

## **Being a Musician at Tanners Brook Primary School**

### **EYFS – The foundations of becoming a musician**

Music interweaves through all areas of learning and development in Early Years and is a way for our youngest children to communicate, respond and explore. Our children are given rich and exciting opportunities to sing, make music and respond to music within their learning environments both indoors and outdoors. They also have teacher led sessions using our Sing Up curriculum. These foundations of musical learning help our children to reach the Early Learning Goal of Being Imaginative and Expressive, under the area of learning Expressive Arts and Design.

Reaching these goals can be demonstrated in many learning opportunities but it is likely to see:

- Children listening, moving and talking about music from different genres and cultures
- Singing and performing in their play and within their learning
- Access to a range of musical instruments
- The growing repertoire of nursery rhymes and familiar songs, weaved throughout the day
- Children listening to and joining in with stories and poems that have repetitive refrains
- Teacher led sessions following our Sing Up curriculum.

This learning supports our young children on their musical journey as they move to the National Curriculum in KS1.

### **KS1 National Curriculum: Being a Musician**

Pupils should be taught to:

- 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 interrelated dimensions of music

### **KS2 National Curriculum: Being a Musician**

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- 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 interrelated 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

Early Years Content Criteria					
Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
<b>Area of Learning – Expressive Arts and Design and Communication and Language Development Matters</b> <b>Expressive Arts and Design:</b> Listen with increased attention to sounds. Remember and sing entire songs. Respond to what they have heard, expressing their thoughts and feelings. Sing the pitch of a tone sung by another person (‘pitch match’). Sing the melodic shape (moving melody, such as 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 their feelings and ideas.  <b>Communication and language:</b> Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story.		<b>Area of Learning – Expressive Arts and Design and Communication and Language Development Matters</b> <b>Expressive Arts and Design:</b> Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups.  <b>Communication and language</b> Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs.		<b>Area of Learning – Expressive Arts and Design</b> <b>Early Learning Goal: Being Imaginative and Expressive</b> Invent, adapt and recount narratives and stories with peers and their teacher. 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.	
Early Years Units of Study					
Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
<b>I’ve got a Grumpy Face</b>  <b>Knowledge and context:</b> Make up new words and actions about different emotions and feelings. Explore making sound with voices and percussion instruments to create different feelings and moods. Sing with a sense of pitch, following the shape of the melody with voices. Mark the beat of the song with actions.	<b>Five Fine Bumble Bees</b>  <b>Knowledge and context:</b> Improvise a vocal/physical soundscape about minibeasts. Sing in call-and-response and change voices to make a buzzing sound. Listen to a piece of classical music and respond through dance.	<b>Slap, Clap, Clap</b>  <b>Knowledge and context:</b> Compose a three-beat body percussion pattern and perform it to a steady beat. Sing a melody in waltz time and perform the actions. Transfer actions to sounds played on percussion instruments. Find the beat and perform a clapping game with a partner.	<b>Row, Row, Row Your Boat</b>  <b>Knowledge and context:</b> Make up new lyrics and vocal sounds for different kinds of transport. Sing a tune with ‘stepping’ and ‘leaping’ notes. Play a steady beat on percussion instruments	<b>Witch, Witch</b>  <b>Knowledge and context:</b> Make up a simple accompaniment using percussion instruments. Use the voice to adopt different roles and characters. Match the pitch of a four-note (la-so-mi-do) call-and-response song.	<b>Bow, Bow, Bow Belinda</b>  <b>Knowledge and context:</b> Invent and perform actions for new verses. Sing a song while performing a sequence of dance steps. Listen to and talk about folk songs from North America.

## Year One Curriculum Content Criteria

### **A Year One Musician:**

#### **Singing**

**a** Sing simple chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions (e.g. stop, start, loud, quiet) and counting in.

**b** Sing songs with a very small range (mi-so), then slightly wider. Include pentatonic songs

**c** Sing a wide range of call-and-response songs to control vocal pitch and to match the pitch they hear with accuracy.

#### **Listening**

**a** Develop knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing.

**b** Listen to recorded performances.

#### **Composing**

**a** Improvise simple vocal chants using question-and-answer phrases.

**b** Create musical sound effects & short sequences of sounds in response to stimulus (EG - rainstorm or train journey). Combine to make story using classroom instruments or sound makers.

**c** Understand the difference between creating a rhythm pattern and a pitch pattern.

**d** Invent, retain, and recall rhythm and pitch patterns and perform these for others, taking turns.

**e** Use music technology to capture, change, and combine sounds.

**f** Recognise how graphic notation can represent created sounds. Explore and invent own symbols.

#### **Musicianship: Pulse/beat**

**a** Walk, move, or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.

**b** Use body percussion and classroom percussion, playing repeated patterns (ostinati) and short pitched patterns on tuned instruments to maintain a steady beat.

