



The Ribblesdale Federation of Schools

Music Curriculum Handbook

(Updated for 2026-2027 Curriculum)

Year Groups	Year A						Year B					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 1	Music and Action	Seascapes	Music in Nature	Musical Stories	Musical Journeys	Music and Sport	Music and Action	What's on the Menu?	Music for Film	Soundscapes	Music and Movement	Come and Dance with Me
Class 2	Music for Occasion	Music for Remembrance – Keep the Home Fires Burning	This Little Light of mine	Sea Shanties and Work Songs	Performance Project Play Percussion 'Ripples'							
	Year C						Year D					
Class 2												

Music

Intent

In each of our schools within the Ribblesdale Federation, we provide our children with an enriching, high-quality and broad music curriculum that enables every child to engage with music from a variety of genres to inspire and foster a passion for music within our pupils. Our music curriculum is carefully planned to enable children to develop their knowledge and skills across the three areas of musical development: performance, composition and listening and appraising. Our aim is for our children to develop their talent as musicians, increasing their self-confidence as well as feeling pride and a sense of achievement when participating in musical activities, rehearsals and performances.

Performance underpins every lesson and children are taught to sing songs, with accuracy of pitch, awareness of pulse, rhythm and melody both in unison and when singing in harmony as part of a larger ensemble. In addition to singing, children have the opportunity to explore a range of instruments such as tuned and untuned percussion, recorders and ukuleles developing their instrumental skills as well as knowledge of timbre and sonority. We encourage our children to fully engage with music through movement to develop their appreciation of how music can affect our emotions and develop individual confidence in performance and expression.

As part of their learning, children are taught to read and follow music notation in the form of graphic scores as well as western notation and will further embed this learning through performance and composition opportunities from reception to year 6. To develop their listening and appraising

skills, pupils are immersed in a diverse range of musical styles such as popular music, classical, orchestral, choral, music for film and world music amongst others. It is our intention that all children experience an enjoyable music education that enables them to develop their appreciation of music from different cultures as well as being able to respond to what they hear and comment on their experiences using appropriate musical vocabulary.

Pupils with SEND

We recognise that music can be a soothing or over-stimulating experience to children with a wide range of different sensory needs and as such endeavour to be flexible in our approach to music education for pupils with SEND. Notation can be modified to enable SEND learners to access performance through colour coding or imagery whilst enabling them to access the same learning as others. Ensemble performance enables our SEND pupils to participate regardless for their musical ability and parts are differentiated accordingly. SING UP resources can be accessed externally from the classroom on an alternative device should the child become overwhelmed by the noise levels inside the classroom.

EYFS

This subject leader handbook is for the national curriculum. There is a separate EYFS handbook which shows the EYFS long-term curriculum. The EYFS curriculum is holistic and therefore a number of areas of learning will link to this subject and support children to be immersed in Music.

Implementation

Children are taught in mixed age classes within the federation: Reception and Year 1, Year 2 and Year 3 and finally Year 4, 5 and 6. Planning and delivery of lessons enables children to learn the stage related knowledge and skills whilst deepening their understanding with exposure to higher level content. It is not expected that all children within the class achieve the same standard.

Performance opportunities enable children to showcase their learning to their peers and parents in assemblies, the wider community as part of Harvest Festival, Christmas and Easter celebrations and end of year productions. Children participate in worship assemblies weekly in addition to their timetabled music lessons.

Our planning is modelled on the Sing Up scheme which follows both the National Curriculum framework and the New Model Music Curriculum and the Musical Development Matters in the Early Years.

In EYFS, the main areas of development: hearing and listening, vocalising and singing, moving and dancing and exploring and playing are woven into our music planning ensuring all children are encouraged to develop in each of these aspects of development through music.

Key stage 1

- Pupils are taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes
- Pupils have the opportunity to play tuned and untuned instruments musically
- Pupils are encouraged to listen with concentration and understanding to a range of high-quality live and recorded music
- Pupils are free to experiment with, create, select and combine sounds using the inter-related dimensions of music.

Key stage 2

- Pupils are taught to sing and play musically with increasing confidence and control.
- Pupils develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.
- Pupils play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- Pupils improvise and compose music for a range of purposes using the inter-related dimensions of music
- Pupils are encouraged listen with attention to detail and recall sounds with increasing aural memory
- Pupils are taught to use and understand staff and other musical notations
- Pupils are encouraged to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- Pupils develop an understanding of the history of music.

Impact

Children should be able to perform with confidence, maintain accuracy of pitch demonstrate an awareness of pulse and rhythm in unison parts and maintain their own musical line when performing as part of an ensemble with split parts or harmony. When reading music notation, children should be able to recognise and respond accurately to graphic score notation and western notation on the treble staff with fluency. In listening and appraising tasks, children should be able to comment on specific features of the music they hear with confidence, using appropriate and accurate musical vocabulary and demonstrate an awareness of mood and character. Children should enjoy taking part in musical experiences exploring different timbres, developing their work through careful review and reflection and focused peer/ self assessment.

