

Music Curriculum

Nursery			
Educational programmes: Revised EYFS framework 2021			
Expressive Arts and Design			
The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.			
	Autumn	Spring	Summer
Learning priorities	<ul style="list-style-type: none"> • Listen with increased attention to sounds. • Tune into body percussion sounds. • Begin to move to a steady beat. • Develop a singing voice. • Sing and remember some simple rhymes and songs. • Play instruments with increasing control. • Free exploration of musical instruments. • Begin to explore tempo, dynamic, pitch, timbre • Begin to know the names of instruments • Learn to play by: tapping, banging, shaking 	<ul style="list-style-type: none"> • Begin to respond to what they have heard, expressing their thoughts and feelings. • Begin to remember and sing entire songs. • Begin to sing the pitch of a tone sung by another person ('pitch match'). • Begin to sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Play instruments with increasing control to express their feelings and ideas. • Play along to songs (pulse and / or rhythm) • Explore tempo, dynamic, pitch, timbre. • Move to music. 	<ul style="list-style-type: none"> • 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. • Play instruments with increasing control (continuing to explore tempo, dynamics, pitch and timbre) to express their feelings and ideas. • Play along to familiar songs. • Respond to signals. • Create their own songs, or improvise a song around one they know. • Begin to perform to an audience
Retrieval Vocabulary		Sing, song, tap, bang, shake, play, sound, instrument names, stop, go	fast, slow, quiet, loud, same, different
New Vocabulary	Sing, song, tap, bang, shake, play, sound, instrument names, body parts, stop, go	Tap, rhythm, copy, same, continue, sound, loud, quiet, fast, slow, change, same, different	Sounds, high, low, short, long, change

Reception			
Educational programmes: Revised EYFS framework 2021			
Expressive Arts and Design			
The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.			
	Autumn	Spring	Summer
Learning priorities	<ul style="list-style-type: none"> • Begin to listen attentively, move to and talk about music, expressing their feelings and responses. • Begin to sing in a group or on their own, increasingly matching the pitch and following the melody. • Sing rhymes and chants with varying tempo/dynamics/timbre. • Begin to explore and engage in music making and dance, performing solo or in groups. • Play percussion instruments with increasing control. • Clap/play a given rhythm. • Know what materials instruments are made of 	<ul style="list-style-type: none"> • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about performance art, expressing their feelings and responses. • Sing in a group or on their own matching the pitch and following the melody. • Play and sing along to songs (distinguishing between pulse and rhythm). • Explore and engage in music making and dance, performing solo or in groups. • Keep the pulse when listening to music. • Explore dynamics, tempo and pitch when playing instruments. 	<ul style="list-style-type: none"> • Sing a range of well-known rhymes and songs. • Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. • Sing varying dynamics, tempo, pitch and timbre. • Play pulse/rhythm to familiar songs. • Choose instruments appropriately to make different sounds.
Retrieval Vocabulary	Perform, entertain, solo, group	Dance, music, art, slow, fast, high, low, happy, sad, upsetting, exciting, loud, quiet, woodwind, brass, percussion	Improve, perform, entertain, orchestra, conductor, musician
New Vocabulary	Rhythm, instruments, singing, slow, fast, quiet, loud, high, low, pattern. skin, metal, wood	Perform, conductor, orchestra, musician	Rhythm, pulse, ostinato, rest, beat

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KS1 National Curriculum**General:**

Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.

Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.

Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

KS1 specific:

Use their voices expressively and creatively by singing songs and speaking chants and rhymes.

Play tuned and untuned instruments musically & listen with concentration and understanding to a range of high-quality live and recorded music.

Experiment with, create, select and combine sounds using the inter-related dimensions of music.

Music in the Classroom: Manchester's structure for teaching progressive skills forms the basis of the structure to the music curriculum.

Year 1	Rhythm	Vocal	Instrumental	Listening	Compose
Knowledge and skills	Recognise, copy and create rhythms of different patterns to create musical effects.	Use voices expressively and creatively by singing songs and speaking chants and rhymes. Develop the singing voice. Sing a range of chants and songs.	Play tuned and un-tuned instruments musically. Copy a given rhythm. Trace the shape of a song.	Listen with concentration and understanding to a range of high quality live and recorded music. Listen to a range of music. Listen to and appraise a range of music.	Experiment with, create, select and combine sounds using the inter-related elements of music – dynamics, tempo, pitch, duration, texture, timbre, structure. Create rhythmic phrases with a partner.
Concepts	Maintain a regular pulse with others and distinguish from rhythm	Controlling and develop voice to move up and down	Control instruments and awareness of the sounds they make	Develop awareness of phrasing and pulse	Exploring different sounds in response to given stimuli
Autumn	Theme: Louis Armstrong and Winter Soundscapes				
Sequence of learning	<ul style="list-style-type: none"> • Move to a pulse. • Copy a given rhythm. • Clap the rhythm of a song. • Improvise a rhythmic phrase. • Change dynamics and tempo. • Tap and play the pulse of a song. 	<ul style="list-style-type: none"> • Control and explore voice. • Develop singing voice. • Using thinking voice. • Tap the pulse whilst singing. • Clap the words of a song whilst singing. • Sing questions (call and response songs). • Sing in class/assembly. • Move the voice up and down. 	<ul style="list-style-type: none"> • Control instruments. • Develop knowledge of the names of instruments, the kind of sounds they produce and how sounds are produced. • Play along with a song. • Play the rhythm of a song. • Take it in turns to play with a partner. 	<ul style="list-style-type: none"> • Listen to recorded music and focus on the musical elements and the music as a whole. • Identify a repeated motif in a piece of music. • Identify ascending and descending sounds on a xylophone. • Listen to & identify male/female voice in music. • Listen to and respond to live music. 	<ul style="list-style-type: none"> • Create musical patterns. • Respond to signals. • Improvise a rhythmic phrase. • Take turns to play phrases of an equal length with a partner. • Choose sounds to illustrate a poem/picture/scene etc. • Create simple notation of pitch.

