



St Anne's RC Primary
'We Grow Together in God's Love'



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery						
Reception	Me! (Learn to sing nursery rhymes and action songs)	My Stories (Learn to sing nursery rhymes and action songs)	Everyone! (Learn to sing nursery rhymes and action songs)	Our World (Learn to sing nursery rhymes and action songs)	Big Bear Funk (Transition unit that prepares children for their musical learning in Year 1)	Reflect, Rewind and Replay
Year 1	Hey You! Style: Old-School Hip Hop	Rhythm In The Way We Walk/The Banana Rap Style: Reggae, Hip Hop	In The Groove Style: Blues, Latin, Folk, Funk, Baroque, Bhangra	Round And Round Style: Latin Bossa Nova, Film music, Big Band Jazz, Mash-up, Latin fusion	Your Imagination Style: Pop	Reflect, Rewind and Replay
Year 2	Hand, Feet, Heart Style: South African styles	Ho Ho Ho Style: Christmas, Big Band, Motown, Elvis, Freedom Songs	I Wanna Play In A Band Style: Rock	Zootime Style: Reggae	Friendship Song	Reflect, Rewind and Replay Style: Western Classical Music
Year 3	Let Your Spirit Fly Style: R&B, Western Classical,	Glockenspiel Stage 1 Style: Learning basic instrumental	Three Little Birds Style: Reggae	The Dragon Song Style: A little bit funky and music from around the world.	Bringing Us Together Style: Disco	Reflect, Rewind and Replay Style: Western Classical Music



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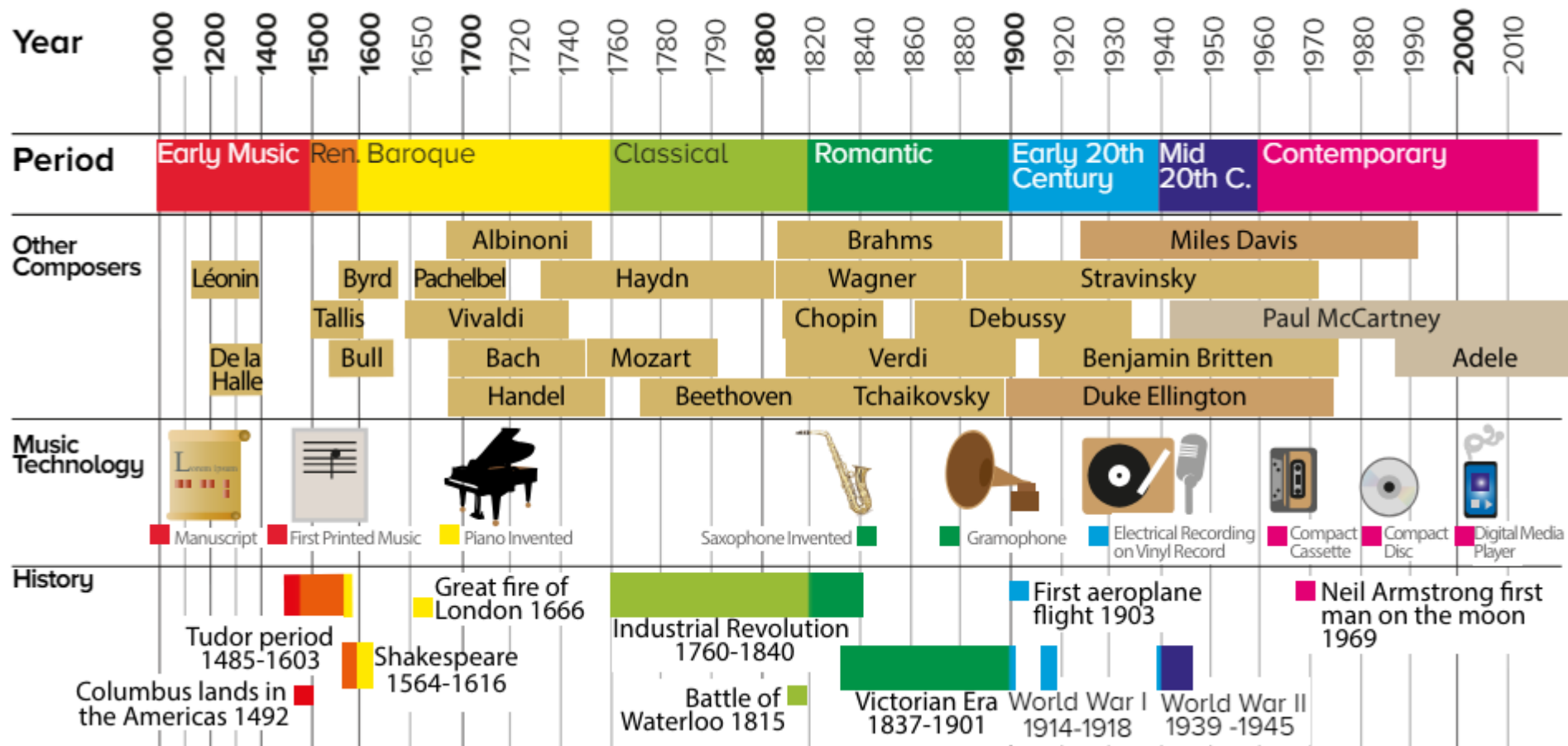


