



Music Curriculum

	0-3 Preschool	3-4 EYFS 1	4-5 EYFS 2	Links to KS1 Curriculum
EYFS Area of Learning				
Fundamental Knowledge	• Joins in singing songs • Creates sounds by rubbing, shaking, tapping, striking or blowing • Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. loud/quiet, fast/slow	• Joins in with rhymes and songs and is learning to sing familiar ones by heart and make up own • Experiments with the different sounds instruments make • Listens carefully and respond to the sounds heard • Keeps in time to the beat and taps out a rhythm • Shares music making with others	• Sings new songs and rhymes matching the pitch and following the melody of a song • Plays untuned and tuned instruments • Expresses feelings and ideas through music and about music • Composes and adapts songs and music • Performs individually and in a group	• 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.
Early Learning Goal	• 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.			

	Autumn 1	Spring 1	Summer 1
	<i>Magical musical aquarium</i> <i>Colonel Hathi's march</i>	<i>Football</i>	<i>Cat and Mouse</i> <i>Dancing and drawing to Nautilus</i>
Year 1	• Compose music to march to using tuned and untuned percussion. • 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) • Experiment with sounds (timbre) to create aquarium-inspired music and draw the sounds 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.	• Compose word patterns in groups and melodies in pairs using mi-re-do (E-D-C). • 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).	• Create rhythm patterns, sequencing them, and 'fixing' them as compositions using simple notation. • Attempt to record compositions with stick and other notations. • Sing and chant songs and rhymes expressively. • Listen and copy rhythm patterns. Perform actions to music, reinforcing a sense of beat. • Respond to musical signals and musical themes using movement, matching movements to musical gestures in the piece. • Develop awareness of duration and the ability to move slowly to music. • Create artwork, drawing freely and imaginatively in response to a piece of music.

Year 2	<i>Carnival of animals</i> <i>Composing music inspired by birdsong</i>	<i>Grandma rap</i>	<i>Swing-a-long with Shostakovich</i> <i>Charlie Chaplin</i>
	• Select instruments and compose music 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. • Invent simple patterns using voices, body percussion, and then instruments. • Follow signals given by a conductor/leader. • Structure compositional ideas into a bigger piece. • Improvise solos using instruments.	• Compose 4-beat patterns to create a new rhythmic accompaniment, using a looping app. • Chant Grandma rap rhythmically, and perform to an accompaniment children create. • Chant and play rhythms using the durations of 'walk' (crotchet), 'jogging' (quavers), and 'shh' (crotchet rest) from stick notation. • Learn a clapping game to Hi lo chicka lo that shows the rhythm. • Show the following durations with actions 'walk' (crotchet) and 'jogging' (quavers).	• Create action patterns in 2- and 3-time. • Listen actively and mark the beat by tapping, clapping, and swinging to the music. • Listen and move, stepping a variety of rhythm patterns ('walk', 'jogging', 'skipty'). • 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. • Compose a soundtrack to a clip of a silent film. • Understand and use notes of different duration. • Understand and use notes of different pitch. • Understand and use dynamics.

Year 3	<i>I've been to Harlem</i>	<i>Latin dance</i>	<i>Just thee notes Samba with Sérgio</i>
	• 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.	• 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. • 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.	• Invent simple patterns using rhythms and notes C-D-E. • Compose music, structuring short ideas into a bigger piece. • Notate, read, follow and create a 'score'. • Recognise and copy rhythms and pitches C-D-E. • Perform call-and-response rhythms vocally, by ear, using word rhythms, then transfer rhythms to body percussion/instruments. • Perform vocal percussion as part of a group. • Move in time with the beat of the music. • Talk about what they have learnt about Brazil and Carnival (e.g. samba batucada instruments, playing in call-and-response, samba schools, that in Brazil music helps communities thrive, that word rhythms are an important way to learn rhythm patterns that you can freely express yourself at Carnival).

	Autumn 1	Spring 1	Summer 1
Year 4	Whole class ukulele <i>Composing with colour x 3 lessons</i>	Whole class ukulele <i>Spain x 3 lessons</i>	Whole class ukulele <i>Global pentatonics x3 lessons</i>
	- Create short sounds inspired by colours and shapes. - Structure musical ideas into a composition. - Create and read graphic scores. - Understand that instruments can be used individually and in combination to create different effects of timbre and texture.	- Invent a melody. - Fit two patterns together. - Structure musical ideas into compositions. - Play repeating rhythmic patterns. - Count musically	- Compose a pentatonic melody. - Improvise and create pentatonic patterns. - Use notation to represent musical ideas. - Compare music extracts and understand that the pentatonic scale features in lots of music traditions and cultures.
Year 5	What shall we do with a drunken sailor?	Madina tun nabi	Balinese Gamelan <i>Composing in ternary form</i>
	- Compose body percussion patterns to accompany a sea shanty. Write these out using rhythm grids. - 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.	- Improvise freely over a drone. - Sing a song in two parts with expression and an 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.	- Compose a kecak piece as part of a group. - Sing/chant a part within a kecak performance. - 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. - Improvise and compose, creating a piece in ternary form using a pentatonic scale, and containing an 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.

Year 6	<i>Hey, Mr Miller</i> <i>Composing with garage band</i>	<i>You to me are everything</i> <i>Twinkle variations</i> <i>Garage band</i>	<i>Exploring identity through song</i> <i>Garage band</i>
	• Compose a syncopated melody using the notes of the C major scale. • 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	• Create variations using a wide variety of composing techniques. • Improvise on top of a repeating bassline. • Decipher a graphic score. • Play Twinkle, twinkle, little star	• Identify ways songwriters convey meaning: through lyrics, the music, 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.