



MUSIC curriculum

STATUTORY

Nursery and Reception	Year 1 and Year 2
<p>Children at the expected level of development will:</p> <p><u>Expressive Arts and Design</u> Being Imaginative and Expressive ELG</p> <ul style="list-style-type: none"> • Sing a range of well-known nursery rhymes and songs; • Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music. 	<ul style="list-style-type: none"> • use voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music.

AGE EXPECTATIONS EYFS

Exploration and Skills		
<ul style="list-style-type: none"> • Respond emotionally and physically to music when it changes. • Move and dance to music. • Explore their voices and enjoy making sounds e.g. dynamics (loud and quiet) tempo (fast and slow), pitch (fast and slow), rhythm (pattern of sound) 		
LISTENING	COMPOSING	PERFORMING
<ul style="list-style-type: none"> • Listen with increased attention to sounds • Enjoy listening and responding to music, including a wide variety of music and songs from different cultures and historical periods. • Imitates and creates movement in response to music. • Begins to move rhythmically. 	<ul style="list-style-type: none"> • Can make up and tap out simple rhythms. • Explores and learns how sounds can be changed. • Explores the sounds of instruments and play them in different ways. • Recognise repeated sound patterns and attempt to match and create repeated sound patterns. 	<ul style="list-style-type: none"> • Can join in favourite songs and rhymes. • Enjoys joining in with action songs and ring games. • Sings a few simple, familiar songs. • Begins to build a repertoire of songs. • Can tap out simple repeated rhythms in front of others. • Sing the pitch of a tone sung by another person (pitch match) • Sing the melodic shape (moving melody up and down, down and up) of familiar songs • Create their own songs, or improvise a song around one they know. • Play instruments with increasing control to express ideas and feelings.

AGE EXPECTATIONS KEY STAGE 1

LISTENING	COMPOSING	PERFORMING
<ul style="list-style-type: none"> • Recognises changes in tempo. • Listens out for different types of sound. • Imitates changes in pitch. • Knows how some sounds are made and changed. • Responds to different types of sounds. • Can use correct names for classroom instruments. • Listens carefully and recalls short rhythmic and melodic patterns. • Knows how sounds can be made and changed. • Comments on music they have heard and responds to changes in mood and character within pieces of music. • Identifies pulse in music. • Recognises and uses changes in timbre, pitch and dynamics. • Describe music using appropriate vocabulary. • Listens carefully with attention to detail. • Describes how different musical elements can be used to communicate different effects. • Can talk about various kinds and styles of music heard, using appropriate vocabulary. 	<ul style="list-style-type: none"> • Makes sounds that are very different (loud and quiet, high and low etc). • With help, makes sounds with a small difference. • Makes and controls long and short sounds, using voices and instruments. • Makes a sequence of long and short sounds with help. • Can clap short rhythms. • Can copy a sound pattern made. • Identifies and controls a variety of sounds on musical instruments with confidence. • Can represent sounds in symbols. • Carefully chooses and orders sounds to achieve an effect or image. • Can create short melodic patterns. • Works as a partner to create a sequence of long and short sounds. • Repeats and creates short rhythmic phrases. • Uses changes in pitch to express an idea. • Add instruments and sounds to characters and events in order to represent a story, rhyme, poem, picture. 	<ul style="list-style-type: none"> • Uses voice in different ways. (speaking, singing, chanting). • Enjoys singing. (eg sing songs with simple actions from memory). • Enjoys singing following the melody well. • Can follow instructions. • Knows when to start and stop. • Knows how to hold instruments. • Play tuned and untuned instruments musically. • Explores a wide range of sound sources. • Performs with others. • Shows increasing physical control when using musical instruments. • Enjoys singing songs from memory following the tune (melody) well. • Makes and controls long and short sounds, using voices and instruments. • Changes dynamic levels when singing and control breathing. • Maintain a steady beat.