	Musicals, Motown, Soul	skills by playing tunes in varying styles				
Year 4	Mamma Mia Style: ABBA	Glockenspiel Stage 2 Style: Learning basic instrumental skills by playing tunes in varying styles	Stop! Style: Grime, Classical, Bhangra, Tango, Latin Fusion	Lean on Me Style: Gospel	Blackbird	Reflect, Rewind and Replay Style: Western Classical Music
Year 5	Livin' On A Prayer Style: Rock	Classroom Jazz Style: Jazz	YuStudio Style: Hip Hop	The Fresh Prince of Bel-Air Style: Hip Hop	Dancing in the Street Style: Motown	Reflect, Rewind and Replay Style: Western Classical Music
Year 6	Happy Style: Pop/Motown	Classroom Jazz 2 Style: Jazz, Latin, Blues	YuStudio Style: Grime	You've Got A Friend Style: The Music of Carole King	Music and Me Style: Contemporary, music and identity	Reflect, Rewind and Replay Style: Western Classical Music



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Music Curriculum – EYFS

Nursery
(Three and

EYFS – Music



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four year olds, Development matters 2021)	- Use a wider range of vocabulary (C&L) - Sing a large repertoire of songs (C&L) - Know many rhymes (C&L) - Use one-handed tools and equipment, for example, making snips in paper with scissors. (PD) - Use all their senses in hands-on exploration of natural materials (UOTW) - Respond to what they have heard, expressing their thoughts and feelings (EA&D) - Remember and sing entire songs. (EA&D) - Sing the pitch of a tone sung by another person ('pitch match'). (EA&D) - Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. (EA&D) - Create their own songs or improvise a song around one they know. (EA&D) - Play instruments with increasing control to express their feelings and ideas. (EA&D)
Reception (Development matters 2021)	- Understand how to listen carefully and why listening is important (C&L) - Learn new vocabulary (C&L) - Listen carefully to rhymes and songs, paying attention to how they sound (C&L) - Learn rhymes, poems and songs (C&L) - Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons (PD) - Count objects, actions and sounds (M) - Describe what they see, hear and feel whilst outside (UOTW) - Listen attentively, move to and talk about music, expressing their feelings and responses. (EA&D) - Sing in a group or on their own, increasingly matching the pitch and following the melody. (EA&D) - Explore and engage in music making and dance, performing solo or in groups. (EA&D)
Reception ELG (EYFS Framework 2021)	- - ELG: Communication and Language - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding - ELG: Speaking - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction,



rhymes and poems when appropriate

- **ELG: Physical Development - Fine Motor Skills**

- Use a range of small tools, including scissors, paint brushes and cutlery

- **ELG: Literacy**

- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play

- **ELG: Expressive Arts and Design**

- Sing a range of well-known nursery rhymes and songs;

- Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.