**c** Respond to the pulse in recorded/live music through movement and dance.

#### **Musicianship: Rhythm**

**d** Perform short copycat rhythm patterns accurately, led by the teacher.

**e** Perform short repeating rhythm patterns while keeping in time with a steady beat.

**f** Perform word-pattern chants; create, retain and perform their own rhythm patterns.

#### **Musicianship: Pitch**

**g** Listen to sounds in the local school environment comparing high and low sounds.

**h** Sing familiar songs in both low and high voices and talk about the difference in sound.

**i** Explore percussion sounds to explore storytelling.

**j** Follow pictures and symbols to guide singing and playing e.g. 4 dots = 4 taps on the drum

## Year One Units of Study

Autumn One	Autumn Two	Autumn Two	Spring One	Spring Two	Spring Two	Summer One	Summer One	Summer Two
<b>Menu Song</b> <i>Snapshot</i> <b>Knowledge and context:</b> Listen and move in time to the song. Sing this cumulative song from memory, remembering the order of the verses.	<b>Colonel Hathi's March</b>  <b>Knowledge and context:</b> Compose music to march using tuned and untuned percussion.	<b>Magical musical aquarium</b>  <b>Knowledge and context:</b> Experiment with sounds (timbre) to create aquarium-inspired music and draw the sounds	<b>Football</b> <i>Snapshot</i> <b>Knowledge and context:</b> Compose word patterns in groups and melodies in pairs using mi-re-do (E-D-C).	<b>Dawn from sea interludes</b>  <b>Knowledge and context:</b> Sing a simple singing game, adding actions to show a developing sense of beat.	<b>Musical conversations</b>  <b>Knowledge and context:</b> Compose musical sound effects and short sequences of sounds in response to a stimulus.	<b>Nautilus</b>  <b>Knowledge and context:</b> Perform actions to music, reinforcing a sense of beat. Respond to musical signals and musical themes using	<b>Cat and Mouse</b>  <b>Knowledge and context:</b> Create rhythm patterns, sequencing them, and 'fixing' them as compositions using simple	<b>Come dance with me</b> <i>Snapshot</i> <b>Knowledge and context:</b> Create musical phrases from new word rhythms that children invent.

<p>Play classroom instruments to accompany the song. Compose and devise a dramatic group performance using props and kitchen sound-makers.</p> <p><b>Skills:</b> Singing: b+c Listening: b Composing: b M:Pulse/beat: a+b+c M: Rhythm M: Pitch:</p>	<p>Respond to musical characteristics through movement. Describe the features of a march using music vocabulary (e.g. that it has a steady beat, that soldiers 'march' to music, naming the instruments playing in the clips).</p> <p><b>Skills:</b> Singing: a+b Listening: a+b Composing: c M: Pulse/beat: a+c M: Rhythm M: Pitch:</p>	<p>using graphic symbols. Sing a unison song rhythmically and in tune. Play percussion instruments expressively, representing the character of their composition. Listen to 'Aquarium', reflecting the character of the music through movement.</p> <p><b>Skills:</b> Singing: b+c Listening: b Composing: b+f Musicianship: Pulse/beat : Musicianship: Rhythm Musicianship: Pitch: i</p>	<p>Chant together rhythmically, marking rests accurately. Play a simple ostinato on untuned percussion. Sing an echo song while tapping the beat, and clap the rhythm of the words, understanding there is one beat for each syllable. Recognise the difference between a pattern with notes (pitched) and without (unpitched).</p> <p><b>Skills:</b> Singing: a+b+c Listening: Composing: a+c+d M: Pulse/beat : b M: Rhythm: d+f M: Pitch:</p>	<p>Listen actively by responding to musical signals and musical themes using appropriate movement. Create a musical movement picture.</p> <p><b>Skills:</b> Singing: c Listening: a+b Composing: M: Pulse/beat: a+c M: Rhythm d+f M: Pitch:</p>	<p>Improvise question-and-answer conversations using percussion instruments. Create, interpret, and perform simple graphic scores. Recognise how graphic symbols can represent sound.</p> <p><b>Skills:</b> Singing: Listening: b Composing:b+d+f M: Pulse/beat : M: Rhythm M: Pitch: i+j</p>	<p>movement, matching movements to musical gestures in the piece. Develop awareness of duration and the ability to move slowly to music. Create art work, drawing freely and imaginatively in response to a piece of music.</p> <p><b>Skills:</b> Singing: Listening: a+b Composing: M: Pulse/beat: a+c M: Rhythm M: Pitch: j</p>	<p>notation. Attempt to record compositions with stick and other notations. Sing and chant songs and rhymes expressively. Listen and copy rhythm patterns.</p> <p><b>Skills:</b> Singing: a+b Listening: b Composingd+f: M: Pulse/beat:a+b+c M: Rhythm e+f M: Pitch: i</p>	<p>Sing either part of a call-and-response song. Play the response sections on tuned percussion using the correct beater hold. Echo sing a line independently with teacher leading, then move on to pair singing in echo format. Copy call-and-response patterns with voices and instruments.</p> <p><b>Skills:</b> Singing: b+c Listening: b Composing:c+d M: Pulse/beat: b M: Rhythm: d+e+f M: Pitch:</p>
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## Year Two Curriculum Content Criteria

