



Intent

- To enjoy listening to a range of musical genres from different eras and cultures.
- To have the opportunity to explore a range of tuned and untuned musical instruments.
- To develop an understanding of musical vocabulary.
- To be able to use their voices expressively across a range of genres.
- To gain the confidence in composing music through experimenting with different sounds.
- To be given the opportunity to perform.
- To experience live music.

	Curriculum	Knowledge	Skills	Vocabulary
F1	<p><b>Development Matters</b>  <b>3 &amp; 4 year olds</b></p> <ul style="list-style-type: none"> <li>• Listen with increased attention to sounds.</li> <li>• Respond to what they have heard, expressing their thoughts and feelings.</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> <li>• Create their own songs, or improvise a song around one they know.</li> <li>• Play instruments with increasing control to express their feelings and ideas.</li> </ul> <p>3 and 4 year Statements from Development Matters 2021</p> <p>(Expressive Arts and Design)</p>	<p><b>Autumn 1</b></p> <ul style="list-style-type: none"> <li>• To know nursery rhymes and story songs.</li> </ul> <p><b>Autumn 2</b></p> <ul style="list-style-type: none"> <li>• To know there are different characteristics of music.</li> </ul> <p><b>Spring 1 &amp; 2</b></p> <ul style="list-style-type: none"> <li>• To know there are different sounds.</li> <li>• To know that music and songs have different pitch.</li> <li>• To know different instruments make different sounds.</li> </ul> <p><b>Summer 1 &amp; 2</b></p> <ul style="list-style-type: none"> <li>• To know which sources make which sounds.</li> <li>• To know that instruments can be played differently.</li> </ul>	<p><b>Autumn 1</b></p> <ul style="list-style-type: none"> <li>• To be able to listen.</li> <li>• To respond to instructions.</li> <li>• To be able to pitch and tune match to simple songs.</li> </ul> <p><b>Autumn 2</b></p> <ul style="list-style-type: none"> <li>• To be able to recognise that there are different characteristics of music.</li> <li>• To change movement depending on the characteristics of a piece.</li> </ul> <p><b>Spring 1 &amp; 2</b></p> <ul style="list-style-type: none"> <li>• To be able to say what they like and dislike.</li> <li>• To be able to describe a piece of music. (e.g. it is happy, it is sad.)</li> <li>• To be able to describe what a piece of music is like. (loud, quiet)</li> <li>• To be able to distinguish between different sounds.</li> <li>• To be able to recognise that music and songs have different pitch.</li> </ul> <p><b>Summer 1 &amp; 2</b></p> <ul style="list-style-type: none"> <li>• To be able to play instruments differently. (e.g. loudly, fast, quietly)</li> <li>• To be able to match sounds to its source.</li> <li>• To be able to recognise that instruments can be played differently.</li> </ul>	<p>Loud                      Quiet                      Soft                      Slow                      fast</p>
	Curriculum	Knowledge	Skills	Vocabulary
F2	<p><b>Children in Reception</b></p>	<p><b>Autumn 1</b>  <b>Instruments</b></p> <ul style="list-style-type: none"> <li>• To know there are different types of music.</li> </ul>	<p><b>Autumn 1</b>  <b>Instruments</b></p> <ul style="list-style-type: none"> <li>• To explore a range of instruments.</li> </ul>	<p>Beat, steady beat, instruments, faster, slower, louder, quieter, higher,</p>

	<ul style="list-style-type: none"> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>• Explore and engage in music making and dance, performing solo or in groups.</li> <li>• Watch and talk about dance and performance art, expressing their feelings and responses.</li> </ul> <p>Reception Statements from Development Matters 2021</p> <p>(Expressive Arts and Design)</p>	<ul style="list-style-type: none"> <li>• To know they can make different noises using different items.</li> <li>• To know what the beat of music is.</li> </ul> <p><b>Autumn 2</b></p> <p><b>Voice</b></p> <ul style="list-style-type: none"> <li>• To know words have syllables and identify these as the rhythm of words.</li> <li>• To know they can make a song out of any words.</li> </ul> <p><b>Spring 1</b></p> <p><b>Rhythm and Pulse</b></p> <ul style="list-style-type: none"> <li>• To know there are changes in music.</li> </ul> <p><b>Spring 2</b></p> <p><b>Graphic Notation</b></p> <ul style="list-style-type: none"> <li>• To know there are different types of music.</li> <li>• To know they can make different noises using different items.</li> <li>• To know what the beat of music is.</li> <li>• To know music can be recorded on paper.</li> </ul> <p><b>Summer 1</b></p> <p><b>20<sup>th</sup> Century Music</b></p> <ul style="list-style-type: none"> <li>• To know different countries have different music.</li> </ul> <p><b>Summer 2</b></p> <p><b>Structure and Form</b></p> <ul style="list-style-type: none"> <li>• To know there are different types of music.