

Early Years Foundation Stage

The principal focus of Expressive Arts and Design in EYFS: The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Pupils should be taught to:

- 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.

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.

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.

| | Nursery Musician | Reception Musician | Year 1 Musician | Year 2 Musician |
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| | Phase 1 Phonics/Literacy Independent Learning | Musical Gems (Aut) Sing Up (Spr/Sum) Phonics/Literacy Singing Assembly Independent Learning | Sing Up (Aut/Spr) Singing superstars (Sum-10 weeks) Singing Assembly Music Appreciation | Sing Up (Aut) Singing superstars (Spr-10 weeks) Handbells (10 wks) SUM Singing Assembly Music Appreciation |
| Progression and Assessment | <p>Expressive Arts and Design Independent Learning</p> <p>1. Respond to what they have heard, expressing their thoughts and feelings.</p> <ul style="list-style-type: none"> Help children to develop their listening skills through a range of active listening activities. Notice 'how' children listen well, for example: listening whilst painting or drawing, or whilst moving. Play, share and perform a wide variety of music and songs from different cultures and historical periods. *Link to celebrations/culture (see below). Play sound-matching games. <p>Phonics/Nursery Rhymes</p> <p>2. Listen with increased attention to sounds.</p> <p>3. Remember and sing entire songs.</p> <p>4. Sing the pitch of a tone sung by another person ('pitch match').</p> <p>5. Sing the melodic shape (moving melody, such as up and down, down and up).</p> <p>6. Create their own songs or improvise a song around one they know.</p> <ul style="list-style-type: none"> When teaching songs to children be aware of your own pitch (high/low). Children's voices are higher than adult voices. When supporting children to develop their singing voice use a limited pitch range. For example, 'Rain rain' uses a smaller pitch (high/low) range than many traditional nursery rhymes. Children's singing voices and their ability to control them is developing. Encourage them to use their 'singing' voice: when asked to sing loudly, children often shout. Sing slowly, so that children clearly hear the words and the melody of the song. Use songs with and without words – children may pitch-match more easily without words. Try using one-syllable sounds such as 'ba'. Clap or tap to the pulse of songs or music and encourage children to do this. | <p>Expressive Arts and Design Independent Learning</p> <p>1. Provide opportunities to explore and engage in music making and dance, performing solo or in groups.</p> <p>Sing Up</p> <p>2. Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <ul style="list-style-type: none"> Give children an insight into new musical worlds. Introduce them to different kinds of music from across the globe, including traditional and folk music from Britain (*see list below). Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops. <p>3. Watch and talk about dance and performance art (theatre), expressing their feelings and responses.</p> <ul style="list-style-type: none"> Offer opportunities for children to go to a live performance, such as a pantomime, play, music or dance performance. Provide related costumes and props for children to incorporate into their pretend play. <p>Musical Gems/Singing Assembly</p> <p>4. Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <ul style="list-style-type: none"> Play pitch-matching games, humming or singing short phrases for children to copy. Use songs with and without words – children may pitch match more easily with sounds like 'ba'. Sing call-and-response songs, so that children can echo phrases of songs you sing. Introduce new songs gradually and repeat them regularly. Sing slowly, so that children can listen to the words and the melody of the song. | <p>Singing: Assembly/Superstars</p> <p>Singing: Assembly</p> <ol style="list-style-type: none"> Know how to use my voice to create sounds, sing and chant. Sing simple songs and chants with actions (Singing Assembly: Hello, Hello, Kye Kye Kule). Sing echo and unison songs. Sing a wide range of call and response song and chants (Singing assembly: Boom chikka boom, Have you brought your whispering voice?). <p>Singing: Superstars</p> <p>5. Differentiate between speaking voice and singing voice.</p> <p>Performing</p> <ol style="list-style-type: none"> Know how to start and stop together on direction. Know how to use a woodblock, tambourines, cowbells, cymbals, tambour, bongos, glockenspiel to perform. Know how to keep a steady beat and copy short rhythmic patterns. Perform short rhythmic patterns. <p>Composing- Sing up</p> <ol style="list-style-type: none"> Create simple sequences and patterns of sound (pitch and tempo) - high/low, loud/quiet. Choose sounds to create a short sequence of sounds in response to a stimuli. Combine sounds to make a story, choosing instruments or sound-makers. Recognise how graphic notation can represent created sounds. Explore and invent own symbols. Use music technology to capture, change and combine sounds. | <p>Singing: Assembly/Superstars</p> <p>Singing: Assembly</p> <ol style="list-style-type: none"> Know how to sing and follow a melody. Know how to sing or clap increasing and decreasing tempo and pitch. Know the meaning of dynamics and tempo when singing. Sing call and response, simple rounds and partner songs (Hey, Hey, Look at me, Rain rain go away, Paintbox, Every brand new day, h.a.p.p.y.) <p>Singing: Superstars</p> <p>5. To sing songs expressively with awareness of mood and atmosphere.</p> <p>Performing</p> <ol style="list-style-type: none"> Know how to perform simple patterns and accompaniments keeping a steady beat/pulse. Know how to play simple rhythmic patterns on an untuned and tuned instrument. *Handbells Using ta, ta-a, ta-ah and te-tw (Music Partnership rhythm cards 1-20) <p>Composing: Sing up and Handbells</p> <ol style="list-style-type: none"> Create music in response to a non-musical stimulus. Create and combine sounds using pitch, tempo and dynamics. Know that symbols (stick notation) can be used to represent sounds. Use stick notation to compose music (Music cards 1-20). Use music technology to compose. |