### **A Year Two Musician:**

#### **Singing**

**a** Sing songs regularly with a pitch range of do-so ( e.g. C-G) with increasing vocal control.

**b** Sing songs with a small pitch range, pitching accurately.

**c** Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. crescendo, decrescendo, pause).

#### **Listening**

**a** Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing.

**b** Listen to recorded performances.

#### **Composing**

**a** Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch).

**b** Work with a partner to improvise simple question-and-answer phrases, to be sung and played on untuned percussion, creating a musical conversation.

**c** Use graphic symbols, dot notation, and stick notation, as appropriate, to keep a record of composed pieces.

**d** Use music technology to capture, change, and combine sounds.

#### **Musicianship: Pulse/beat**

**a** Understand that the speed of the beat can change, creating a faster or slower pace (tempo).

**b** Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo.

**c** Walk in time to the beat of a piece of music or song. Know the difference between left and right to support coordination and shared movement with others.

**d** Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats.

**e** Identify the beat groupings in familiar music that they sing regularly and listen to.

#### **Musicianship: Rhythm**

**f** Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion.

**g** Create rhythms using word phrases as a starting point.

**h** Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers, and crotchets rests.

**i** Create and perform their own chanted rhythm patterns with the same stick notation.

#### **Musicianship: Pitch**

**j** Play a range of singing games based on the cuckoo interval (so-mi) matching voices accurately, supported by a leader playing the melody. The melody could be played on a piano, acoustic instrument, or backing track.

**k** Sing short phrases independently within a singing game or short song.

**l** Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g. stand up/sit down, hands high/hands low).

**m** Recognise dot notation and match it to 3-note tunes played on tuned percussion

## Year Two Units of Study

Autumn One	Autumn Two	Autumn Two	Spring One	Spring Two	Spring Two	Summer One	Summer One	Summer Two
<b>Tony Chestnut 6</b> <i>Snapshot</i> <b>Knowledge and context:</b> Improvise rhythms along to a backing	<b>Carnival of the animals 3</b>  <b>Knowledge and context:</b> Select instruments and compose music	<b>Composing music inspired by birdsong 3</b> <b>Knowledge and context:</b> Invent simple patterns using	<b>Grandma Rap 6</b> <i>Snapshot</i> <b>Knowledge and context:</b> Show the following durations with actions: 'walk'	<b>Orawa 3</b>  <b>Knowledge and context:</b> Improvise and compose, structuring short	<b>Trains 3</b>  <b>Knowledge and context:</b> Listen to and analyse four pieces	<b>Swing-a-long with Shostakovic 3</b> <b>Knowledge and context:</b> Create action patterns in 2- and 3-time.	<b>Charlie Chaplin 3</b> <b>Knowledge and context:</b> Understand and use notes of different duration.	<b>Tanczymy Labada 6</b> <i>Snapshot</i> <b>Knowledge and context:</b> Listen and match the beat of others and recorded

