling high low</p>	<p>sing collectively at the same pitch.</p> <p>To sing an entire song</p> <p>To begin to sing expressively</p>	<p>sing collectively at the same pitch.</p> <p>To sing an entire song</p> <p>To begin to sing expressively</p>
CORE	<p><u>SINGING</u></p> <p>Sing songs with a small pitch range , pitching accurately (mi So range) - Little Sally Saucer , hey look at me (Mi so version), built my lady a fine brickhouse</p>	<p><u>SINGING</u></p> <p>Sing songs with a small pitch range , pitching accurately - voice links the King is in his Castle, Voice links – fireworks, Diva lamps are shining bright, Rain Rain go</p>	<p><u>SINGING</u></p> <p>Sing songs with a small pitch range , pitching accurately - Acka Backa, Dr Knockerboker, Voice links – I'm a train.</p>	<p><u>SINGING</u></p> <p>Sing songs with a small pitch range , pitching accurately - Kye Kye Kule, I got kicked by a kangaroo, sing up - Feeding time and animal circle time.</p> <p>Know the meaning of</p>	<p><u>SINGING</u></p> <p>Sing songs with a small pitch range , pitching accurately - whole world in his hands, Sing up – Nanuma, Si njay njay njay</p> <p>Know the meaning of</p>	<p><u>SINGING</u></p> <p>Sing songs with a small pitch range , pitching accurately - Star Light Star Bright, Sun Moon and Stars – singing Walrus, Sing Up – Alien Shuffle.</p>

	Anticipate phrases and actions in rhymes and songs,	Anticipate phrases and actions in rhymes and songs, Explore their voices and enjoy making sounds.	Anticipate phrases and actions in rhymes and songs, To make utterances and vocalise snippets of songs. To anticipate & sing certain words in songs.	Anticipate phrases and actions in rhymes and songs, To make utterances and vocalise snippets of songs. To anticipate & sing certain words in songs.	Anticipate phrases and actions in rhymes and songs, To begin to join in with action songs by singing some words and creating some or all action	Anticipate phrases and actions in rhymes and songs, To begin to join in with action songs by singing some words and creating some or all action
Functional Bridge Tier	Explore their voices and enjoy making sounds. Begin to sing loud and quietly when needed.	Explore their voices and enjoy making sounds. Begin to sing loud and quietly when needed.	Explore their voices and enjoy making sounds. Begin to sing loud and quietly when needed.	Explore their voices and enjoy making sounds. Begin to sing loud and quietly when needed.	Explore their voices and enjoy making sounds. Begin to sing loud and quietly when needed.	Explore their voices and enjoy making sounds. Begin to sing loud and quietly when needed.
FUNCTIONAL	<u>SINGING</u> Begin to sing loud and quietly as part of following a	<u>SINGING</u> To sing Songs regularly with a small pitch range – Sing Up – Heads	<u>SINGING</u> To sing Songs regularly with a small pitch range Singing Sherlock 2 –	<u>SINGING</u> To sing Songs regularly with a small pitch range – Sing Up – build it high, will you go	<u>SINGING</u> To sing Songs regularly with a small pitch range Sing Up – Beat of a	<u>SINGING</u> To sing Songs regularly with a small pitch range – Sing Up – Lets be

	<p>verbal or symbol instruction.</p> <p>To sing Songs regularly with a small pitch range – Sing Up –the animals went in 2 by 2, The animal fair, living it up in Greece</p> <p>To recreate pitch matches, ie reproduces with his or her voice the pitch of a tone sung by another.</p>	<p>and shoulders, Singing Sherlock – Dr Knickerbocker, Frosty the snowman (sing up)</p> <p>Begin to sing loud and quietly when needed.</p> <p>To recreate pitch matches, ie reproduces with his or her voice the pitch of a tone sung by another.</p>	<p>crash beep beep , Si Si Si, Sing Up – make that sound</p> <p>Begin to sing loud and quietly when needed.</p> <p>To sing whole songs</p> <p>To know the term chorus</p>	<p>lassie go, Voice Links – I’m a train</p> <p>Begin to sing loud and quietly when needed.</p> <p>To sing whole songs</p> <p>To know the term chorus</p>	<p>different Drum, We’re all amazing, feet feet feet</p> <p>Begin to sing loud and quietly when needed.</p> <p>To recognise the chorus in a song</p>	<p>friends, Young Voice Works – Ebenezer Sneezer Singing Sherlock 1 – Teddy Bear Rock n Roll.</p> <p>Begin to sing loud and quietly when needed.</p> <p>To recognise the chorus in a song</p>
CORE	<p><u>SINGING</u> Sing songs – pitching accurately and expressively - Sing Up –the animals went in 2 by 2, The</p>	<p><u>SINGING</u> Sing songs – pitching accurately and expressively - Sing Up – Heads and shoulders,</p>	<p><u>SINGING</u> Sing songs – pitching accurately and expressively- Singing Sherlock 2 – crash beep</p>	<p><u>SINGING</u> Sing songs – pitching accurately and expressively - Sing Up – build it high, will you go lassie go, Voice Links – I’m a train</p>	<p><u>SINGING</u> Sing songs – pitching accurately and expressively- Sing Up - Beat of a different</p>	<p><u>SINGING</u> Sing songs – pitching accurately and expressively- – Sing Up – Lets be friends, Young Voice</p>