| | Nursery Musician | Reception Musician | Year 1 Musician | Year 2 Musician |
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| | <p>Independent Learning/Phonics</p> <p>7. Play instruments with increasing control to express their feelings and ideas.</p> <ul style="list-style-type: none"> Offer children a wide range of different instruments, from a range of cultures. This might also include electronic keyboards and musical apps on tablets. Encourage children to experiment with different ways of playing instruments. Listen carefully to their music making and value it. Suggestion: record children's pieces, play the pieces back to the children and include them in your repertoire of music played in the setting. Untuned instruments: egg shakes, maracas, tambourines, drums, claves, cow bells, cymbals, triangles, wood block, rain stick, bells. | <p>Musical Gems/Singing Assembly</p> <p>5. Explore and engage in music making and dance, performing solo or in groups.</p> <ul style="list-style-type: none"> Notice and encourage children to keep a steady beat, this may be whilst singing and tapping their knees, dancing to music, or making their own music with instruments and sound makers. Play movement and listening games that use different sounds for different movements. Suggestions: march to the sound of the drum or creep to the sound of the maraca. Model how to tap rhythms to accompany words, such as tapping the syllables of names, objects, animals and the lyrics of a song. Play music with a pulse for children to move in time with and encourage them to respond to changes: they could jump when the music suddenly becomes louder, for example. Encourage children to create their own music. Untuned instruments: egg shakes, maracas, tambourines, drums, claves, cow bells, cymbals, triangles, wood block, rain stick, bells. <p>ELGs: Expressive Arts and Design Being Imaginative and Expressive</p> <p>6. Sing a range of well-known nursery rhymes and songs.</p> <p>7. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p> | <p>Musical appreciation</p> <p>14. Listen to a range of high quality live and recorded music.</p> <p>15. Talk about music and how it makes me feel.</p> <p>16. Know how to say whether I like or dislike a piece of music.</p> <p>17. Use vocabulary I have been learning to describe a piece of music.</p> | <p>Musical appreciation</p> <p>16. Listen with concentration and understanding to a range of high quality live and recorded music.</p> <p>17. Talk about music using appropriate vocabulary (see vocabulary list).</p> <p>18. Know how to listen out for particular things (.e.g. pitch) when listening to music.</p> <p>19. Explain why I like or dislike a piece of music.</p> |
| Vocab | loud, quiet, song, sing, listen, sound | beat, pitch, voice, tempo, call and response, pattern, in time, instruments | pitch (high, low) timbre, beat, tempo (fast, slow), structure, dynamics (loud, quiet), rhythm | Timbre, tempo (allegro, lento), dynamics (forte, piano), duration, pitch |

Nursery Rhymes

1,2,3,4,5 once I caught a fish alive, A Sailor went to Sea,
Baa Baa Black Sheep, Down at the Station, Hey Diddle
Diddle, Hickory Dickory Dock, Humpty Dumpty, Incy
Wincy Spider, Jack and Jill, Mary Mary Quite Contrary,
Miss Molly had a Dolly, One, Two Buckle my Shoe , Ring-
a-ring-a-roses, Row Row Row your Boat, Grand Old Duke
of York, The Wheels on the Bus, Twinkle Twinkle Little
Star, Wind the Bobbin Up *Old McDonald had a Farm