</li> <li>• To know they can make different noises using different items.</li> <li>• To know what the beat of music is.</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to recognise where sounds come from.</li> <li>• To be able to play to a steady beat. (body percussion)</li> <li>• To be able to recognise the changes in music.</li> <li>• To be able to talk about the changes in music.</li> <li>• To be able to use items to make a range of noises.</li> </ul> <p><b>Autumn 2</b></p> <p><b>Voice</b></p> <ul style="list-style-type: none"> <li>• To be able to clap or tap the syllables/rhythm of words.</li> <li>• To be able to use their voice to sing and chant.</li> <li>• To use their voice appropriately.</li> <li>• To be able to match high or low sounds.</li> <li>• To be able to echo part of a song.</li> <li>• To be able to articulate when singing or chanting.</li> </ul> <p><b>Spring 1</b></p> <p><b>Rhythm and Pulse</b></p> <ul style="list-style-type: none"> <li>• To be able to move to music.</li> <li>• To be able to match movements to different sounds. (march to the drum, creep to the maraca)</li> <li>• To be able to change movements according to changes in music.</li> </ul> <p><b>Spring 2</b></p> <p><b>Graphic Notation</b></p> <ul style="list-style-type: none"> <li>• To be able to play to a steady beat. (body percussion)</li> <li>• To be able to recognise the changes in music.</li> <li>• To be able to talk about the changes in music.</li> <li>• To be able to use items to make a range of noises.</li> </ul> <p><b>Summer 1</b></p> <p><b>20<sup>th</sup> Century Music</b></p> <ul style="list-style-type: none"> <li>• To be able to listen appropriately with attention to a range of music.</li> <li>• To begin to express whether they like or dislike a piece of music.</li> </ul> <p><b>Summer 2</b></p> <p><b>Structure and Form</b></p> <ul style="list-style-type: none"> <li>• To be able to listen appropriately with attention to a range of music.</li> <li>• To be able to play to a steady beat. (body percussion)</li> <li>• To be able to recognise the changes in music.</li> <li>• To be able to talk about the changes in music.</li> <li>• To be able to use items to make a range of noises.</li> </ul>	<p>lower, rhythm, syllable, voice, song, sing, chant, echo, repeat, body percussion</p>
	<p>Curriculum</p>	<p>Knowledge</p>	<p>Skills</p>	<p>Vocabulary</p>
<p>Year 1</p>	<ul style="list-style-type: none"> <li>• Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> </ul>	<p><b>Autumn 1</b></p> <p><b>Composing</b></p>	<p><b>Autumn 1</b></p> <p><b>Composing</b></p>	<p><b>Appraising</b></p> <p>Opinion, like, dislike, feelings, emotions, happy,</p>

<ul style="list-style-type: none"> <li>• Play tuned and untuned instruments musically.</li> <li>• Listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>• Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>	<ul style="list-style-type: none"> <li>• To know instruments make different sounds if they are played in different ways.</li> <li>• To know that notes can be long or short (pulse)</li> <li>• To understand which sounds work well together.</li> </ul> <p><b>Autumn 2</b> <b>Performing</b></p> <ul style="list-style-type: none"> <li>• To know what a pentatonic scale is.</li> <li>• To know that instruments and voices can change pitch, tempo and pulse.</li> </ul> <p><b>Spring 1</b> <b>Composing</b></p> <ul style="list-style-type: none"> <li>• To know that a range of sounds can be made with voices.</li> <li>• To know instruments make different sounds if they are played in different ways.</li> <li>• To know that notes can be long or short (pulse)</li> <li>• To understand which sounds work well together.</li> </ul> <p><b>Spring 2</b> <b>Composing</b></p> <ul style="list-style-type: none"> <li>• To know that a range of sounds can be made with voices.</li> <li>• To know instruments make different sounds if they are played in different ways.</li> <li>• To know that notes can be long or short (pulse)</li> <li>• To understand which sounds work well together.</li> <li>• To understand that sounds can be represented by images, graphics etc.</li> </ul> <p><b>Summer 1</b> <b>Appraising</b></p> <ul style="list-style-type: none"> <li>• To know music can make you feel differently.</li> <li>• To know there are patterns within different genres of music.</li> <li>• To understand what the pulse is in a piece of music.</li> <li>• To understand the differences between music from different eras.</li> </ul> <p><b>Summer 2</b> <b>Composing</b></p> <ul style="list-style-type: none"> <li>• To know that a range of sounds can be made with voices.</li> <li>• To know instruments make different sounds if they are played in different ways.</li> <li>• To know that notes can be long or short (pulse)</li> <li>• To understand which sounds work well together.