



Wessex Learning Trust

Brent Knoll  
Primary School

We Learn Together

# Music Curriculum Documents





## **Intent**

At Brent Knoll, we use the 'Sing Up' music curriculum, which aims for every child to have access to high-quality, practical, and engaging musical experiences. We want all children to develop the self-confidence, skills, knowledge, and understanding to foster a lifelong love of music, whilst also providing a secure foundation that enables them to pursue music further, should they wish to.

Sing Up music is designed and written by subject specialists. It sets out the skills, knowledge, and understanding to be gained by all pupils at each stage of learning, including the Early Years Foundation Stage. Together, the 80+ units (for Nursery to Year 6) represent a complete and progressive library of resources that meets the requirements of the National Curriculum for music, the suggested approaches of the Model Music Curriculum, as well as the Statutory Framework for Early Years Foundation Stage and Musical Development Matters. We also believe that a music curriculum should draw on a broad range of musical traditions, using authentic songs and materials, and we have followed this approach when creating Sing Up music.

## **Implementation**

Sing Up music is based on the premise that every child throughout the school participates in a music lesson every week. There is a scheme of work available for Nursery, Reception, and Year 1 through to Year 6.



## Impact

would expect that children taking part in music lessons using Sing Up music units would enjoy their lessons and make very good progress over time. The collection of evidence to demonstrate pupil progress is written into each year group's units of work for all of Key Stage 1 (KS1) and Key Stage 2 (KS2). A progression snapshot activity occurs within a unit at three points during the year—September, February, and June. The activity involves the collection of video evidence to pass on to the Music Lead, ensuring you have exactly what you need should you have an Ofsted deep dive.



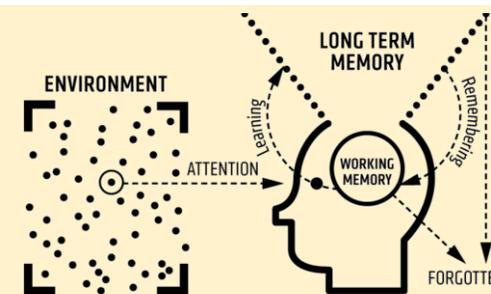
# Wessex Learning Trust Principles

## Strategic Aims

The Principles codify the shared language that contribute to high-quality, adaptive teaching and inclusion for all. Used routinely to bring the curriculum to life, the pedagogical principles support learning and progress over time. The Wessex Principles are not a linear planning tool, an expectation for every lesson or mandate a formulaic approach to lessons

## The principles aim to:

- Reduce cognitive load
- Encourage self regulation
- Provide regular opportunities to identify misconceptions or gaps in learning
- Ensure teaching is adapted to need
- Make learning explicit and transferable across the curriculum, beyond school into the wider community and wider world



Ready To Learn  
Routines

→ Linking Prior +  
New Learning

→ Focused  
Instruction 'I Do'

→ Practise  
Learning 'We Do'

→ Learning Check  
'You Do'

→ Consolidating  
Learning

★ Subject pedagogies are key ingredients to adaptive teaching, alongside effective formative and summative feedback to monitor progress.

★ Disciplinary and substantive learning is integral to any planned sequence of learning.



