



Music Curriculum Framework

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p>Weather To be able to describe the sound of something Use untuned percussion to describe weather Use words loud and quiet, high and low sounds</p>	<p>Celebrations To have an awareness of tempo, begin to match quality of sound, use body movements in response to sounds, play simple instruments in response to stimulus, sing a song and changing words</p>	<p>Animals Make vocal sounds of different pitches, Compose a piece of music through a sound 'storyboard' Practise, control and refine sounds as part of a performance Use basic dynamics and tempo for musical expression</p>			
Reception	<p>Autumn Learn a number of chants and simple songs developing pulse and singing voice, produce different sounds on untuned percussion, respond to questions about a piece of music they have listened to, compose a piece of music together as a class and perform</p>	<p>Celebrations Learn simple songs about Diwali, Bonfire Night and Christmas including actions To follow the shape of a melody accurately and start and finish together Respond to music through movement, tempo and dynamics</p>	<p>Weather To use the weather as a stimulus to compose music using untuned and tuned percussion instruments Children to respond to music using dynamics and tempo Use Chrome Music Lab to create a piece of music to represent sunny weather Create a weather soundscape</p>	<p>Animals To listen to a range of music about different animals and use percussion instruments to create an animal themed composition To create sounds to suit different animals Animals included are bees, fish, farm animals and hedgehogs</p>		

Year 1	<p>Tell me a story Sing a song in unison Describe the different sounds made by different instruments Identify the pulse in a song Recognise high and low pitch</p>	<p>Fireworks and fantasy Play percussion as an accompaniment Recognise long and short sounds Understand pictures, represent sounds Perform with a sense of pulse</p>	<p>Get on Board Compose a piece of music through a sound 'storyboard' Practise, control and refine sounds as part of a performance Use basic dynamics and tempo for musical expression</p>	<p>Changes Write their own words for a song Perform with a steady sense of pulse Understand pictures can represent sounds</p>	<p>Under the Sea Perform simple accompaniments Develop a basic understanding of how music is organised Select appropriate instruments for a task</p>	<p>Blast Off! Perform a simple accompaniment Practise, control and refine a performance Change words to a known song maintaining rhythmic patterns</p>
Year 2	<p>Down in the Woods Recall, adapt and perform short rhythmic phrases Understand symbols can be used to represent sound Identify the different parts of a piece of music e.g. verse and chorus</p>	<p>Round the World Sing with an awareness of the shape of the melody Change the way music is performed to reflect occasion Understand the difference between pulse and rhythm</p>	<p>Fire! Fire! Select, organise and order sounds to perform. Suggest how they should be played and discuss effects achieved Understand symbols can be used to represent and organise sounds Recognise changes in tempo, dynamics and timbre</p>	<p>Whatever the Weather Use un-tuned percussion as an accompaniment demonstrating pulse and rhythm Understand symbols can be used to represent sound Recognise changes in dynamics</p>	<p>Down in the Jungle Select, organise and order sounds to perform suggesting how they should be played and discussing the effects achieved Use graphic scores to reflect mood, themes, movement and character Understand music can be split into different sections Understand different sounds suit different moods</p>	<p>Sun, Moon and Stars Select, organise and order sounds to perform suggesting how they should be played and discussing the effects achieved Recall, adapt and perform short rhythmic phrases Use graphic scores to reflect mood, themes, movement and character Comment constructively on music produced by others</p>
Year 3	<p>Peter and the Wolf Through a range of performance, composition and listening activities, children will explore how music can be used to develop different characters in sound Do a range of composition activities</p>	<p>Stone Age Using Stone Age as a stimulus, create their own lyrics to a known melody to create a new version of a song Use rhythmic notation to write short rhythmic phrases</p>	<p>Singfest Learn the songs to perform with other schools at Congleton Town Hall in March</p>	<p>Planet Exploration Using Holst's Planet Suite as a stimulus, children will create and perform a short composition about a planet using percussion instruments</p>	<p>Meet and Greet To perform simple parts with expression and rhythm To compose a short piece of music with a given structure Know the difference between crotchets and quavers</p>	<p>Sporting Themes Children will listen to a range of sporting themes and anthems before composing their own ostinato, chordal accompaniment and melody to reflect a chosen sport</p>