Key Stage 1 National Curriculum Expectations

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the

Key Stage 2 National Curriculum Expectations

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the interrelated dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory



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interrelated dimensions of music

- 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

	Listen and Appraise	
Reception		
Year 1	Knowledge • To know 5 songs off by heart.	Skills



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	• To know what the songs are about. • To know and recognise the sound and names of some of the instruments they use.	• To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.
Year 2	Knowledge • To know 5 songs off by heart. • To know some songs have a chorus or a response/answer part. • To know that songs have a musical style.	Skills • To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. • To learn how songs can tell a story or describe an idea.
Year 3	Knowledge • To know five songs from memory and who sang them or wrote them. • To know the style of the five songs. • To choose one song and be able to talk about: - Its lyrics: what the song is about - Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) - Identify the main sections of the song (introduction, verse, chorus etc.) - Name some of the instruments they heard in the song	Skills • To confidently identify and move to the pulse. • To think about what the words of a song mean. • To take it in turn to discuss how the song makes them feel. • Listen carefully and respectfully to other people's thoughts about the music.
Year 4	Knowledge • To know five songs from memory and who sang them or wrote them. • To know the style of the five songs. • To choose one song and be able to talk about: • Some of the style indicators of that song (musical characteristics that give the song its style). • The lyrics: what the song is about. • Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch). • Identify the main sections of the song (introduction, verse, chorus etc). • Name some of the instruments they heard in the song.	Skills • To confidently identify and move to the pulse. • To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics). • Talk about the music and how it makes them feel. • Listen carefully and respectfully to other people's thoughts about the music. • When you talk try to use musical words.
Year 5	Knowledge	Skills



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	• To know five songs from memory, who sang or wrote them, when they were written and, if possible, why? • To know the style of the five songs and to name other songs from the Units in those styles. • To choose two or three other songs and be able to talk about: - Some of the style indicators of the songs (musical characteristics that give the songs their style) - The lyrics: what the songs are about - Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) - Identify the main sections of the songs (intro, verse, chorus etc.) - Name some of the instruments they heard in the songs - The historical context of the songs. What else was going on at this time?	• To identify and move to the pulse with ease. • To think about the message of songs. • To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. • Listen carefully and respectfully to other people's thoughts about the music. • When you talk try to use musical words. • To talk about the musical dimensions working together in the Unit songs. • Talk about the music and how it makes you feel.
Year 6	Knowledge • To know five songs from memory, who sang or wrote them, when they were written and why? • To know the style of the songs and to name other songs from the Units in those styles. • To choose three or four other songs and be able to talk about: - The style indicators of the songs (musical characteristics that give the songs their style) - The lyrics: what the songs are about - Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) - Identify the structure of the songs (intro, verse, chorus etc.) - Name some of the instruments used in the songs - The historical context of the songs. What else was going on at this time, musically and historically? - Know and talk about that fact that we each have a musical identity	Skills • To identify and move to the pulse with ease. • To think about the message of songs. • To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. • Listen carefully and respectfully to other people's thoughts about the music. • Use musical words when talking about the songs. • To talk about the musical dimensions working together in the Unit songs. • Talk about the music and how it makes you feel, using musical language to describe the music.



St Anne's RC Primary
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	Singing	
Reception		
Year 1	Knowledge • To confidently sing or rap five songs from memory and sing them in unison.	Skills • Learn about voices, singing notes of different pitches (high and low). • Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm. • Learn to start and stop singing when following a leader.
Year 2	Knowledge • To confidently know and sing five songs from memory. • To know that unison is everyone singing at the same time. • Songs include other ways of using the voice e.g. rapping (spoken word). • To know why we need to warm up our voices	Skills • Learn about voices singing notes of different pitches (high and low). • Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm). • Learn to find a comfortable singing position. • Learn to start and stop singing when following a leader
Year 3	Knowledge To know and be able to talk about: • Singing in a group can be called a choir • Leader or conductor: A person who the choir or group follow	Skills • To sing in unison and in simple two-parts. • To demonstrate a good singing posture. • To follow a leader when singing.