Autumn Term 1 (Year A): Music and Action – I’ve Got a Grumpy Face/Up and Down

EYFS	In Year 1 and 2 we...
Hearing and Listening Children offer explanations about how the music makes them feel, why those sounds may have been chosen, what the music makes them think about and are encouraged to use the musical elements to communicate their answer. What do you like about the music? What can you hear? How does the music make you feel? Children in EYFS may respond to the music using pictures or markings. Moving and Dancing Children can use movements to demonstrate their feelings in response to the music and interpretations of the music. Children are encouraged to move to the music and respond through dance and actions. Exploring and Playing Children can create their own music using tuned and untuned percussion and are taught how to hold the instruments correctly to create different timbres. They have many opportunities to use their voices and body percussion and explore timbre through exploration and composition tasks.	Knowledge • I know what the terms pitch, tempo, dynamics and timbre mean. • I can identify tuned and untuned percussion instruments. • I know about the composer Gustav Holst and his piece ‘Mars’ from the Planets Suite. • I know about the composer Gustav Holst and his piece ‘The Lark Ascending’. • I know about the film music composer John Williams and his piece ‘The Imperial March’ from Star Wars. • I know about the composer Edvard Greig and his piece ‘In the Hall of the Mountain King’ from Peer Gynt. • I know about the composer Tchaikovsky and his piece ‘Dance of the Sugarplum Fairy’ from the Nutcracker Suite. • I know about the composer Rimsky Korsakov and his piece ‘The Flight of the Bumblebee’. • I know about the composer Benjamin Britten and his work ‘Dawn’ from ‘Sea Interludes’. • I know about the composer Anna Meredith and her piece ‘Nautilus’. Performance • I can sing with a sense of pitch following the shape of the melody. • I can tap/move in time with the beat. • I can perform using actions demonstrating awareness of pulse and rhythm. • I can sing a song with ‘stepping’ and ‘leaping’ notes. • I can play and maintain a steady pulse of percussion instruments. • I can perform high and low sounds using my voice and instruments. • I can use hand actions and respond to hand actions signalling changes in pitch. • I can sing songs with an awareness of phrasing.

Composition

- I can contribute new ideas for lyrics and/or actions to accompany/develop the original song.
- I can explore different sounds (timbres) to reflect feelings and emotions.
- I can create new lyrics using rhyming words.
- I can create my own 'up and down' composition demonstrating 'steps' and 'leaps' (intervals).
- I can create my own images for a graphic score to describe the organisation/movement of the music.

Listening

- I can recognise feeling/emotion in the music and describe the changes using movement and/or the elements of music tempo, pitch and timbre.
- I can describe the character of songs.
- I can identify and comment on specific timbres produced by a range of instruments and suggest how they are different from others.
- I can discuss the properties of different instruments.
- I can identify ascending and descending pitch in the music I listen to.
- I can respond to music with corresponding actions.
- I can follow music from a graphic score whilst listening to music.
- I can compare different versions/interpretations of the same piece.

Communication

- I can explain why I have made specific choices in my compositions.
- I can move to music freely and with confidence.
- I can perform with confidence and projection in front of an audience.
- I can express how the music makes me feel and share my thoughts and opinions.
- I can perform as part of an ensemble with an awareness of how my part communicates with others.

Suggested enrichment ideas

Pupils perform their work in student led assemblies or as part of the Friday Rewards Assemblies to parents.

Pupils can enhance their performances with costumes and props.

Autumn Term 2 (Year A): Seascapes – ‘Dawn’ from Sea Interludes/ Nautilus

EYFS	In Year 1 and 2 we
Hearing and Listening Children offer explanations about how the music makes them feel, why those sounds may have been chosen, what the music makes them think about and are encouraged to use the musical elements to communicate their answer. What do you like about the music? What can you hear? How does the music make you feel? Children in EYFS may respond to the music using pictures or markings. Moving and Dancing Children can use movements to demonstrate their feelings in response to the music and interpretations of the music. Children are encouraged to move to the music and respond through dance and actions. Exploring and Playing Children can create their own music using tuned and untuned percussion and are taught how to hold the instruments correctly to create different timbres. They have many opportunities to use their voices and body percussion and explore timbre through exploration and composition tasks.	Knowledge • I know what the terms pitch, tempo, dynamics and timbre mean. • I can identify tuned and untuned percussion instruments. • I know about the composer Vaughan Williams and his work ‘The Lark Ascending’. • I know about the composer Rimsky Korsakov and his piece ‘The Flight of the Bumblebee’. • I know about the composer Benjamin Britten and his work ‘Dawn’ from ‘Sea Interludes’. • I know about the composer Anna Meredith and her piece ‘Nautilus’. Performance • I can sing with a sense of pitch following the shape of the melody. • I can tap/move in time with the beat. • I can perform using actions demonstrating awareness of pulse and rhythm. • I can sing a song with ‘stepping’ and ‘leaping’ notes. • I can play and maintain a steady pulse of percussion instruments. • I can perform high and low sounds using my voice and instruments. • I can use hand actions and respond to hand actions signalling changes in pitch. • I can sing songs with an awareness of phrasing. Composition • I can contribute new ideas for lyrics and/or actions to accompany/develop the original song. • I can explore different sounds (timbres) to reflect feelings and emotions. • I can create new lyrics using rhyming words. • I can create my own ‘up and down’ composition demonstrating ‘steps’ and ‘leaps’ (intervals). • I can create my own images for a graphic score to describe the organisation/movement of the music.

	Listening • I can recognise feeling/emotion in the music and describe the changes using movement and/or the elements of music tempo, pitch and timbre. • I can describe the character of songs. • I can identify and comment on specific timbres produced by a range of instruments and suggest how they are different from others. • I can discuss the properties of different instruments. • I can identify ascending and descending pitch in the music I listen to. • I can respond to music with corresponding actions. • I can follow music from a graphic score whilst listening to music. • I can compare different versions/interpretations of the same piece. Communication • I can explain why I have made specific choices in my compositions. • I can move to music freely and with confidence. • I can perform with confidence and projection in front of an audience. • I can express how the music makes me feel and share my thoughts and opinions. • I can perform as part of an ensemble with an awareness of how my part communicates with others. .
<u>Suggested enrichment ideas</u> Pupils perform their work in student led assemblies or as part of the Friday Rewards Assemblies to parents. Pupils can enhance their performances with costumes and props.	