|                                       |  |  |   |
|---------------------------------------|--|--|---|
| <h2>Ready To Learn Routines</h2>      |  | <p>Ref SLC</p> <ul style="list-style-type: none"> <li>- Emotional learning environment</li> <li>- physical learning environment</li> </ul>   | <p>Learning environments are safe, inclusive and welcoming. Relationships are positive and <b>love of learning</b> is promoted. Everyone <b>feels safe</b> to take risks and explore learning without judgement. Praise and rewarding effort is used to <b>motivate and engage</b>. A sense of <b>pace and challenge</b> is established from the start of the lesson.</p>   |
| <h2>Linking Prior + New Learning</h2> |  | <p>Ref SLC</p> <ul style="list-style-type: none"> <li>- Pace of talk, clarity of instruction</li> </ul>                                      | <p>Prior learning is checked and revisited to <b>strengthen connections and longer-term memory</b>. Know more, remember more. Planning ensures <b>new learning builds on prior learning</b>. <b>Vocabulary is explicitly taught</b> using the schools agreed pedagogies so that words are understood, contextualized and barriers to learning are reduced. <b>Problem solving and number skills</b> are revisited, retaught and applied in unfamiliar contexts to support deeper learning. <b>Gaps in learning and misconceptions</b> are revisited, including feedback and improvement tasks. Planning is <b>adapted</b> lesson on lesson so that core skills and knowledge are retaught where necessary. <b>Precision learning is explained</b> so that skills and knowledge are well understood, and misconceptions are minimised.</p> |
| <h2>Focused Instruction 'I Do'</h2>   |  | <p>Ref SLC</p> <ul style="list-style-type: none"> <li>- Explicit teaching of vocabulary</li> <li>- Explicit teaching of listening</li> </ul> | <p>The steps to new learning are broken down into manageable amounts and <b>reduce cognitive load</b>. <b>High-quality explanations</b> are used to model thinking, decision making, and application of knowledge. Self-regulation is taught through <b>decision making modelled, visible and explicit</b>. Approaches to <b>getting unstuck</b> are taught and accepted as part of learning. Practical skills and strategies are modelled so that there is a clear understanding of <b>how to solve problems solve</b> and minimize misconceptions. Deeper learning is sequenced so that all learners can understand <b>each developing stage</b>. Learners know <b>what excellent learning looks like</b> and have success criteria to support their independent work.</p>  |
| <h2>Practise Learning 'We Do'</h2>    |  | <p>Ref SLC</p> <ul style="list-style-type: none"> <li>- Explicit teaching paired, small group talk</li> </ul>                                | <p><b>Guided practice and worked examples</b> are used to link new learning and decision making with prior learning. Formative assessment, including rich questioning, is used <b>skilfully to check understanding</b> and the impact of planned learning. Peer explanation + modelling scaffolds and <b>prepares for independent practice</b>. Learners use <b>expert thinking and talking</b> to explore deeper learning. Scaffolding and support (including TAs) is in place to <b>develop and build independence</b>.</p>   |
| <h2>Learning Check 'You Do'</h2>      |  |  | <p>Skills and knowledge are explored using a <b>variety of contexts</b>. Independent practice and application of learning (including homework) <b>builds confidence, self esteem and motivation</b>. <b>Metacognition and self-regulation</b> are developed over time. <b>Learning is consolidated</b>. Scaffolding and support is <b>reduced and removed over time</b>. <b>Feedback</b> is used to deepen learning and address misconceptions.</p>   |
| <h2>Consolidating Learning</h2>       |  |  | <p>Learner's plan, review and evaluate their progress <b>reflecting on what excellent learning looks like</b> and success criteria. <b>Next steps are identified</b> and used to <b>inform teacher planning</b> and develop mastery approaches over time. <b>Learning skills continue</b>. <i>Next lessons, rest of day, community, wider world.</i></p>  |



## National Curriculum and EYFS Framework

### Substantive Knowledge

*Is knowledge gained through experience*

*Learning about...*

- Key knowledge/interrelated
- Rhythm
- Pitch
- Pulse
- Tempo
- Dynamics
- Timbre
- Metre
- Structure

### Disciplinary Knowledge

*Refers to facts and information e.g. styles and composers*

*Learning how to...*

- Playing an instrument / Performance
- Singing
- Expressive and technical competence / Composing

### Procedural Knowledge

*Is what is exercised in the performance of a task e.g. creating drum grooves*

*Learning through...*

- Notation
- Keys
- Chords
- Works and songs
- History and culture of music which builds cultural literacy



National Curriculum Programmes of Study and EYFS Framework

| EYFS  | Year 1  | Year 2 | Year 3   | Year 4 | Year 5 | Year 6 |
|---|---|--------|--|--------|--------|--------|
| <p><i>Development Matters 4-5 Years:</i></p> <ol style="list-style-type: none"> <li>1. Listen attentively, move to and talk about music, expressing their feelings and responses</li> <li>2. Sing in a group or on their own, increasingly matching the pitch and following the melody</li> <li>3. Explore and engage in music making and dance, performing solo or in groups.</li> </ol> | <ol style="list-style-type: none"> <li>1. use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>2. play tuned and untuned instruments musically</li> <li>3. listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>4. experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ol> |        | <ol style="list-style-type: none"> <li>1. play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>2. improvise and compose music for a range of purposes using the inter-related dimensions of music.</li> <li>3. listen with attention to detail and recall sounds with increasing aural memory</li> <li>4. use and understand staff and other musical notations.</li> <li>5. appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</li> <li>6. develop an understanding of the history of music.</li> </ol> |        |        |        |

