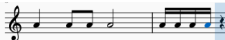
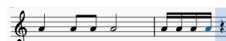
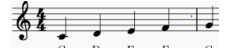




Purpose of study - Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

End of Year Expectations	
Nursery	Children are able to join in with singing a range of songs including action songs and chants singing within the correct contours of pitch; Children should be able to control a beater sufficiently to play a simple percussion instrument eg triangle; children should be able to demonstrate the feel of a steady pulse either by clapping or tapping in time;
Reception	Children are able to join in with singing a range of songs including action songs and chants singing broadly the correct contours of pitch; Children should be able to control a beater sufficiently to play a simple percussion instrument loudly or quietly; children should be able to demonstrate the feel of a steady pulse either by clapping, tapping in time using body percussion or an instrument. Children are beginning to know the names of most classroom percussion. Children recognise that pitch has different contours and can say whether it goes up or down.
Year 1	Children are able to join in with singing a range of songs including action songs and chants singing the correct contours of pitch; they should be able to follow a signal to begin/stop playing. Children can control a beater sufficiently to play a simple percussion instrument loudly or quietly; children are able to demonstrate the feel of a steady pulse either by clapping, tapping in time using body percussion or an instrument. Children can repeat a simple rhythmic phrase clapping or tapping. Children can say whether they like some music or not. Children are able to choose sounds to represent everyday sounds.
Year 2	Children are becoming more confident singers; they sing with accurate pitch and can sing a simple round. The children are secure in their knowledge of the names of classroom percussion. They can play instruments with a good sense of pulse and can accompany a song. Children can read and clap simple rhythmic notation. Children can listen to music and pick a picture that matches the sound of the music (eg Saint-Saens Carnival of the animals). Children are beginning to recognise some orchestral instruments and know they can be grouped into families. Children can choose sounds given different starting points. Children understand the term graphic score and can make up their own symbols for sounds.
Year 3	Children are beginning to develop a musical vocabulary and can define some of the inter-related dimensions of music. They have learned a work from the major canon of western music (Peter and the Wolf Prokofiev). Children are beginning to understand that some music was composed a very long time ago and that there are many styles/genres. Children know all the main orchestral instruments and their families. Children sing and perform with instruments in more than one part. They are beginning to listen to their peers in an ensemble.
Year 4	Children will have had an intensive year learning the clarinet. They will be able to name all the parts of the clarinet and assemble it safely. They will be able to play several songs from memory and some reading notation. They will be able to play at least 6 different notes and most children will be able to play an octave. Children will be able to read pitches in notation that correspond to those notes and their rhythm reading will have developed. They will perform in several concerts.
Year 5	Children will be able to sing more complex songs with accurate pitch and a tuneful sound. They know the difference between singing legato and staccato. Children are able to sing and play more than one part with confidence. Children are able to compose music to a given stimulus and given parameters eg. using an ostinato or composing in rondo form. Children are able to record some of their work using staff notation. Children have listened to a mixed genre of music and can say why they prefer one to another. They can comment on music using some musical vocabulary. Children are able to use a technology to create a piece eg. using Garage band.
Year 6	Children will have performed in a fully staged production. They can sing from memory with confidence and dramatic effect. They can talk about and express preferences about music using appropriate music vocabulary. Children are able to compose and perform their own imaginative music to a given stimulus and given parameters eg. using an ostinato or composing in rondo form. Children have learned about Aaron Copland, an important 20C composer. Children can play in a three part Samba style drumming ensemble.