<p>track using the note C or G. Compose call-and-response music. Play the melody on a tuned percussion instrument. Sing with good diction. Recognise and play echoing phrases by ear.</p> <p><b>Skills:</b> Singing: a+b Listening: Composing:b M:Pulse/beat:b M: Rhythm:f M: Pitch: j+l</p>	<p>to reflect an animal's character. Listen with increased concentration to sounds/music and respond by: talking about them using music vocabulary, or physically with movement and dance. Identify different qualities of sound (timbre) e.g. smooth, scratchy, clicking, ringing, and how they are made. Recognise and respond to changes of speed (tempo), the length of notes (duration – long/short), short/detached/smooth (articulation), and pitch (high/low) using music vocabulary, and/or movement</p> <p><b>Skills:</b> Singing: Listening:a+b Composing: a M:Pulse/beat: a M: Rhythm: M: Pitch: l</p>	<p>voices, body percussion, and then instruments. Follow signals given by a conductor/leader. Structure compositional ideas into a bigger piece. Improvise solos using instruments.</p> <p><b>Skills:</b> Singing: Listening: a+b Composing:a M:Pulse/beat:a M: Rhythm: M: Pitch: l</p>	<p>(crotchet) and 'jogging' (quavers). Chant and play rhythms using the durations of 'walk' (crotchet), 'jogging' (quavers), and 'shh' (crotchet rest) from stick notation. Learn a clapping game to <i>Hi lo chicka lo</i> that shows the rhythm. Compose 4-beat patterns to create a new rhythmic accompaniment, using a looping app. Chant <i>Grandma rap</i> rhythmically and perform to an accompaniment children create.</p> <p><b>Skills:</b> Singing: a+b Listening: b Composing: d M:Pulse/beat: a+b+c+d M: Rhythm: h+i M: Pitch: l</p>	<p>musical ideas to form a larger piece. Sing and play, performing composed pieces for an audience. Listen and appraise, with focus and attention to detail, recalling sounds and patterns.</p> <p><b>Skills:</b> Singing: Listening:a+b Composing:b M:Pulse/beat:a+b M: Rhythm:f+g M: Pitch:</p>	<p>of music inspired by travel/vehicles. Learn a simple rhythm pattern and perform it with tempo and volume changes. Learn about the musical terms <i>crescendo</i>, <i>diminuendo</i>, <i>accelerando</i>, <i>ritenuto</i>. Begin to understand duration and rhythm notation. Follow signals from a conductor. Structure musical ideas into a whole-class composition.</p> <p><b>Skills:</b> Singing: c Listening: b Composing: a M:Pulse/beat: a+b M: Rhythm: h M: Pitch:</p>	<p>Listen actively and mark the beat by tapping, clapping, and swinging to the music. Listen and move, stepping a variety of rhythm patterns (walking, jogging, skipping). Understand and explain how beats can be grouped into patterns, and identify them in familiar songs. Move freely and creatively to music using a prop.</p> <p><b>Skills:</b> Singing: a+b Listening: a+b Composing: M:Pulse/beat: b+c+d+e M: Rhythm: M: Pitch:</p>	<p>Understand and use notes of different pitch. Understand and use dynamics. Compose a soundtrack to a clip of a silent film.</p> <p><b>Skills:</b> Singing: Listening: a+b Composing: a+c M:Pulse/beat: M: Rhythm: M: Pitch: l</p>	<p>music, adapting speed accordingly. Demonstrate an internalised sense of pulse through singing games. Listen to traditional and composed music from Poland. Begin to understand how music helps people share tradition and culture. Sing confidently in Polish, and play a cumulative game with spoken call-and-response sections. Play an accompaniment on tuned percussion and invent a 4-beat body percussion pattern.</p> <p><b>Skills:</b> Singing: a+b Listening: a+b Composing: M:Pulse/beat: a+b+c+e M: Rhythm:f M: Pitch: k</p>
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## Year Three Curriculum Content Criteria

### **A Year Three Musician:**

#### **Singing**

**a** Sing a widening range of unison songs of varying styles and structures with a pitch range of do–so, tunefully and with expression. Perform forte and piano, loud and soft.

**b** Perform actions confidently and in time to a range of action songs.

**c** Walk, move, or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.

#### **Listening**

**a** Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing.

**b** Listen to recorded performances.

#### **Composing: Improvise**

**a** Become more skilled in improvising (using voices, tuned and untuned percussion, and other instruments), inventing short ‘on-the-spot’ responses using a limited note range.

**b** Structure musical ideas (e.g. using echo or question-and-answer phrases) to create music that has a beginning, middle, and end. Pupils should compose in response to different stimuli e.g. stories, verse, images (paintings and photographs), and musical sources.

#### **Composing: Compose**

**c** Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re, and mi).

**d** Compose song accompaniments on untuned percussion using known rhythms and note values.

#### **Performing**

**a** Develop facility in playing tuned percussion or a melodic instrument such as violin or recorder.

**b** Play and perform melodies following staff notation using a small range (e.g. do-mi or C-E) as a whole class or in small groups.