Spring Term 1 (Year A): Music in Nature – Birdsong ‘Cuckoo Polka’/Five fine Bumblebees

EYFS	In Year 1 and 2 we...
Hearing and Listening Children offer explanations about how the music makes them feel, why those sounds may have been chosen, what the music makes them think about and are encouraged to use the musical elements to communicate their answer. What do you like about the music? What can you hear? How does the music make you feel? Children in EYFS may respond to the music using pictures or markings. Moving and Dancing Children can use movements to demonstrate their feelings in response to the music and interpretations of the music. Children are encouraged to move to the music and respond through dance and actions. Exploring and Playing Children can create their own music using tuned and untuned percussion and are taught how to hold the instruments correctly to create different timbres. They have many opportunities to use their voices and body percussion and explore timbre through exploration and composition tasks.	Knowledge • I know what the terms pitch, tempo, dynamics and timbre mean. • I know about the composer Johann Strauss and his work ‘Cuckoo Polka’. • I know about the composer Vaughan Williams and his work ‘The Lark Ascending’. • I know about the composer Aaron Copland and his work ‘the Cat and the Mouse’. • I know what the term ‘call and response’ means. Performance • I can take turns in singing echoing phrases (imitation). • I can respond to music through movement. • I can copy bird song using my voice. • I can copy rhythmic patterns. • I can perform as part of a group with an awareness of other parts within the ensemble. • I can sing a song in a call and response style. • I can play accompaniment parts on tuned and untuned percussion. Composition • I can contribute new ideas for lyrics and/or actions to accompany/develop the original song. • I can experiment with different voices for character compositions. • I can create my own rhythmic patterns. • I can use different forms of notation including graphic scores to write down and organise my music. • I can create a mini beast vocal/instrumental soundscape showing variety of tempo and I am able to explain my reasoning. • Create my own question and answer phrases in a call and response style.

	Listening • I can recognise feeling/emotion in the music and describe the changes using movement and/or the elements of music tempo, pitch and timbre. • I can movement in the music and describe how the elements of music tempo, pitch and timbre are being used and varied for effect. • I can listen carefully to the work of others and offer my thoughts and observations using key words to support my findings. • I can recognise and comment on changes in tempo. • I can follow a score whilst listening to music. Communication • . I can explain why I have made specific choices in my compositions. • I can move to music freely and with confidence. • I can perform with confidence and projection in front of an audience. • I can express how the music makes me feel and share my thoughts and opinions. • I can perform as part of an ensemble with an awareness of how my part communicates with others.
<u>Suggested enrichment ideas</u> Pupils perform their work in student led assemblies or as part of the Friday Rewards Assemblies to parents. Pupils can enhance their performances with costumes and props.	

Spring Term 2 (Year A): Musical Stories – Cat and Mouse/ Musical Conversations

EYFS	In Year 1 and 2 we...
Hearing and Listening Children offer explanations about how the music makes them feel, why those sounds may have been chosen, what the music makes them think about and are encouraged to use the musical elements to communicate their answer. What do you like about the music? What can you hear? How does the music make you feel? Children in EYFS may respond to the music using pictures or markings. Moving and Dancing Children can use movements to demonstrate their feelings in response to the music and interpretations of the music. Children are encouraged to move to the music and respond through dance and actions. Exploring and Playing Children can create their own music using tuned and untuned percussion and are taught how to hold the instruments correctly to create different timbres. They have many opportunities to use their voices and body percussion and explore timbre through exploration and composition tasks.	Knowledge • I know what the terms pitch, tempo, dynamics, duration and timbre mean. • I know about the composer Aaron Copland and his work 'the Cat and the Mouse'. • I know what the term 'call and response' means. • I can identify a graphic score. Performance • I can take turns in singing echoing phrases (imitation). • I can respond to music through movement. • I can copy rhythmic patterns. • I can perform as part of a group with an awareness of other parts within the ensemble. • I can sing a song in a call and response style. • I can play accompaniment parts on tuned and untuned percussion. Composition • I can contribute new ideas for lyrics and/or actions to accompany/develop the original song. • I can experiment with different voices for character compositions. • I can create my own rhythmic patterns. • I can use different forms of notation including graphic scores to write down and organise my music. • I can create a mini beast vocal/instrumental soundscape showing variety of tempo and I am able to explain my reasoning. • Create my own question and answer phrases in a call and response style. Listening • I can recognise feeling/emotion in the music and describe the changes using movement and/or the elements of music tempo, pitch and timbre.

- I can movement in the music and describe how the elements of music tempo, pitch and timbre are being used and varied for effect.
- I can listen carefully to the work of others and offer my thoughts and observations using key words to support my findings.
- I can recognise and comment on changes in tempo.
- I can follow a score whilst listening to music.

Communication

- I can explain why I have made specific choices in my compositions.
- I can move to music freely and with confidence.
- I can perform with confidence and projection in front of an audience.
- I can express how the music makes me feel and share my thoughts and opinions.
- I can perform as part of an ensemble with an awareness of how my part communicate with others.

Suggested enrichment ideas

Pupils perform their work in student led assemblies or as part of the Friday Rewards Assemblies to parents.
Pupils can enhance their performances with costumes and props.

