



Music Curriculum

Bosley St. Mary's CE Primary School

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Curriculum Overview

- Our starting point is the four key elements we want our children to develop through their music lessons:
 - **Listening and appraising music** -listening critically, making links with other pieces, and evaluating what they hear
 - **Musical activities** - playing instruments, improvising, and composing
 - **Performance** - in front of an audience
 - **Singing** - solo, with a partner and in a group
- Unlike other subjects, which are organised by topics, the skills and knowledge in our music curriculum are organised by the four key elements above.
- To ensure that children meet something new in each year of study, we teach a rolling programme of topics with each one containing all four key elements. By class, the rolling programme of topics are:
 - **Blossom Class** (EYFS and Year 1): Two year rolling programme
 - **Willow Class** (Year 2 and Year 3): Two year rolling programme
 - **Oak Class** (Year 4, Year 5 and Year 6): Three year rolling programme
- Teaching a rolling programme in mixed age classes means that some children will encounter a music objective outside of the key stage of study. We are comfortable that there is enough difference in content for children to learn something new every year. Further, where children encounter objectives out of year group, the work will be suitably differentiated for them to apply their prior knowledge. Finally, by the end of the key stage, children will have completed the programme of study and will therefore be prepared for the next stage in their learning.
- We use the Charanga scheme of work to support teaching and learning of music. Our curriculum is based on this scheme of work.
- This document contains the following sections:
 - **Rolling Music Programme** detailing what is taught in each year of the cycle.
 - **Music Programme of Study** listing the key knowledge, skills and vocabulary pupils should encounter during each class. This is organised
 - **Progression in Music Knowledge** and **Progression in Vocabulary** demonstrates how knowledge and skills are built sequentially throughout the music curriculum.

Rolling Music Programme

Year A

Class	Term 1	Term 2	Term 3
Blossom	My Stories	Rhythm in the Way We Walk / Banana Rap	Round and Round
Willow	I Wanna Play in a Band	Friendship Song	The Dragon Song
Oak	Blackbird	Dancing in the Street	You've Got a Friend

Year B

Class	Term 1	Term 2	Term 3
Blossom	Everyone	In the Grove	Your Imagination
Willow	Zootime	Glockenspiel 1	Three Little Birds
Oak	Glockenspiel 2	Classroom Jazz 1	Music and Me

Year C

Class	Term 1	Term 2	Term 3
Blossom			
Willow			
Oak	Lean on Me	Fresh Prince	Classroom Jazz 2

Blossom Class - Music Programme of Study

Class	Term 1	Term 2	Term 3
Year A	My Stories	Rhythm in the Way We Walk / Banana Rap	Round and Round
Year B	Everyone	In the Grove	Your Imagination

Vocabulary

EYFS (Three- and Four-year-olds): Audience, imagination, nursery rhyme, singers

EYFS (Reception): Perform, pitch, pulse, rhythm, singers

Year 1: Compose, improvise, melody, percussion, unison

Additionally, children will learn topic specific vocabulary relating, for example, to the style of music or instruments encountered.

Listen and Appraise

Knowledge	Skills
<ul style="list-style-type: none"> To know 5 songs off by heart. To know what the songs are about. 	<ul style="list-style-type: none"> To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.
<p>Early Learning Goal: Being Imaginative and Expressive Children at the expected level of development will:</p> <ul style="list-style-type: none"> Invent, adapt and recount narratives and stories with peers and their teacher. 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. 	<p>Development Matters <u>Three- and Four-Year-Olds</u></p> <ul style="list-style-type: none"> Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs or improvise a song around one they know.

Knowledge	Skills
	<ul style="list-style-type: none"> • Play instruments with increasing control to express their feelings and ideas. <p><u>Children in Reception</u></p> <ul style="list-style-type: none"> • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Explore and engage in music making and dance, performing solo or in groups.

