



# Music

## Foundation and KS1 Substantive themes

### **EYFS: ELG**

#### **C&L:L&A:**

Children listen attentively in a range of situations.

#### **C&L:U:**

Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events

#### **M:N**

Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number.

#### **PD: M&H**

Children show good control and co-ordination in large and small movements. They handle equipment and tools effectively, including pencils for writing.

#### **PSED: SC&SA**

Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

#### **PSED:MR:**

Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity.

**EAD:EUMM:** Children sing songs, make music and dance, and experiment with ways of changing them.

**EAD:BI:** Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.

They represent their own ideas, thoughts

### KS1 Pupils should:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- Play tuned and untuned instruments musically
- Listen with concentration and understanding to a range of high-quality live and recorded music
- Experiment with, create, select and combine sounds using the inter-related dimensions of music

	<p>and feelings through design and technology, art, music, dance, role play and stories</p> <p>More details at:  <a href="https://www.musicandmovement.org.uk/">https://www.musicandmovement.org.uk/</a></p>		
	<b>Foundation</b>	<b>Year 1</b>	<b>Year 2</b>
<p><b>Units covered</b>  <b>Charanga</b></p>	<p><b>Me!</b>  Christmas performance  My stories  Everyone  Our world  Big bear funk- transition unit</p>	<p><b>Hey you!</b>  Christmas performance  In the groove  Singing skills unit  Your imagination  Composition unit</p>	<p><b>Hands, feet heart</b>  Christmas performance/<b>Ho Ho Ho!</b>  I wanna play in a band  Singing skills unit  Friendship song  Composition unit</p>
<p>Overlap of learning/links to other units</p>	<p><b>Me!</b> Musical learning focus</p> <ul style="list-style-type: none"> <li>Listening and responding to different styles of music</li> <li>Embedding foundations of the interrelated dimensions of music</li> <li>Learning to sing or sing along with nursery rhymes and action songs</li> <li>Improvising leading to playing classroom instruments</li> <li>Share and perform the learning that has taken place</li> </ul> <p><b>Christmas performance/singing</b> links to older year groups.</p> <p><b>My stories</b> Musical learning focus</p> <ul style="list-style-type: none"> <li>Listening and responding to different styles of music</li> <li>Embedding foundations of the interrelated dimensions of music</li> <li>Learning to sing or sing along with nursery rhymes and action songs</li> </ul>	<p><b>Hey you!</b> The Fresh Prince Of Bel-Air - KS2/ages 7-11 (Scheme Year 6)  Ee-Oh! by Benjamin Britten - KS2/ages 7-11 (see Freestyle)</p> <p><b>Christmas performance/singing</b> builds from prior years and links to older year groups.</p> <p><b>In the groove</b> Tragic Story - Britten - KS2/ages 7-11 (Scheme Year 5)  Baroque - History of Music (see Reflect, Rewind and Replay units)  I Mun Be Married On Sunday - Britten KS2/ages 7-11 (see Freestyle)  Begone Dull Care! - Britten KS2/ages 7-11 (see Freestyle)</p> <p><b>Your imagination</b> The Dragon Song – KS1 /ages 7-11 (Scheme Year 3)</p> <p><b>Singing unit:</b>  <b>Singing Sherlock bk1:</b>  Dr Knickerbocker  Sherlock's Voice  The Penguin Song  Come to the Pet Shop</p> <p><b>Okki Tokki Unga (could be used as warm ups (actions))</b></p>	<p><b>Hands, feet heart</b> Fishing Song - Britten - KS2/ages 7-11 (see Freestyle)</p> <p><b>Christmas performance/singing</b> builds from prior years and links to older year groups.</p> <p><b>I wanna play in a band</b> Livin' On A Prayer - KS2/ages 7-11 (Scheme Year 5)  Don't Stop Believin' - KS2/ages 7-11 (see Freestyle)</p> <p><b>Friendship song</b> Bringing us together – KS2/ages 7-11 (Scheme Year 3), Stop! - KS2/ages 8-11 (Scheme Year 4), You've Got A Friend KS2/ages 8-11 (Scheme Year 6), I'll Be There - KS2/ages 9-11 (Scheme Year 6)</p> <p><b>Singing unit:</b>  Sing songs with pitch range of do-so, increasing vocal control.</p> <ul style="list-style-type: none"> <li>Sing songs with small pitch range (e.g. Rain, Rain Go Away), pitching accurately.</li> <li>demonstrate loud/quiet when singing by responding to (a) the leader's directions and (b) visual symbols</li> </ul> <p><b>Singing Sherlock bk1:</b></p> <ul style="list-style-type: none"> <li>Teddy Bear Rock n Roll</li> </ul>