Summer Term 1 (Year A): Musical Journeys – As I was Walking Down the Street

EYFS	In Year 1 and 2 we...
Hearing and Listening Children offer explanations about how the music makes them feel, why those sounds may have been chosen, what the music makes them think about and are encouraged to use the musical elements to communicate their answer. What do you like about the music? What can you hear? How does the music make you feel? Children in EYFS may respond to the music using pictures or markings. Moving and Dancing Children can use movements to demonstrate their feelings in response to the music and interpretations of the music. Children are encouraged to move to the music and respond through dance and actions. Exploring and Playing Children can create their own music using tuned and untuned percussion and are taught how to hold the instruments correctly to create different timbres. They have many opportunities to use their voices and body percussion and explore timbre through exploration and composition tasks.	Knowledge • Develop knowledge of notation and rhythmic patterns such as triplets like a galloping horse. • To learn about the Irish Jig style of dancing and its history. • To learn about the terms pitch, melody, steady beat, march, time signature. Performance • Sing a song that includes a time change from march to jig. • Play untuned percussion instruments and use movement to show the beat changing. • Perform a song and dance simultaneously. • Use voices expressively and creatively by singing songs and speaking chants. • Play tuned and untuned percussion musically. • Sing songs with a small range mi-so, then slightly wider. Composition • Compose new words for the greeting section of the song. Listening • Listen to a jig and move to the music. • Listen with concentration and understanding to a range of high quality live and recorded music. • Listen to recorded performances. Communication • Respond to the pulse in recorded music/live music through movement and dance. • Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.

Suggested enrichment ideas

Pupils perform their work in student led assemblies or as part of the Friday Rewards Assemblies to parents.

Pupils can enhance their performances with costumes and props.

Summer Term 2 (Year A): Music and Action – Music and Sport – Football

EYFS	In Year 1 and 2 we...
Hearing and Listening Children offer explanations about how the music makes them feel, why those sounds may have been chosen, what the music makes them think about and are encouraged to use the musical elements to communicate their answer. What do you like about the music? What can you hear? How does the music make you feel? Children in EYFS may respond to the music using pictures or markings. Moving and Dancing Children can use movements to demonstrate their feelings in response to the music and interpretations of the music. Children are encouraged to move to the music and respond through dance and actions. Exploring and Playing Children can create their own music using tuned and untuned percussion and are taught how to hold the instruments correctly to create different timbres. They have many opportunities to use their voices and body percussion and explore timbre through exploration and composition tasks.	Knowledge • I know what the terms pitch, tempo, duration and structure mean. • I understand the term composition – writing music. • I can differentiate between tuned and untuned percussion. • I can differentiate between steps and leaps and demonstrate them. Performance • I can chant together rhythmically, marking rests accurately valuing the importance of the silent moments in music. • I can sing an echo song while tapping the beat and clapping the rhythm of the words understanding that there is one beat for each syllable. • I can play a simple ostinato on untuned percussion demonstrating correct hold and use of the instruments. Composition • I can compose word patterns in groups and melodies in pairs using mi-re-do (E-D-C). • I can create my own rhythmic patterns using body percussion and untuned percussion. • I can use different forms of notation including graphics scores to write down and organise my music. Listening • I can recognise the difference between a pattern with notes (pitched) and without (unpitched). • I can listen carefully to the work of others and offer my thoughts and observations using key words to support my findings. • I can recognise and comment on changes in tempo. • I can follow a score whilst listening to music. Communication

- | | |
|--|---|
| | <ul style="list-style-type: none">• I can explain why I have made specific choices in my compositions.• I can move to music freely and with confidence.• I can perform with confidence and projection in front of an audience.• I can comment on how the music makes me feel.• I can move freely to the music, responding using my voice or body. |
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Suggested enrichment ideas

Pupils perform their work in student led assemblies or as part of the Friday Rewards Assemblies to parents.
Pupils can enhance their performances with costumes and props.

Autumn Term 1 (Year A): Music for Occasion – March of the Nutcracker/ Fanfare

In Year 3 and 4 (LKS2) we...

Knowledge

- To appreciate how Fanfare for the common man by Aaron Copland creates dramatic effect and atmosphere by exploring the use of pitch, melody, texture, and timbre.
- To develop knowledge of key terms: Fanfare, timbre, dynamics, texture, silence (Fanfare)
- To learn about the piece of music 'March' from The nutcracker by Tchaikovsky, how it follows the rondo form structure, embracing its repeating nature of musical themes, explore the character and flow of each musical section and focus on showing how the music might look or move if it were visible.
- Learn how to analyse music through movement and art.
- To develop knowledge of key terms: Rondo structure, beat, higher/lower, staccato, call-and-response, romantic ballet music (March of the Nutcracker)
- Understand the structure of rondo form (A-B-A-C-A).

Performance

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression.
- Use and follow staff notation along with other musical notations in performance.
- Sing rounds and partner songs in different time signatures (2-, 3-, and 4-time) and begin to sing repertoire with small and large leaps, as well as a simple second part to introduce vocal harmony.
- Improvise on a limited range of pitches on the instrument they are now learning, making use of musical features including smooth (legato) and detached (staccato).

In Year 5 and 6 (UKS2) we...

Knowledge

- To appreciate how Fanfare for the common man by Aaron Copland creates dramatic effect and atmosphere by exploring the use of pitch, melody, texture, and timbre.
- To further develop knowledge of key terms: Fanfare, timbre, dynamics, texture, silence (Fanfare)
- To learn about the piece of music 'March' from The nutcracker by Tchaikovsky, how it follows the rondo form structure, embracing its repeating nature of musical themes, explore the character and flow of each musical section and focus on showing how the music might look or move if it were visible.
- Learn how to analyse music through movement and art.
- To further develop knowledge of key terms: Rondo structure, beat, higher/lower, staccato, call-and-response, romantic ballet music (March of the Nutcracker)
- Understand the structure of rondo form (A-B-A-C-A)

Performance

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression.
- Use and follow staff notation along with other musical notations in performance.
- Sing rounds and partner songs in different time signatures (2-, 3-, and 4-time) and singing repertoire with small and large leaps, as well as a vocal harmony parts with increasing accuracy and confidence.