**c** Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi.

**d** Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow. Extend to question-and-answer phrases.

#### **Performing: Reading notation**

**e** Introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch.

**f** Introduce and understand the differences between crotchets and paired quavers.

**g** Apply word chants to rhythms, understanding how to link each syllable to one musical note.

## Year Three Units of Study

Autumn One	Autumn Two	Autumn Two	Spring One	Spring Two – Summer Two
<b>I’ve been to Harlem 6</b> <i>Snapshot</i> <b>Knowledge and context:</b> Compose a pentatonic ostinato. Sing a call-and-response song in groups, holding long notes confidently. Play melodic and rhythmic accompaniments to a song. Listen and identify where notes in the melody of the song go down and up. <b>Skills:</b>	<b>Nao Chariya de Mingulay 3</b> <b>Knowledge and context:</b> Begin to develop an understanding and appreciation of music from different musical traditions. Identify that the songs are from different places in the world, use different instruments, have a different beat, and are different speeds. Pupils can use some musical vocabulary to describe these things.	<b>Sound symmetry 3</b> <b>Knowledge and context:</b> Compose a simple song using symmetry to develop a melody, structure, and rhythmic accompaniment. Sing by improvising simple melodies and rhythms. Identify how the pitch and melody of a song has been developed using symmetry. <b>Skills:</b>	<b>Latin Dance 6</b> <i>Snapshot</i> <b>Knowledge and context:</b> Compose a 4-beat rhythm pattern to play during instrumental sections. Working in small groups, sing a call-and-response song with an invented drone accompaniment. Sing the syncopated rhythms in Latin dance and recognise a verse/chorus structure.	<b>Ukulele (Spr 2 and Sum)</b> <i>Snapshot (Summer 2)</i> <b>Knowledge and context:</b> To begin learning how to play the Ukelele. Learn how to play chords. Learn how to strum. Learn how to pick. Learn how to use the Ukelele to make percussive sounds. To begin learning how to read notation. To perform to an audience. To begin to improvise using the ukelele. To compose using the ukelele.

<p>Singing: a+b  Listening: b  C: Improve: a  C: Compose: d  Performing: b+d  Performing: Notation: e</p>	<p>Understand that a folk song is music that belongs to the people of a particular place.</p> <p><b>Skills:</b>  Singing:  Listening: a+b  C: Improve:  C: Compose:  Performing:  Performing: Notation:</p>	<p>Singing: a  Listening:  C: Improve: a+b  C: Compose:  Performing:  Performing: Notation:</p>	<p>Play a one-note part contributing to the chords accompanying the verses.  Listen to a range of Cuban pieces, understanding influences on the music and recognising some of its musical features.</p> <p><b>Skills:</b>  Singing: a  Listening: a+b  C: Improve:  C: Compose:  Performing: a  Performing: Notation:</p>	<p><b>Skills:</b>  Singing:  Listening:  C: Improve  C: Compose  Performing: a+b+c+d  Performing: Notation: e+f</p> <p><b>Enhancements:</b>  <i>Led by Southampton Music Services</i></p>
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## Year Four Curriculum Content Criteria

### **A Year Four Musician:**

#### **Singing**

**a** Continue to sing a broad range of unison songs with the range of an octave (do–do), pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo).

**b** Sing rounds & partner songs in different time signatures (2, 3 & 4 time) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony.

#### **Listening**

**a** Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing.

**b** Listen to recorded performances.

#### **Composing: Improvise**

**a** Improvise on a limited range of pitches on the instrument they are now learning, making use of musical features including smooth (legato) and detached (staccato).

**b** Begin to make compositional decisions about the overall structure of improvisations and continue this process in composition tasks.

#### **Composing: Compose**

**c** Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt. Sing and play these phrases as self-standing compositions.

**d** Arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest, and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars.

**e** Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip.

**f** Introduce major and minor chords.

**g** Include instruments played in whole-class/group/individual teaching to expand the scope and range of the sound palette available for composition work.

**h** Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology.

#### **Performing**

**a** Develop facility in the basic skills of a selected musical instrument over a sustained learning period.

**b** Play and perform melodies following staff notation using a small range (e.g. Middle C–G/do–so) as a whole-class or in small groups.