- Improvising leading to playing classroom instruments
- Share and perform the learning that has taken place

**Everyone** Musical learning focus

- Listening and responding to different styles of music
- Embedding foundations of the interrelated dimensions of music
- Learning to sing or sing along with nursery rhymes and action songs
- Improvising leading to playing classroom instruments
- Singing and learning to play instruments within a song
- Share and perform the learning that has taken place

**Our world** Musical learning focus

- Listening and responding to different styles of music
- Embedding foundations of the interrelated dimensions of music
- Learning to sing or sing along with nursery rhymes and action songs
- Improvising leading to playing classroom instruments
- Singing and learning to play instruments within a song
- Share and perform the learning that has taken place

**Big bear funk- transition unit (Y1)** Musical learning focus:

- Listening and appraising Funk music

Miss Polly Had A Dolly  
The Wise Man and the Foolish Man  
Nicky knacky knocky Noo  
A sailor went to sea, sea, sea

Other songs covered over the year:

**Charanga songs:**

Hey You!  
In the groove  
Your imagination

**World music (sung):**

Bangladesh - Hatti Ma TimTim (An imaginary bird)

Australia - I got kicked by a kangaroo

**Listening repertoire: (Historical):**

Baroque
(1720) 1st movement from Brandenburg Concerto No. 5 (J. S. Bach)
(1738) Badinerie from Orchestral Suite No. 2 in B minor (J. S. Bach)
Classical
(1791) 2nd movement from Surprise Symphony No. 94 in G major (Haydn)
(1824) Overture from William Tell (Rossini)
Romantic
(1842) Scherzo from A Midsummer Night's Dream (Mendelssohn)
(1899) Flight of the Bumblebee (Rimsky-Korsakov)
20th Century
(1909) The Wasps (Vaughan Williams)
(1914) Mars from The Planets (Holst)
(1924) Rhapsody in Blue (Gershwin)
(1926) Viennese Musical Clock from Háy János Suite (Kodály)
(1942) Hoe Down from Rodeo (Copland)

- Lickety Split (warm up)
- Mirror, mirror
- Neighbours

**Singing Sherlock Bk 2:**

- Haunted house

**Flying a round (useful as warm ups):**

London Bridge/Pease Pudding hot  
Donkeys and carrots

Boom chikka boom

Other songs covered during the year:

**Charanga songs:**

Hands, Feet Heart  
I wanna play in a band  
Friendship song

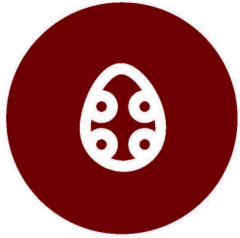
**World Music (sung):**

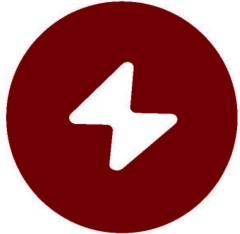
Trad: Oliver Cromwell (England)

Che Che Koolay (Ghana)

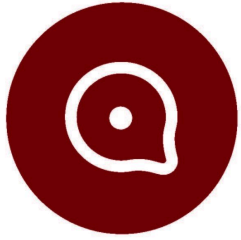
**Listening repertoire: (Historical)**

Baroque
(1731) Air on a G String from Orchestral Suite No. 3 in D (J. S. Bach)
(1818) Marche Militaire (Schubert)
(1827) Clog Dance from La Fille Mal Gardée (Hérold)
Romantic
(1830) Hebrides Overture -Fingal's Cave (Mendelssohn)
(1866) By the Beautiful Danube - The Blue Danube (Johann Strauss II)
(1883) Flower Duet from Lakmé (Delibes)
(1886) Carnival of the Animals Aquarium (Saint-Saëns)
20th Century
(1928) Bolero (Ravel)
(1936) Peter's Theme from Peter and the Wolf (Prokofiev)
(1953) 2nd movement from Symphony No.10 (Shostakovich)