Substantive Knowledge  
Learning about...(knowledge)

| EYFS  | Year 1  | Year 2 | Year 3  | Year 4 | Year 5   | Year 6 |
|---|---|--------|---|--------|--|--------|
| <p>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.</p> | <p><b>Listening and appraising</b></p> <ul style="list-style-type: none"> <li>• How to listen with concentration</li> <li>• The key elements of music (pitch, rhythm, tempo, dynamics, structure)</li> </ul> <p><b>Performing: instruments:</b></p> <ul style="list-style-type: none"> <li>• The names of tuned and untuned instruments: piano, guitar, violin, flute, clarinet, xylophone/glockenspiel, drum, tambourine, triangle, shaker</li> </ul> <p><b>Performing: singing</b></p> <ul style="list-style-type: none"> <li>• The importance of warming up the voice for singing</li> <li>• Basic breath control</li> <li>• What good posture for singing looks/feels like</li> </ul> <p><b>Composing</b></p> <ul style="list-style-type: none"> <li>• The Music has been composed throughout history for different occasions and to reflect people, place and time.</li> <li>• How to use technology as a tool for musical learning</li> </ul> |        | <p><b>Listening and appraising</b></p> <ul style="list-style-type: none"> <li>• The key elements of music</li> <li>• The names of some key composers/musicians</li> </ul> <p><b>Performing: instruments:</b></p> <ul style="list-style-type: none"> <li>• What makes a successful performance</li> <li>• How to improvise patterns</li> <li>• Basic staff notation</li> <li>• How to use technology as a tool for performing</li> </ul> <p><b>Performing: singing</b></p> <ul style="list-style-type: none"> <li>• The importance of listening to others whilst singing for timing and tuning.</li> </ul> <p><b>Composing</b></p> <ul style="list-style-type: none"> <li>• How to use technology as a tool for composing</li> </ul> |        | <p><b>Listening and appraising</b></p> <ul style="list-style-type: none"> <li>• How to listen with attention to detail</li> <li>• The key elements of music</li> <li>• The names of further key composers/musicians</li> </ul> <p><b>Performing: instruments:</b></p> <ul style="list-style-type: none"> <li>• The families of the orchestra and the main instruments within those families: woodwind, brass, strings and percussion</li> </ul> <p><b>Performing: singing</b></p> <ul style="list-style-type: none"> <li>• How to be the leader in a group performance</li> </ul> <p><b>Composing</b></p> <ul style="list-style-type: none"> <li>• How music reflects time, place and culture</li> <li>• How to refine and improve</li> <li>• How to record ideas using basic staff notation</li> <li>• How to use available technology and digital media as a tool for learning.</li> </ul> |        |