Yearly overview								
Aut 1	N	R	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Theme	Exploring pulse; Using simple percussion instruments	Pitch and pulse Playing simple percussion instruments	Accurate pitch and beginner percussion	Beat and rhythm Beginner notation	Recognising mainstream orchestral instruments	Orchestral Instrument : clarinet Level 1 Reading notation	Composition using Garage band	Samba Composition Rondo
Vocab	clap, tap, sing, beat, triangle, maracas, tambour, tambourine, Jingle bells, claves	pulse, beat, percussion, instrument, pitch, tempo, guiro	crotchet, quaver, rest, duration, tempo, dynamics, compose meter, duple, triple Mozart	bar, staff, beat, semiquaver, minim rhythm, lyrics, chorus, verse. ternary form	percussion, strings,, brass, woodwind, conductor, timbre Prokofiev violin; 'cello; double bass; flute; clarinet; oboe, bassoon; trumpet, french horn; timpani; major/minor tonality	clarinet: reed, bell, upper and lower joint, barrel, mouthpiece. reading and playing from notation	ostinato, drone, meter, Garage band Satie, texture, line, accompaniment	surdo, tamborin, metal agogo syncopation
	<p>I can sit still in a circle with support for 20 mins</p> <p>I can clap hands/play an instr and be able to stop on a hand signal</p> <p>I can take turns with an instr</p> <p>I can sing with others – beginning to pitch accurately</p> <p>I can begin to know the names of some simple percussion.</p>	<p>I can focus in a circle with support for 30 mins</p> <p>I can understand the word Pitch – high low step - showing pitch with hand movements</p> <p>I can recognise a change of dynamic – loud and soft</p> <p>I can maintaining pulse by clapping – Khe Khe Kule</p> <p>I can say the names of some simple percussion: triangle, claves, tambour, tambourine.</p>	<p>I can focus in a circle with minimal support for 30 min</p> <p>I can sing in a group with an increasing sense of ensemble.</p> <p>I can sing with mostly accurate pitch.</p> <p>I can read and clap musical notation - crotchet and quaver, rest (as walk, running)</p> <p>I can play Switch</p> <p>I can play a perc instrument with some control</p>	<p>I can sing with a group with a good sense of ensemble.</p> <p>I can sing with good accuracy of pitch.</p> <p>Notation : crotchet; quaver, minim, rest</p> <p>I can understand the difference between Beat v rhythm</p> <p>I change lyrics to fit a known rhyme</p>	<p>I can know the names of many common orchestral instruments; I can recognise most of their sounds; (Peter & the Wolf) Prokofiev - a musical story</p> <p>I know the names of the families of instruments and which instruments belong in which family</p> <p>I can contribute to and perform in a class musical story (with characters with motifs like P & W) with instruments and perform to an audience</p> <p>I can give a definition of the difference between beat and rhythm.</p>	<p>I can put a clarinet together safely.</p> <p>I can name the parts of a clarinet: reed, bell, upper and lower joint, barrel, mouthpiece.</p> <p>I can begin to be able to make a solid sound on the clarinet without squeaks.</p>	<p>I can use a programme on an ipad to create music using Satie's Gnossienne as a stimulus</p>	<p>I can sing a song (be Safe online) – complex rhythms/partwork/rap</p> <p>Working in a small group, using WW2 as a stimulus I can compose music with a returning theme (rondo)</p> <p>I can learn biographical info about Glenn Miller.</p> <p>I can sing - Hey Mr Miller - a song with three parts reflecting Miller's output</p>

			I can sing a song with Neighbours song (concentric movement)		Rhythm patterns – “Peeps rhythms”			
Aut 2	<p>I can begin to be able to sing a small snippet individually</p> <p>I can learn new songs with actions</p> <p>I can perform with some support in a Xmas show in front of an audience</p> <p>Fr song : Cataclap</p>	<p>I can sing a small snippet of a song (“It is me”) alone with support. “my jack-in-a box”</p> <p>I can learn new songs with actions</p> <p>I can perform in a Xmas show in front of an audience</p> <p>Fr song : Cataclap</p>	<p>Be able to sing a line of music individually with some accuracy of pitch</p> <p>Learn new songs with actions (Toys)</p> <p>Perform with increasing confidence in a Xmas show in front of an audience</p> <p>I can listen to a range of music and describe it using expressive language</p>	<p>I can sing a song with a very simple Ostinato</p> <p>I can perform confidently in a fully staged Xmas show in front of an audience.</p> <p>I can read, clap and recognise these rhythms</p>  <p>I can listen to a range of music and describe it using expressive language and some musical vocabulary</p>	<p>I can write simple rhythms for crotchet, quaver, rest, semiquaver for friends to “read” and play.</p>  <p>I can identify different rhythms aurally</p> <p>Use beaters to play rhythms – Switch</p> <p>Tutankhamun - I can hear the difference between major/minor tonality</p>	<p>I can begin to read the notes of stave notation EDCF and play the notes with some accuracy.</p>  <p>I can sing a round in three parts</p> <p>I can perform in a concert playing clarinet and singing in front of an audience.</p>	<p>I can compose a “planet” piece of music with an ostinato working in a group.</p> <p>I can sing a jazz type song: Earth space and all that jazz – catchy rhythms/crisp diction</p> <p>I can know the term Rondo and compose a group piece in that structure</p> <p>I can play a rhythmic pattern on cups and create a similar pattern in a group;</p> <p>I can create a similar passing rhythmic pattern with instruments to 8 beats</p> <p>I can sing an Indian song with a drone and other instruments.</p> <p>I can compose based on known narrative (train)</p>	<p>I can use – crochet, minim, semibreve quaver, semiquaver, rests, bars – notating, - I can play rhythm Bingo</p> <p>I know the main Samba instruments</p> <p>Surdo, Tamborin, Agogo</p> <p>I can play in a Samba ensemble with three different rhythms some syncopated</p> <p>I can listen and play with sensitivity and control</p>