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	• Songs can make you feel different things e.g. happy, energetic or sad • Singing as part of an ensemble or large group is fun, but that you must listen to each other • To know why you must warm up your voice	• To enjoy exploring singing solo. • To sing with awareness of being 'in tune'. • To have an awareness of the pulse internally when singing.
Year 4	Knowledge To know and be able to talk about: • Singing in a group can be called a choir • Leader or conductor: A person who the choir or group follow • Songs can make you feel different things e.g. happy, energetic or sad • Singing as part of an ensemble or large group is fun, but that you must listen to each other • Texture: How a solo singer makes a thinner texture than a large group • To know why you must warm up your voice	Skills • To treat instruments carefully and with respect. • Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation. • To rehearse and perform their part within the context of the Unit song. • To listen to and follow musical instructions from a leader. • To experience leading the playing by making sure everyone plays in the playing section of the song.
Year 5	Knowledge • To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. • To choose a song and be able to talk about: - Its main features - Singing in unison, the solo, lead vocal, backing vocals or rapping - To know what the song is about and the meaning of the lyrics - To know and explain the importance of warming up your voice	Skills • To sing in unison and to sing backing vocals. • To enjoy exploring singing solo. To listen to the group when singing. • To demonstrate a good singing posture. • To follow a leader when singing. • To experience rapping and solo singing. • To listen to each other and be aware of how you fit into the group. • To sing with awareness of being 'in tune'.
Year 6	Knowledge • To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. • To know about the style of the songs so you can represent the feeling and context to your audience • To choose a song and be able to talk about: - Its main features - Singing in unison, the solo, lead vocal, backing vocals or rapping - To know what the song is about and the meaning of the lyrics	Skills • To sing in unison and to sing backing vocals. • To demonstrate a good singing posture. • To follow a leader when singing. • To experience rapping and solo singing. • To listen to each other and be aware of how you fit into the group. • To sing with awareness of being 'in tune'.



- To know and explain the importance of warming up your voice

	Playing	
Reception		
Year 1	Knowledge • Learn the names of the notes in their instrumental part from memory or when written down. • Learn the names of the instruments they are playing.	Skills • Treat instruments carefully and with respect. • Play a tuned instrumental part with the song they perform. • Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part). • Listen to and follow musical instructions from a leader.
Year 2	Knowledge • Learn the names of the notes in their instrumental part from memory or when written down. • Know the names of untuned percussion instruments played in class.	Skills • Treat instruments carefully and with respect. • Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part). • Play the part in time with the steady pulse. • Listen to and follow musical instructions from a leader.
Year 3	Knowledge To know and be able to talk about: • The instruments used in class (a glockenspiel)	Skills • To treat instruments carefully and with respect. • Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation. • To rehearse and perform their part within the context of the Unit song. • To listen to and follow musical instructions from a leader.
Year 4	Knowledge To know and be able to talk about: • The instruments used in class (a glockenspiel) • Other instruments they might play or be played in a band or orchestra or by their friends	Skills • To treat instruments carefully and with respect. • Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation.



St Anne's RC Primary
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		• To rehearse and perform their part within the context of the Unit song. • To listen to and follow musical instructions from a leader. • To experience leading the playing by making sure everyone plays in the playing section of the song.
Year 5	Knowledge • To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. • To choose a song and be able to talk about: - Its main features - Singing in unison, the solo, lead vocal, backing vocals or rapping - To know what the song is about and the meaning of the lyrics - To know and explain the importance of warming up your voice	Skills • Play a musical instrument with the correct technique within the context of the Unit song. • Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. • To rehearse and perform their part within the context of the Unit song. • To listen to and follow musical instructions from a leader. • To lead a rehearsal session.
Year 6	Knowledge To know and be able to talk about: • Different ways of writing music down – e.g. staff notation, symbols • The notes C, D, E, F, G, A, B + C on the treble stave • The instruments they might play or be played in a band or orchestra or by their friends	Skills • Play a musical instrument with the correct technique within the context of the Unit song. • Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. • To rehearse and perform their part within the context of the Unit song. • To listen to and follow musical instructions from a leader. • To lead a rehearsal session.