Celebrations and culture to link music (suggestions)

Festivals

Diwali
Chinese New Year
Christmas
Easter
Eid
Hanukkah
Birthdays

Culture

Latin
Reggae
Roma
Bhangra
Punjab
Classical
Country
European (polish, Greek)

Nursery Rhymes

1,2,3,4,5 once I caught a fish alive, A Sailor went to Sea,
Baa Baa Black Sheep, Down at the Station, Hey Diddle Diddle,
Hickory Dickory Dock, Humpty Dumpty, Incy Wincy Spider, Jack
and Jill, Mary Mary Quite Contrary, Miss Molly had a Dolly, One,
Two Buckle my Shoe, Ring-a-ring-a-roses, Row Row Row your
Boat, Grand Old Duke of York, The Wheels on the Bus, Wind the
Bobbin Up *Old McDonald had a Farm * Ten in the Bed *Ten
Green Bottles, *Five Little Ducks, *Five Little Speckled Frogs

Variety of genres music (suggestions)

We will rock you- Queen
Oye Como Va by Santana
Tubular Bells by Mike Oldfield
Pick up the piece by Average White Band
Roll Alabama by Bellowhead
La Quinta Estampie Real
Status Quo- Rockin' all over the world
Chuck Berry- Johnny B Goode
John Williams- The Imperial March
Abba- Waterloo
Pharrell Williams- Happy
Mozart- Horn Concerto No 4
Eye of the Tiger

Sing up units

Bird spotting: cuckoo polka/Shake my sillies out
Up and down/ Five fine bumble bees
Down there under the sea/It's oh so quiet
Slap clap clap/Bow, Bow, Bow Belinda

Music Appreciation

Jurassic Park Theme Tune
La Rejouissance from Music for the Royal Fireworks
Heroes- David Bowie
Colonel Hathi Elephant March
Mars from the Planets (Holsts)
Flight of the Bumblebee
Rondo Alla Turca- Mozart
Overture from William Tell- Rossini
What a Wonderful World -Louis Armstrong
Stay- Eternal
Nothern Lights- Eriks Esenvalds
Ma Matchi (Song of the Bees) Bangladesh song

Sing up units

Colonel Hathi's March
Magical musical Aquarium
Football
Cat and Mouse

Music Appreciation

Arrival of the Queen of Sheba- Handel
Clog Dance from La Fille Mal Gardee- Herold
Maple Leaf Rag- Joplin
Bolero- Ravel)
Peter's Theme from Peter and the Wolf
Hound dog- Elvis Presley
Baris (Gong Kebyar of Peliatan) from Indonesia
Raindrops keep falling on my head- David and
Bacharach)
Fantasia- Disney
Night Ferry-Anna Clyne
Mylecharaine's March (Barrule)
The Blue Danube- Strauss

Sing up units

Carnival of the animals/Bird song
Charlie Chaplin/Trains

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| | Year 3 Musician | Year 4 Musician | Year 5 Musician | Year 6 Musician |
| | <i>Singing Assembly, Toots/Flutes (x 10 weeks), Music Appreciation, Sing Up x 2</i> | | | |
| | <p><i>Singing: Assembly/Fifes</i></p> <ol style="list-style-type: none"> 1. Know how to sing a tune with expression and dynamics. 2. Know how to sing songs from memory with accurate pitch. 3. Perform actions in time to a range of songs. 4. Learn songs in a range of styles and from different times and cultures. 5. Perform songs in multiple parts as a round. 6. Sing two different songs at the same time (partner songs). | | <p><i>Singing: Assembly/Flutes</i></p> <ol style="list-style-type: none"> 1. Know how to sing confidently and accurately and how to breathe in the correct place. 2. Know how to sing with control, expression, phrasing and dynamics. 3. Learn songs in a range of styles and from different times and cultures. 4. Perform songs as a round, holding a part in a small group. 5. Sing an ostinato under a melody. 6. Understand how and why we need to care for our voices | |