Composition

- Improvise and compose music for a range of purposes using the inter-related dimensions of music.
- Use and understand staff and other musical notations to create musical scores.
- Begin to make compositional decisions about the overall structure of improvisations.
- Explore developing knowledge of musical components by composing music to create a specific mood e.g. creating music to accompany a short film clip.
- Compose a fanfare using a small set of notes, and short, repeated rhythms.
- Improvise and compose, exploring how timbre, dynamics, and texture can be used for impact in a fanfare.
- Develop a sense of beat and rhythmic pattern through movement.

Listening

- Listen with attention to detail and recall sounds with increasing aural memory.
- Listen and appraise, recognising and talking about the musical characteristics of a fanfare using music vocabulary.
- Develop active listening skills by responding to musical themes through movement.

Communication

- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions, and from great composers and musicians.
- Perform with increasing confidence and projection.
- Work collaboratively within an ensemble.
- Experience call-and-response patterns thought moving with a partner.

- Improvise using a wider range of musical pitches on the instrument they are learning considering note durations, control, projection and articulation demonstrating an increasingly secure technique on the instrument.

Composition

- Improvise and compose music for a range of purposes using the inter-related dimensions of music.
- Use and understand staff and other musical notations to create musical scores.
- Make informed compositional decisions in composition demonstrating consideration of timbre, duration, dynamics, tempo as well as structure and ensemble to create a specific mood.
- Improvise and compose, exploring how timbre, dynamics, and texture can be used for impact in a fanfare.
- Compose a fanfare using a small set of notes, and short, repeated rhythms. Some may develop compositions to include more complex rhythmic patterns.

Listening

- Listen with attention to detail and recall sounds with increasing aural memory.
- Be able to describe the music heard using appropriate musical terminology with increasing accuracy and confidence.
- Listen and appraise, recognising and talking about the musical characteristics of a fanfare using music vocabulary.
- Demonstrate active listening skills by responding to musical themes through movement.

Communication

- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions, and from great composers and musicians.

- Communicate using non-verbal cues from a conductor or fellow member of the ensemble with increasing accuracy.

- Perform with confidence and projection.
- Work collaboratively within an ensemble.
- Communicate effectively using non-verbal cues from a conductor or fellow member of the ensemble.

Suggested enrichment ideas

Pupils perform their work in student led assemblies or as part of the Friday Rewards Assemblies to parents.
Pupils can enhance their performances with costumes and props.

Autumn Term 2 (Year A): Music for Remembrance – Keep the Home Fires Burning

In Year 3 and 4 we...

Knowledge

- Develop knowledge and understanding of the history and social context of music associated with the First World War.
- Further develop understanding of Fanfare from the Autumn Term.
- Use and understand staff and other musical notations.
- Develop an understanding of the history of music.
- Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing.

Performance

- Sing a melody line with increasing accuracy, confidence and projection.
- Perform for an audience as part of Remembrance services.
- Play the Home fires fanfare, as a class following a simple part from the score.
- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- Sing a broad range of songs with accuracy of pitch and lyrics.
- Sing three-part rounds, partner songs, and songs with a verse and a chorus.

Listening

- Listen with attention to detail and recall sounds with increasing aural memory.
- Respond to music with different durations using actions and body percussion.

In Year 5 and 6 we...

Knowledge

- Develop knowledge and understanding of the history and social context of music associated with the First World War.
- Further develop understanding of Fanfare from the Autumn Term.
- Use and understand staff and other musical notations.
- Develop an understanding of the history of music.
- Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing.

Performance

- Sing with expression and an appreciation of the song's history and purpose.
- Perform for an audience as part of Remembrance services, or a class history topic.
- Play the Home fires fanfare, as a class from the score
- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching, and appropriate style.
- Sing three-part rounds, partner songs, and songs with a verse and a chorus.

Listening

- Recognise and respond to crotchet, quaver, minim, semiquaver, and dotted quaver/semiquaver durations with actions and body percussion.
- Listen with attention to detail and recall sounds with increasing aural memory.

- Recognise the musical devices including features of a fanfare with increasing accuracy.
- Listen to recorded performances.

Composition

- Use the notes C-E-G (C major triad) to compose a fanfare melody.
- Use two note chords to compose music to evoke a specific atmosphere, mood, or environment.
- Improvise and compose music for a range of purposes.

Communication

- Work collaboratively with peers to rehearse and deliver a performance.
- Perform with accuracy and projection.
- Contribute to performances with confidence and increasing awareness of your role within the overall ensemble.

- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions, and from great composers and musicians.
- Listen to recorded performances.

Composition

- Use the notes C-E-G (C major triad) to compose a fanfare melody.
- Use triad chords to compose music to evoke a specific atmosphere, mood, or environment.
- Improvise and compose music for a range of purposes using the inter-related dimensions of music.

Communication

- Work collaboratively with peers to rehearse and deliver a performance.
- Perform with accuracy and projection.
- Contribute to performances with confidence and awareness of how parts fit together within the overall texture of the music.

Suggested enrichment ideas

Pupils perform their work in student led assemblies or as part of the Friday Rewards Assemblies to parents.
Pupils can enhance their performances with costumes and props.

Spring Term 1 (Year A): Music for Occasion – This Little Light of Mine

In Year 3 and 4 we...

