



Early Years Curriculum

Music is not taught as separate curriculum strand but embedded throughout all of the specific learning areas. It is predominantly taught through expressive art and design - exploring using media and materials. Children will have the opportunity to sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

National Curriculum

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.

Aims

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology
- appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including
- through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study

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.

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.



EYFS Long Term Plan

Autumn 1	Spring 1	Summer 1
<p>Singing</p> <ul style="list-style-type: none"> Sing a range of nursery rhymes. <p>Performing</p> <ul style="list-style-type: none"> Perform a song/dance for McMillan Coffee morning.(European Language Day) <p>Moving to music</p> <ul style="list-style-type: none"> Dough disco Squiggle while you wiggle. <p>Instruments</p> <ul style="list-style-type: none"> Exploring sounds made by different instruments. 	<p>Singing</p> <ul style="list-style-type: none"> Sing a range of songs linked with topics. <p>Performing</p> <ul style="list-style-type: none"> Safer internet day song. <p>Moving to music</p> <ul style="list-style-type: none"> Choose a genre of music from another culture and begin to experiment <p>Instruments</p> <ul style="list-style-type: none"> Keep a beat with an instrument. 	<p>Singing</p> <ul style="list-style-type: none"> Sing a range of songs linked with topics. <p>Performing</p> <p>Moving to music</p> <ul style="list-style-type: none"> Explore movement based around Hindi music (RE) <p>Instruments</p> <ul style="list-style-type: none"> Changing the sound of an instrument.
Key Vocabulary	Key Vocabulary	Key Vocabulary
Sing, loud, quiet, sound, voice, rhyme, beat, instrument, stop, play, pause, rest, hush, (names of the instruments), performance.	Sing, loud, quiet, sound, voice, rhyme, beat, instrument, stop, play, pause, rest, hush, (names of the instruments), performance.	Sing, loud, quiet, sound, voice, rhyme, beat, instrument, stop, play, pause, rest, hush, (names of the instruments), performance.
Suggested Texts	Suggested Texts	Suggested Texts
Nursery rhymes Musical Nursery Rhymes - Richard Johnson	Sing with Mel: Action Songs Every Child Should Know - Naoko Stoop	We Are Going On A Bear Hunt - Michael Rosen
Autumn 2	Spring 2	Summer 2
<p>Singing</p> <ul style="list-style-type: none"> Sing a range of songs linked with topics. Christmas songs. <p>Performing</p> <ul style="list-style-type: none"> Christmas performance. Rehearsals. <p>Moving to music</p> <ul style="list-style-type: none"> Dough disco Squiggle while you wiggle. <p>Instruments</p> <ul style="list-style-type: none"> Exploring sounds made by different instruments. 	<p>Singing</p> <ul style="list-style-type: none"> Sing a range of songs linked with topics. <p>Performing</p> <ul style="list-style-type: none"> Mother's Day Song <p>Moving to music</p> <ul style="list-style-type: none"> Link music to a dance within PE (Giraffes Can't Dance for example.) <p>Instruments</p> <ul style="list-style-type: none"> Keep a beat with an instrument. 	<p>Singing</p> <ul style="list-style-type: none"> Sing a range of songs linked with topics. Discuss rhythm of the story. Begin to clap some words. <p>Performing</p> <ul style="list-style-type: none"> Father's Day Song End of year <p>Moving to music</p> <ul style="list-style-type: none"> Have movements incorporated in the end of year performance. <p>Instruments</p> <ul style="list-style-type: none"> Changing the sound of an instrument.
Key Vocabulary	Key Vocabulary	Key Vocabulary
Sing, loud, quiet, sound, voice, rhyme, beat, instrument, stop, play, pause, rest, hush, (names of the instruments), performance.	Sing, loud, quiet, sound, voice, rhyme, beat, instrument, stop, play, pause, rest, hush, (names of the instruments), performance.	Sing, loud, quiet, sound, voice, rhyme, beat, instrument, stop, play, pause, rest, hush, (names of the instruments), performance.

Suggested Texts	Suggested Texts	Suggested Texts
Ladybird Christmas Carols - Ladybird	Giraffes Can't Dance - Giles Andreae	Singing Mermaid - Julia Donaldson.