</li> </ul>	<ul style="list-style-type: none"> <li>• To develop the skill of playing instruments in different ways to make different sounds.</li> <li>• To be able to identify the differences in sounds.</li> <li>• To be able to make long and short sounds using instruments and voice.</li> <li>• To be able to put sounds together effectively.</li> </ul> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>• To be able to play instruments changing pitch, tempo and pulse.</li> </ul> <p><b>Autumn 2</b> <b>Performing</b></p> <ul style="list-style-type: none"> <li>• To be able to perform pentatonic songs (twinkle, tiwnkle, star light star bright)</li> <li>• To be able to change pitch, tempo and pulse when singing.</li> <li>• To have the confidence to perform in front of others.</li> <li>• To be able to echo a song matching pitch, tempo and pulse.</li> </ul> <p><b>Spring 1</b> <b>Composing</b></p> <ul style="list-style-type: none"> <li>• To be able to make a range of sounds using their voice.</li> <li>• To develop the skill of playing instruments in different ways to make different sounds.</li> <li>• To be able to identify the differences in sounds.</li> <li>• To be able to make long and short sounds using instruments and voice.</li> <li>• To be able to put sounds together effectively.</li> </ul> <p><b>Spring 2</b> <b>Composing</b></p> <ul style="list-style-type: none"> <li>• To be able to make a range of sounds using their voice.</li> <li>• To develop the skill of playing instruments in different ways to make different sounds.</li> <li>• To be able to identify the differences in sounds.</li> <li>• To be able to make long and short sounds using instruments and voice.</li> <li>• To be able to put sounds together effectively.</li> <li>• To be able to follow images and match them to sound or effect.</li> <li>• To be able to represent sounds or effects with images.</li> </ul> <p><b>Summer 1</b> <b>Appraising</b></p> <ul style="list-style-type: none"> <li>• To form an opinion to express how they feel about a piece of music.</li> <li>• To be able to respond to different moods of music in different ways. (drawing, moving)</li> <li>• To be able to identify different patterns within different genres. (pitch, tempo)</li> <li>• To listen to music for pleasure.</li> <li>• To sing songs for pleasure.</li> </ul> <p><b>Summer 2</b></p>	<p>sad, excited, calm, motivated, pitch, tempo, genre, pulse</p> <p><b>Composing</b> Range, sounds, notes, long, short, pulse, compose, graphic notation</p> <p><b>Performing</b> Pentatonic scale, pitch, tempo, pulse, perform, tune,</p>
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	<b>Curriculum</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Vocabulary</b>
Year 2	<ul style="list-style-type: none"> <li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>Play tuned and untuned instruments musically.</li> <li>Listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>	<p><b>Autumn 1</b></p> <p><b>Appraising</b></p> <ul style="list-style-type: none"> <li>To know the names of some instruments.</li> <li>To know the sounds made by some specific instruments.</li> <li>To understand what timbre, dynamics, crescendo, decrescendo and pause are.</li> </ul> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>To know how to play tuned and untuned instruments appropriately.</li> <li>To know what an ostinato is. (continually repeated musical phrase or rhythm)</li> </ul> <p><b>Autumn 2</b></p> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>To understand how a group is lead through a performance using simple hand getsures and graphic notation.</li> </ul> <p><b>Composing</b></p> <ul style="list-style-type: none"> <li>To know that tuned instruments and voices can make different notes.</li> </ul> <p><b>Spring 1</b></p> <p><b>Composing</b></p> <ul style="list-style-type: none"> <li>To understand that a piece of music has a beginning, middle and end.</li> <li>To understand how the features of music can be used in the beginning, middle and end of a piece.</li> <li>To know that tuned instruments and voices can make different notes.</li> <li>To know which notes work well together.</li> </ul> <p><b>Spring 2</b></p> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>To understand how a group is lead through a performance using simple hand getsures and graphic notation.</li> <li>To know how to play tuned and untuned instruments appropriately.</li> </ul>	<p><b>Autumn 1</b></p> <p><b>Appraising</b></p> <ul style="list-style-type: none"> <li>To be able to identify secific features when listening to music. (dynamics, crescendo, decrescendo, pause)</li> <li>To be able to identify the changes in features during a piece of music. (dynamics, crescendo, decrescendo, timbre)</li> <li>To be able to identify the sounds in music made by specific instruments.</li> <li>To be able to evaluate their own work and give reasons.