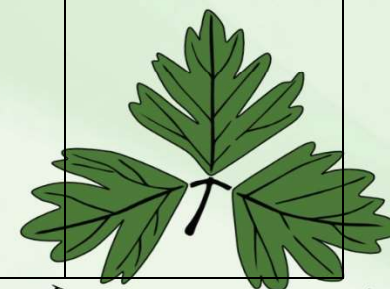


	EYFS (Expressive Arts and Design)	Year 1 (as EYFS plus)	Year 2 (as previously plus)	Year 3 (as previously plus)	Year 4 (as previously plus)	Year 5	Year 6
Listen and Respond. Appraise	<ul style="list-style-type: none"> To know twenty nursery rhymes and their stories To explore how music can touch your feelings and enjoy moving, dancing. (Link to EAD) 	<ul style="list-style-type: none"> To know 5 songs off by heart. To know and recognise the sound and names of instruments they use. To learn how they can enjoy moving to music 	<ul style="list-style-type: none"> To know that some songs have a chorus or respons/answer. To know that songs have a musical style. To learn how songs can tell a story or describe an idea. 	<ul style="list-style-type: none"> To know one song in depth and be able to talk about: <ol style="list-style-type: none"> Lyrics – what is it about? Musical dimensions (e.g. texture, tempo) Identify main sections (e.g. verse, chorus) Name instruments they have heard 	<ul style="list-style-type: none"> To know one song in depth and be able to talk about: <ol style="list-style-type: none"> Some of the style indicators of the song. (musical characteristics that give song its style). 		
Explore and Create (Musical Activities) systems and networks	<ul style="list-style-type: none"> To know that we can move with the pulse of the music and find it in a piece of music. To know that the words of the songs can tell stories and paint pictures. Copy basic rhythms 	<ul style="list-style-type: none"> To know that music has a steady pulse like a heartbeat. To know that we can create rhythms from words, names. 	<ul style="list-style-type: none"> Know that rhythms are different from steady pulse. Add high and low sounds, pitch when we sing and play. 	<ul style="list-style-type: none"> Know the difference between a musical question and answer. Take part in musical activities – find the pulse, rhythm copy, pitch copy back using 2 notes. 	Know and be able to talk about: <ul style="list-style-type: none"> Know the difference between pulse and rhythm Pitch – how high and low sounds create melodies. Musical leadership creating 	-	-



	<ul style="list-style-type: none"> • Explore high and low using voices and sounds. Create own sounds and patterns 	<ul style="list-style-type: none"> • Listen to rhythm and clap back. • Create rhythms for others to copy. • Listen and sing back. 			musical ideas for a group to copy.		
Singing	<ul style="list-style-type: none"> • To sing or rap nursery rhymes and simple songs • To sing along with actions 	<ul style="list-style-type: none"> • To confidently sing or rap five songs from memory and sing them in . 	<ul style="list-style-type: none"> • To sing songs that include different ways of using your voice. • To know why we need to warm up our voices • Learn about singing in different pitches. 	<ul style="list-style-type: none"> • Know names for different roles in a choir (e.g. leader) • Know that songs can make you feel different things. • To sing in unison and simple two parts and follow a leader. • To explore singing solo and being in tune 	<ul style="list-style-type: none"> • Texture: how a solo singer makes a thinner texture than a larger group. • To rejoin the group if lost. • To listen to the group when singing. 	-	-
Share and Perform	<ul style="list-style-type: none"> • Know that a performance is sharing music. • Perform rhymes and songs with actions and instruments. • Talk about their performance. 	<ul style="list-style-type: none"> • Choose a song they have learnt from the Scheme and perform it. • Add own ideas to the performance, say how they were feeling about it. 	<ul style="list-style-type: none"> • Share a performance for a special occasion and audience. • 	<ul style="list-style-type: none"> • A performance needs to be planned and communicates feelings and emotions. • To choose what to perform and create a programme, reflecting on what they would change and why. • To talk about the best place to be when performing. 	<ul style="list-style-type: none"> • To record the performance and say how they were feeling, what they were pleased with, what they would change and why, 	-	-

Composition	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Know that composing is like writing a story with music. • Help create a simple melody using one or two notes • Learn how a composition can be written down and changed. 	<ul style="list-style-type: none"> • Create three simple melodies within the units using one, three or five different notes. • 	<ul style="list-style-type: none"> • Investigate different ways of recording compositions. • Plan and create a section of music that can be performed • Reflect on composition and make musical decisions about pulse, rhythm, pitch. 	<ul style="list-style-type: none"> • Talk about how your work has been created and explore ways of recording (e.g. letter names, symbols, audio) 	-	-
Improvisation	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Know that improvisation is making up own tunes and that everyone can improvise! • Improvise based on three challenges – clap, sing, improvise! 	<ul style="list-style-type: none"> • Using improvisation tracks <ol style="list-style-type: none"> 1. Listen and clap your own answer. 2. Listen and sing back, listen and play your own answer using one or two notes. 3. Take it in turns to improvise using one or two notes. 	<ul style="list-style-type: none"> • Know that if you improvise using the notes you are given you cannot make a mistake. • Take part in Bronze, Silver, Gold Challenges for improvisation. 	<ul style="list-style-type: none"> • To know that you can use some of the riff you have heard in the challenges in your improvisation. • Take part in Bronze, Silver, Gold Challenges for improvisation. 	-	-

Instruments		<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Know and talk about instruments used in class. - Treat instruments carefully with respect • Play a part on a tuned instrument and follow the leader 	<ul style="list-style-type: none"> • Talk about other instruments they might play in a band. • To experience leading the playing by making sure everyone plays correctly. 	-	-
Vocabulary		<p>Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, groove, audience, imagination.</p>	<p>Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel</p>	<p>Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco.</p>	<p>Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality.</p>	<p>Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre,</p>	<p>style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, Jazz, improvise/improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony.</p>



						texture, Soul, groove, riff, bass line, brass section, harmony, melody.	
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National Curriculum:

Key stage 1 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 inter-related dimensions of music

National Curriculum:

Key stage 2 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 inter-related dimensions of music
- ♣ listen with attention to detail and recall sounds with increasing aural memory ♣ use and understand staff and other musical notations
- ♣ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- ♣ develop an understanding of the history of music..