Musical Activities

Knowledge	Skills
<ul style="list-style-type: none"> • To know and recognise the sound and names of some of the instruments they use. • To know that music has a steady pulse, like a heartbeat. • To know that we can create rhythms from words, our names, favourite food, colours and animals. • Learn the names of the notes in their instrumental part from memory or when written down. • Learn the names of the instruments they are playing. • Improvisation is about making up your own tunes on the spot. • When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. • Everyone can improvise! • Composing is like writing a story with music. • Everyone can compose. 	<ul style="list-style-type: none"> • Find the pulse. • Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat. • Create rhythms for others to copy • Listen and sing back. • Treat instruments carefully and with respect. • Play a tuned instrumental part with the song they perform. • Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part). • Listen to and follow musical instructions from a leader. • Improvise using the three challenges: <ul style="list-style-type: none"> ○ Clap and Improvise - Listen and clap back, then listen and clap your own answer (rhythms of words). ○ Sing, Play and Improvise - Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. ○ Improvise! - Take it in turns to improvise using one or two notes. • Help to create a simple melody using one, two or three notes. • Learn how the notes of the composition can be written down and changed if necessary.

Knowledge	Skills
<p>Early Learning Goal: Being Imaginative and Expressive Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher. • 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. 	<p>Development Matters <u>Three- and Four-Year-Olds</u></p> <ul style="list-style-type: none"> • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs, or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas. <p><u>Children in Reception</u></p> <ul style="list-style-type: none"> • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Explore and engage in music making and dance, performing solo or in groups.

Perform

Knowledge	Skills
<ul style="list-style-type: none"> • A performance is sharing music with other people, called an audience. 	<ul style="list-style-type: none"> • Choose a song they have learnt from the Scheme and perform it.
<p>Early Learning Goal: Being Imaginative and Expressive Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher. • 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. 	<p>Development Matters <u>Three- and Four-Year-Olds</u></p> <ul style="list-style-type: none"> • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.

Knowledge	Skills
	<ul style="list-style-type: none"> • Create their own songs, or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas. <p><u>Children in Reception</u></p> <ul style="list-style-type: none"> • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Explore and engage in music making and dance, performing solo or in groups.

Sing

Knowledge	Skills
<ul style="list-style-type: none"> • To confidently sing or rap five songs from memory and sing them in unison. 	<ul style="list-style-type: none"> • Learn about voices, singing notes of different pitches (high and low). • Learn that they can make different types of sounds with their voices - you can rap or say words in rhythm. • Learn to start and stop singing when following a leader.
<p>Early Learning Goal: Being Imaginative and Expressive Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher. • 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. 	<p>Development Matters <u>Three- and Four-Year-Olds</u></p> <ul style="list-style-type: none"> • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs, or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas.

Knowledge	Skills
	<p data-bbox="1122 116 1413 148"><u>Children in Reception</u></p> <ul data-bbox="1122 151 2022 375" style="list-style-type: none"><li data-bbox="1122 151 2022 220">• Watch and talk about dance and performance art, expressing their feelings and responses.<li data-bbox="1122 223 2022 292">• Sing in a group or on their own, increasingly matching the pitch and following the melody.<li data-bbox="1122 295 2022 375">• Explore and engage in music making and dance, performing solo or in groups.

Willow Class - Music Programme of Study

Class	Term 1	Term 2	Term 3
Year A	I Wanna Play in a Band	Friendship Song	The Dragon Song
Year B	Zootime	Glockenspiel 1	Three Little Birds

Vocabulary

Dynamics, duration, performance, question and answer, tempo, backing vocals, chorus, hook, intro/ introduction, pentatonic scale, riff, structure, texture, verse

Additionally, children will learn topic specific vocabulary relating, for example, to the style of music or instruments encountered.

Listen and Appraise

Knowledge	Skills
<ul style="list-style-type: none"> • To know some songs have a chorus or a response/answer part. • To know that songs have a musical style. • To know that music has a steady pulse, like a heartbeat. • Rhythms are different from the steady pulse. • We add high and low sounds, pitch, when we sing and play our instruments. • To know five songs from memory and who sang them or wrote them. • To know the style of the five songs. • To choose one song and be able to talk about: <ul style="list-style-type: none"> ○ Its lyrics: what the song is about ○ Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) 	<ul style="list-style-type: none"> • To learn how songs can tell a story or describe an idea. • Listen and sing back. Use your voices to copy back using 'la', whilst marching the steady beat. • To confidently identify and move to the pulse. • To think about what the words of a song mean. • To take it in turn to discuss how the song makes them feel. • Listen carefully and respectfully to other people's thoughts about the music.