**c** Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching. Identify static and moving parts.

**d** Copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A).

#### **Performing: Reading notation**

**e** Introduce and understand the differences between minims, crotchets, paired quavers, and rests.

**f** Read and perform pitch notation within a defined range (e.g. C–G/do–so).

**g** Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.

## Year Four Units of Study

Autumn One – Spring One	Spring Two	Spring Two	Summer One	Summer One	Summer Two
<b>Ukulele (Aut and Spr 1)</b> <i>Snapshot (Autumn 1)</i> <b>Knowledge and context:</b> To consolidate learning how to play the Ukelele. Learn how to play chords. Learn how to strum. Learn how to pick. Learn how to use the Ukelele to make percussive sounds.	<b>Fanfare for the common man 3</b> <i>Snapshot</i> <b>Knowledge and context:</b> Improvise and compose, exploring how timbre, dynamics, and texture can be used for impact in a fanfare.	<b>Spain 3</b> <b>Knowledge and context:</b> Invent a melody. Fit two patterns together. Structure musical ideas into compositions. Play repeating rhythmic patterns. Count musically.	<b>Global pentatonics 3</b> <b>Knowledge and context:</b> Compose a pentatonic melody. Improvise and create pentatonic patterns. Use notation to represent musical ideas.	<b>The Horse in motion 3</b> <b>Knowledge and context:</b> Create ostinatos. Layer up different rhythms. Create and follow a score. Watch a film and analyse it in a musical context. <b>Skills:</b> Singing:	<b>Favourite song 6</b> <i>Snapshot</i> <b>Knowledge and context:</b> Sing with expression and a sense of the style of the music. Understand triads and play C, F, G major, and A minor.

<p>To consolidate learning how to read notation. To perform to an audience. To begin to improvise using the ukelele. To compose using the ukelele.</p> <p><b>Skills:</b> Singing: Listening: C: Improvise C: Compose Performing: a+b+c+d Performing: Notation: e+f</p> <p><b>Enhancements:</b> <i>Led by Southampton Music Services</i></p>	<p>Compose a fanfare using a small set of notes, and short, repeated rhythms. Listen and appraise, recognising and talking about the musical characteristics of a fanfare using music vocabulary</p> <p><b>Skills:</b> Singing:b Listening:b C: Improvise: a+b C: Compose: e+g Performing: Performing: Notation</p>	<p><b>Skills:</b> Singing: Listening:a+b C: Improvise:a C: Compose:c+e Performing:b+c+d Performing: Notation:f+g</p>	<p>Compare music extracts and understand that the pentatonic scale features in lots of music traditions and cultures.</p> <p><b>Skills:</b> Singing:a+b Listening:a+b C: Improvise: a C: Compose: c+g+h Performing: d Performing: Notation: e</p>	<p>Listening:a C: Improvise: C: Compose:e+h Performing:c Performing: Notation</p>	<p>Play an instrumental part as part of a whole-class performance. Sing a part in a partner song, rhythmically and from memory. Identify similarities and differences between pieces of music in a folk/folk-rock style.</p> <p><b>Skills:</b> Singing: a+b Listening: a+b C: Improvise C: Compose Performing: a Performing: Notation</p>
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## Year Five Curriculum Content Criteria

### **A Year Five Musician:**

#### **Singing**

**a** Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching, and appropriate style.

**b** Sing three-part rounds, partner songs, and songs with a verse and a chorus.

#### **Listening**

**a** Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing.

**b** Listen to recorded performances.

#### **Composing: Improvise**

**a** Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments.

**b** Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano). Continue this process in composition tasks.

#### **Composing: Compose**

**c** Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment.

**d** Working in pairs, compose a short ternary piece.

**e** Use chords to compose music to evoke a specific atmosphere, mood, or environment. Equally, pupils might create music to accompany a silent film or to set a scene in a play or book.

**f** Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology. Performing:

#### **Instrumental performance**

**a** Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave and using notes within the Middle C–C'/do–do range. This should initially be done as a whole class with greater independence gained each lesson through smaller group performance.

**b** Understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments to familiar songs.

**c** Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra.

**d** Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies.

#### **Performing: Reading notation**

**e** Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers, and semiquavers.

**f** Understand the differences between 2/4, 3/4, and 4/4 time signatures.

**g** Read and perform pitch notation within an octave (e.g. C–C'/do–do).

**h** Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations

## Year Five Units of Study

Autumn One	Autumn Two	Autumn Two	Spring One	Spring Two	Spring Two	Summer One	Summer One	Summer Two
<b>Drunken sailor 6</b> <i>snapshot</i> <b>Knowledge and context:</b> Compose body percussion patterns to accompany a sea shanty. Write these out using rhythm grids.	<b>Why we sing 3</b>  <b>Knowledge and context:</b> Develop and practise techniques for singing and performing in a Gospel style.	<b>Intro to song writing</b>  <b>Knowledge and context:</b> Improvise and compose, 'doodling' with sound, playing around with pitch and rhythm to	<b>Madina tun nabi 6</b> <i>Snapshot</i> <b>Knowledge and context:</b> Improvise freely over a drone. Sing a song in two parts with expression and an	<b>Building the groove 3</b>  <b>Knowledge and context:</b> Show understanding of how a drum pattern, bass line and riff fit together to create a	<b>Epoca 6</b>  <b>Knowledge and context:</b> Engage the imagination, work creatively in movement in small groups, learning to	<b>Balinese Gamalan 3</b>  <b>Knowledge and context:</b> Compose a kecak piece as part of a group. Sing/chant a part within a kecak performance.	<b>Composing in ternary form 3</b>  <b>Knowledge and context:</b> Improvise and compose, creating a piece in ternary form using a pentatonic scale, and containing an	<b>Kisne Banaaya 6</b> <i>Snapshot</i> <b>Knowledge and context:</b> <b>Skills:</b> Compose a simple accompaniment using tuned instruments.