Spring	Theme: Introducing Ostinatos				
Sequence of learning	<ul style="list-style-type: none"> • Explore the difference between pulse and rhythm. • Clap the rhythm of a song. • Copy a rhythm. • Play phrases of equal length. 	<ul style="list-style-type: none"> • Control and explore voice. • Trace the shape of a song while singing. • Move the voice up and down. • Sing a melodic contour. • Changing dynamics and tempo. • Match notation to known songs. 	<ul style="list-style-type: none"> • Develop knowledge of the names of instruments, the kind of sounds they produce and how sounds are produced. • Play in turns with a partner. • Play the melody of a song on a xylophone. • Changing dynamics and tempo. 	<ul style="list-style-type: none"> • Listen and respond to live/recorded music. • Move with the pulse. • Match notation to known songs. • Explore the structure of songs and chants. • Identify a repeated motif in a piece of music. 	<ul style="list-style-type: none"> • Create musical patterns. • Draw and create melodic contours. • Choose sounds to accompany a song. • Make choices about how to create musical effects.
Summer	Theme: Animals Saint-Saens – Carnival of the Animals				
Sequence of learning	<ul style="list-style-type: none"> • Explore the difference between pulse and rhythm. • Clap/play the rhythm of a song. • Play the pulse of a song. • Clap/play a given ostinato. • Understand relationship of sounds to symbols. • Explore and identify phrases in a song. 	<ul style="list-style-type: none"> • Control and explore voice. • Trace the shape of a song while singing. • Move the voice up and down. • Sing a melodic contour. • Changing dynamics and tempo. • Match notation to known songs. 	<ul style="list-style-type: none"> • Develop knowledge of the names of instruments, the kind of sounds they produce and how sounds are produced. • Play in turns with a partner. • Experiment with phrases and structure including rests. • Identify ascending and descending sounds on a xylophone. 	<ul style="list-style-type: none"> • Listen and respond to live/recorded music. • Trace the shape of a song. • Explore and identify the structure of a song. • Identify rests in music. • Identify ascending and descending sounds. • Talk about musical effects. 	<ul style="list-style-type: none"> • Create musical patterns • Play and improvise rhythms or ostinatos. • Choose instruments, sounds and ideas to illustrate a poem (or other stimulus) and create musical effects. • Explore the relationship between to sounds to symbols.
Retrieval Vocabulary	Rhythm, pulse, ostinato, rest, beat	Loud, quiet, fast, slow, high, low, thinking, singing	Pulse, rhythm, loud, quiet, similarities, differences, timbre, structure	Pulse, repeated, motif	Improvise, dynamics, tempo, pitch, duration, texture, timbre, structure
New Vocabulary	Phrase, pattern, quaver, crotchet	Tempo, timbre, chant	Motif, repetition, melody, dynamics	Improvisation, ascending, descending	Contour, ostinato

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KS1 National Curriculum

General: Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.

Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.

Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

KS1 specific:

Use their voices expressively and creatively by singing songs and speaking chants and rhymes.

Play tuned and untuned instruments musically ☐ listen with concentration and understanding to a range of high-quality live and recorded music.

Experiment with, create, select and combine sounds using the inter-related dimensions of music.

Music in the Classroom: Manchester's structure for teaching progressive skills forms the basis of the structure to the music curriculum.