	<p>animal fair, Living it Up in Greece</p> <p>To understand the concept of pitch</p> <p>To recognise high and low notes.</p> <p>To perform high and low notes.</p> <p>Know the meaning of dynamics (loud/ quiet) and tempo (fast/ slow)</p> <p>To understand dynamics – sing / play loud or quiet on signal.</p>	<p>Singing Sherlock – Dr Knickerbocker, Frosty the snowman (sing up)</p> <p>To understand the concept of pitch</p> <p>To recognise high and low notes.</p> <p>To perform high and low notes.</p> <p>Know the meaning of dynamics (loud/ quiet) and tempo (fast/ slow)</p> <p>To understand dynamics – sing / play loud or quiet on signal.</p>	<p>beep , Si Si Si, Sing Up – make that sound</p> <p>Know the meaning of dynamics (loud/ quiet) and tempo (fast/ slow) and respond to the leaders directions/ signs</p> <p>To chant a line that they hear spoken.</p> <p>To sing back a melody line.</p> <p>To sing back a section of song from memory.</p>	<p>Know the meaning of dynamics (loud/ quiet) and tempo (fast/ slow) and respond to the leaders directions/ signs</p> <p>To chant a line that they hear spoken.</p> <p>To sing back a melody line.</p> <p>To sing back a section of song from memory.</p>	<p>Drum, We're all amazing, feet feet feet</p> <p>Know the meaning of dynamics (loud/ quiet) and tempo (fast/ slow) and respond to the leaders directions/ signs</p> <p>Know when to pause and crescendo (getting louder) or decrescendo (getting quieter)</p>	<p>Works – Ebenezer Sneezzer Singing Sherlock 1 – Teddy Bear Rock n Roll.</p> <p>Know the meaning of dynamics (loud/ quiet) and tempo (fast/ slow) and respond to the leaders directions/ signs</p> <p>Know when to pause and crescendo (getting louder) or decrescendo (getting quieter)</p>
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LISTENING TO THE MUSIC OF TCHAIKOVSKY

Singing Vocabulary - stop, start, loud, quiet **pitch** (how high/ low a note is) **high low solo chorus** **Dynamics** (loud/ quiet) **Crescendo decrescendo**

YEAR 4

	I am feeling	Home is Where the Heart is	The Choice is yours	Around the world	Staying Alive	Read all about it
EXPLORATORY	<p><u>SINGING</u> Join in with songs and rhymes making some vocalisations</p> <p>Anticipate phrases and actions in rhymes and songs,</p> <p>Explore their voices and enjoy making sounds.</p> <p>To begin to respond to stop, start, loud, quiet.</p>	<p><u>SINGING</u> Join in with songs and rhymes making some vocalisations</p> <p>Anticipate phrases and actions in rhymes and songs,</p> <p>Explore their voices and enjoy making sounds.</p> <p>To respond to stop, start, loud, quiet.</p>	<p><u>SINGING</u> Join in with songs and rhymes making some vocalisations</p> <p>Anticipate phrases and actions in rhymes and songs,</p> <p>To make utterances and vocalise snippets of songs.</p> <p>To anticipate & sing certain words in songs.</p>	<p><u>SINGING</u> Join in with songs and rhymes making some vocalisations</p> <p>Anticipate phrases and actions in rhymes and songs,</p> <p>To make utterances and vocalise snippets of songs.</p> <p>To anticipate & sing certain words in songs.</p> <p>To respond to stop, start, loud, quiet.</p>	<p><u>SINGING</u> Join in with some familiar songs and rhymes making some vocalisations</p> <p>Anticipate phrases and actions in rhymes and songs,</p> <p>To join in with action songs by singing some words and creating some or all action</p> <p>To respond to stop, start, loud, quiet.</p>	<p><u>SINGING</u> Join in with some familiar songs and rhymes making some vocalisations</p> <p>Anticipate phrases and actions in rhymes and songs,</p> <p>To join in with action songs by singing some words and creating some or all action</p> <p>To respond to stop, start, loud, quiet.</p>