Procedural Knowledge

|                            | Preschool   | Reception  | Year 1   | Year 2   | Year 3   | Year 4   | Year 5  | Year 6  |
|----------------------------|---|--|--|--|--|--|---|---|
| <b>Singing</b>             | <p><b>Birth to 3</b></p> <ul style="list-style-type: none"> <li>Enjoy and take part in action songs</li> </ul> <p><b>3-4 years</b></p> <ul style="list-style-type: none"> <li>Create their own songs or improvise a song around one they know.</li> <li>Remember and sing entire songs.</li> <li>Sing the pitch of a tone sung by another person ('pitch match').</li> <li>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> </ul> | <ul style="list-style-type: none"> <li>Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li><b>Sing a range of well-known nursery rhymes and songs.</b></li> <li><b>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</b></li> </ul> | <ul style="list-style-type: none"> <li>Sing a song with contrasting high and low melodies</li> <li>Control vocal dynamics, duration and timbre</li> <li>Sing a song together as a group</li> <li>Combine voices and movement to perform a chant and a song</li> <li>Use voices to create descriptive sounds</li> </ul>   | <ul style="list-style-type: none"> <li>Chant and sing in two parts while playing a steady beat</li> <li>Sing with expression, paying attention to the pitch shape of the melody</li> <li>Understand pitch through singing, movement, and note names</li> <li>Prepare and improve a performance using movement, voice and percussion</li> </ul> | <ul style="list-style-type: none"> <li>Sing in two-part harmony</li> <li>Copy and create a wide range of vocal sounds to incorporate into a song</li> <li>Sing in two parts (two different melodies) with movements and percussion</li> <li>Perform a round in three parts</li> </ul>  | <ul style="list-style-type: none"> <li>Perform a poem as an ensemble with rhythmic accuracy to a steady beat</li> <li>Use beatbox techniques to imitate the sound of a drum kit – Unit: Poetry</li> <li>Learn to sing partner songs</li> <li>Sing a call and response song in a minor key in two groups</li> <li>Sing a song with three simple independent parts</li> <li>Combine singing, playing and dancing in a performance</li> </ul> | <ul style="list-style-type: none"> <li>Prepare for a performance by considering narration, performance space, setting up and other logistics</li> <li>Develop techniques of performing rap using texture and rhythm</li> <li>Sing and play scales and chromatic melodies accurately</li> <li>Sing and play percussion in a group piece with changes in tempo and dynamics</li> <li>Sing a song in unison and three-part harmony</li> <li>Sing with attention to accuracy in rhythm, pitch and dynamics</li> </ul> | <ul style="list-style-type: none"> <li>Demonstrate understanding of pitch through singing from simple staff notation</li> <li>Demonstrate understanding of beat and syncopation through singing and body percussion</li> <li>Convey lyrical meaning through expressive singing in a part-song with echoes</li> <li>Learn to sing major and minor note patterns accurately</li> <li>Demonstrate planning, directing, and rehearsal skills through allocated roles, such as technicians and researchers</li> <li>Develop, rehearse and perform a mini-musical, including dialogue, singing, playing and movement</li> <li>Refine vocal performance with consideration of posture, breathing and enunciation</li> <li>Perform complex song rhythms confidently</li> <li>Change vocal tone to reflect mood and style</li> </ul> |
| <b>Playing Instruments</b> | <p><b>Birth to 3</b></p> <ul style="list-style-type: none"> <li>Explore a range of soundmakers and instruments and play them in different ways.</li> </ul> <p><b>3-4 years</b></p> <ul style="list-style-type: none"> <li>Play instruments with increasing control to express their feelings and ideas.</li> </ul>  | <ul style="list-style-type: none"> <li><b>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</b></li> </ul>  | <ul style="list-style-type: none"> <li>Identify and keep a steady beat using instruments</li> <li>Explore and control dynamics, duration, and timbre with instruments</li> <li>Play percussion instruments at different speeds (tempi)</li> <li>Play and control changes in tempo</li> <li>Explore sounds on instruments and find different ways to vary their sound</li> <li>Play fast, slow, loud, and quiet sounds on percussion instruments</li> <li>Use instruments to create descriptive sounds</li> </ul> | <ul style="list-style-type: none"> <li>Listen to and repeat rhythmic patterns on body percussion and instruments</li> <li>Play pitch lines on tuned percussion</li> <li>Accompany a song with vocal, body percussion and instrumenta ostinato</li> <li>Use instruments expressively in response to visual stimuli</li> </ul>                   | <ul style="list-style-type: none"> <li>Accompany a song with a melodic ostinato on tuned percussion</li> <li>Perform a pentatonic song with tuned and untuned accompaniment</li> <li>Play independent parts in more than one metre simultaneously on body percussion, untuned and tuned percussion</li> <li>Perform rhythmic ostinati individually and in combination</li> <li>Understand and use pitch notations</li> <li>Read simple rhythm notation</li> <li>Create and perform from a symbol score</li> <li>Read graphic notation to play a melody on tuned instruments</li> </ul> | <ul style="list-style-type: none"> <li>Combine four body percussion ostinati as a song accompaniment</li> <li>Play a pentatonic song with leaps in pitch on tuned percussion</li> <li>Play and sing repeated patterns (ostinati) from staff notation</li> <li>Play a piece with melody, chords, bass and rhythm parts from graphic, rhythm and staff notations</li> </ul>  | <ul style="list-style-type: none"> <li>Read a melody in staff notation</li> <li>Interpret graphic notation on various soundmakers with an understanding of their qualities and capabilities</li> <li>Perform music together in synchronisation with a short movie</li> <li>Develop ensemble playing, focusing on steady beat and placing notes accurately together</li> <li>Control short, loud sounds on a variety of instruments</li> </ul>   | <ul style="list-style-type: none"> <li>Demonstrate coordination and rhythm skills by participating in a complex circle game</li> <li>Play a chordal accompaniment to a piece</li> <li>Follow and interpret a complex graphic score for four instruments</li> <li>Play tuned instrumental parts confidently from graphic scores with note names</li> </ul>   |