Year 2	Rhythm	Vocal	Instrumental	Listening	Compose
Knowledge and skills	Recognise, copy and create rhythms of different patterns to create musical effects and begin to read simple musical notation.	Use voices expressively and creatively by singing songs and speaking chants and rhymes. Begin to sing simple two note phrases from notation.	Play tuned and un-tuned instruments musically including exploring different musical elements and playing in groups.	Listen with concentration and understanding to a range of high quality live and recorded music. Develop understanding of structure, dynamics and tempo.	Experiment with, create, select and combine sounds using the inter-related elements of music. Start to explore musical patterns in binary form.
Concepts	Vary rhythmic phrases changing dynamics, tempo and timbre	Develop expression and awareness of shape of melody	Play with confidence and control, develop ensemble skills	Identify structure and discuss effects with musical vocab	Interact musically with a partner in Q/A structure.
Autumn	Theme: Bob Marley, Singing and music games Tchaikovsky – The Nutcracker				
Sequence of learning	<ul style="list-style-type: none"> • Copy rhythmic phrases with changing dynamics. • Clap the pulse/rhythm of a song • Clap a given ostinato. • Clap the rhythm of a song whilst others tap the pulse. • Start to understand the relation of rhythm symbols to sound. • Begin to read simple notation (crotchets and quavers) and read simple rhythms. 	<ul style="list-style-type: none"> • Develop singing voice by exploring dynamics. • Clap/play the pulse of a song while singing. • Clap/play the rhythm of a song while signing. • Trace the melodic shape of a song. • Mark the phrases in a song with hand movements. • Sing in class/assembly 	<ul style="list-style-type: none"> • Play the pulse or rhythm of a song. • Play the pulse of a song whilst others play the rhythm. • Play ostinato with a partner. • Play equal length phrases with a partner. • Read and play simple rhythms. 	<ul style="list-style-type: none"> • Listen and respond to live/recorded music. • Trace the shape of a song • Identify ascending and descending passages in a piece of music. • Identify different sections in a piece of music. • Recognise percussion, brass and string instruments being played in music. • Listen to and identify male/female voice in music. • Recognise changes in dynamics and tempo. 	<ul style="list-style-type: none"> • Create ostinati and rhythmic phrases. • Create, choose and organise sounds and musical ideas in response to a poem/picture/scene etc. • Use sounds to achieve an intended effect employing the inter-related elements of music – dynamics, tempo, pitch, duration, texture, timbre, structure.

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Spring	Theme: Benjamin Britten				
Sequence of learning	<ul style="list-style-type: none"> • Play the pulse or rhythm of a song. • Clap a given ostinato. • Play an ostinato at different speeds. • Mark the metre of a song using taps and claps. • Clap the rhythm of a song whilst others tap the pulse. • Start to understand the relation of rhythm symbols to sound. • Begin to read simple notation (crotchets and quavers) to read simple rhythms. 	<ul style="list-style-type: none"> • Sing simple two note phrases from notation. • Sing in a group. • Trace the melodic shape of a song. • Sing a simple two note phrase from notation using the Soh Me interval. • Use singing face for performing • Sing in class/assembly. 	<ul style="list-style-type: none"> • Play the pulse of a song whilst others play the rhythm. • Play an ostinato with varying tempo. • Play an ostinato as part of a group. • Play with repetition as a structural device. • Play an ostinato a given number of times. • Create a melodic ostinato using two notes. 	<ul style="list-style-type: none"> • Mark the metre of recording music using claps and taps. • Identify repeated sections in a piece of music. • Identify ascending and descending passages in a piece of music. • Recognise percussion, brass and string instruments being played in music. • Listen to and identify male/ female voice in music. • Recognise changes in dynamics and tempo. 	<ul style="list-style-type: none"> • Create an ostinato rhythm • Improvise rhythms. • Experiment with repetition as a structural device working with a partner. • Create, choose and organise sounds and musical ideas in response to a poem/picture/ scene etc. • Use inter-related musical element to achieve intended effects in music.
Summer	Theme: Sea Shanties and Exploring, Sea Shanties and The Beatles				
Sequence of learning	<ul style="list-style-type: none"> • Clap the pulse/rhythm of a song. • Clap a given ostinato with changing dynamics and tempo. • Copy rhythms by playing and clapping. • Identify the metre of a song. • Play beat one in different metres. • Read simple notation (crotchets and quavers) to play simple rhythms. 	<ul style="list-style-type: none"> • Sing simple two note phrases from notation. • Sing in a group. • Trace the melodic shape of a song. • Sing a simple two note phrase from notation using the Soh Me interval. • Use singing face for performing • Sing in class/assembly. 	<ul style="list-style-type: none"> • Play the pulse or rhythm of a song. • Play the pulse of a song whilst others play the rhythm. • Play an ostinato with varying tempo. • Play an ostinato as part of a group. • Play an ostinato a given number of times. • Play beat one in different metres. • Begin to read simple notation. 	<ul style="list-style-type: none"> • Identify the metre of a song. • Identify repeated sections in a piece of music. • Identify ascending and descending passages in a piece of music. • Identify different/repeating sections in a piece of music. • Recognise percussion, brass and string instruments being played in music. • Identify high and low pitch sounds in music. • Recognise changes in dynamics and tempo. 	<ul style="list-style-type: none"> • Experiment with repetition as a structural device working with a partner. • Play equal length phrases with a partner (Binary Form A B) • Create a melodic ostinato using two notes. • Create, choose and organise sounds and musical ideas in response to a poem/picture/ scene etc. • Use inter-related musical element to achieve intended effects in music.
Retrieval Vocabulary	Rhythm, pulse, ostinato, rest, Metre, crochet, quaver, notation	Loud, quiet, fast, slow, high, low, thinking, singing	Pulse, rhythm, loud, quiet, similarities, differences, timbre, structure, melodic ostinato, soh me	Pulse, repeated, motif, metre	Improvise, dynamics, tempo, pitch, duration, texture, timbre, structure, melodic ostinato
New Vocabulary	Styles, Instrumental families, instrument, wind, string, percussion, brass. Opinion, styles, ensemble, leader, conductor, melodies, composition, improvisation, notated, graphic, pictorial, video, pattern	Solfege, movement	Notation, movement	Recording, passages, piece	Interval, binary

KS2 National Curriculum**General:**

Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.

Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.

Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

KS2 specific:

Sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

Improvise and compose music for a range of purposes using the inter-related dimensions of music.

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

Use and understand staff and other musical notations.

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

Develop an understanding of the history of music.

Music in the Classroom: Manchester's structure for teaching progressive skills forms the basis of the structure to the music curriculum.

Year 3	Rhythm	Vocal	Instrumental	Listening	Compose
Knowledge and skills	Develop understanding of metre, rhythm and tempo and how they are related.	Sing and perform with an understanding of how to improve accuracy, fluency, control and expression	Play with increasing accuracy and use and understand staff and other musical notation. Learn basis recorder skills.	Listen with attention to detail and recall sounds with increasing aural memory	Compose for a range of purposes using the inter-related dimensions of music
Concepts	Develop understanding of the relation of written symbols to sounds.	Sing simple melodic phrases from staff notation	Play as part of an ensemble.	Recognise individual key instruments in a piece of music	Create simple rhythmic phrases in Binary form (A/B) in an ensemble
Autumn	Theme: Singing and music games - Hans Zimmer				
Sequence of learning	<ul style="list-style-type: none"> • Copy a rhythmic phrase. • Clap the rhythm of a song whilst others tap the pulse. • Tap the metre of songs. • Play on beat one in a given metre. • Play the pulse of a song whilst others play the rhythm. • Read and play 4 and 8 beat rhythm notation (crotchets, crotchet rest, quavers) 	<ul style="list-style-type: none"> • Sing and play in class. • Play as part of an ensemble. • Begin to use different tempi and dynamics. • Choose the most appropriate way to perform a song. • Sing simple melodic phrases from staff notation (3 notes – E, G, A) • Sing songs from memory. 	<ul style="list-style-type: none"> • Play as part of an ensemble. • Begin to use different tempi and dynamics. • Choose the most appropriate way to perform a song. • Play simple tunes by ear. • Play the tune of a four phrase, five note song moving in step. • Read and play 4 and 8 beat rhythm notation (crotchets, crotchet rest, quavers) 	<ul style="list-style-type: none"> • Recognise individual key instruments in a piece of music. • Listen to a selection of different pieces of music. • Listen to live music. 	<ul style="list-style-type: none"> • Create a rhythmic/melodic ostinato. • Improvise rhythmic phrases of equal length in pairs. • Create an ostinato to reflect the mood suggested by a painting, poem or other external stimuli and structure them in an appropriate manner.

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Spring	Theme: Egyptians				
Sequence of learning	<ul style="list-style-type: none"> • Copy a rhythmic phrase. • Play on beat one in a given metre. • Play the metre of a song whilst others play the rhythm. • Say and tap eight beat phrase rhythms. • Read and play 4 and 8 beat rhythm notation (crotchets, crotchet rest, quavers) 	<ul style="list-style-type: none"> • Sing and play in class. • Play as part of an ensemble. • Begin to use different tempi and dynamics. • Choose the most appropriate way to perform a song. • Begin to sing in parts. • Sing simple melodic phrases. from staff notation (3 notes – E, G, A) • Sing songs from memory. 	<ul style="list-style-type: none"> • Play as part of an ensemble. • Use different tempi and dynamics. • Choose the most appropriate way to perform a song. • Play the tune of a four phrase, five note song moving in step. • Play the tune of an 8 note song by ear. • Read and play 4 and 8 beat rhythm notation (crotchets, crotchet rest, quavers) 	<ul style="list-style-type: none"> • Trace the shape of an 8 note song. • Recognise individual key instruments in a piece of music. • Listen to a selection of different pieces of music. • Listen to live music. 	<ul style="list-style-type: none"> • Create a simple melodic phrase • Improvise rhythmic phrases of equal length in pairs. • Work in pairs to structure a piece using two simple musical ideas. • Create an ostinato to reflect the mood suggested by a painting, poem or other external stimuli and structure them in an appropriate manner.
Summer	Theme: European and Mediterranean Composers Greig – Hall of the Mountain King				
Sequence of learning	<ul style="list-style-type: none"> • Tap the metre of songs. • Play on beat one in a given metre. • Play the metre of a song whilst others play the rhythm. • Say and tap eight beat phrase rhythms. • Clap two ostinato rhythms simultaneously. • Play two ostinato simultaneously. • Read and play 4 and 8 beat rhythm notation (crotchets, crotchet rest, quavers) 	<ul style="list-style-type: none"> • Sing and play in class. • Play as part of an ensemble. • Begin to use different tempi and dynamics. • Choose the most appropriate way to perform a song. • Begin to sing in parts. • Sing simple melodic phrases. from staff notation (3 notes – E, G, A) • Sing songs from memory. 	<ul style="list-style-type: none"> • Play as part of an ensemble. • Use different tempi and dynamics. • Choose the most appropriate way to perform a song. • Play simple tunes by ear. • Play the tune of a four phrase, five note song moving in step. • Play the tune of an 8 note song by ear. • Read and play 4 and 8 beat rhythm notation (crotchets, crotchet rest, quavers) 	<ul style="list-style-type: none"> • Recognise individual key instruments in a piece of music. • Listen to a selection of different pieces of music. • Listen to live music. 	<ul style="list-style-type: none"> • Create a rhythmic phrase (Binary Form A B) • Create a simple melodic phrase. • Improvise rhythmic phrases of equal length in pairs. • Work in pairs to structure a piece using two simple musical ideas. • Create an ostinato to reflect the mood suggested by a painting, poem or other external stimuli and structure them in an appropriate manner
Retrieval Vocabulary	Rhythm, pulse, ostinato, rest, Metre, crotchet, quaver, staff notation, simultaneous, 8 beat phrase	Dynamics, Tempo, pitch thinking, singing, Soh me, staff notation, Melodic contour, ensemble	Melodic contour, Pulse, rhythm, dynamics, tempo, similarities, differences, timbre, structure, melodic ostinato, ensemble	Repetition, contrast, effect, motif, metre, structure, tempo, dynamics	Melodic phrase, mood, binary, Improvise, dynamics, tempo, pitch, duration, texture, timbre, structure, melodic ostinato, live
New Vocabulary	Meter, crotchet, quaver, polyrhythm, ensemble, tempi	Expression	Ear training, by ear.	Aural	