Knowledge

- Develop and understanding of the history of music.
- This little light of mine (Traditional, versions by Rosetta Tharpe, and Soweto Gospel Choir), What kind of man is this? (version by Ray Charles & the Voices of Jubilation Choir), I wanna sing scat (Malcolm Abbs)
- Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing. Listen to recorded performances

Performing

- Improvise using the voice on the notes of the pentatonic scale d-E-G-A-B and Bb)
- Sing in a Gospel style with expression and dynamics.
- Play a bass part and rhythmic ostinato along with This Little Light of Mine.
- Sing rhythmically following notated music.
- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression.
- Continue to sing a broad range of unison songs with the range of an octave (do-do), pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo).

Listening

- Listen and move in time to songs in a Gospel song.
- Listen with attention to detail and recall sounds with increasing aural memory.

In Year 5 and 6 we...

Knowledge

- Develop and understanding of the history of music.
- This little light of mine (Traditional, versions by Rosetta Tharpe, and Soweto Gospel Choir), What kind of man is this? (version by Ray Charles & the Voices of Jubilation Choir), I wanna sing scat (Malcolm Abbs)
- Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing. Listen to recorded performances

Performance

- Improvise using the voice on the notes of the pentatonic scale d-E-G-A-B and Bb)
- Sing in a Gospel style with expression and dynamics taking solo parts.
- Play a bass part and rhythmic ostinato along with This Little Light of Mine with more complex rhythmic patterns.
- Sing rhythmically following notated music with awareness of pitch and duration.
- Play and perform in solo and ensemble contexts, projecting their voices and playing musical instruments with accuracy, fluency, control, and expression.
- Continue to sing a broad range of unison songs with the range of an octave (do-do), pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo).

Listening

- Listen and move in time to songs in a Gospel song.
- Listen with attention to detail and recall sounds with increasing aural memory.
- Appreciate and understand a wide range of high-quality live recorded music drawn from different traditions and from great composers and musicians.

- Appreciate and understand a wide range of high-quality live recorded music drawn from different traditions and from great composers and musicians.

Composing

- Improvise and compose music for a range of purposes using the inter-related dimensions of music.
- Compose an original song using a familiar structure. .
- Improvise on a limited range of pitches of the instrument they are now learning, making use of musical features including smooth (legato) and detached (staccato).

Communication

- Follow direction from a conductor.
- Work collaboratively to make final decisions for your final performance.
- Perform with projection, confidence and accuracy.
- Be respectful when listening to the performance of others.
- Comment on the music you hear and share observations.

- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions, and from great composers and musicians.

Composition

- Improvise and compose music for a range of purposes using the inter-related dimensions of music.
- Compose an original song using a familiar structure. .
- Improvise on a limited range of pitches of the instrument they are now learning, making use of musical features including smooth (legato) and detached (staccato).

Communication

- Follow direction from a conductor.
- Work collaboratively to make final decisions for your final performance.
- Perform with projection, confidence and accuracy.
- Be respectful when listening to the performance of others.
- Comment on the music you hear and share observations.
- Take a leading role in performance and composition tasks.

Suggested enrichment ideas

Pupils perform their work in student led assemblies or as part of the Friday Rewards Assemblies to parents.
Pupils can enhance their performances with costumes and props.

Spring Term 2 (Year A): Hindi Music – Kisne Banaaya

In Year 3 and 4 we...

Knowledge

- Learn about new musical styles. Kisne banaaya (Traditional, arranged by Gunwant Kaur), Kis nay banaayaa (Traditional, arranged by Mona Zeidan), Hey, ho! Nobody home (Traditional)
- Pupils will learn choreography to support the learning and understanding of the song (in Hindi), learn to sing the song comparing different performances and play an instrumental accompaniment on tuned percussion.
- Develop knowledge of staff notation.
- Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing.

Performance

- Sing and play the melody of Kisne Banaaya
- Sing a simple part in a 4-part accompanied with a pitched ostinato.
- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression.
- Follow and play from staff notation.
- Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance.
- Sing three-part rounds, partner songs, and songs with a verse and a chorus.

Listening

- Listen with attention to detail and recall sounds with increasing aural memory.

In Year 5 and 6 we...

Knowledge

- Learn about new musical styles. Kisne banaaya (Traditional, arranged by Gunwant Kaur), Kis nay banaayaa (Traditional, arranged by Mona Zeidan), Hey, ho! Nobody home (Traditional)
- Pupils will learn choreography to support the learning and understanding of the song (in Hindi), learn to sing the song comparing different performances and play an instrumental accompaniment on tuned percussion.
- Understand staff notation.
- Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing.

Performance

- Sing and play the melody of Kisne Banaaya
- Sing in a 4-part accompanied with a pitched ostinato.
- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression.
- Follow and play from staff notation with increasing pace and accuracy.
- Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching, and appropriate style
- Sing three-part rounds, partner songs, and songs with a verse and a chorus.

Listening

- Listen with attention to detail and recall sounds with increasing aural memory.
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions, and from great composers and musicians.

- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions, and from great composers and musicians.
- Listen to recorded performances of Hindi music.

Composition

- Compose a simple accompaniment using tuned instruments.
- Create and perform their own class arrangement.
- Improvise and compose music for a range of purposes using the inter-related dimensions of music.
- Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology.
- Understand how two note chords are formed and play them on tuned percussion, melodic instruments, or keyboards.
- Perform simple, accompaniments to familiar songs.

Communication

- Work collaboratively to create a group or class composition and performance in a specific musical style.
- Perform with increasing confidence and projection.
- Perform with an awareness of other parts, taking adequate time for rests and silence appreciating that this is just as important for rhythm and melody.

- Listen to recorded performances of Hindi music.

Composition

- Compose a simple accompaniment using tuned instruments.
- Create and perform their own class arrangement.
- Improvise and compose music for a range of purposes using the inter-related dimensions of music.
- Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology.
- Understand how triads are formed and play them on tuned percussion, melodic instruments, or keyboards.
- Perform simple, chordal accompaniments to familiar songs.