			To respond to stop, start, loud, quiet.			
Functional Bridge Tier	To consistently respond to stop, start, loud, quiet. To start to perform actions in songs with adult support.	To consistently respond to stop, start, loud, quiet. To start to perform actions in songs with adult support.	To anticipate & sing short phrases in songs. Begin to sing familiar songs in unison	To anticipate & sing short phrases in songs. Begin to sing familiar songs in unison	To join in with action songs by singing some words and creating some or all action. Join in with songs and rhymes making some vocalisations	To join in with action songs by singing some words and creating some or all action. Join in with songs and rhymes making some vocalisations
FUNCTIONAL	<u>SINGING</u> Begin to sing unison songs with a widening pitch range – down by the bay – call and response, Sing Up – doo bi doo, Train coming	<u>SINGING</u> Begin to sing unison songs with a widening pitch range - Sing Up – a keelie, the bean bag song, jumping up and down To perform actions in	<u>SINGING</u> Begin to sing songs in unison with a widening pitch range – Sing Up – Alien Shuffle, skip to my Lou, Roll the chariot along. To recreate pitch matches,	<u>SINGING</u> Begin to sing unison songs with a widening pitch range Sing Up - Waltzing Matilda , Juba, The magic travel machine To recreate pitch matches, ie reproduces with his or her voice the pitch of a	<u>SINGING</u> Begin to sing unison songs with a widening pitch range- Baby 1 2 3, Jean Petit qui danse, Happy and Healthy To be able to sing the melodic	<u>SINGING</u> Begin to sing unison songs with a widening pitch range – Sing Up – Hey little Frog, Animal Tea Party, Butterfly – echo track To be able to sing the

	<p>To consistently perform actions in songs with adult support.</p> <p>To sing a range of call and response songs, and begin to match what they hear.</p>	<p>songs with adult support.</p> <p>To sing a range of call and response songs, and begin to match what they hear.</p>	<p>ie reproduces with his or her voice the pitch of a tone sung by another.</p> <p>To respond to the leaders signs/ directions to change dynamics (fast/ slow) or tempo (high/ low).</p>	<p>tone sung by another.</p> <p>To respond to the leaders signs/ directions to change dynamics (fast/ slow) or tempo (high/ low).</p>	<p>shape (moving melody, eg up and down, down & up) of familiar songs.</p> <p>To respond to the leaders signs/ directions to change dynamics (fast/ slow) or tempo (high/ low).</p> <p>To sing expressively.</p>	<p>melodic shape (moving melody, eg up and down, down & up) of familiar songs.</p> <p>To respond to the leaders signs/ directions to change dynamics (fast/ slow) or tempo (high/ low).</p> <p>To sing expressively.</p>
CORE	<p><u>SINGING</u> Sing a wide range of unison songs tunefully and with expression – <i>down by the bay – call and response, Sing Up – doo bi doo, Train coming</i></p>	<p><u>SINGING</u> Sing a wide range of unison songs tunefully and with expression. -- <i>Sing Up – a keelie, the bean bag song, jumping up and down</i></p>	<p><u>SINGING</u> Sing a wide range of unison songs tunefully and with expression – <i>Sing Up – Alien Shuffle, skip to my Lou, Roll the chariot along.</i></p>	<p><u>SINGING</u> Sing a wide range of unison songs tunefully and with expression. <i>Sing Up - Waltzing Matilda , Juba, The magic travel machine</i></p> <p>To walk/ move or clap a steady beat with others</p>	<p><u>SINGING</u> Sing a wide range of unison songs tunefully and with expression. <i>Baby 1 2 3, Jean Petit qui danse, Happy and Healthy</i></p>	<p><u>SINGING</u> Sing a wide range of unison songs tunefully and with expression. – <i>Sing Up – Hey little Frog, Animal Tea Party, Butterfly – echo track</i></p>