Disciplinary Knowledge

|                             | Preschool   | Reception   | Year 1  | Year 2  | Year 3   | Year 4   | Year 5  | Year 6   |
|-----------------------------|---|---|---|---|--|--|---|--|
| <b>Improving /Exploring</b> | <p><b>Birth to 3</b></p> <ul style="list-style-type: none"> <li>Join in with songs and rhymes, making some sounds.</li> </ul> <p><b>3-4 years</b></p> <ul style="list-style-type: none"> <li>Create their own songs or improvise a song around one they know.</li> </ul>  | <ul style="list-style-type: none"> <li>Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li><b>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</b></li> </ul> | <ul style="list-style-type: none"> <li>Improvise descriptive music</li> <li>Respond to music through movement</li> <li>Create a soundscape using instruments</li> <li>Explore different sound sources and materials</li> <li>Explore sounds on instruments and find different ways to vary their sound</li> </ul> | <ul style="list-style-type: none"> <li>Explore timbre and texture to understand how sounds can be descriptive</li> <li>Combine sounds to create a musical effect in response to visual stimuli</li> <li>Explore voices to create descriptive musical effects</li> <li>Explore different ways to organise music</li> </ul> | <ul style="list-style-type: none"> <li>Improvise descriptive music</li> <li>Improvise to an ostinato accompaniment</li> <li>Explore simple accompaniments using beat and rhythm patterns</li> </ul>  | <ul style="list-style-type: none"> <li>Improvise in response to visual stimuli, with a focus on timbre</li> <li>Explore household items as instruments and match rhythms with appropriate soundmakers</li> <li>Improvise melodies with a given set of five notes (a pentatonic scale)</li> <li>Explore layers and layering using a graphic score</li> <li>Understand syncopation and clap improvised off-beat rhythms</li> </ul> | <ul style="list-style-type: none"> <li>Develop accompaniments using ostinato and invent or improvise rhythms on untuned percussion</li> <li>Learn about jazz scat singing and devise scat sounds</li> <li>Play and improvise using the whole tone scale</li> <li>Create musical effects using contrasting pitch</li> <li>Interpret graphic notation on various soundmakers with an understanding of their qualities and capabilities</li> <li>Learn about and explore techniques used in movie soundtracks</li> </ul> | <ul style="list-style-type: none"> <li>Devise, combine and structure rhythms through dance</li> <li>Improvise descriptive music on instruments and other soundmakers</li> </ul>  |
| <b>Composing</b>            | <p><b>Birth to 3</b></p> <ul style="list-style-type: none"> <li>Make rhythmical and repetitive sounds.</li> <li>Explore their voices and enjoy making sounds.</li> </ul> <p><b>3-4 years</b></p> <ul style="list-style-type: none"> <li>Create their own songs or improvise a song around one they know.</li> </ul> | <ul style="list-style-type: none"> <li><b>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</b></li> </ul>   | <ul style="list-style-type: none"> <li>Invent and perform new rhythms to a steady beat</li> <li>Create, play and combine simple word rhythms</li> <li>Create a picture in sound</li> </ul>  | <ul style="list-style-type: none"> <li>Compose music to illustrate a story</li> <li>Perform and create simple three and four-beat rhythms using a simple score</li> </ul>   | <ul style="list-style-type: none"> <li>Select descriptive sounds to accompany a poem</li> <li>Choose different timbres to make an accompaniment</li> <li>Make choices about musical structure</li> <li>Create and perform from a symbol score</li> <li>Arrange an accompaniment with attention to balance and musical effect</li> <li>Use a score and combine sounds to create different musical textures</li> </ul> | <ul style="list-style-type: none"> <li>Compose an introduction for a song</li> <li>Compose and notate pentatonic melodies on a graphic score</li> <li>Compose a rap</li> <li>Compose a fanfare</li> <li>Compose and play sequences of word rhythms</li> </ul>  | <ul style="list-style-type: none"> <li>Develop a structure for a vocal piece and create graphic scores</li> <li>Explore extended vocal techniques through listening to and composing 'a capella' (unaccompanied) vocal music based on graphic scores</li> <li>Use the musical dimensions to create and perform music for a movie</li> <li>Evaluate and refine compositions with reference to the inter-related dimensions of music</li> <li>Create sounds for a movie, following a timesheet</li> </ul>               | <ul style="list-style-type: none"> <li>Revise, rehearse, and develop music for performance, with reference to the inter-related dimensions of music</li> <li>Compose programme music from a visual stimulus</li> </ul> |