Spring	N	R	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Theme	Exploring pulse; Meeting simple percussion instruments Easter/Spring songs	Pitch and pulse Direction of pitch Using simple percussion instruments Easter/Spring songs	Listening to music and making connections Mozart Duple and Triple pulse	Dynamics Beginner notation Orchestral instruments Singing a round	Xylophone ensemble Class composition	Orchestral Instrument : clarinet Level 2 Reading and playing from notation	The Planets Composition using an ostinato	Composition Rondo WW2 music
Vocab	clap, tap, sing, beat, triangle, maracas, tambour, tambourine, Jingle bells, claves	pulse, beat, percussion, instrument, pitch, tempo, Boomwacker	crotchet, quaver, rest, duration, tempo, dynamics, compose Saint-Saens Schumann Meter, duple, triple Mozart	bar, staff, beat, semiquaver, minim violin;viola; 'cello; double bass; flute; clarinet; oboe, bassoon; trumpet, trombone; french horn; tuba; timpani; marimba; bass drum Strings, percussion, brass, woodwind	Xylophone Bass xylophone Glockenspiel Chime bar Piano Ensemble	clarinet: reed, bell, upper and lower joint, barrel, mouthpiece. violin;viola; 'cello; double bass; flute; clarinet; oboe, bassoon; trumpet, trombone; french horn; tuba; timpani; marimba; bass drum	Gustav Holst Ostinato, drone, meter, texture, line, accompaniment	Wartime songs Genre Big Band Jazz Gershwin Glenn Miller Rondo
Spr 1	I can begin to learn about pulse/beat I can learn how to play basic percussion instruments: claves, guiro, tambour, jingle bells, maracas and be able to name them I can increase my song repertoire Action songs I can learn songs with body percussion	I can recognise Pitch – high low middle, step, jump I can play Boomwackers with direction Chinese New Year Easter songs/performance Fr songs – Les canards sont verts; Tape les mains;	I can use the word Duration – long and short sounds I can Listen to music – and match picture to sound – eg fish to” Aquarelles” Saint-Saens & songs of childhood Schumann Mountaineers song (I can understand the term Duration)	I can begin to learn the Orchestral instruments and their families for RFH trip	I can play different parts in a group in a Xylophones ensemble – rain, rain go away (Carl Orff) I can make music with Body percussion different and more complex rhythms I can make my own sounds composing with body percussion and vocal sounds Kerry Andrews Fr SongSaute, Secoue,	I can make a consistent sound on the clarinet mostly without squeaks. I can begin to read the notes of stave notation EDCFG A and play the notes with some accuracy. I can sing a song in three parts with body percussion and different vocal lines I can listen to the sound of an orchestral instrument and identify it.	The Planets – Gustav Holst (or Spring term) I can listen to a piece of music and express an opinion using words like Timbre; listening and expressing an opinion using musical vocabulary I can learn a complex Ostinato; 5/4 bar length – Mars	I can play in a Xylophone ensemble – playing as a group In a pair I can compose short melody to a known rhyme I can compose a piece with body percussion then instruments using The Bigger Splash (David Hockney) as stimulus

Spr 2

I can recognise the sounds of simple percussion instruments and match the instrument

I can sing a range of songs about Spring and Easter for a concert with support

French song: un deux trois

I can sing a range of songs about Spring and Easter for a concert

I recognise when pitch goes up or down in a song and sing it to demonstrate

I can do more complex clapping songs to improve coordination and sense of pulse (4 white horses)

I can sing a passing the beat song with bean bag (Obwi sana san)

Fr song – Dans ma famille

I can use the term Dynamics – and begin to know the technical vocab/musical symbols to support this f,p, ff < etc etc

I can create loud and soft sounds with partners.

I can confidently play an instrument with control making dynamic contrast.

Fr song Tous les jours

I know about the contemporary composer: Anna Meredith-

I can learn the entire sequence of Connect it from BBC Ten Pieces and perform it,

Fr song Saute et Secoue

I can consolidate note reading and increase note learning to include lower A B G

I can perform in a concert playing clarinet and singing in front of parents with increased confidence.