	To know what 'call and response' means To walk/ move or clap a steady beat with others. Know when to pause and crescendo (getting louder) or decrescendo (getting quieter)	To know what 'call and response' means To walk/ move or clap a steady beat with others. Know when to pause and crescendo (getting louder) or decrescendo (getting quieter)	To walk/ move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. To perform in the school choir or assemblies.	changing the speed of the beat as the tempo of the music changes. To perform in the school choir or assemblies.	To perform forte (loud and soft) To perform in the school choir or assemblies.	To perform forte (loud and soft) To perform in the school choir or assemblies.
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LISTENING TO THE MUSIC OF MOZART

Singing Vocabulary - stop, start, loud, quiet pitch (how high/ low a note is) high low solo call and response Dynamics (loud/ quiet) Crescendo decrescendo beat (unit of time marking out speed) tempo (speed of music – fast/ slow) forte (loud and soft)

YEAR 5

EXPLORATORY	<u>SINGING</u> To respond to changes in music such as loud/quiet, (dynamics) fast/slow (tempo), high/low (pitch).	<u>SINGING</u> To turn head towards sounds played by others To respond physically to music To anticipate changes in	<u>SINGING</u> To be able to stop when shown a symbol To be able to start when shown a symbol	<u>SINGING</u> To investigate new instruments To engage with creating sounds using instruments To Vocalise whilst playing with instruments, including long	<u>SINGING</u> To express musical preferences; including song To respond emotionally to music	<u>SINGING</u> To be aware of cause and effect in familiar events e.g. what happens when particular instruments
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	<p>To watch others play To vocalise whilst listening to familiar music, eg join in with the music they are listening to To use single words, gestures, signs, objects, pictures or symbols to communicate about familiar musical activities or name familiar instruments. To use instruments in a range of ways, eg tapping, rubbing, sweeping, uses either ends of beaters, strikes instruments both vertically and horizontal.</p>	<p>familiar music e.g. recognises and remembers when music is going to get louder, quieter or stop. To make utterances and vocalise snippets of songs. To show some anticipation & sing own words in songs.</p>	<p>To respond to "my turn, your turn" games To imitate the melodic shape of an adult's voice. To join in with some action song. To hold small instruments in each hand and bring them together to tap.</p>	<p>non-syllabic sounds and syllable sounds. To enjoy being tapped gently to the pulse of music (live or recorded).</p>	<p>To indicate what songs and music he or she would like to hear To create sound effects To hold a beater in each hand and tap them eg taps the beaters on drums, chime bars</p>	<p>are shaken banded, scraped or blown</p> <p>To be confident in participating in music lessons</p> <p>To enjoy moving to music as they play or listen to others.</p> <p>To move in response to rhythms heard played on instruments</p>
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<p>Functional Bridge Tier</p>	<p>To use instruments in a range of ways . Start to recognise differences in dynamics.</p>	<p>To consistently show anticipation and sing certain words to songs. With support start to perform a call and response song with actions</p>	<p>To join in with most action from a familiar action song or rhyme. To take part in a class performance with support.</p>	<p>To enjoy being moved gently to the pulse of music (live or recorded) eg being rocked, bounced. Start to show an interest in creating a musical soundscape with support.</p>	<p>To play instruments rhythmically and repetitively. Imitate a simple rhythm clapped to them.</p>	<p>To begin to take turns when playing instruments. To recognise what a motif is. (repeated).</p>
<p>FUNCTIONAL</p>	<p><u>SINGING</u> To consistently recognise differences in dynamics To recognise different instruments and begin to name them To understand what texture is. To use appropriate musical vocabulary To know what a graphic score is</p>	<p><u>SINGING</u> To use their voice to create sound To offer ideas and suggestions for making sounds To create atmosphere by using dynamics To know what 'call and response' means To know that call and response is a feature of African music</p>	<p><u>SINGING</u> To sing a song and play the pulse using an instrument To be able to suggest how to make different sound effects of the song To take part in a class performance, singing and, playing the pulse at the same time To respond to hand signals</p>	<p><u>SINGING</u> To be able to create a musical soundscape To be able to select appropriate timbres to represent characters To be able to select appropriate tempo changes to represent actions To be able to select appropriate dynamics to</p>	<p><u>SINGING</u> Copy a rhythm clapped to them by an adult. To clap these rhythms in time with the music To recognise that music is shown through beats and notation To say and clap the rhythm of their name To know that melodies</p>	<p><u>SINGING</u> To play a simple motif To create a motif To notate or create a visual representation of a motif To create and play a simple motif using visual representation to record it.</p>