Disciplinary Knowledge

|                          | Preschool   | Reception  | Year 1  | Year 2  | Year 3   | Year 4  | Year 5  | Year 6   |
|--------------------------|---|--|---|---|--|---|---|--|
| <b>Listening</b>         | <p><b>Birth to 3</b></p> <ul style="list-style-type: none"> <li>Enjoy and take part in action songs</li> <li>Show attention to sounds and music.</li> </ul> <p><b>3-4 years</b></p> <ul style="list-style-type: none"> <li>Remember and sing entire songs.</li> <li>Sing the pitch of a tone sung by another person.</li> <li>Sing the melodic shape of familiar songs</li> </ul> | <ul style="list-style-type: none"> <li>Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>Watch and talk about dance and performance art, expressing their feelings and responses.</li> </ul> | <ul style="list-style-type: none"> <li>Recognise and respond to changes in tempo in music</li> <li>Identify changes in pitch and respond to them with movement</li> <li>Understand how music can tell a story</li> <li>Understand musical structure by listening and responding through movement</li> </ul>               | <ul style="list-style-type: none"> <li>Match descriptive sounds to images</li> <li>Listen to and repeat back rhythmic patterns on instruments and body percussion</li> </ul>  | <ul style="list-style-type: none"> <li>Listen to and learn about Hindustani classical music</li> <li>Learn how sounds are produced and how instruments are classified</li> <li>Listen to and learn about traditional Chinese music</li> <li>Listen to and learn about a Romantic piece of music</li> <li>Listen to and learn about a medieval antiphon</li> <li>Listen to, learn about, play and dance to Tudor dance music</li> </ul> | <ul style="list-style-type: none"> <li>Understand how rhythmic articulation affects musical phrasing</li> <li>Explore the descriptive music of two famous composers of the 20th and 21st century</li> <li>Listen to and learn about 1940s dance band music</li> <li>Listen to and play along with Bhangra music</li> <li>Copy rhythms and a short melody                             <ul style="list-style-type: none"> <li>Match short rhythmic phrases with rhythm notation</li> </ul> </li> <li>Listen to and learn about Renaissance instruments [Unit: In the past]</li> </ul> | <ul style="list-style-type: none"> <li>Hear and understand the features of the whole tone scale</li> <li>Listen to and learn about modern classical/avant garde music (20th century)</li> <li>Learn about the music of an early Baroque opera</li> <li>Demonstrate understanding of the effect of music in movies</li> </ul>  | <ul style="list-style-type: none"> <li>Follow and interpret a complex graphic score for four instruments</li> <li>Experience and understand the effect of changing harmony</li> <li>Listen to and understand modulation in a musical bridge</li> </ul>                     |