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KS2 National Curriculum

General:

Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.

Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.

Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

KS2 specific:

Sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

Improvise and compose music for a range of purposes using the inter-related dimensions of music.

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

Use and understand staff and other musical notations.

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

Develop an understanding of the history of music.

Music in the Classroom: Manchester's structure for teaching progressive skills forms the basis of the structure to the music curriculum.

Year 4	Rhythm	Vocal	Instrumental	Listening	Compose
Knowledge and skills	Explore the relationship between rhythm, metre and tempo and play two rhythms simultaneously.	Sing and perform with increasing accuracy and expression and begin sing in parts.	Play tuned instruments with increasing accuracy and understand staff and other musical notation to create an up and down tune.	Listen with attention to analyse the phrase structure of a song I and match music to conventional notation.	Create and vary ostinato to evoke contrasting moods suggested by a stimulus.
Concepts	Be aware of pulse, metre, rhythm in isolation and in combination.	Sing as part of an ensemble with an awareness of what is happening in the group	Create a melodic phrase	Recognise layers of sound in recorded music	Organise musical phrases in a Ternary Form (A B A)
Autumn	Theme: Whole Class Ensemble Tuition (WCET)				
Sequence of learning	<ul style="list-style-type: none">• Tap the metre of songs.• Say and tap eight beat phrase rhythms.• Clap two ostinato rhythms simultaneously.• Play an ostinato accompaniment to a song.• Read and play 4 and 8 beat rhythm notation (crotchets, crotchet rest, quavers)	<ul style="list-style-type: none">• Sing as part of an ensemble with an awareness of what is happening in the group.• Use different tempi and dynamics.• Choose the most appropriate way to perform a song.• Sing in parts.• Sing a song from memory.• Read and play pitch notation.• (Use notation from middle note C to High Note C)	<ul style="list-style-type: none">• Choose appropriate instrumental sounds to accompany a song.• Play as part of an ensemble with an awareness of what is happening in the group.• Use different tempi and dynamics.• Play simple tunes by ear.• Know how to correctly hold, use breathing and tonguing when playing the recorder. Read and play B, A G.• Read musical notation on the musical stave when performing.	<ul style="list-style-type: none">• Pick out key individual instruments in a piece of music.• Trace the shape of a tune and match it to convention notation.• Analyse the phrase structure of a song.• Talk about how a piece of music makes you feel.• Listen to live music.• Recognise how sounds are used to achieve an intended effect.	<ul style="list-style-type: none">• Organise musical phrases in a simple structure.• Create a melodic phrase.• Create and vary an ostinato to evoke three contrasting moods suggested by a stimulus and combined this with accompaniments to structure a continuous piece.