	Improvisation	
Reception		
Year 1	Knowledge	Skills



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	• Improvisation is about making up your own tunes on the spot. • When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. • Everyone can improvise!	Use the improvisation tracks provided. Improvise using the three challenges: 1. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). 2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. 3. Improvise! – Take it in turns to improvise using one or two notes.
Year 2	Knowledge • Improvisation is making up your own tunes on the spot. • When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. • Everyone can improvise, and you can use one or two notes	Skills Use the improvisation tracks provided. Improvise using the three challenges: 1. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). 2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. 3. Improvise! – Take it in turns to improvise using one or two notes.
Year 3	Knowledge To know and be able to talk about improvisation: • Improvisation is making up your own tunes on the spot • When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them • To know that using one or two notes confidently is better than using five • To know that if you improvise using the notes you are given, you cannot make a mistake	Skills Improvise using instruments in the context of the song they are learning to perform. Using the improvisation tracks provided, children will complete the Bronze, Silver or Gold Challenges: • Bronze Challenge: - Copy Back – Listen and sing back - Play and Improvise – Using instruments, listen and play your own answer using one note. - Improvise! – Take it in turns to improvise using one note. • Silver Challenge: - Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes. - Play and Improvise – Using your instruments, listen and play your own answer using one or two notes. - Improvise! – Take it in turns to improvise using one or two notes.



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		● Gold Challenge: - Sing, Play and Copy Back – Listen and copy back using instruments, two different notes. - Play and Improvise – Using your instruments, listen and play your own answer using two different notes. - Improvise! – Take it in turns to improvise using three different notes.
Year 4	Knowledge To know and be able to talk about improvisation: ● Improvisation is making up your own tunes on the spot ● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. ● To know that using one or two notes confidently is better than using five ● To know that if you improvise using the notes you are given, you cannot make a mistake ● To know that you can use some of the riffs you have heard in the Challenges in your improvisations	Skills Improvise using instruments in the context of a song they are learning to perform. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges. ● Bronze Challenge: - Copy Back – Listen and sing back melodic patterns - Play and Improvise – Using instruments, listen and play your own answer using one note. - Improvise! – Take it in turns to improvise using one note. ● Silver Challenge: - Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes. - Play and Improvise – Using your instruments, listen and play your own answer using one or two notes. - Improvise! – Take it in turns to improvise using one or two notes. ● Gold Challenge: - Sing, Play and Copy Back – Listen and copy back using instruments, two different notes. - Play and Improvise – Using your instruments, listen and play your own answer using two different notes. - Improvise! – Take it in turns to improvise using three different notes.
Year 5	Knowledge To know and be able to talk about improvisation: ● Improvisation is making up your own tunes on the spot ● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.	Skills Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges. 1. Play and Copy Back



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	● To know that using one or two notes confidently is better than using five ● To know that if you improvise using the notes you are given, you cannot make a mistake ● To know that you can use some of the riffs you have heard in the Challenges in your improvisations ● To know three well-known improvising musicians	- Bronze – Copy back using instruments. Use one note. - Silver – Copy back using instruments. Use the two notes. - Gold – Copy back using instruments. Use the three notes. 2. Play and Improvise You will be using up to three notes: - Bronze – Question and Answer using instruments. Use one note in your answer. - Silver – Question and Answer using instruments. Use two notes in your answer. Always start on a G. - Gold – Question and Answer using instruments. Use three notes in your answer. Always start on a G. 3. Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan: - Bronze – Improvise using one note. - Silver –Improvise using two notes. - Gold – Improvise using three notes. ● Classroom Jazz 2 – Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)
Year 6	Knowledge To know and be able to talk about improvisation: ●Improvisation is making up your own tunes on the spot ● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. ● To know that using one, two or three notes confidently is better than using five ● To know that if you improvise using the notes you are given, you cannot make a mistake ● To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations ● To know three well-known improvising musicians	Skills Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges. 1. Play and Copy Back - Bronze – Copy back using instruments. Use one note. - Silver – Copy back using instruments. Use the two notes. - Gold – Copy back using instruments. Use the three notes. 2. Play and Improvise You will be using up to three notes: - Bronze – Question and Answer using instruments. Use one note in your answer. - Silver – Question and Answer using instruments. Use two notes in your answer. Always start on a G.