I can listen to a rhythm and match it to the correct notation

I can compose a “planet” piece of music with an ostinato working in a group.

I can sing a jazz type song: Earth space and all that jazz – catchy rhythms/crisp diction

I can learn about Aaron Copland 20th music – output and position in History

I can explain what a fanfare is and when they are played..

I can play some of Fanfare for the common man using classroom instruments.

Summer	N	R	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Theme	Exploring pulse; Using simple percussion instruments	Pitch and pulse timbre	Listening to music and making connections Mozart Duple and Triple pulse	Beat and rhythm Beginner notation Graphic scores and symbols for sounds	Major C20 composer: Anna Meredith Body percussion piece composition	Orchestral Instrument : clarinet Level 3 Reading notation	The Planets Composition using ostinato	Samba Composition Rondo WW2 music
Vocab	clap, tap, sing, beat, triangle, maracas, tambourine, Jingle bells, claves Long sound Short sound Vibration	pulse, beat, percussion, instrument, pitch, tempo,	crotchet, quaver, rest, duration, tempo, dynamics, compose Meter, duple, triple Wolfgang Amadeus Mozart	bar, staff, beat, semiquaver, minim rhythm, lyrics,chorus, verse. graphic score	Playing in an ensemble Pentatonic major/minor tonality	clarinet: reed, bell, upper and lower joint, barrel, mouthpiece. Legato Tonguing	Ostinato, drone, meter, Garage band Satie, texture, line, accompaniment	Surdo, Tamborin, Metal agogo Syncopation
Sum 1	I can tell the difference between long and short sounds ; I can learn the names of musical instruments and experience new sounds I can Identify simple perc sounds	I can hear Long and short sounds (instrumental and environmental); I can begin to play instruments with control; I can begin to understand Timbre – First we tap and then we shake	I can say that Mozart was a well known composer who started composing at the age of 5. I can clap/stomp/play in different meters duple and triple I can understand the term drone I can confidently maintain a steady pulse I can play a short rhythm throughout a song (ostinato)	I know that some composers used symbols for their music (Ligeti) I can make sounds/use instruments using symbols. I can make up symbols for music; I know that other music can be written on staff notation.	Old King Cole (Goodkin) I can compose using the the opposites of the musical elements as a stimulus	Clarinet – I can play new notes A, A B, Top Bb; I can play a range of songs to support my new notes in rounds/parts.	I can learn about the place of Stravinsky in Western music, especially referencing Petrushka. I can create compositions based on the street seller's cries from Petrushka and from the ballerina's dance in triple time.	I can take part in a fully staged production with costume, lighting, songs, dialogue in front of an audience and maintain a high level of performance.

Sum 2	I can sing songs for Spring/Summer and growing: Spring into action;; There's a tiny caterpillar; Pot of Cress Preposition song (Going round the bend) , Happy Sun high; Fr song Voici ma tete;	I can choose my own sounds I can use my knowledge of sounds to choose sounds for composing music for caterpillar life cycle, Songs: minibeast songs, garden songs Summer songs; i Fr songs Je me leve; Ils sont dix dans le lit; Le Gouzzi, gouzzi (outside)	I can play an instrument from a simple grid score I can make choices of sounds using and changing symbols on a grid score. I can use my imagination to suggest sounds to match words	I can play a Djembe and know the three sounds bass; tone and slap	I know what pentatonic means. I can choose notes in a pentatonic scale and create some short pieces with a partner.	I can begin to improvise playing the clarinet. Perform confidently in a concert playing clarinet and singing in front of an audience.	I can sing a Challenging song - Respect; Unusual meters (ie not 4/4); extension of rhythm patterns;	I can take part in a fully staged production with costume, lighting, songs, dialogue in front of an audience and maintain a high level of performance.
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Curriculum themes and content