Knowledge	Skills
<ul style="list-style-type: none"> ○ Identify the main sections of the song (introduction, verse, chorus etc.) ○ Name some of the instruments they heard in the song 	

Musical Activities

Knowledge	Skills
<ul style="list-style-type: none"> • Know how to find and demonstrate the pulse. • Know the difference between pulse and rhythm. • Know how pulse, rhythm and pitch work together to create a song. • Know that every piece of music has a pulse/steady beat. • Know the difference between a musical question and an answer. • Know the names of untuned percussion instruments played in class. • To know and be able to talk about the instruments used in class (a glockenspiel, a recorder) • To know and be able to talk about improvisation: <ul style="list-style-type: none"> ○ Improvisation is making up your own tunes on the spot ○ When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them ○ To know that using one or two notes confidently is better than using five ○ To know that if you improvise using the notes you are given, you cannot make a mistake • To know and be able to talk about: <ul style="list-style-type: none"> ○ A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. ○ Different ways of recording compositions (letter names, symbols, audio etc.) 	<ul style="list-style-type: none"> • Create your own simple rhythm patterns • Pitch Copy Back Using 2 Notes • Copy back with instruments, without then with notation • Pitch Copy Back and Vocal Warm-ups • Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part). • Play the part in time with the steady pulse. • Play any one, or all of four, differentiated parts on a tuned instrument - a one-note, simple or medium part or the melody of the song) from memory or using notation. • To rehearse and perform their part within the context of the Unit song. • Improvise using instruments in the context of the song they are learning to perform. <ul style="list-style-type: none"> ○ Sing, Play and Copy Back - Listen and copy back using instruments, using two different notes. ○ Play and Improvise - Using your instruments, listen and play your own answer using one or two notes. ○ Improvise! - Take it in turns to improvise using one or two notes. • Help create at least one simple melody using one, three or five different notes. • Plan and create a section of music that can be performed within the context of the unit song. • Talk about how it was created. • Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. • Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).

Perform

Knowledge	Skills
<ul style="list-style-type: none"> • To know and be able to talk about: <ul style="list-style-type: none"> ○ Performing is sharing music with other people, an audience ○ A performance doesn't have to be a drama! It can be to one person or to each other ○ You need to know and have planned everything that will be performed ○ You must sing or rap the words clearly and play with confidence ○ A performance can be a special occasion and involve an audience including of people you don't know ○ An audience can include your parents and friends. ○ It is planned and different for each occasion ○ It involves communicating feelings, thoughts and ideas about the song/music 	<ul style="list-style-type: none"> • To choose what to perform and create a programme. • They can add their ideas to the performance. • To communicate the meaning of the words and clearly articulate them. • To talk about the best place to be when performing and how to stand or sit. • To record the performance and say how they were feeling, what they were pleased with what they would change and why.

Sing

Knowledge	Skills
<ul style="list-style-type: none"> • To know and be able to talk about: <ul style="list-style-type: none"> ○ To know that unison is everyone singing at the same time. ○ Songs include other ways of using the voice e.g. rapping (spoken word). ○ To know why we need to warm up our voices. ○ Singing in a group can be called a choir ○ Leader or conductor: A person who the choir or group follow ○ Songs can make you feel different things e.g. happy, energetic or sad ○ Singing as part of an ensemble or large group is fun, but that you must listen to each other ○ To know why you must warm up your voice 	<ul style="list-style-type: none"> • Learn to find a comfortable singing position. • To sing in unison and in simple two-parts. • To demonstrate a good singing posture. • To follow a leader when singing. • To enjoy exploring singing solo. • To sing with awareness of being 'in tune'. • To have an awareness of the pulse internally when singing.

Oak Class - Music Programme of Study

Class	Term 1	Term 2	Term 3
Year A	Blackbird	Dancing in the Street	You've Got a Friend
Year B	Glockenspiel 2	Classroom Jazz 1	Music and Me
Year C	Lean on Me	Fresh Prince	Classroom Jazz 2

Vocabulary

Appraising, bridge, by ear, choreography, cover, digital/ electronic sounds, dimensions of music, dynamics, harmony, interlude, lyrics, musical style, notation, note names, note values, ostinato, phrases, producer, rhythm patterns, solo, style indicators, syncopation, tag ending, texture, timbre, tune/head

Additionally, children will learn topic specific vocabulary relating, for example, to the style of music or instruments encountered.