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		- Gold – Question and Answer using instruments. Use three notes in your answer. Always start on a G. 3. Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan: - Bronze – Improvise using one note. - Silver – Improvise using two notes. - Gold – Improvise using three notes. • Classroom Jazz 2 – Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)
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	Composition	
Reception		
Year 1	Knowledge • Composing is like writing a story with music. • Everyone can compose.	Skills • Help to create a simple melody using one, two or three notes. • Learn how the notes of the composition can be written down and changed if necessary.
Year 2	Knowledge • Composing is like writing a story with music. • Everyone can compose.	Skills • Help create three simple melodies with the Units using one, three or five different notes. • Learn how the notes of the composition can be written down and changed if necessary.
Year 3	Knowledge To know and be able to talk about:	Skills • Help create at least one simple melody using one, three or five different notes.



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	• A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. • Different ways of recording compositions (letter names, symbols, audio etc.)	• Plan and create a section of music that can be performed within the context of the unit song. • Talk about how it was created. • Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. • Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).
Year 4	Knowledge To know and be able to talk about: • A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. • Different ways of recording compositions (letter names, symbols, audio etc.)	Skills • Help create at least one simple melody using one, three or all five different notes. • Plan and create a section of music that can be performed within the context of the unit song. • Talk about how it was created. • Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. • Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)
Year 5	Knowledge To know and be able to talk about: • A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. • A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure • Notation: recognise the connection between sound and symbol	Skills • Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. • Explain the keynote or home note and the structure of the melody. • Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. • Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).
Year 6	Knowledge To know and be able to talk about:	Skills • Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. • Explain the keynote or home note and the structure of the melody.



St Anne's RC Primary

'We Grow Together in God's Love'



	• A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. • A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure • Notation: recognise the connection between sound and symbol	• Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. • Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)
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	Performance	
Reception		
Year 1	Knowledge • A performance is sharing music with other people, called an audience	Skills • Choose a song they have learnt from the Scheme and perform it. • They can add their ideas to the performance. • Record the performance and say how they were feeling about it.
Year 2	Knowledge • A performance is sharing music with an audience. • A performance can be a special occasion and involve a class, a year group or a whole school. • An audience can include your parents and friends.	Skills • Choose a song they have learnt from the Scheme and perform it. • They can add their ideas to the performance. • Record the performance and say how they were feeling about it
Year 3	Knowledge To know and be able to talk about: • Performing is sharing music with other people, an audience • A performance doesn't have to be a drama! It can be to one person or to each other	Skills • To choose what to perform and create a programme. • To communicate the meaning of the words and clearly articulate them. • To talk about the best place to be when performing and how to stand or sit.



St Anne's RC Primary

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		• To record the performance and say how they were feeling, what they were pleased with what they would change and why.
Year 4	Knowledge To know and be able to talk about: • Performing is sharing music with other people, an audience • A performance doesn't have to be a drama! It can be to one person or to each other • You need to know and have planned everything that will be performed • You must sing or rap the words clearly and play with confidence • A performance can be a special occasion and involve an audience including of people you don't know • It is planned and different for each occasion • It involves communicating feelings, thoughts and ideas about the song/music	Skills To choose what to perform and create a programme. • Present a musical performance designed to capture the audience. • To communicate the meaning of the words and clearly articulate them. • To talk about the best place to be when performing and how to stand or sit. • To record the performance and say how they were feeling, what they were pleased with what they would change and why.
Year 5	Knowledge To know and be able to talk about: • Performing is sharing music with other people, an audience • A performance doesn't have to be a drama! It can be to one person or to each other • Everything that will be performed must be planned and learned • You must sing or rap the words clearly and play with confidence • A performance can be a special occasion and involve an audience including of people you don't know • It is planned and different for each occasion • A performance involves communicating ideas, thoughts and feelings about the song/music	Skills • To choose what to perform and create a programme. • To communicate the meaning of the words and clearly articulate them. • To talk about the venue and how to use it to best effect. • To record the performance and compare it to a previous performance. • To discuss and talk musically about it – "What went well?" and "It would have been even better if...?"
Year 6	Knowledge To know and be able to talk about: • Performing is sharing music with an audience with belief • A performance doesn't have to be a drama! It can be to one person or to each other	Skills • To choose what to perform and create a programme. • To communicate the meaning of the words and clearly articulate them. • To talk about the venue and how to use it to best effect.