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| Progression and Assessment Criteria | <p>Performing: Fifes</p> <ol style="list-style-type: none"> Clap and repeat basic rhythm patterns. Know how to create repeated patterns. Understand instrument set up and care. Know how to play clear notes on tuned instruments. Use the correct fingering for B and A. Learn Kodaly rhythm names and read notation for ta, te-te- ta-ah and sh. Follow rhythm cards using stick notation. Perform a piece of music using two notes. Perform to groups e.g in school assemblies. <p>Composing: Sing Up</p> <ol style="list-style-type: none"> Structure musical ideas to create music that has a beginning, middle and end. Compose using a range of stimulus. Know how to use different elements pitch, tempo and dynamics in my composition. Know how to create accompaniments for tunes. Use symbols (stick notation) to represent sounds for a group performance. <p>Musical appreciation/History of Music</p> <ol style="list-style-type: none"> Know how to use musical vocabulary to describe likes and dislikes about a piece of music. Know how to use musical vocabulary to describe a piece of music and compositions. Know how to recognise the work of at least one famous composer. Develop an understanding of the history of music: Handel & Pachelbel (Baroque), Tchaikovsky (Romantic), Chopin (Romantic). | <p>Performing: Flutes</p> <ol style="list-style-type: none"> Clap Kodaly rhythms and repeat basic rhythm patterns. Find pulse in pieces of music. Understand instrument set up and care. Develop basic skills on a selected tuned instrument over a sustained learning period. Use correct fingering for B, A, G. Learn Kodaly rhythm names and read notation for ta, te-te- ta-ah and sh. Know the correct breathing technique. Play and perform melodies following kodaly notation using notes B, A, G. Perform melodies in an ensemble to groups e.g school assemblies. Successfully follow hand signals to perform pieces. <p>Composing: Sing Up</p> <ol style="list-style-type: none"> Know how to combine different sounds to create a specific mood or feeling . Capture and record creative ideas using stick notation. Combine stick notation with letter names to create a short phrase using tuned instruments taught. Have a consistent sense of pulse/beat. Improvise basic rhythm patterns in a clapping song and a call and response structure. <p>Musical appreciation/History of Music</p> <ol style="list-style-type: none"> Know how to identify and describe the different purposes of music and their emotional impact. Know the family groups of instruments in an orchestra and the importance of the conductor. Name different instruments they can hear in a piece of music. Know how to begin to identify the style and work of different famous composers. Develop an understanding of the history of music: Beethoven, Mozart (Classical) & Benjamin Britten & Stravinsky (Early 20th C-Contemporary). | <p>Performing- Flutes</p> <ol style="list-style-type: none"> Read the rhythm names and clap the rhythm names from notation. Understand how to set up an instrument, hold the instrument correctly and play instrument with the correct posture. Play instrument with breath control. Confidently know how to produce 3 or more notes. Learn the Kodaly hand signs Know rhythm names tika tika, tika ti and ti tika. Perform melodies using letter names. Know how to maintain my part whilst others are performing their part. Know how to improvise within a group using melodic and rhythmic phrases. Perform a range of songs in school assemblies and in other performance opportunities. <p>Composing: Sing Up</p> <ol style="list-style-type: none"> Know how to compose music which meets specific criteria. Know how to choose the most appropriate tempo for a piece of music. Improvise using a wide range of dynamics. Improvise four bar rhythm patterns with a clapping call. Compose a body percussion pattern to a song. Compose a sentence to fit a rhythm <p>Musical appreciation/History of Music</p> <ol style="list-style-type: none"> Know how to describe, compare and evaluate music using musical vocabulary. Know how to explain why I think music is successful or unsuccessful. Know how to contrast the work of a famous composer with another and explain my preferences. Develop an understanding of the history of music: Adam de la Halle (Early Music), Byrd (Renaissance), Greensleeves (renaissance) | <p>Performing – Flutes</p> <ol style="list-style-type: none"> Read the rhythm names and clap the rhythm names from notation. Confidently set up an instrument, hold the instrument correctly and play instrument with the correct posture. Play instrument with breath control. Play 6 different notes, identifying correct fingering for 6 notes. Learn Koldaly hand signs. Know rhythm names tika tika, tika ti and ti- tika. Perform melodies using letter names. Know how to perform with control, dynamics and awareness of others. Perform a range of songs in school assemblies and school performance opportunities, (*including the opportunity to perform solo). <p>Composing: Sing Up</p> <ol style="list-style-type: none"> Plan or compose an 8 or 16 beat melodic phrase using the pentatonic scale. Notate melody and play on a tuned percussion instrument. Improvise with a range of pitch. Know how to use a variety of different musical devices in my composition (including melody, rhythms). Compose a group performance with an awareness of balance, tempo and dynamics. Improvise four bar rhythm patterns with a clapping call. Compose a body percussion pattern to a song. Compose a loop composition <p>Musical appreciation/History of Music</p> <ol style="list-style-type: none"> Know how to analyse features within different pieces of music. Know the names and features of a variety of musical genres. Know how to compare and contrast the style of music from different musical genres. Develop an understanding of the history of music – compare and contrast styles from different periods. |
| | Vocabulary | <p>Structure (symmetry) melody, accompaniment, texture, repetition, round, pattern, unison, layers, pitch</p> <p>Instrument specific vocabulary Head joint, lip plate, body, foot joint, keys</p> | <p>Timbre, tempo (Vivace, adagio.), rhythm, dynamics (fortissimo, pianissimo) , atmosphere, texture , silence, fanfare</p> <p>Instrument specific vocabulary Head joint, lip plate, body, foot joint, keys</p> | <p>structure, hook, melody, bassline, riffs, rhythm, beat tempo (presto, largo), dynamics (crescendo, diminuendo)</p> <p>Instrument specific vocab Head joint, lip plate, body, joint, foot joint</p> |