Listen and Appraise

Knowledge	Skills
<ul style="list-style-type: none"> • To know five songs from memory, who sang or wrote them, when they were written and why? • To know the style of the songs and to name other songs from the Units in those styles. • To choose three or four other songs and be able to talk about: <ul style="list-style-type: none"> ○ The style indicators of the songs (musical characteristics that give the songs their style) ○ The lyrics: what the songs are about ○ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) 	<ul style="list-style-type: none"> • To identify and move to the pulse with ease. • To think about the message of songs. • To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. • Listen carefully and respectfully to other people's thoughts about the music. • Use musical words when talking about the songs. • To talk about the musical dimensions working together in the Unit songs. • Talk about the music and how it makes you feel, using musical language to describe the music.

Knowledge	Skills
<ul style="list-style-type: none"> ○ Identify the structure of the songs (intro, verse, chorus etc.) ○ Name some of the instruments used in the songs ○ The historical context of the songs. What else was going on at this time, musically and historically? ○ Know and talk about that fact that we each have a musical identity 	

Musical Activities

Knowledge	Skills
<ul style="list-style-type: none"> ● Know and be able to talk about: <ul style="list-style-type: none"> ○ How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music ○ How to keep the internal pulse ○ Musical Leadership: creating musical ideas for the group to copy or respond to ● To know and be able to talk about: <ul style="list-style-type: none"> ○ Different ways of writing music down - e.g. staff notation, symbols ○ The notes C, D, E, F, G, A, B + C on the treble stave ○ The instruments they might play or be played in a band or orchestra or by their friends ● To know and be able to talk about improvisation: <ul style="list-style-type: none"> ○ Improvisation is making up your own tunes on the spot ○ When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. ○ To know that using one, two or three notes confidently is better than using five ○ To know that if you improvise using the notes you are given, you cannot make a mistake ○ To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations ○ To know three well-known improvising musicians ● To know and be able to talk about: <ul style="list-style-type: none"> ○ A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. 	<ul style="list-style-type: none"> ● Find the pulse ● Lead the class by inventing rhythms for them to copy back ● Copy back three-note riffs by ear and with notation ● Question and answer using three different notes ● Play a musical instrument with the correct technique within the context of the Unit song. ● Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts - a one-note, simple or medium part or the melody of the song from memory or using notation. ● To rehearse and perform their part within the context of the Unit song. ● To listen to and follow musical instructions from a leader. ● To lead a rehearsal session. ● Improvise using instruments in the context of a song to be performed. <ul style="list-style-type: none"> ○ Play and Copy Back: Copy back using instruments. Use the three notes. ○ Play and Improvise: You will be using up to three notes: ○ Question and Answer using instruments: Use three notes in your answer. Always start on a G. ● Improvisation! You will be using up to three notes. Improvise using three notes.

Knowledge	Skills
<ul style="list-style-type: none"> ○ A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure ● Notation: recognise the connection between sound and symbol 	

Perform

Knowledge	Skills
<ul style="list-style-type: none"> ● To know and be able to talk about: <ul style="list-style-type: none"> ○ Performing is sharing music with an audience with belief ○ A performance doesn't have to be a drama! It can be to one person or to each other ○ Everything that will be performed must be planned and learned ○ You must sing or rap the words clearly and play with confidence ○ A performance can be a special occasion and involve an audience including of people you don't know ○ It is planned and different for each occasion ○ A performance involves communicating ideas, thoughts and feelings about the song/music 	<ul style="list-style-type: none"> ● To choose what to perform and create a programme. ● To communicate the meaning of the words and clearly articulate them. ● To talk about the venue and how to use it to best effect. ● To record the performance and compare it to a previous performance. ● To discuss and talk musically about it - "What went well?" and "It would have been even better if...?"