Communication

- Work collaboratively to create a group or class composition and performance in a specific musical style.
- Play/sing perform with confidence and projection ensuring that the parts are balanced.
- Perform with an awareness of other parts, taking adequate time for rests and silence appreciating that this is just as important for rhythm and melody.

Suggested enrichment ideas

Pupils perform their work in student led assemblies or as part of the Friday Rewards Assemblies to parents.
Pupils can enhance their performances with costumes and props.

Summer Term 1 and 2 (Year A) – Performance Project – ‘Ripples’

In Year 3 and 4 we

Knowledge

- Learn about the piece *Ripples* by Lily May and *Xingu River* from *Aguas do Amazonia* by Philip Glass, *H2drop* by Nuno Brito, *Vltava* from *Ma Vlast* by Bedrich Smetana, *Orinoco Flow* by Enya and Roma Ryan.
- Use and understand staff and other musical notations.
- Develop an understanding of the history of music.
- Introduce and understand the difference between minims, crotchets, paired quavers and rests.

Performance

- Develop tuned percussion techniques – ascending and descending (with two beaters). Stepping in thirds, playing two note chords – making connections between music played and how it is written down.
- Learn a range of tuned percussion techniques including; glissando, stepping, shimmer, rolling, bouncing.
- Learn to play 2 or 3 parts fluently from *Ripples*.
- Take part in ensemble performance of their compositions of *Ripples*.
- Play and perform in solo and ensemble contexts using voices and playing musical instruments with increasing accuracy, fluency control and expression.
- Copy short melodic phrases including those using the pentatonic scales.
- Develop facility in the basic skills of a selected musical instrument over a sustained learning period.

Listening

- Listen closely to music that represents water to create sounds pictures.
- Listen with attention to detail and recall sounds with increasing aural memory.

In Year 5 and 6

Knowledge

- Learn about the piece *Ripples* by Lily May and *Xingu River* from *Aguas do Amazonia* by Philip Glass, *H2drop* by Nuno Brito, *Vltava* from *Ma Vlast* by Bedrich Smetana, *Orinoco Flow* by Enya and Roma Ryan.
- Use and understand staff and other musical notations.
- Develop an understanding of the history of music.
- Embed knowledge of note durations including minims, crotchets, paired quavers and rests.

Performance

- Develop tuned percussion techniques – ascending and descending (with two beaters). Stepping in thirds, playing two note chords – making connections between music played and how it is written down.
- Learn a range of tuned percussion techniques including; glissando, stepping, shimmer, rolling, bouncing with increasing sensitivity and technique to ensure a quality timbre.
- Learn to play 2 or 3 parts fluently from *Ripples*.
- Take part in ensemble performance of their compositions of *Ripples* with confidence. Some may also wish to take a leading role within the ensemble.
- Play and perform in solo and ensemble contexts using voices and playing musical instruments with accuracy, fluency control and expression.
- Copy melodic phrases including those using the pentatonic scales with rhythmic and melodic embellishments/ornamentation for progression, stretch and challenge.
- Develop facility in the basic skills of a selected musical instrument over a sustained learning period.

Listening

- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.

Composition

- Explore creating timbre effects on tuned percussion instruments.
- Create sound pictures in response to images.
- Create a composition inspired by water using identified similarities from listening activities.
- Improvise and compose music for a range of purposes using the interrelated dimensions of music.
- Include a broader range of instruments to expand the scope and range of the sound palette available for composition work.

Communication

- Work collaboratively to create and prepare a piece for performance.
- Follow a leader/conductor.
- Perform to an audience with projection and clarity.
- Listen to peer music and provide constructive feedback making observations based on the effective use of the musical elements.

- Listen closely to music that represents water to create sound pictures developing awareness of texture and silence.
- Listen with attention to detail and recall sounds with increasing aural memory applying the interrelated elements of music to describe accurately what is being heard.
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.

Composition

- Explore creating timbre effects on tuned percussion instruments.
- Create sound pictures in response to images.
- Create a composition inspired by water using identified similarities from listening activities demonstrating effective understanding of timbre, duration, texture and structure.
- Improvise and compose music for a range of purposes using the interrelated dimensions of music.
- Include a broader range of instruments to expand the scope and range of the sound palette available for composition work with increasing independence and reasoned selection.

Communication

- Work collaboratively to create and prepare a piece for performance.
- Follow a leader/conductor.
- Perform to an audience with projection and clarity.
- Listen to peer music and provide constructive feedback making observations based on the effective use of the musical elements.

Suggested enrichment ideas

Pupils perform their work in student led assemblies or as part of the Friday Rewards Assemblies to parents.
Pupils can enhance their performances with costumes and props.

Agreed End Points

We have plotted end points for each year group to ensure that children keep on track for the end of Key Stage end points. In this way we can get children ready for the next stage of their education. Our end points ensure that our curriculum is purposefully structured and logically sequenced, and new knowledge builds on previous knowledge – links can be made across different areas of study.

EYFS

ELGs in Purple

**Expressive Arts & Design
Being Imaginative &
Expressive**

- Pupils can sing a range of well-known nursery rhymes and songs.
- Pupils can perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Music	Year One	Year Two
Performing	•Rehearse and perform with others using untuned instruments and voices to sing songs, speak chants and rhymes. •Perform with confidence cumulative songs (songs with a simple melody that changes each verse.	•Play tuned and untuned instruments. •Use their voices expressively to rehearse and perform with others. •Can start and finish together and can keep a steady pulse.
Listening & Reviewing	•Understand how sounds can be made in different ways and described using given and invented symbols. •Listen to contrasting songs (such as a lullaby and a dance tune) with concentration, remembering specific instrumental names and sounds.	•Listen with concentration to music of a longer duration and recognise simple structures- beginning, middle and end. •Understand that music can be used for particular purposes and occasions.
Creating and Composing	•Experiment with creating and copying musical patterns. •Begin to explore the sounds of their voices and various musical instruments, recognising the differences between singing and speaking and wood, metal, drum and shaker sounds.	•Experiment with creating their own musical patterns and begin to identify one strand (section) of music or more. •Begin to improve their own or others work.