Music Rolling Programme Year A

	Autumn	Spring	Summer 1
Nursery	Me! Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Share and perform the learning that has taken place	Everyone! Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Share and perform the learning that has taken place	Reflect, Rewind and Replay Listen and Appraise Continue to embed the foundations of the interrelated dimensions of music using voices and instruments Sing and revisit nursery rhymes and action songs Play instruments within the song Improvisation using voices and instruments Share and perform the learning that has taken place Celebration assembly rehearsals.
Reception	My Stories Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Share and perform the learning that has taken place Xmas performance and rehearsals.	Our World Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Share and perform the learning that has taken place Beam music festival rehearsals	Big Bear Funk Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Share and perform the learning that has taken place Celebration assembly rehearsals.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1	<p>Hey You!</p> <p>Looking at how pulse, rhythm and pitch work together</p> <p>Learning the instrumental notes C and G</p> <p>Listen and clap back, then listen and clap your own answer (rhythms of words).</p> <p>Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with C moving to D.</p> <p>Take it in turns to improvise using C and D</p> <p>Composing music with up to five notes (C D E F + G)</p>	<p>Ho Ho Ho</p> <p>Pulse, rhythm and pitch, rapping, dancing and singing.</p> <p>Learning the instrumental notes C and G</p> <p>Listen and clap back, then listen and clap your own answer (rhythms of words).</p> <p>Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with C moving to D.</p> <p>Take it in turns to improvise using C and D</p> <p>Composing music with up to five notes (C D E F + G)</p> <p>Xmas performance and rehearsals.</p>	<p>In the Groove</p> <p>How to be in the groove with different styles of music.</p> <p>Learning the instrumental notes C G and A</p> <p>Listen and clap back, then listen and clap your own answer (rhythms of words).</p> <p>Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with C moving to D.</p> <p>Take it in turns to improvise using C and D</p> <p>Composing music with up to five notes (C D E F +G)</p> <p>Parr hall rehearsals and performance</p>	<p>Zootime</p> <p>Reggae and animals music</p> <p>Children learn the instrumental melody with notes C and D</p> <p>Listen and clap back, then listen and clap your own answer (rhythms of words).</p> <p>Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with C moving to D.</p> <p>Take it in turns to improvise using C or C and D</p> <p>Composing using up to five notes C D E F G</p>	<p>Friendship song A song about being friends</p> <p>Children learn the instrumental melody with notes up to C D E F G A B</p> <p>Listen and clap back, then listen and clap your own answer (rhythms of words).</p> <p>Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with C moving to D.</p> <p>Take it in turns to improvise using C or C and D</p> <p>Composing using up to five notes C D E G A</p>	<p>Reflect, Rewind and Replay</p> <p>The history of music, look back and consolidate your learning, learn some of the language of music</p> <p>Revise existing musical notes learnt</p> <p>Revise existing Improvisation and composing</p> <p>Celebration assembly rehearsals.</p>

Music Rolling Programme Year B

	Autumn	Spring	Summer 1
Nursery	Me! Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Share and perform the learning that has taken place	Everyone! Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Share and perform the learning that has taken place	Reflect, Rewind and Replay Listen and Appraise Continue to embed the foundations of the interrelated dimensions of music using voices and instruments Sing and revisit nursery rhymes and action songs Play instruments within the song Improvisation using voices and instruments Share and perform the learning that has taken place Celebration assembly rehearsals.
Reception	My Stories Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Share and perform the learning that has taken place Xmas performance and rehearsals.	Our World Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Share and perform the learning that has taken place Infant music festival rehearsals	Big Bear Funk Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Share and perform the learning that has taken place Celebration assembly rehearsals.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1	Hands, Feet, Heart Studying South African Music Children learning the melody with notes up to E F G A B C Find the pulse: Choose an animal and find the pulse. Rhythm copy back: listen to the rhythm and clap back. Rhythm copy back: Your turn. Pitch copy back and vocal warm up 1 & 2 Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with G or G, A and C. Take it in turns to improvise using G or G, A and C. Compose a simple melody using simple rhythms, choosing from the notes C + D or C, D + E.	Rhythm in the Way we Walk and Banana Rap Studying rap and hip hop. Listen, learn and get funky. Find the pulse. Instruments and voices you can hear. Listen and clap back, then listen and clap your own answer (rhythms of words). Rap and sing the songs. Xmas rehearsals and performance.	I Wanna Play in a Band Studying Rock and classic Rock songs. Listen and appraise a range of classic rock songs. Find the pulse. Copy and clap back rhythms. Make up your own rhythms. Using voices and instruments, listen and sing back, then listen and play your own answer using notes D and C or D, C, F and G. Compose a simple melody using F and G or F, G and D. Perform and share. Parr hall rehearsals and performance	Round and Round Pulse, rhythm and pitch in different styles of music. Learning musical melody D F G A C Listen and clap back, then listen and clap your own answer (rhythms of words). Listen and clap back, then listen and clap your own answer (rhythms of words). Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with D moving to E. Take it in turns to improvise using D or D and E Composing using up to five notes C D E F + G	Your Imagination Using your imagination. Learning melody with notes up to E G A Listen and clap back, then listen and clap your own answer (rhythms of words). Listen and clap back, then listen and clap your own answer (rhythms of words). Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with D moving to E. Take it in turns to improvise using D or D and E Composing using up to five notes C D E F + G	Reflect, Rewind and Replay The history of music, look back and consolidate your learning, learn some of the language of music Revise existing musical notes learnt Revise existing Improvisation and composing Celebration assembly rehearsals.