	To know the structure of a piece of music	To sing along in time to the response parts of an African song To perform a call and response song with actions		represent emotions To use musical vocabulary to describe what they play To be able add structure to a piece of music. To evaluate a piece of music that they have created .	(tunes) can be written down using letters To play a melody (tune) from letter notation (letter names)	To use dynamics to enhance a motif To perform the piece with accuracy
CORE	<u>SINGING</u> To know what a chord is. To play can play the chord of C To understand different musical notation To describe a piece of music, referring to: - tempo (speed) -	<u>SINGING</u> To know what call and response is To improvise a new response to the call To perform with confidence To play a tune	<u>SINGING</u> To play as part of a group To keep in time To perform with accuracy To know that structure means the organisation of the music into sections To know that texture means	<u>SINGING</u> To picture a story from a piece of music To be able to use musical vocabulary to describe music To be able to choose descriptive words to describe a picture/ place To use their voice to make the sound of the word	<u>SINGING</u> To recognise and name note rhythms . To perform rhythms accurately from notation To play a repeated rhythm To play a melodic pattern from simple	<u>SINGING</u> To write short sentences to create a song To be able to write lyrics which rhyme To write and pentatonic melody using letter notation To evaluate their work and

	dynamics (volume) - texture (different layers) - structure (organisation of the piece)		how many different layers of music there are playing at a time To play in time and hold their own part	match its description	notation with letter names To play on the off beat To recognise the on beat To play a syncopated rhythm	that of their peers.
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LISTENING TO THE MUSIC OF BEETHOVEN Year 5

develop an understanding of the history of music

listen with concentration and understanding to a range of high-quality live and recorded music

Use single words, gestures, signs, objects, pictures or symbols to communicate about the music that they are listening to.

YEAR 6

EXPLORATORY	<u>SINGING</u> To express musical preferences; including song To respond emotionally to music To indicate what songs and music he or she would like to hear To create	<u>SINGING</u> Playing and singing together. Turns head towards sounds played by others. To respond physically to music. To anticipate changes in familiar music	<u>SINGING</u> To be able to stop when shown a symbol. To be able to start when shown a symbol. To respond to "my turn, your turn" game.	<u>SINGING</u> To investigate new instruments. To engage with creating sounds using instruments. To vocalise whilst playing with instruments, including long non-syllabic sounds and syllable sounds.	<u>SINGING</u> To express musical preferences; including song To respond emotionally to music. To indicate what songs and music he or she would like to hear. To create sound effects.	<u>SINGING</u> To be aware of cause and effect in familiar events e.g. what happens when particular instruments are shaken banged, scraped or blown
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	<p>sound effects.</p> <p>To hold a beater in each hand and tap them eg taps the beaters on drums, chime bars.</p> <p>To start to play instruments rhythmically and repetitively.</p>	<p>e.g. recognises and remembers when music is going to get louder, quieter or stop.</p> <p>To make utterances and vocalise snippets of songs.</p>	<p>To imitate the melodic shape of an adult's voice.</p> <p>Joins in with action songs by singing some words and creating some or all actions.</p>	<p>To enjoy being tapped gently to the pulse of music (live or recorded).</p>	<p>To hold a beater in each hand and tap them eg taps the beaters on drums, chime bars</p>	<p>To be confident in participating in music lessons</p> <p>To enjoy moving to music as they play or listen to others.</p> <p>To move in response to rhythms heard played on instruments.</p> <p>To begin to take turns when playing instruments.</p> <p>Listening LISTENING TO THE MUSIC OF BACH Use single words, gestures, signs, objects, pictures or symbols to communicate about the music that</p>
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						they are listening to.
Functional Bridge Tier	To independently play instruments rhythmically and repetitively. With adult support copy a simple rhythm clapped to them.	To anticipate & sing certain words in songs Use their voice to create sound.	Hold small instruments in each hand and bring them together to tap. Sing a song and play the pulse using an instrument.	To enjoy being moved gently to the pulse of music (live or recorded) e.g. being rocked, bounced. With support start to be able to create a musical soundscape.	To play instruments rhythmically and repetitively. To clap back in time, a simple rhythm clapped to them	To consistently accept taking turns when playing instruments. Listening LISTENING TO THE MUSIC OF BACH To listen with concentration and engagement to music.
FUNCTIONAL	<u>SINGING</u> Copy a simple rhythm clapped to them. To clap these rhythms in time with the music To recognise that music is shown through beats and notation To say and clap the	<u>Playing and singing together</u> Offer ideas and suggestions for making sounds. Create atmosphere by using dynamics To what 'call and response' means	<u>SINGING</u> To be able to suggest how to make different sound effects of the song To take part in a class performance, singing and, playing the pulse at the same time	<u>SINGING</u> To be able to create a musical soundscape. To be able to select appropriate timbres to represent characters. To be able to select appropriate tempo changes to represent actions.	<u>SINGING</u> To clap these rhythms in time with the music. To recognise that music is shown through beats and notation. To say and clap the rhythm of their name.	<u>SINGING</u> To understand what a motif is. To play a simple motif. To create a motif. To notate or create a visual representation of a motif. To create and play a simple motif using

