



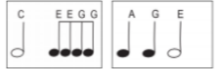


Music National Curriculum objectives	
Key Stage 1	Key Stage 2
<ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music.

Performing and singing Listening Notation Composition Y1- Musicianship

	Term 1 We are mathematicians	Term 2 We are historians	Term 3 We are geographers	Term 4 We are readers and writers	Term 5 We are scientists and engineers	Term 6 We are creative	Running throughout the year
Driver	Love of learning	History	Geography	Reading	Science	The Arts	
	Performing and singing		Notation (Y1 Musicianship)		Composition (Y1 Notation/Composition)		Listening
EYFS	Remember and join in with songs; Songs in a play		Rhythm in poetry		Improvise: using instruments to create sounds		
Year 1	Simple songs and chants; Pitch matching; Visual directions; Pitch range: mi-so; Pentatonic songs; Call and respond songs; Control pitch		Pulse, beat: steady beat; body percussion Rhythm: copycat and repeated rhythms Pitch: high and low; loud and quiet 		Improvise: simple vocal chants; Musical sound effects; Rhythm pattern vs pitch pattern; Graphic notation for sound: 		Rondo alla Turca – Mozart – Classical; Mars from <i>The Planets</i> – Holst – 20 th Century; Wild Man – Kate Bush – Popular music – Art Pop; Runaway Blues – Ma Rainey – Popular Music – Blues; Fanfarra (Cabua-Le-Le) – Sergio Mendes/Carlinhos Brown – Traditional Music – Brazil – Samba
Year 2	Pitch range: do-so; Control pitch; Dynamics, tempo; Pitch matching; Visual directions		Pule, beat; tempo; tap beat; group beats in 2s and 3s Rhythm: copycat rhythms; create own Pitch: respond to pitch changes; dot notation 		Non-musical stimulus; Improvise: sung or played on untuned instrument; Use graphic symbols, dot notation and stick notation		Revisit previous Night Ferry – Anna Clyne – 21 st Century; Bolero – Ravel – 20 th Century; Hound Dog – Elvis Presley – Rock n Roll; With A Little Help from My Friends – The Beatles – Pop; Baris – Gong Kebyar of Peliatan – Indonesia – Gamelan
Year 3	Pitch range: do-so; Expression; Forte, piano; Actions with timing; Maintaining beat as changes; Perform to audience in unison		Reading: stave; lines and spaces; clef; crotchets; paired quavers Performing: violin/recorder; middle C-E; dot notation 		Improvise: on-the-spot responses; beginning, middle and end structure Compose: rising and falling phrases of three notes (do, re, mi); known rhythmic notation with letter names; untuned percussion and note values		Revisit previous Hallelujah from Messiah – Handel – Baroque; Night on a Bare Mountain – Mussorgsky – Romantic; Jai Ho from Slumdog Millionaire – A. R. Rahman – 21 st Century; I Got You (I Feel Good) – James Brown – Funk; Sahela Re – Kishori Amonkar – India – Indian Classical
Year 4	Pitch range: do-do; Pitch matching; Crescendo, decrescendo; Two-part rounds; Perform to an audience		Reading: minims, crotchets, paired quavers, rests; Range C-G Performing: staff notation C-G		Improvise: legate and staccato; tuned instrument; compositional decisions Compose: letter names and notation; pentatonic phrases; 2,3,4 beat phrases; mood; major and minor chords 		Revisit previous Symphony No. 5 – Beethoven – Classical; O Euchari – Hildegard – Early; For the Beauty of the Earth – Rutter – 20 th Century; Take the 'A' Train – Billy Strayhorn/Duke Ellington Orchestra – Jazz; Wonderwall – Oasis – 90s Indie; Bhabiye Akh Larr Gayee – Bhujhangy Group – Punjab/UK – Bhangra; Tropical Bird – Trinidad Steel Band – Trinidad – Calypso
Year 5	Phrasing, accurate pitching and style; Three-part rounds; Verse and chorus; Partner songs; Perform to a larger audience; Pitch range: broad		Reading: semibreves, minims, crotchets, crotchet rests, paired quavers, semiquavers; time signatures 2/4, 3/4, 4/4; octave C-C Performing: staff notation Middle C-C; triads; playing by ear		Improvise: shape and character; use beat; experiment with dynamics Compose: pairs of phrases in C or A major or minor; atmosphere. Mood or environment; three-part piece		Revisit previous English Folk Song Suite – Vaughan Williams – 20 th Century; Symphonic Variations on an African Air – Coleridge-Taylor – 20 th Century; This Little Babe from Ceremony of Carols – Britten – 20 th Century; Play Dead – Björk – 90s Singer/Songwriter; Smalltown Boy – Bronski Beat – 80s Synth/Pop; Jin-Go-La-Ba (Drums of Passion) – Babatunde Olatunji – Nigeria – Drumming; Inkanyezi Nezazi – Ladysmith Black Mambazo – South Africa – Choral
Year 6	Syncopated rhythms; Sing observing rhythm, phrasing, accurate pitching and style; Three and four-part rounds; Partner songs; Random placement; Perform to a larger audience; Pitch range: broad		Reading: semibreves, minims, crotchets, paired quavers, semiquavers, equivalent rests; four-part rhythmic scores; four bar phrases; octave C-C Performing: staff notation; ff, pp, mf, mp; bass line		Improvise: multiple sections; repetition and contrast; chord changes; beyond 8 beats Compose: 8- or 16-beat pentatonic phrase; tuned instruments; pairs of phrases in G major or E minor; three-part piece; rhythmic or chordal accompaniment		Revisit previous 1812 Overture – Tchaikovsky – Romantic; Connect It – Anna Meredith – 21 st Century; Say My Name – Destiny's Child – 90s RnB; Sprinting Gazelle – Reem Kelani – Middle East – Folk; Sea Shanties – Various – England – Folk; Mazurkas Op. 24 – Chopin – Poland – Folk; Libertango – Piazzolla – Argentina – Tango

Threads running throughout: engaging with music on a deeper level; understanding how music works; understanding of music's provenance; enjoying music for pleasure.