St Anne's RC Primary

'We Grow Together in God's Love'



	• Everything that will be performed must be planned and learned • You must sing or rap the words clearly and play with confidence • A performance can be a special occasion and involve an audience including of people you don't know • It is planned and different for each occasion • A performance involves communicating ideas, thoughts and feelings about the song/music	• To record the performance and compare it to a previous performance. • To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”
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Year group	Progression of Music Vocabulary
	• Inter-related dimensions • General music • Instruments • Music styles/genres
Reception	• beat, high/low, fast/slow, loud/quiet, silence • listen, sing /song, perform, play • Instrument, shake, tap, hit, scrape • nursery rhymes
Year 1	• Pulse, rhythm, pitch • Improvise, compose, melody, perform, singers, audience, imagination, groove, • Bass, guitar, drums, decks, keyboard, percussion, trumpets, saxophones, glockenspiel • Rap, Old school hip hop, Blues, Baroque, Latin, Irish Folk, Funk, Pop, Classical
Year 2	• Pulse, rhythm, pitch, melody, dynamics, tempo, • Improvise, compose, audience, question and answer, perform/performance • Keyboard, drums, bass, electric guitar, saxophone, trumpet, glockenspiel • Rock, rap, Reggae, pop, classical
Year 3	• Pulse, rhythm, pitch, tempo, dynamics, structure, texture, • Intro/introduction, verse, chorus, hook, riff, improvise, compose, melody, melody, pentatonic scale, imagination • Bass, drums, guitar, keyboard, synthesizer, electric guitar, backing vocals, glockenspiel • RnB, Reggae, Disco, folk



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Year 4	• pulse, rhythm, pitch, tempo, dynamics, texture, structure, • improvise, compose, melody, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical, style, rapping, lyrics, choreography, digital/electronic sounds, by ear, notation, backing • Keyboard, electric guitar, bass, drums, turntables, synthesizers, vocal, piano, organ, acoustic guitar, percussion, glockenspiel • Soul/Gospel, grime, rock, pop
Year 5	• pitch, tempo, dynamics, timbre, texture, pulse, rhythm, structure, • bridge, verse, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, syncopation, tune/head, note values, note names, solo, melody, cover, backing loops, scratching, unison, melody, cover, groove, riff, bass line, harmony, melody. • strings, piano, guitar, bass, drums, synthesizer, deck, brass section, glockenspiel • Rock, Old-school Hip Hop, Rap, Funk, Soul, Bossa Nova, Swing, Big Band
Year 6	• pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music • melody, compose, improvise, cover, improvise/improvisation, by ear, melody, solo, ostinato, phrases, unison, harmony, style indicators, hook, riff, producer, groove, turntablist, DJ-ing • Neo Soul, Motown, Blues, Jazz, Urban Gospel, Acoustic music, Electronic music

The Interrelated Dimensions of Music (Dimensions)

- Pulse – the regular heartbeat of the music; its steady beat.
- Rhythm – long and short sounds or patterns that happen over the pulse.
- Pitch – high and low sounds.
- Tempo – the speed of the music; fast or slow or in-between.
- Dynamics – how loud or quiet the music is.
- Timbre – all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin.
- Texture – layers of sound. Layers of sound working together make music very interesting to listen to.
- Structure – every piece of music has a structure e.g. an introduction, verse and chorus ending.
- Notation – the link between sound and symbol.