Spring		Theme: Whole Class Ensemble Tuition (WCET)			
Sequence of learning	<ul style="list-style-type: none"> •Improvise rhythmic phrases. •Clap the rhythm of a song whilst others tap the metre. •Play the metre of a song whilst others play the rhythm. •Say and tap eight beat phrase rhythms. •Clap two ostinato rhythms simultaneously. •Play an ostinato accompaniment to a song. •Read and play 4 and 8 beat rhythm notation (crotchets, crotchet rest, quavers) 	<ul style="list-style-type: none"> •Sing as part of an ensemble with an awareness of what is happening in the group. •Use different tempi and dynamics. •Choose the most appropriate way to perform a song. •Sing in parts. •Sing a song from memory. •Read and play pitch notation. •Use notation from middle note C to High Note C 	<ul style="list-style-type: none"> •Choose appropriate instrumental sounds to accompany a song. •Play as part of an ensemble with an awareness of what is happening in the group. •Use different tempi and dynamics. •Create a simple up and down tune. •Play simple tunes by ear. •Know how to play E on the recorder. •Play the recorder with increasing accuracy. •Read musical notation on the musical stave when performing. 	<ul style="list-style-type: none"> •Pick out key individual instruments in a piece of music. •Trace the shape of a tune and match it to convention notation. •Analyse the phrase structure of a song. •Talk about how a piece of music makes you feel. •Listen to live music. •Recognise how sounds are used to achieve an intended effect. 	<ul style="list-style-type: none"> •Organise musical phrases in a simple structure. •Create a melodic phrase. •Use sounds, structures and texture to create an intended effect.
Summer		Theme: Whole Class Ensemble Tuition (WCET)			
Sequence of learning	<ul style="list-style-type: none"> •Clap the rhythm of a song whilst others tap the metre. •Play the metre of a song whilst others play the rhythm. •Say and tap eight beat phrase rhythms. •Clap two ostinato rhythms simultaneously. •Play an ostinato accompaniment to a song. •Improvise rhythms in the metre of 3. •Read and play 4 and 8 beat rhythm notation (crotchets, crotchet rest, quavers) 	<ul style="list-style-type: none"> •Sing as part of an ensemble with an awareness of what is happening in the group. •Use different tempi and dynamics. •Choose the most appropriate way to perform a song. •Sing in parts. •Sing a song from memory. •Read and play pitch notation. 	<ul style="list-style-type: none"> •Choose appropriate instrumental sounds to accompany a song. •Play as part of an ensemble with an awareness of what is happening in the group. •Use different tempi and dynamics. •Create a simple up and down tune. •Play simple tunes by ear. •Read musical notation on the musical stave when performing. •Perform to an audience. 	<ul style="list-style-type: none"> •Pick out key individual instruments in a piece of music. •Trace the shape of a tune and match it to convention notation. •Analyse the phrase structure of a song. •Talk about how a piece of music makes you feel. •Listen to live music. •Recognise how sounds are used to achieve an intended effect. •Recognise layers of sound in recorded music. 	<ul style="list-style-type: none"> •Organise musical phrases in a simple structure. •Create a melodic phrase. •Improvise using the notes B, A, G and E.
Retrieval Vocabulary	Rhythm, pulse, ostinato, rest, Metre, crochet, quaver, staff notation, simultaneous, 8 beat phrase	Dynamics, Tempo, pitch thinking, singing, Soh me, staff notation, Melodic contour, ensemble, scales	Melodic contour, Pulse, rhythm, dynamics, tempo, similarities, differences, timbre, structure, melodic ostinato, ensemble, scales	Repetition, contrast, effect, motif, metre, structure, tempo, dynamics, scales	Melodic phrase, mood, binary, Improvise, dynamics, tempo, pitch, duration, texture, timbre, structure, melodic ostinato
New Vocabulary	Accompaniment	High C, 2 part invention	Stave	Layers, tune	Compose, composition, scales, ternary

KS2 National Curriculum

General:

Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.

Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.

Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

KS2 specific:

Sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

Improvise and compose music for a range of purposes using the inter-related dimensions of music.

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

Use and understand staff and other musical notations.

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

Develop an understanding of the history of music.

Music in the Classroom: Manchester's structure for teaching progressive skills forms the basis of the structure to the music curriculum.

Year 5	Rhythm	Vocal	Instrumental	Listening	Compose
Knowledge and skills	Recognise and explore the ways sounds can be combined and recorded using simple notation.	Sing in tune with expression and perform simple parts using a limited range of notes.	Recognise how the different musical elements can be used expressively and make improvements to their work	Describe, compare and evaluate different kinds of music using appropriate musical vocabulary.	Create melodic and rhythmic phrases as part of a group performance and compose with an awareness of combined effect.
Concepts	Expand understanding of musical notation to different length sounds and rests.	Start to sing in parts and keep awareness of how different parts fit together	Explore combinations of sounds like scales, chords and metres.	Listen to a range of composers and pay attention to particular detail	Develop ideas within musical structures
Autumn	Theme: Florence Price and using structures				
Sequence of learning	<ul style="list-style-type: none">• Copy and improvise rhythmic phrases.• Tap/clap the metre of a song whilst the others clap the rhythm.• Read, play and write 4 and 8 beat rhythm notation (crotchets, crotchet rest, quavers, and semibreves)• Match the metre of recorded music.• Identify the use of ostinato in recorded music.	<ul style="list-style-type: none">• Sing an ostinato accompaniment to a song.• Sing rhythms from rhythm notation.• Develop increased leadership skills within ensemble group.• Combine ostinato phrases.• Sing in 2 parts.• Play from pitch notation.	<ul style="list-style-type: none">• Play an ostinato accompaniment to a song.• Develop increased leadership skills within ensemble group.• Choose appropriate dynamics, tempo and instrumental sounds.• Create an up and down tune.• Create and play an instrumental accompaniment.• Combine ostinato phrases.• Play from pitch notation.	<ul style="list-style-type: none">• Play simple tunes by ear.• Match conventional notation to known phrases.• Identify repeated and contrasting sections in recorded music.• Analyse the phrase structure of a song.• Listen to a variety of composers/ musicians.• Explore the use of sequencing in recorded music.	<ul style="list-style-type: none">• Organise rhythmic and melodic phrases in a simple structure.• Add a drone accompaniment to a tune.• Play an accompaniment to a tune.• Invert a melodic phrase.• Improvise/write simple melodic phrases.• Organise musical phrases into a simple structure.• Suggest improvements to own and others work.