Sing

Knowledge	Skills
<ul style="list-style-type: none"> ● To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. ● To know about the style of the songs so you can represent the feeling and context to your audience ● To choose a song and be able to talk about: <ul style="list-style-type: none"> ○ Its main features ○ Singing in unison, the solo, lead vocal, backing vocals or rapping ○ To know what the song is about and the meaning of the lyrics ● To know and explain the importance of warming up your voice 	<ul style="list-style-type: none"> ● To sing in unison and to sing backing vocals. ● To demonstrate a good singing posture. ● To follow a leader when singing. ● To re-join the song if lost. ● To listen to the group when singing. ● To experience rapping and solo singing. ● To listen to each other and be aware of how you fit into the group. ● To sing with awareness of being 'in tune'.

Progression in Music

Listen and Appraise

Class	Knowledge - Meeting age-related expectations by the end of each class
Blossom (EYFS)	<p>Early Learning Goal: Being Imaginative and Expressive Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher; • 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.
Blossom Y1	<ul style="list-style-type: none"> • To know 5 songs off by heart. • To know what the songs are about.
Willow Y2, Y3	<ul style="list-style-type: none"> • To know some songs have a chorus or a response/answer part. • To know that songs have a musical style. • To know that music has a steady pulse, like a heartbeat. • Rhythms are different from the steady pulse. • We add high and low sounds, pitch, when we sing and play our instruments. • To know five songs from memory and who sang them or wrote them. • To know the style of the five songs. • To choose one song and be able to talk about: <ul style="list-style-type: none"> ○ Its lyrics: what the song is about ○ Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) ○ Identify the main sections of the song (introduction, verse, chorus etc.) • Name some of the instruments they heard in the song
Oak Y4, Y5, Y6	<ul style="list-style-type: none"> • To know five songs from memory, who sang or wrote them, when they were written and why? • To know the style of the songs and to name other songs from the Units in those styles. • To choose three or four other songs and be able to talk about: <ul style="list-style-type: none"> ○ The style indicators of the songs (musical characteristics that give the songs their style) ○ The lyrics: what the songs are about ○ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) ○ Identify the structure of the songs (intro, verse, chorus etc.) ○ Name some of the instruments used in the songs ○ The historical context of the songs. What else was going on at this time, musically and historically? • Know and talk about that fact that we each have a musical identity

Musical Activities

Class	Knowledge - Meeting age-related expectations by the end of each class
Blossom (EYFS)	<p>Early Learning Goal: Being Imaginative and Expressive Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher; • 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.
Blossom Y1	<ul style="list-style-type: none"> • To know and recognise the sound and names of some of the instruments they use. • To know that music has a steady pulse, like a heartbeat. • To know that we can create rhythms from words, our names, favourite food, colours and animals. • Learn the names of the notes in their instrumental part from memory or when written down. • Learn the names of the instruments they are playing. • Improvisation is about making up your own tunes on the spot. • When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. • Everyone can improvise! • Composing is like writing a story with music. • Everyone can compose.
Willow Y2, Y3	<ul style="list-style-type: none"> • Know how to find and demonstrate the pulse. • Know the difference between pulse and rhythm. • Know how pulse, rhythm and pitch work together to create a song. • Know that every piece of music has a pulse/steady beat. • Know the difference between a musical question and an answer. • Know the names of untuned percussion instruments played in class. • To know and be able to talk about the instruments used in class (a glockenspiel, a recorder) • To know and be able to talk about improvisation: <ul style="list-style-type: none"> ○ Improvisation is making up your own tunes on the spot ○ When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them ○ To know that using one or two notes confidently is better than using five ○ To know that if you improvise using the notes you are given, you cannot make a mistake • To know and be able to talk about: <ul style="list-style-type: none"> ○ A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. ○ Different ways of recording compositions (letter names, symbols, audio etc.)
Oak	<ul style="list-style-type: none"> • Know and be able to talk about:

Class	Knowledge - Meeting age-related expectations by the end of each class
Y4, Y5, Y6	<ul style="list-style-type: none"> ○ How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music ○ How to keep the internal pulse ○ Musical Leadership: creating musical ideas for the group to copy or respond to ● To know and be able to talk about: <ul style="list-style-type: none"> ○ Different ways of writing music down - e.g. staff notation, symbols ○ The notes C, D, E, F, G, A, B + C on the treble stave ○ The instruments they might play or be played in a band or orchestra or by their friends ● To know and be able to talk about improvisation: <ul style="list-style-type: none"> ○ Improvisation is making up your own tunes on the spot ○ When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. ○ To know that using one, two or three notes confidently is better than using five ○ To know that if you improvise using the notes you are given, you cannot make a mistake ○ To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations ○ To know three well-known improvising musicians ● To know and be able to talk about: <ul style="list-style-type: none"> ○ A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. ○ A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure ● Notation: recognise the connection between sound and symbol

Perform

Class	Knowledge - Meeting age-related expectations by the end of each class
Blossom (EYFS)	<p>Early Learning Goal: Being Imaginative and Expressive Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher; • 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.
Blossom Y1	<ul style="list-style-type: none"> • A performance is sharing music with other people, called an audience.
Willow Y2, Y3	<ul style="list-style-type: none"> • To know and be able to talk about: <ul style="list-style-type: none"> ○ Performing is sharing music with other people, an audience ○ A performance doesn't have to be a drama! It can be to one person or to each other ○ You need to know and have planned everything that will be performed ○ You must sing or rap the words clearly and play with confidence ○ A performance can be a special occasion and involve an audience including of people you don't know ○ An audience can include your parents and friends. ○ It is planned and different for each occasion • It involves communicating feelings, thoughts and ideas about the song/music
Oak Y4, Y5, Y6	<ul style="list-style-type: none"> • To know and be able to talk about: <ul style="list-style-type: none"> ○ Performing is sharing music with an audience with belief ○ A performance doesn't have to be a drama! It can be to one person or to each other ○ Everything that will be performed must be planned and learned ○ You must sing or rap the words clearly and play with confidence ○ A performance can be a special occasion and involve an audience including of people you don't know ○ It is planned and different for each occasion • A performance involves communicating ideas, thoughts and feelings about the song/music

Singing

Class	Knowledge - Meeting age-related expectations by the end of each class
Blossom (EYFS)	<p>Early Learning Goal: Being Imaginative and Expressive Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher; • 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.
Blossom Y1	<ul style="list-style-type: none"> • To confidently sing or rap five songs from memory and sing them in unison.
Willow Y2, Y3	<ul style="list-style-type: none"> • To know and be able to talk about: <ul style="list-style-type: none"> ○ To know that unison is everyone singing at the same time. ○ Songs include other ways of using the voice e.g. rapping (spoken word). ○ To know why we need to warm up our voices. ○ Singing in a group can be called a choir ○ Leader or conductor: A person who the choir or group follow ○ Songs can make you feel different things e.g. happy, energetic or sad ○ Singing as part of an ensemble or large group is fun, but that you must listen to each other • To know why you must warm up your voice
Oak Y4, Y5, Y6	<ul style="list-style-type: none"> • To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. • To know about the style of the songs so you can represent the feeling and context to your audience • To choose a song and be able to talk about: <ul style="list-style-type: none"> ○ Its main features ○ Singing in unison, the solo, lead vocal, backing vocals or rapping ○ To know what the song is about and the meaning of the lyrics • To know and explain the importance of warming up your voice

Progression in Vocabulary

For a child to have met expectations, they will have developed the following vocabulary in each year group. Please note that this may be by the end of their time in each class because of our mixed age year groups.

Blossom Class			Willow Class		Oak Class		
EYFS (3- and 4- year-olds)	EYFS Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Audience Imagination Nursery Rhyme Singers	Perform Pitch Pulse Rhythm Singers	Compose Improvise Melody Percussion Unison	Dynamics Duration Performance Question and answer Tempo	Backing vocals Chorus Hook Intro/ introduction Pentatonic scale Riff Structure Texture Verse	By ear Choreography Digital/ electronic sounds Dynamics Lyrics Musical style Notation Rhythm patterns Solo	Appraising Bridge Cover Harmony Interlude Note names Note values Syncopation Tag ending Texture Tune/head	Dimensions of music Ostinato Phrases Producer Style indicators Timbre

Alongside this, children will learn topic specific vocabulary relating, for example, to the style of music or instruments encountered.