| <b>Appraising</b>        | <p><b>Birth to 3</b></p> <ul style="list-style-type: none"> <li>Respond emotionally and physically to music when it changes.</li> <li>Move and dance to music.</li> </ul> <p><b>3-4 years</b></p> <ul style="list-style-type: none"> <li>Create their own songs or improvise a song around one they know.</li> </ul>  | <ul style="list-style-type: none"> <li>Watch and talk about dance and performance art, expressing their feelings and responses.</li> </ul>   | <ul style="list-style-type: none"> <li>Identify a sequence of sounds (structure) in a piece of music</li> <li>Listen in detail to a piece of orchestral music (e.g. identify instruments)</li> <li>Identify metre by recognising its pattern</li> <li>Identify a repeated rhythm pattern</li> </ul>                       | <ul style="list-style-type: none"> <li>Identify ways of producing sounds (e.g. shake, strike, pluck)</li> <li>Identify rising and falling pitch</li> <li>Listen in detail to a piece of orchestral music (e.g. identify how it depicts a season)</li> <li>Use simple musical vocabulary to describe music</li> <li>Listen, describe and respond to contemporary orchestral music</li> </ul> | <ul style="list-style-type: none"> <li>Identify the metre in a piece of music</li> <li>Recognise rhythm patterns in staff notation</li> <li>Recognise pitch shapes</li> </ul>  | <ul style="list-style-type: none"> <li>Identify different instrument groups from a recording</li> <li>Describe the structure of a piece of orchestral music</li> <li>Develop listening skills by analysing and comparing music from different traditions                             <ul style="list-style-type: none"> <li>Identify key features of minimalist music</li> </ul> </li> <li>Compare and contrast the structure of two pieces of music</li> <li>Identify the metre of a new song or piece</li> <li>Listen to and analyse 20th century ballet music</li> </ul>         | <ul style="list-style-type: none"> <li>Listen to a 19th century tone poem and describe its effects and use of the musical dimensions</li> <li>Listen to and analyse 19th century impressionist music using musical vocabulary</li> <li>Compare and contrast two pieces of 19th century Romantic music</li> <li>Identify changes in tempo and their effects</li> <li>Evaluate and refine compositions with reference to the inter-related dimensions of music</li> <li>Explore and analyse a song arrangement and its structure</li> <li>Rehearse, improve and analyse an ensemble performance, with attention to balance and staying in time</li> </ul> | <ul style="list-style-type: none"> <li>Revise, rehearse, and develop music for performance, with reference to the inter-related dimensions of music</li> <li>Discuss the music of a Russian Romantic composer with reference to a painting from the same period</li> </ul> |
| <b>Tier 2 Vocabulary</b> |   |  | <ul style="list-style-type: none"> <li>Listen, perform, compose, audience, voice, instrument, pattern, accuracy, style, steps, leaps</li> </ul>   |   |  | <ul style="list-style-type: none"> <li>The addition of evaluate, explain, analyse, compare, refine, improvise, expression, genre</li> </ul>   |   |  |
| <b>Tier 3 Vocabulary</b> |   |  | <ul style="list-style-type: none"> <li>Elements of music: pitch, rhythm, tempo, dynamics, structure, sing, tune/melody, beat, tuned/untuned instrument (piano, keyboard, violin, flute, clarinet, xylophone/glockenspiel, drum, tambourine, triangle, shaker), verse, chorus, round, call and response, binary</li> </ul> |   |  | <ul style="list-style-type: none"> <li>The addition of tuning, harmony, note value (quaver, crotchet, minim, semibreve, rest), stave, scale, major/minor, woodwind, strings, brass, percussion, binary, ternary and rondo form.</li> </ul>  |   |  |