Spring	Theme: Stravinsky – The Firebird, Garageband and Vivaldi – Winter from the Four Seasons				
Sequence of learning	<ul style="list-style-type: none"> • Copy and improvise rhythmic phrases. • Tap/clap the metre of a song whilst the others clap the rhythm. • Explore different metres. • Read, play and write 4 and 8 beat rhythm notation (crotchets, crotchet rest, quavers). • Play from pitch notation. • Explore scales. • Match the metre of recorded music. • Identify the use of ostinato in recorded music. 	<ul style="list-style-type: none"> • Sing an ostinato accompaniment to a song. • Develop increased leadership skills within ensemble group. • Combine ostinato phrases. • Sing in 2 parts. • Explore scales. • Add vocals to a recorded track. 	<ul style="list-style-type: none"> • Play an ostinato accompaniment to a song. • Develop increased leadership skills within ensemble group. • Choose appropriate dynamics, tempo and instrumental sounds. • Create and play an instrumental accompaniment. • Combine ostinato phrases. • Explore chord patterns. • Access and use Smart Drums • Use autoplay on SMART guitar 	<ul style="list-style-type: none"> • Match conventional notation to known phrases. • Identify repeated and contrasting sections in recorded music. • Analyse the phrase structure of a song. • Explore the use of sequencing in recorded music. • Identify the use of ostinato in recorded music. • Listen and identify features of rap music. 	<ul style="list-style-type: none"> • Play an accompaniment to a tune. • Invert a melodic phrase. • Create an 8 bar backing track, record and edit using Garageband. • Create and play an instrumental accompaniment. • Organise musical phrases into a simple structure. • Create tunes for word phrases. • Suggest improvements to own and others' work.
Summer	Theme: Islam Nasheed and Pitch - Every night I climb the stairs				
Sequence of learning	<ul style="list-style-type: none"> • Copy and improvise rhythmic phrases. • Tap/clap the metre of a song whilst the others clap the rhythm. • Explore different metres. • Read, play and write 4 and 8 beat rhythm notation (crotchets, crotchet rest, quavers, minim, dotted crotchets and semibreves) 	<ul style="list-style-type: none"> • Sing an ostinato accompaniment to a song. • Explore scales, chords and chord sequences. • Develop increased leadership skills within ensemble group. • Combine ostinato phrases. • Sing in 2 parts. 	<ul style="list-style-type: none"> • Play an ostinato accompaniment to a song. • Develop increased leadership skills within ensemble group. • Choose appropriate dynamics, tempo and instrumental sounds. • Create and play an instrumental accompaniment. • Combine ostinato phrases. • Say, clap and play rhythms from rhythm notation. 	<ul style="list-style-type: none"> • Listen to an individual part in three and four-part piece of music. • Match conventional notation to known phrases. • Identify repeated and contrasting sections in recorded music. • Trace the shape of an up and down tune and match it to conventional notation. • Analyse the phrase structure of a song. • Explore the use of sequencing in recorded music. 	<ul style="list-style-type: none"> • Organise rhythmic and melodic phrases in a simple structure. • Play an accompaniment to a tune. • Improvise/write simple melodic phrases. • Create and play an instrumental accompaniment. • Organise musical phrases into a simple structure and write using simple notation. • Suggest improvements to own and others work.
Retrieval Vocabulary	Rhythm, pulse, ostinato, rest, Metre, crotchet, quaver, staff notation, simultaneous, 8 beat phrase, minim, semibreve, dotted crotchets, scales, chords	Dynamics, Tempo, pitch thinking, singing, Soh me, staff notation, Melodic contour, ensemble, scales, chords, parts	Melodic contour, Pulse, rhythm, dynamics, tempo, similarities, differences, timbre, structure, melodic ostinato, ensemble, scales, chord, texture	Repetition, contrast, effect, motif, metre, structure, tempo, dynamics, scales, sequencing,	Melodic phrase, mood, binary, ternary, Improvise, dynamics, tempo, pitch, duration, texture, timbre, structure, melodic ostinato
New Vocabulary	minim, dotted crotchets and semibreves	Chord, structure.	Contrast	Genre, sequencing	Drone, duration.

KS2 National Curriculum

General:

Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.

Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.

Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

KS2 specific:

Sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

Improvise and compose music for a range of purposes using the inter-related dimensions of music.

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

Use and understand staff and other musical notations.

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

Develop an understanding of the history of music.

Music in the Classroom: Manchester's structure for teaching progressive skills forms the basis of the structure to the music curriculum.