</li> </ul> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>To be able to perform a melody using instruments or voice.</li> <li>To be able to tell a story through the use of instruments and voice.</li> <li>To be able to have control over instruments and voice when performing.</li> <li>To be able to follow rhythm and beat keeping in time.</li> <li>To be able to play a continually repeated musical phrase or rhythm. (ostinato)</li> </ul> <p><b>Autumn 2</b></p> <p><b>Composing</b></p> <ul style="list-style-type: none"> <li>To be able to compose a piece of music with a beginning, middle and end.</li> <li>To be able to choose the appropriate effects when composing a piece of music.</li> <li>To use appropriate musical instruments or vocal sounds to create specific effects.</li> </ul> <p><b>Spring 1</b></p> <p><b>Composing</b></p> <ul style="list-style-type: none"> <li>To be able to compose a piece of music with a beginning, middle and end.</li> <li>To be able to choose the appropriate effects when composing a piece of music.</li> <li>To use appropriate musical instruments or vocal sounds to create specific effects.</li> <li>To be able to compose short melodic patterns using tuned instruments.</li> </ul> <p><b>Spring 2</b></p> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>To be able to perform a melody using instruments or voice.</li> <li>To be able to tell a story through the use of instruments and voice.</li> <li>To be able to have control over instruments and voice when performing.</li> </ul>	<p><b>Appraising</b></p> <p>dynamics, crescendo, decrescendo, pause, names of instruments, evaluate,</p> <p><b>Composing</b></p> <p>Beginning, middle, end, effect, tuned, untuned, melody, notes</p> <p><b>Performing</b></p> <p>Melody, hand gestures, graphic notation</p>

		<ul style="list-style-type: none"> <li>• To know what an ostinato is. (continually repeated musical phrase or rhythm)</li> </ul> <p><b>Summer 1</b> <b>Appraising</b></p> <ul style="list-style-type: none"> <li>• To know the names of some instruments.</li> <li>• To know the sounds made by some specific instruments.</li> <li>• To understand what timbre, dynamics, crescendo, decrescendo and pause are.</li> </ul> <p><b>Summer 2</b> <b>Composing</b></p> <ul style="list-style-type: none"> <li>• To understand that a piece of music has a beginning, middle and end.</li> <li>• To understand how the features of music can be used in the beginning, middle and end of a piece.</li> <li>• To know that tuned instruments and voices can make different notes.</li> <li>• To know which notes work well together.</li> </ul> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>• To understand how a group is lead through a performance using simple hand getsures and graphic notation.</li> <li>• To know how to play tuned and untuned instruments appropriately.</li> <li>• To know what an ostinato is. (continually repeated musical phrase or rhythm)</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to respond to hand gestures and graphic notation when performing.</li> <li>• To be able to lead a group through a performance using simple hand gestures and graphic notation.</li> <li>• To be able to follow rhythm and beat keeping in time.</li> <li>• To be able to play a continually repeated musical phrase or rhythm. (ostinato)</li> </ul> <p><b>Summer 1</b> <b>Appraising</b></p> <ul style="list-style-type: none"> <li>• To be able to identify secific features when listening to music. (dynamics, crescendo, decrescendo, pause)</li> <li>• To be able to identify the changes in features during a piece of music. (dynamics, crescendo, decrescendo, timbre)</li> <li>• To be able to identify the sounds in music made by specific instruments.</li> <li>• To be able to evaluate their own work and give reasons.</li> </ul> <p><b>Summer 2</b> <b>Composing</b></p> <ul style="list-style-type: none"> <li>• To be able to compose a piece of music with a beginning, middle and end.</li> <li>• To be able to choose the appropriate effects when composing a piece of music.</li> <li>• To use appropriate musical instruments or vocal sounds to create specific effects.</li> <li>• To be able to compose short melodic patterns using tuned instruments.</li> </ul> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>• To be able to perform a melody using instruments or voice.</li> <li>• To be able to tell a story through the use of instruments and voice.</li> <li>• To be able to have control over instruments and voice when performing.</li> <li>• To be able to respond to hand gestures and graphic notation when performing.</li> <li>• To be able to lead a group through a performance using simple hand gestures and graphic notation.</li> <li>• To be able to follow rhythm and beat keeping in time.</li> <li>• To be able to play a continually repeated musical phrase or rhythm. (ostinato)</li> </ul>	
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