<p>Sing a sea shanty expressively, with accurate pitch and a strong beat. Play bass notes, chords, or rhythms to accompany singing. Sing in unison while playing an instrumental beat (untuned). Keep the beat playing a 'cup' game. Talk about the purpose of sea shanties and describe some of the features using music vocabulary.</p> <p><b>Skills:</b> Singing: a+b Listening: a C: Improvise: C: Compose: f Performing: b+c P: Notation: e</p>	<p>Recognise individual instruments and voices by ear. Listen to a selection of Gospel music and spirituals and identify key elements that give the music its unique sound. Talk about music using appropriate music vocabulary (e.g. the ways the voices are used, the contrasting texture of solo voice and choir, singing in harmony, the lyrics etc.).</p> <p><b>Skills:</b> Singing: a+b Listening: a+b C: Improvise: b C: Compose: c Performing: a P: Notation:</p>	<p>create a strong hook. Create fragments of songs that can develop into fully fledged songs. Listen and appraise, identifying the structure of songs and analysing them to appreciate the role of metaphor. Understand techniques for creating a song and develop a greater understanding of the songwriting process.</p> <p><b>Skills:</b> Singing: b C: Improvise: b C: Compose: c Performing: b P: Notation:</p>	<p>understanding of its origins. Sing a round and accompany themselves with a beat. Play a drone and chords to accompany singing. Listen and copy back simple rhythmic and melodic patterns.</p> <p><b>Skills:</b> Singing: a+b Listening: a+b C: Improvise: a C: Compose: f Performing: c P: Notation:</p>	<p>memorable and catchy groove. Identify drum patterns, basslines, and riffs and play them using body percussion and voices.</p> <p><b>Skills:</b> Singing: a Listening: a+b C: Improvise: b C: Compose: f Performing: c P: Notation:</p>	<p>share and develop ideas. Develop listening skills and an understanding of how different instrumental parts interact (texture) by responding to each part through movement. Demonstrate an understanding of the history of Argentine Tango.</p> <p><b>Skills:</b> Singing: a Listening: a+b C: Improvise: c C: Compose: f Performing: c P: Notation: e</p>	<p>Develop knowledge and understanding of the Balinese musical forms of gamelan beleganjur and kecak. Listen and match vocal and instrumental sounds to each other, and to notation.</p> <p><b>Skills:</b> Singing: a Listening: a+b C: Improvise: c C: Compose: f Performing: c P: Notation: e</p>	<p>accompaniment, contrasting dynamics, and tempo. Notate ideas to form a simple score to play from. Listen, appraise, and respond to music using drawings and words. Recognise that music can describe feelings and tell a story. Understand and recognise ternary form.</p> <p><b>Skills:</b> Singing: a+b Listening: a+b C: Improvise: d+f C: Compose: d+f Performing: a P: Notation:</p>	<p>Create and perform their own class arrangement. Sing and play the melody of Kisne banaaya. Sing in a 4-part round accompanied with a pitched ostinato.</p> <p><b>Skills:</b> Singing: a+b Listening: a+b C: Improvise: f C: Compose: f Performing: b P: Notation:</p>
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## Year Six Curriculum Content Criteria

### **A Year Six Musician:**

#### **Singing**

**a** Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching, and appropriate style.

**b** Continue to sing three- and four-part rounds or partner songs, and experiment with positioning singers randomly within the group - i.e. no longer in discrete parts - in order to develop greater listening skills, balance between parts, and vocal independence.

#### **Listening**

**a** Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing.

**b** Listen to recorded performances.

#### **Composing: Improvise**

**a** Create music with multiple sections that include repetition and contrast.

**b** Use chord changes as part of an improvised sequence.

**c** Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape.

#### **Composing: Compose**

**d** Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody.

**e** Compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen.

**f** Enhance improvised/composed melodies with rhythmic or chordal accompaniment.

**g** Compose a ternary piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.

#### **Performing: Instrumental performance**

**a** Play a melody following staff notation written on one staff and using notes within an octave range (do–do); make decisions about dynamic range, including very loud (ff), very quiet (pp), moderately loud (mf), and moderately quiet (mp).

**b** Accompany this same melody, & others, using block chords or a bass line. Could be done using keyboards, tuned percussion or tablets, or demonstrated at the board using an online keyboard.