	<p>rhythm of their name</p> <p>To know that melodies (tunes) can be written down using letters</p> <p>To play a melody (tune) from letter notation (letter names)</p>	<p>To know that call and response is a feature of African music</p> <p>To sing along in time to the response parts of an African song</p> <p>To perform a call and response song with actions</p>	<p>Respond to hand signals</p>	<p>To be able to select appropriate dynamics to represent emotions.</p> <p>To use musical vocabulary to describe what they play.</p> <p>To be able add structure to a piece of music.</p> <p>To evaluate a piece of music that they have created.</p>	<p>To know that melodies (tunes) can be written down using letters.</p> <p>To play a melody (tune) from letter notation (letter names)</p>	<p>visual representation to record it.</p> <p>To use dynamics to enhance a motif.</p> <p>To perform the piece with accuracy.</p> <p>Listening LISTENING TO THE MUSIC OF BACH</p> <p>To develop an understanding of the history of music.</p> <p>To listen with concentration and understanding to a range of high-quality live and recorded music.</p>
CORE	<p><u>SINGING</u></p> <p>To recognise and name</p>	<p><u>SINGING</u></p> <p>To use vocal expression to</p>	<p><u>SINGING</u></p>	<p><u>SINGING</u></p> <p>Be able to choose</p>	<p><u>SINGING</u></p>	<p><u>SINGING</u></p>

	<p>note rhythms . To perform rhythms accurately from notation To play a repeated rhythm To play a melodic pattern from simple notation with letter names To play on the off beat To recognise the on beat To play a syncopated rhythm</p>	<p>convey meaning To accurately sing in a small group To sing in time To sing in tune To sing a melody in tune To know that a 'repeated melody' or a 'loop' is something which keeps repeating</p>	<p>To play as part of a group To keep in time Perform with accuracy To know that structure means the organisation of the music into sections To know that texture means how many different layers of music there are playing at a time To play in time and hold their own part</p>	<p>descriptive words to describe a picture/ place To use their voice to make the sound of the word match its description To build the structure of a sound story considering: the best way to start and end - tempo (speed) dynamics (volume) texture (different layers) structure (organisation of the piece) To perform as part of a group and play sound effects</p>	<p>To know what body percussion is Use body percussion to perform a boom clap click sequence To create one line of my own sequence using a 'stamp' To record a rhythm using symbols or word To play on the off beat To recognise the on beat To play a syncopated rhythm</p>	<p>Be able to explain what a motif is To hear and recognise a motif in a piece of music To play a motif on a tuned instrument To compose a motif To use graphic notation to record a motif</p> <p>Listening LISTENING TO THE MUSIC OF BACH To develop an understanding of the history of music</p>
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Listening
LISTENING TO THE MUSIC OF BACH

Use single words, gestures, signs, objects, pictures or symbols to communicate about the music that they are listening to.

To develop an understanding of the history of music

To listen with concentration and understanding to a range of high-quality live and recorded music

To develop an understanding of the history of music

To listen with concentration and understanding to a range of high-quality live and recorded music