Year 6	Rhythm	Vocal	Instrumental	Listening	Compose
Knowledge and skills	Recognise and explore the ways duration (pulse, metre and rhythm) can be combined and used in different cultures.	Sing in tune with expression and perform simple parts making choices about performance.	Play tuned and un-tuned instruments in an ensemble and expand awareness of different styles, effects and texture.	Identify and explore the relationship between sounds and how music reflects different intentions	Use the full range of musical elements to compose by developing ideas within musical structures.
Concepts	Explore compound time like 6/8 and "world" rhythms in depth e.g. samba	Sing in parts maintaining awareness of own part and how different parts fit together	Explore combinations of different scales and chords and consider their effect	Compare different genres and recognise particular features.	Combine several layers of sound with awareness of combined effect.
Autumn	Theme: Samba Music Heitor Villa Lobos – The little train of the Caipira				
Sequence of learning	<ul style="list-style-type: none">• Combine ostinato phrases.• Explore different metres.• Combine ostinato phrases vocally and instrumentally.• Read rhythms from rhythmic cycle charts.• Notate given rhythms on a rhythmic cycle chart from dictation.	<ul style="list-style-type: none">• Develop increased leadership skills within ensemble group.• Choose appropriate dynamics, tempo, instrumental sounds and vocal quality for the performance of songs and compositions.• Sing in 2 parts,	<ul style="list-style-type: none">• Accompany a tune with a 2 note ostinato.• Read a chord sequence from a chord chart.• Read conventional notation from known phrases.• Explore major and pentatonic scale.	<ul style="list-style-type: none">• Listen to an individual rhythm in a five-part structure.• Play simple tunes by ear.• Match the metre of recorded music.• Analyse phrase structure.• Make comparisons across different genres of music.• Evaluate live music.	<ul style="list-style-type: none">• Organise rhythmic and melodic phrases in a simple structure.• Accompany a tune with a 2 note ostinato.• Create a melodic cycle.• Combine melody and ostinato accompaniment.• Notate compositions using the most appropriate method where applicable.

Spring	Theme: Rhythmic Cycles George Gershwin – Rhapsody in blue				
Sequence of learning	<ul style="list-style-type: none"> • Copy and improvise rhythmic phrases (4 and 8 beat phrases) • Combine ostinato phrases. • Explore different metres. • Combine ostinato phrases vocally and instrumentally. 	<ul style="list-style-type: none"> • Develop increased leadership skills within ensemble group. • Choose appropriate dynamics, tempo, instrumental sounds and vocal quality for the performance of songs and compositions. • Sing in 2 parts. 	<ul style="list-style-type: none"> • Copy and improvise an eight beat rhythm. • Accompany a tune with a 2 note ostinato. • Read conventional notation from known phrases. 	<ul style="list-style-type: none"> • Listen to an individual rhythm in a five part structure. • Play simple tunes by ear. • Match the metre of recorded music. • Analyse phrase structure. • Notate simple melodic phrases from dictation. • Make comparisons across different genres of music. • Evaluate live music. 	<ul style="list-style-type: none"> • Organise rhythmic and melodic phrases in a simple structure. • Create a tune using 2 / 3 phrases. • Accompany a tune with a 2 note ostinato. • Create a melodic cycle. • Combine melody and ostinato accompaniment. • Create harmony by adding notes in parallel to a tune. • Notate compositions using the most appropriate method where applicable.
Summer	Theme: Body percussion and Ensemble Performances Anna Meredith – – Connect it and Garageband				
Sequence of learning	<ul style="list-style-type: none"> • Copy and improvise rhythmic phrases (4 and 8 beat phrases) • Combine ostinato phrases. • Explore different metres. • Combine ostinato phrases vocally and instrumentally. 	<ul style="list-style-type: none"> • Develop increased leadership skills within ensemble group. • Choose appropriate dynamics, tempo, instrumental sounds and vocal quality for the performance of songs and compositions. • Sing in 2 and 3 parts. 	<ul style="list-style-type: none"> • Accompany a tune with a 2 note ostinato. • Read a chord sequence from a chord chart. • Play a 12 bar chord sequence • Read conventional notation from known phrases. • Explore major and minor scales, chords and triads. • Explore the pentatonic scale. • Introduce concept of a musical cannon 	<ul style="list-style-type: none"> • Listen to an individual rhythm in a five part structure. • Analyse phrase structure. • Recognise a 12 bar chord sequence. • Notate simple melodic phrases from dictation. • Make comparisons across different genres of music. • Evaluate live music. 	<ul style="list-style-type: none"> • Explore Call and Response. • Create a tune using 2 / 3 phrases. • Accompany a tune with a 2 note ostinato. • Create a melodic cycle. • Combine melody and ostinato accompaniment. • Create harmony by adding notes in parallel to a tune. • Notate compositions using the most appropriate method where applicable.
Retrieval Vocabulary	Rhythm, duration, ostinato, rest, Metre, crochet, quaver, staff notation, simultaneous, 8 beat phrase, minim, semibreve, dotted crochets, scales, chords, bar, cycle, stave	Dynamics, Tempo, pitch thinking, singing, Soh me, staff notation, Melodic contour, ensemble, scales, chords, parts, harmony, triad, pentatonic, major, minor	Melodic contour, Pulse, rhythm, dynamics, tempo, similarities, differences, timbre, structure, melodic ostinato, ensemble, scales, chord, texture, harmony, triad, pentatonic, major, minor	Repetition, contrast, effect, motif, metre, structure, tempo, dynamics, scales, sequencing, spiritual, blues, harmony, variation	Melodic phrase, mood, binary, ternary, Improvise, dynamics, tempo, pitch, duration, texture, timbre, structure, melodic ostinato
New Vocabulary	Improvise		Major pentatonic, minor pentatonic, 12 bar blues	Five-part structure.	Chord sequence