Understanding and Exploring	•Begin to explore their feelings about music using dance and expressive language. •Develop an understanding that music has been composed throughout history.	•Recognise and match sounds with pictures of different instruments. •Explore a variety of vocal qualities through singing and speaking. •Begin to use onomatopoeia sound words to describe selected sounds and the ways on which they are produced.
Inter-related Dimensions	•Identify high and low pitches, sounds of long and short duration and recognise the difference between long and short sounds. •Identify silence and sounds that are quiet and the differences between fast and slow sounds.	•Recognise the difference between a steady beat and no beat and identify sections within a piece of music which sound the same or different. •Understand that tempo means speed, and identify the tempo of music as fast, moderate, slow, getting faster or getting slower.

Music	Year Three	Year Four
Performing	•Sing songs, speak chants and rhymes in unison, with clear diction, control of pitch and musical expression presenting performances with an awareness of the audience. •Play tuned and untuned instruments with increasing control and rhythmic accuracy, responding through gestures or movement to changes in the speed of the beat.	•Sing solo songs demonstrating call and response form, speak chants and rhymes in unison with clear diction, control of pitch, a sense of phrase and musical expression. •Identify contrasting sections of a song, such as the verse and a refrain (chorus).
Listening & Reviewing	•Listen with extended concentration and begin to express their opinion on a range of live and recorded music. •Begin to understand how music can be organised to communicate different moods and effects (e.g. listening to loud, fast music will create a different feeling to listening to slow, quiet music)	•Review their own ideas and feelings about music using art, movements, dance, expressive vocabulary and musical language. •Understand that time and place can influence how and why music is created, performed and heard. Listen to and review music from a culture different to their own.

Creating and Composing	•Begin to improvise and develop rhythmic and melodic material when composing, improving their own and others' work in relation to its intended effect. •Begin to create and combine a variety of the inter-related dimensions when composing.	•Improvise and develop rhythmic and melodic material when composing. •Experiment with gestures to show the overall contour of the pitch of a melody as it moves upwards, downwards or stays the same. •Combine a variety of musical elements when composing using staff and other musical notations.
Understanding and Exploring	•Explore and compare sounds of groups of musical instruments, identifying the differences between them e.g. strings, woodwind etc. •Begin to explore the history of music, understanding that time and place can influence how and why music is created, performed and heard. •Explore music from a culture different to their own.	•Explore and compare sounds from different instrumental families (percussion, woodwind, brass, string), name a variety of instruments •Hear different instruments in a piece of music and compare the tones as brassy or wooden. •Sequence various famous composers on a timeline.
Inter-related Dimensions	•Understand that dynamics means volume and can recognise various different levels. •Understand that texture refers to the difference between thick (many sounds) and thin (few) layers of sound. •Experience how music can be produced in different ways, including through ICT and described through relevant established and invented notations.	•Identify through gestures such as clapping or using percussion, the strong / first beat whilst singing. •Keep a steady beat and maintain rhythmic accuracy holding their own beat against another contrasting part. •Recognise pitch movement by step, leaps or as repeats.

Music	Year Five	Year Six
Performing	•Independently sing songs, speak chants and rhymes in unison and two parts, with increasing clear diction, control of pitch, a sense of phrase and musical expression. •Perform a variety of repeated rhythmic patterns (ostinato) on percussion instruments.	•Independently sing songs, speak chants and rhymes in unison and two parts, with confident clear diction, control of pitch, a sense of phrase and musical expression. •Practise, rehearse and present a variety of solo and ensemble performances with confidence and awareness of the audience

Listening & Reviewing	•Begin to make suggestions of how the inter-related dimensions can be enhanced within musical structures to communicate different moods and effects •Demonstrate a better understanding of the history of music. Begin to make appropriate suggestions of suitable pieces for music for various occasions.	•Know that time and place can influence the way music is created, performed and heard. Can make informed suggestions of suitable pieces of music for various occasions. •Develop a better understanding of the history of music. Begin to investigate the different eras of music
Creating and Composing	•Improvise and develop a wider range of rhythmic and melodic material when composing. •Choose, combine and organise a variety of the inter-related dimension of musical elements when composing with staff and other musical notations, such as graphic scores and / or using ICT.	•Improvise with their voice or on a musical instrument both solo and ensemble to develop a wide range of rhythmic and melodic material when composing. •Can compose for different moods and use dynamic levels such as accents (sudden loud or sudden quiet notes).
Understanding and Exploring	•Begin to explore and compare a variety of contrasting sounds, recognising where the texture (thick (many sounds) and thin (few) layers of sound) varies in a song or piece of music	•Explore and compare a variety of sounds in a piece of music, identifying the prominent melodies.
Inter-related Dimensions	•Recognise a musical phrase is like a musical sentence and can identify its duration as short or long. •Can identify a silence in a rhythmic pattern with a gesture such as raised hand. •Begin to use various Italian musical terms such as crescendo, diminuendo, forte and piano.	•Recognise a metre (the way in which beats are grouped) of three (such as in a Waltz) or four (most pop songs) and begin to recognise a change of metre within a piece. •Use Italian musical terms for gradually getting louder crescendo and gradually getting quieter diminuendo.