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Music LTP Year 1/2

Active listening - Starter of every lesson		
Children will look at when music gets faster or quieter, what does it make them feel like, what instruments can they identify? Comparison of music chosen in the previous lesson.		
Autumn 1	Spring 1	Summer 1
<p>Pulse Finding the pulse in on a single tempo of music.</p> <p>Singing Choose one song to sing that has two pitches.</p> <p>Rhythms Copy back rhythms of up to two bars.</p>	<p>Pulse Continued work on identifying pulse in two different tempos in music and 3/4 time signature.</p> <p>Singing Choose one song to sing that has two/three pitches.</p> <p>Performing Perform rhythms for more than one bar with percussion instruments.</p>	<p>Melody and Notation Sing back melodies with up to three pitches. Introduce the notations of crochets and minims.</p> <p>Composing Repeat back longer basic of rhythms of longer than two bars from memory. Suggest changes and imitate the tasks with own rhythms.</p>
Key Vocabulary	Key Vocabulary	Key Vocabulary
pulse, rhythm, pitch, round, chorus, chant	Pitch, tempo, percussion, moderato, allegro,	bars, crotchet, minims, rest, quaver, note, rhythm grid
Suggested Texts	Suggested Texts	Suggested Texts
Giraffes Can't Dance - Giles Andreae	Pete the Cat: Twinkle, Twinkle Little Star - James Dean	Ben's Trumpet: Rachael Isadora
Autumn 2	Spring 2	Summer 2
<p>Pulse Continued work on identifying pulse in two different tempos in music.</p> <p>Rhythm Repeating back rhythms in an ostinato with the introduction of musical notation.</p> <p>Melody (performance/active listening) Within rhythm, include high and low pitch.</p> <p>Singing Choose one song to sing that has two pitches.</p>	<p>Pulse Continued work on identifying pulse in two different tempos in music and 3/4 time signature.</p> <p>Singing Choose one song to sing that has two/three pitches.</p>	<p>Musical Performance.</p> <p>Using all the skills of singing, dancing, playing and composing create a performance for all the class. 2-3mins. This will be in the diary.</p>
Key Vocabulary	Key Vocabulary	Key Vocabulary
Melody, rhythm, pulse, pitch, tune, ostinato	Pitch, tempo, singing, imitate	Performance, composing, improvising
Suggested Texts	Suggested Texts	Suggested Texts

Tabby McTat - Julia Donaldson

Bats in the band - Brian Lies

Forever Young - Bob Dylan



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Music LTP Year 3/4

Active listening - Starter of every lesson

Compare pieces of music different traditions; perform music heard aurally that contains 2+ different parts at the same time.

Autumn 1	Spring 1	Summer 1
<p>Pulse Keep a steady pulse on a tuned and untuned instruments. In 2/4, 3/4 and 4/4 time signature.</p>	<p>Composing, Improvising Improvise and compose tunes using 5 notes with up to 4 bars including complex rhythms.</p>	<p>History of Music Compare contemporary and classical music (artists) Organise into chronological order</p>
Key Vocabulary	Key Vocabulary	Key Vocabulary
Accompaniment, forte, notation	Improvisation, largo, ostinato	Solo, ensemble, phrasing
Suggested Texts	Suggested Texts	Suggested Texts
A Band of Angels - Deborah Hopkinson	Django: World's Greatest Jazz Guitarist - Bonnie Christensen	Elvis: The story of the Rock and Roll King - Bonnie Christensen.
Autumn 2	Spring 2	Summer 2
<p>Singing Choose a song that includes a round with three parts.</p> <p>Rhythms Perform songs with two rhythms at that the same time. Copy back rhythms of up to two bars including single quaver rests.</p>	<p>Pulse Continued work on keeping a steady pulse on a tuned instrument. In 2/4, 3/4 and 4/4 time signature.</p> <p>Singing Choose a song with two parts that has contrasting melodies and counter-melodies.</p>	<p>Musical Performance. Using all the skills of singing, dancing, playing and composing create a performance for all the class. 3 - 4mins . This will be in the diary.</p>
Key Vocabulary	Key Vocabulary	Key Vocabulary
Composition, round, tuned, untuned	Counter, melody, composition, harmony	Unison, ostinato
Suggested Texts	Suggested Texts	Suggested Texts
Harlem - Walter Dean Myers	Hana Hashimoto - Chieri Uegaki	I Know a Shy Fellow Who Swallowed a Cello - Barbara Garriel



Music LTP Year 5/6

Active listening - Starter of every lesson		
Talk about the key features of the music. Tempo, metre, instrumentation and melody. Include a big write on this.		
Autumn 1	Spring 1	Summer 1
<p>Pulse On a tuned instrument, perform pieces accurately in at least 3 contrasting tempos and time signatures.</p> <p>Singing Choose a song with up to 8 notes and two different parts.</p>	<p>Composing, Improvising Improvise and compose tunes using 5 notes with up to 4 bars including complex rhythms.</p>	<p>History of Music Compare modern and Baroque Compare contemporary and classical music (artists) Organise into chronological order Compare all four musical periods</p>
Key Vocabulary	Key Vocabulary	Key Vocabulary
off-beat, rhythms, syncopated, harmony, note	crescendo, chord, progression, dotted, rhythm	diminuendo, performance, ensemble
Suggested Texts	Suggested Texts	Suggested Texts
Audition & Subtraction - Amy Fellner	The Rising Star of Rusty Nail - Lesley M. Blume	Story of the Orchestra : Listen While You Learn About the Instruments, the Music and the Composers Who Wrote the Music! -Robert Levine
Autumn 2	Spring 2	Summer 2
<p>Rhythms with musical notations Perform off beat rhythms. Creating up to four bars to perform.</p>	<p>Pulse Continued work on keeping performing pieces accurately in at least 3 contrasting tempos and time signatures on a tuned instrument.</p> <p>Singing Choose a song with a harmony.</p>	<p>Musical Performance. Using all the skills of singing, dancing, playing and composing create a performance for all the class. 4 - 5mins. This will be in the diary.</p>
Key Vocabulary	Key Vocabulary	Key Vocabulary
Instrumentation, dynamics, staff, notation	Musical, features, score	Recap of all other vocabulary.
Suggested Texts	Suggested Texts	Suggested Texts
Rhythm Ride: A Road Trip Through the Motown Sound - Andrea Davis	The Music in George's Head: George Gershwin Creates Rhapsody in Blue - Suzanne Slade	The Flute - Rachna Gilmore