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| Rhymes and Songs | <p><u>History of Music/Music Appreciation</u> <u>Baroque</u> Hallelujah from Messiah (Handel) Pachelbels' Canon (Pachelbel)</p> <p><u>Romantic</u> Fantaisie-impromptu- Chopin Swan Lake (Swan Theme)- Tchaikovsky</p> <p><u>Music Appreciation</u> I got you- James Brown We will rock you- Queen Night on a Bare Mountain- Mussorgsky Hornpipe from Water Music (Handel) Walk like an Egyptian (The Bangles) Ja- Hi- A.R. Rahman Sahela Re- Kishori Amonkar La Frek- Chic</p> | <p><u>History of Music/Music Appreciation</u> <u>classical</u> Symphony No. 5- Beethoven Fur Elise- Beethoven Eine Kleine Nachtmusik-Mozart Marriage of Figaro- Mozart</p> <p><u>Early 20th Century</u> The Firebird- Stravinsky The Young Persons Guide to the Orchestra- Britten</p> <p><u>Music Appreciation</u> Wonderwall- Oasis Theme from Superman- John Williams With a little help from my friends- The Beatles The Pink Panther- Henry Mancini Tropical Bird (Trinidad Steel Band) Zadok The Priest- Handel</p> | <p><u>History of Music/Music Appreciation</u> <u>Early Music</u> Le Jeu De Robin et Marion- Adam de la Halle</p> <p><u>Renaissance</u> Mass for 3 voices -Byrd Greensleeves</p> <p><u>Music Appreciation</u> Human- Rag n Bone Man Shadows- Lindsey Stirling Inkanyezi Nezazi -Ladysmith Black Mambazo Yellow Submarine- The Beatles English Folk Song Suit- Williams Shake it off- Taylor Swift Theme from The Lord of the Rings -Howard Shore Variations on a Theme by Paganini (Andrew Lloyd Webber Hushabye Mountain from Chitty Chitty Bang Bang- Sherman Brothers</p> | <p><u>History of Music/Music Appreciation</u> <u>Early Music</u> Le Jeu De Robin et Marion- Adam de la Halle</p> <p><u>Renaissance</u> Mass for 3 voices -Byrd</p> <p><u>Baroque</u> Pachelbels' Canon (Pachelbel)</p> <p><u>Classical</u> Fur Elise- Beethoven</p> <p><u>Romantic</u> Swan Lake (Swan Theme)- Tchaikovsky 1812 Overture -Tchaikovsky</p> <p><u>20th Century</u> The Firebird- Stravinsky Libertango (Piazzolla) Say my name- Destiny's Child</p> <p><u>21st Century</u> Walking Away- Craig David</p> <p><u>Music Traditions</u> Scarborough Fair -Martin Carthy Asa Branca- Brazil</p> |
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