**c** Engage with others through ensemble playing with pupils taking on melody or accompaniment roles. The accompaniment, if instrumental, could be chords or a single-note bass line.

#### **Performing: Reading notation**

**d** Further understand the differences between semibreves, minims, crotchets, quavers, and semiquavers, and their equivalent rests.

**e** Further develop the skills to read and perform pitch notation within an octave (e.g. C–C/ do–do).

**f** Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations.

**g** Read and play from notation a four-bar phrase, confidently identifying note names and durations

## Year Six Units of Study

Autumn One	Autumn Two	Autumn Two	Spring One	Spring Two	Spring Two	Summer One	Summer One	Summer Two
<b>Hey, Mr Miller 6</b> <i>Snapshot</i> <b>Knowledge and context:</b> Compose a syncopated melody using the notes of the C major scale.	<b>Shadows 3</b>  <b>Knowledge and context:</b> Explore the influences on an artist by comparing pieces of music	<b>Composing for protest 3</b>  <b>Knowledge and context:</b> Create their own song lyrics. Fit their lyrics to a pulse, creating a chant.	<b>Dona nobis pacem 6</b> <i>snapshot</i> <b>Knowledge and context:</b> Compose an 8-bar piece on percussion, in 3-time and using	<b>You to me are everything 3</b>  <b>Knowledge and context:</b> Use music vocabulary and knowledge to discuss similarities	<b>Twinkle variations 3</b>  <b>Knowledge and context:</b> Create variations using a wide variety of composing techniques.	<b>Race! 3</b>  <b>Knowledge and context:</b> Create an accompaniment. Create an extended melody with four distinct phrases.	<b>Exploring identity through song 3</b>  <b>Knowledge and context:</b> Identify ways songwriters convey meaning: through lyrics, the music,	<b>Year 6 Performance 6</b> <i>snapshot</i> <b>Knowledge and context:</b> Learn and perform a theatre style performance. Develop an understanding of

<p>Sing a syncopated melody accurately and in tune. Sing and play a class arrangement of the song with a good sense of ensemble. Listen to historical recordings of big band swing and describe features of the music using music vocabulary.</p> <p><b>Skills:</b> Singing: a+b Listening: a+b C: Improvise: c C: Compose: c Performing: c P: Notation:</p>	<p>from different genres. Identify features of timbre, instrumentation, and expression in an extract of recorded music. Use musical knowledge and vocabulary to discuss similarities and differences in pieces of music. Create a shadow movement piece in response to music.</p> <p><b>Skills:</b> Singing: Listening: a+b C: Improvise: C: Compose: Performing: P: Notation:</p>	<p>Write a melody and sing it. Structure their ideas into a complete song.</p> <p><b>Skills:</b> Singing: Listening: a+b C: Improvise: C: Compose: d+f Performing: c P: Notation: d+e</p>	<p>chords F and C major. Sing a round accurately and in a legato style. Sing a chorus in two-part harmony with dancing on the beat. Identify changes in texture between parts moving together (homophonic texture) and parts moving independently (polyphonic texture)</p> <p><b>Skills:</b> Singing: a+b Listening: a+b C: Improvise: C: Compose: d+f Performing: c P: Notation: d+f</p>	<p>and differences in pieces of music. Learn some simple choreography to accompany a disco song. Listen and appraise, recognising and identifying key musical features such as rhythm, tempo, timbre, structure, and instruments.</p> <p><b>Skills:</b> Singing: a Listening: a+b C: Improvise: C: Compose: Performing: P: Notation:</p>	<p>Improvise on top of a repeating bassline. Decipher a graphic score. Play Twinkle, twinkle, little star</p> <p><b>Skills:</b> Singing: Listening: a+b C: Improvise: a+c C: Compose: e Performing: a+b+c P: Notation: e+f+g</p>	<p>Experiment with harmony. Structure ideas into a full soundtrack.</p> <p><b>Skills:</b> Singing: Listening: a+b C: Improvise: C: Compose: d+f Performing: P: Notation: e+f+g</p>	<p>and the performance. Understand different ways that rhymes work in songs. Identify different elements of a song's structure. Understand the concept of identity and how you can express that in songs.</p> <p><b>Skills:</b> Singing: a Listening: a+b C: Improvise: C: Compose: Performing: P: Notation:</p>	<p>the different roles in a performance. Sing the chorus of Throw, catch in three-part harmony with dancing. Develop knowledge and understanding of a variety of musical styles from musicals. Demonstrate coordination and keeping a steady beat by dancing and performing actions.</p> <p><b>Skills:</b> Singing: a+b Listening: a+b C: Improvise: C: Compose: Performing: c P: Notation:</p>
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