Long Term Plan  
Year A

|  | Pre-school                 | Reception   | Year 1                                   | Year 2 | Year 2                                    | Year 3 | Year 3   | Year 4 | Year 5   | Year 6 |
|--|----------------------------|---|--|--------|---|--------|--|--------|--|--------|
| <b>Theme 1</b><br><i>Ourselves and Humankind</i>   | <b>Let's Be Friends</b>    | <b>I've Got a Grumpy Face</b>   | <b>Menu Song</b>                         |        | <b>I've Been to Harlem</b>                |        | <b>Chilled- out Clap Rap</b>                     |        | <b>What Shall we do with the drunk sailor?</b>           |        |
| <b>Theme 2</b><br><i>Culture and Diversity</i>     | <b>Travel and movement</b> | <b>Sorcerer's Apprentice</b><br><b>Witch, Witch</b><br><b>Row, row, row your boat</b> | <b>Colonel Hathi's March</b>             |        |   |        |  |        | <b>Why we sing</b><br><b>Introduction to songwriting</b> |        |
| <b>Theme 3</b><br><i>Community and Citizenship</i> | <b>This is me</b>          | <b>Bird Spotting: Cuckoo Polka</b>  | <b>Football</b>                          |        | <b>Latin Dance (Classroom percussion)</b> |        | <b>'March' from The Nutcracker</b>               |        | <b>Mudina tun nabi</b>                                   |        |
| <b>Theme 4</b><br><i>Exploration and Discovery</i> | <b>Animal Tea Party</b>    | <b>Shake My sillies Out</b><br><b>Up and Down</b><br><b>Five Fine Bumble Bees</b>     | <b>Who Stole My Chickens and My Hens</b> |        | <b>Tanczymy labada</b>                    |        | <b>From a Railway Carriage</b>                   |        | <b>Building a Groove</b><br><b>Epoca</b>                 |        |
| <b>Theme 5</b><br><i>Expression and Creativity</i> | <b>I've Got Feelings</b>   | <b>Down there under the sea</b>   | <b>Dancing and Drawing to Nautilus</b>   |        | <b>Just Three Notes</b>                   |        | <b>Fly with the Stars (Classroom percussion)</b> |        | <b>Baloo baleerie</b>                                    |        |
| <b>Theme 6</b><br><i>Ourselves and Humankind</i>   | <b>Let's Jam</b>           | <b>It's oh so quiet</b><br><b>Slap clap clap</b><br><b>Bow, bow, bow Belinda</b>      | <b>Cat and Mouse</b>                     |        | <b>Samba with Sergio</b>                  |        |  |        | <b>Kisne banaaya</b>                                     |        |



Long Term Plan  
Year B

|  | Pre-school                 | Reception   | Year 1                                | Year 2 | Year 2                                   | Year 3 | Year 3   | Year 4 | Year 5   | Year 6 |
|--|----------------------------|---|---------------------------------------|--------|--|--------|--|--------|--|--------|
| <b>Theme 1</b><br><i>Ourselves and Humankind</i>   | <b>Let's Be Friends</b>    | <b>I've Got a Grumpy Face</b>   | <b>Tony Chestnut</b>                  |        | <b>Carnival of Animals</b>               |        | <b>This Little Light of Mine</b>                 |        | <b>Hey, Mr Miller</b>  |        |
| <b>Theme 2</b><br><i>Culture and Diversity</i>     | <b>Travel and movement</b> | <b>Sorcerer's Apprentice</b><br><b>Witch, Witch</b><br><b>Row, row, row your boat</b> | <b>Musical Conversations</b>          |        | <b>Orawa</b>                             |        | <b>My Fantasy Football Team</b>                  |        | <b>Shadows</b><br><b>Composing for Protest</b>                         |        |
| <b>Theme 3</b><br><i>Community and Citizenship</i> | <b>This is me</b>          | <b>Bird Spotting: Cuckoo Polka</b>  | <b>Grandma Rap</b>                    |        | <b>Charlie Chaplin</b>                   |        | <b>The Doot Doot Song (Classroom Percussion)</b> |        | <b>Dona Nobis Pacem</b>  |        |
| <b>Theme 4</b><br><i>Exploration and Discovery</i> | <b>Animal Tea Party</b>    | <b>Shake My sillies Out</b><br><b>Up and Down</b><br><b>Five Fine Bumble Bees</b>     | <b>Swing-a-long with Shostakovich</b> |        |  |        | <b>Fanfare for the common man</b>                |        | <b>Ain't gonna Let Nobody</b>  |        |
| <b>Theme 5</b><br><i>Expression and Creativity</i> | <b>I've Got Feelings</b>   | <b>Down there under the sea</b>   | <b>The Rockpool Rock</b>              |        | <b>The Horse in Motions.</b>             |        | <b>Global Pentatonics</b>                        |        | <b>Race!</b>   |        |
| <b>Theme 6</b><br><i>Ourselves and Humankind</i>   | <b>Let's Jam</b>           | <b>It's oh so quiet</b><br><b>Slap clap clap</b><br><b>Bow, bow, bow Belinda</b>      |                                       |        | <b>Nao chariya de/Mingulay boat song</b> |        | <b>Favourite Song (Classroom Percussion)</b>     |        | <b>Exploring identify through song</b><br><b>Ame Sau vala tara bal</b> |        |