Year 3	Wider Opportunities – Folk Programme					
	<p>Develop pulse and listening skills. Understand that rhythm is different from the pulse Know how to handle instruments safely and carefully Identify higher/lower pitches Play successfully in an ensemble, knowing their place in it. Play pitches E, A, G and D successfully Bodhran players to maintain steady beat Violin players to hold and use bows correctly</p>		<p>Further develop of pulse and rhythm skills. Revise good posture and basic techniques Develop a repertoire of folk tunes to play as an ensemble Develop repertoire and through that gain an understanding of folk music's forms. Be able to play in different key signatures Understand folk music vocabulary of form, ensemble, shanty, polka</p>		<p>Further develop of musical vocabulary. Explore and understand dynamics. Explore different time signatures Recognise different styles of music – jigs, reels, shanty Play in different keys, rhythms, styles and in various volumes. Know about folk repertoire Understand folk music vocabulary of pulse/beat, reel, jig, foot, ostinato, canon</p>	
Year 4	Wider Opportunities – Bb Programme					
	<p>Perform simple 8/12/16 bar pieces in unison Move between C & D pitches when playing Maintain a steady pulse Understand crotchet, minim and quaver Be aware of conductor; knowing when to start, stop and keep together Recognise recall and repeat a rhythm</p>	<p>Show awareness of pulse/beat and pitch Control pitch when singing and playing instruments Play 3 sequential pitches Control fingering and/or the slide Improvise within a simple 16 beat setting Listen to a rhythmic call and response and reproduce it on their instrument Follow basic notation</p>	<p>Develop more closely focused articulation Maintain a musical line within a multi-part arrangement Read and understand crotchets, quavers, minims Understand and perform in triple time Create/improvise a 2-bar rhythm</p>	<p>Play confidently around a minimum of 3 pitches Read stave notation Create/improvise a 2-bar rhythm Create melodic instrumental improvisation Perform and follow complete pieces of music with confidence</p>	<p>Perform confidently on their instrument as part of an ensemble Slur between neighbouring notes as well as glissando (trombones)</p>	<p>Move fluently between 5 notes with clarity and precision Play and recognise an appropriate range of chromatic or high/low notes Able to lip slur Commit more complex rhythm / melody patterns to memory when playing Perform in canon Recognise and respond to ritenuti, fermate and in mixed metre</p>
Year 5	Wider Opportunities – World Percussion (Samba, Djembe, Taiko)					
	<p>Samba Demonstrate active listening across all instrument groups Stop and start accurately, following a director "feel" and interpret the starts and stops of the music Play a variety of Latin American rhythms consistently accurately & together Recall rhythms and patterns on most (of the six) different instruments Recall the basic cultural heritage of the samba style</p>	<p>Djembe Recall the basic cultural heritage of African drumming Demonstrate active listening across all instrument groups Play a variety of African rhythms Be able to play Open sounds (High) and Bass tones (Low) Follow a musical grid to indicate beat numbers Maintain a steady beat Be able to swap between normal, half and double tempos within rhythms</p>	<p>Taiko Know the cultural heritage of Taiko drumming, including beginnings, endings and kata (physicality) and ki (energy) Develop musical techniques of rhythm, expression and listening Know how to maintain a good stance for drumming Understand cues for big beats Develop an understanding of synchronicity of controlled movement and sound</p>			

	<p>Develop more advanced handheld percussion techniques (e.g. twisting tamborim technique or chocalho co-ordination) Lead calls and phrases, or assist others with musical knowledge Add basic culturally-appropriate samba dance to embellish performance Develop an understanding of playing together Play with rhythmical accuracy Play with dynamic control</p>		<p>Develop an understanding of the elements of music – rhythm, tempo, pitch, dynamics, duration, timbre, texture, structure. Play together including 'repeat after me' and 'call-and-response' elements Be able to play as part of an ensemble, following the leader's direction.</p>	<p>Identify shouts (kiai) which inject energy and keep big beats in time Know how to perform the DonGo base rhythm and the Big Beats sequence Use base rhythms and sequences to create arrangements and compositions Learn melody sequences and call and response arrangements to create Shimabayashi</p>		
<h2>Year 6</h2>	<p>Codebreakers Play a melody following stave notation written on one stave and accompany this same melody and others using chords or a bass line Perform with control and sensitivity with some pupils leading and supporting others Compose melodies using major or minor scales ie C major, G major, A minor or E minor, these melodies can be enhanced with chordal or rhythmic accompaniment Create music with multiple sections that include repetition and contrast Listen to music from different times and places and identify their own uniqueness Develop a cultural respect and celebrate differences in the music listened to Listen to a diverse range of genres, styles and traditions and identify stylistic features</p>	<p>Musical Recycling Perform with control and sensitivity with some pupils leading and supporting others Use prior music technology knowledge to source sounds for an intended effect and use within a composition Compose melodies using major or minor scales Create music with multiple sections that include repetition and contrast Compose a piece of music suitable for a particular occasion Discuss the features of a piece of music which work together to reflect a mood, culture or sense of occasion Present a well-formed opinion and show a willingness to engage with alternative perspectives</p>	<p>Sounds of the Future Compose a piece of music suitable for a particular occasion Identify how specific musical techniques and devices contribute to the impact of a piece Use appropriate musical vocabulary to explain choices in composition Discuss the features of a piece of music which work together to reflect a mood, culture or sense of occasion Listen to a diverse range of genres, styles and traditions and identify stylistic features Develop a cultural respect and celebrate differences in the music listened to</p>	<p>Stage and Screen Sing a broad range of songs including those that include syncopated rhythms from a variety of times and places Continue to sing and play 3 /4 part rounds Play a melody following stave notation written on one stave and accompany this same melody and others using chords or a bass line Perform with control and sensitivity with some pupils leading and supporting others Compose a melody to match a given lyric with sensitivity to stylistic features Understand semiquavers and minim rests and the relationship between semibreves, minims, crotchets, quavers, semiquavers, crotchet, and minim rests Discuss the features of a piece of music which work together to reflect a</p>	<p>Your Song Perform with control and sensitivity with some pupils leading and supporting others Create music with multiple sections that include repetition and contrast Use chord changes as part of a sequence which may be improvised Compose an extended melodic phrase using the learnt scale e.g. pentatonic / blues Begin to identify melodies built around major and minor melodies and their associated keys Develop a cultural respect and celebrate differences in the music listened to</p>	<p>Lights, Camera, Action Sing a broad range of songs including those that include syncopated rhythms from a variety of times and places Perform in large scale events to a wider audience, making the most of opportunities to work alongside professional musicians Perform with control and sensitivity with some pupils leading and supporting others Use prior music technology knowledge to source sounds for an intended effect and use within a composition Use a variety of textures and timbres when arranging a composition to show a specific mood e.g. solos, small groups, whole class Extend improvised melodies beyond 8 beats</p>

	Listen to a wide range of live and recorded musicians			mood, culture or sense of occasion Listen to a diverse range of genres, styles and traditions and identify stylistic features Recognise syncopated rhythms		Discuss the features of a piece of music which work together to reflect a mood, culture or sense of occasion Present a well-formed opinion and show a willingness to engage with alternative perspectives Recognise syncopated rhythms
--	---	--	--	--	--	--