Playing musical instruments	Able to tap/shake some basic percussion instruments with some care and listening awareness. Begin to learn the names of some percussion instruments	Be disciplined in not playing instruments before being asked. Able to tap/shake some basic percussion instruments holding them correctly. Be able to play loudly or softly at will.	Remember the names of Triangle, Guiro, Maracas, Claves, Tambour, Begin to be able to vary the sounds produced.	Remember the names of more instruments metal agogo; slap rattle, octachime Be able to play a Djembe with different tones Begin to develop listening to others performing at the same time.	Xylophones - know how to hold beaters for a good sound and where to play the xylophones for good sound. Know how to take off chimes safely. Continue to develop listening to others performing at the same time.	Be able to put a clarinet together safely. Know the parts of a clarinet: reed, bell, upper and lower joint, barrel, mouthpiece. Begin to be able to make a solid sound on the clarinet. Know how to problem solve poor sound Understand that musical notation transfers across all instruments	Be familiar with most of the instruments in the music room and be able to play them with some confidence and technique.	Be familiar with all the instruments in the music room and be happy to play them all with confidence; appropriate technique and imagination.
Singing	Enjoy singing with others. Begin to be able to sing a small snippet individually Able to join in singing songs remembering some actions with some pitching.	Enjoy singing with others and begin to sing "together" Be able to sing a small snippet of a song ("It is me") alone with support. Able to join in singing songs with actions and some recognisable pitches.	Enjoy singing and be able to sing in time with an accompaniment. Be able to sing a line of music individually with some accuracy of pitch Able to join in singing with actions and recognisable pitching	Enjoy singing as a group and be aware of following a conductor. Able to join in singing with actions and mostly accurate pitching. Able to sing simple rounds/canons.	Enjoy singing as a group or solo. Be able to follow signs from a conductor to shape a song. Able to join in singing with accurate pitching knowing whether pitch moves up or down by step or jumps. Able to sing rounds/canons without support.	Enjoy singing and be able to follow a conductor accurately. Be able to sing with different dynamics and vocal tone. Be able to sing in two parts with support.	Enjoy singing as a group or solo and respond to a conductor with sensitivity. Be able to sing with a range of dynamics and tone. Be able to sing in two parts.	Enjoy singing as a group or solo and respond to a conductor with sensitivity. Be able to sing with a wide range of dynamics and effects. Be able to sing in two or more parts accurately..

Composition	Improvisation and exploring sounds	Improvisation and exploring sounds choosing sounds eg. life cycle of butterfly	Choosing instruments for particular sounds eg My Auntie May song - whirring etc with support	Choosing instruments for sounds with more apt choices. Creating short pieces with given instruments.	Creating a Musical story a la Peter and the wolf using imagination and interesting choices to suit characters of the stories. Creating and notating different rhythms and choosing instruments to play them on .	Improvising within a structure using a clarinet	The Planets: creating a soundscape for a planet over an ostinato (repeated rhythm).	Creating melodies for a chants using a key scaffold. Improvising within a framework
Inspiration	Autumn Christmas Easter Animals Colours Transport Ourselves Tadpoles!	Starting school Our families Christmas Chinese New Year Spring Growing Changing	Hotham projects Mozart Saint Saens Schumann Toys	Hotham projects Stone age The orchestra - live concert at RFH	Hotham projects Prokofiev Egypt Kerry Andrews Anna Meredith-	Hotham projects Julian Bliss (clarinettist)	Hotham projects The Planets Holst BBC Ten Pieces Stravinsky	Hotham projects World war 2 Glenn Miller Chi-Chi Nwanoku David Hockney Aaron Copland
Notation		Notation using shapes and objects eg paw prints.....	Reading note rhythms using words walk; running, arms out wide for a rest	Reading note rhythms using words walk; running, arms out wide for a rest stroll, semiquaver	Reading note rhythms using words walk; running, arms out wide for a rest, stroll, semiquaver, float	Note names on the stave, CDEFGAB F#Bb (middle octave) Understand that musical notation transfers across all instruments. eg. the violin has the same notes	Extend note reading pitch and rhythm Dotted notes	Extended note reading pitch and rhythm
Inter-related dimensions (musical elements)	Pitch - High low Dynamics - loud soft	Pitch - High, low middle Dynamics - loud, soft, medium	Pitch - moving up or down. Dynamics - loud/soft/medium Tempo - understand that this means speed	Pitch- moving up or down by step or by jumps Dynamics - learn f, p, cresc, decresc Tempo - begin to use this term Duration - Long and short	Understand most of the IRDs Structure - know ternary, binary, rondo Timbre - understand that this means tone colour and use it when choosing instruments	Be familiar with all the terms of the IRDs	Be able to use all the IRD terms	Use all the IRD terms with fluency
Français	Où sont les pouces? Un, deux, trois Voici ma tête Understand instructions eg. Passe le triangle à qu'n	Voici ma tête Je peux marcher Le meteo Bonjour petit roi Les canards sont vert Understand instructions eg. Passe le triangle à qu'n	Passe le sac tout en rond Têtes, épaules, ... Ma famille Comment t'appelle tu? Tape les mains	Tous les jours	Saute et secoue Les enfants de paix	Quelle est ta couleur favorite? La bonhomme de neige		