	<ul style="list-style-type: none"> <li>• Embedding foundations of the interrelated dimensions of music using voices and instruments</li> <li>• Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs</li> <li>• Playing instruments within the song</li> <li>• Improvisation using voices and instruments</li> <li>• Riff-based composition</li> <li>• Share and perform the learning that has taken place</li> </ul>	<p>(1957) <i>Symphonic Dances from West Side Story - Mambo</i> (Bernstein)</p> <p><b>Listening repertoire: (World music)</b>  USA - Walkers (Stomp)  Brazil - Fanfarra (Cabua-Le-Le)(Sergio Mendes/Carlinhos Brown)  England - The Herring Song  Australia - I got kicked by a kangaroo  Bangladesh - Hatti Ma TimTim (An imaginary bird)  England - Sally Jumped Over The Stars</p> <p><b>Simple songs, chants, rhymes, call and response songs</b></p>	<p><b>21st Century</b>  (2012) Night Ferry (Anna Clyne)  (2017) No Place Like (Kerry Andrew)</p> <p><b>Listening repertoire (World music)</b>  Peru - Sikuriadas (Inti-Illmani)  Ireland - Mylecharaine's March (Barrule)  Indonesia - Baris (Gong Keybar of Peliatan)  England - Oliver Cromwell  England - A Long Time Ago  Ghana - Kye Kye Kule (Che che koolay)</p>
<p><b>Styles covered through Charanga</b></p>	<p>Nursery rhymes  Action Songs  Christmas songs</p>	<p>Old School Hip Hop, Blues, Latin, Folk, Funk, Baroque, Bhangra, Film, Pop, Musicals</p>	<p>World Music – South African styles  Christmas, Big Band, Motown, Elvis, Freedom Songs  Rock  Ballad  Pop</p>
<p><b>Historical and cultural knowledge</b></p>  <ul style="list-style-type: none"> <li>• Through gaining a knowledge of styles and genres from local, national and</li> </ul>	<p><b>Know that: (knowing)</b></p> <ul style="list-style-type: none"> <li>• To know that we sing different songs for different occasions (eg: Christmas and birthdays)</li> <li>• To know that we can sing songs which incorporate dance or actions</li> <li>• We can sing/play music for enjoyment</li> <li>• We can enjoy music on our own or in a group</li> </ul> <p><b>Know how (Doing):</b></p> <ul style="list-style-type: none"> <li>• To sing or play along to a variety of songs</li> <li>• To join in with actions</li> <li>• To move expressively to a piece of music (eg. Like an animal or vehicle)</li> <li>• To express preferences for songs</li> </ul>	<p><b>Know that: (knowing)</b></p> <ul style="list-style-type: none"> <li>• We can sing/play music for enjoyment</li> <li>• We can enjoy music on our own or in a group</li> <li>• To know that musical styles have changed over time</li> <li>• To know that different countries have different musical styles</li> </ul> <p><b>Know how (Doing):</b></p> <ul style="list-style-type: none"> <li>• To talk about similarities and differences between music from different cultures, historical periods or traditions</li> <li>• To describe some of the stylistic features of a piece of familiar music</li> <li>• To name some instruments which</li> </ul>	<p><b>Know that: (knowing)</b></p> <ul style="list-style-type: none"> <li>• To know that music is an important part of religious ceremonies</li> <li>• To know that music is used to convey feeling/emotion</li> <li>• To know that music from different cultures or historical eras has different features</li> <li>• To know that a composer's choices (instruments, dynamics, pitch, etc) help to create the mood of the music</li> </ul> <p><b>Know how (Doing):</b></p> <ul style="list-style-type: none"> <li>• To talk about similarities and differences between music from different cultures, historical periods or traditions</li> <li>• To describe some of the stylistic</li> </ul>

<p>world traditions and contemporary practice</p> <p><i>To develop a cultural identity for understanding</i></p>	<p>or styles of music</p>	<p>feature in a familiar piece of music</p> <ul style="list-style-type: none"> <li>To identify how a piece of music makes you feel</li> </ul>	<p>features of a piece of familiar music</p> <ul style="list-style-type: none"> <li>To name some instruments which feature in a familiar piece of music</li> <li>To identify how a piece of music conveys a theme in terms of pitch, tempo, dynamics, timbre or texture</li> </ul>
<p><b>Listening / appraising</b></p>  <ul style="list-style-type: none"> <li>Aural development by responding to music and by recognising features in music</li> </ul> <p><i>To be able to evaluate a variety of musical ideas, pieces and traditions and develop own artistic voice.</i></p>	<p><b>Know that: (knowing)</b></p> <ul style="list-style-type: none"> <li>Music is made up of different sounds</li> <li>There are different styles of music</li> <li>You might like/not like some sounds or types of music</li> <li>Different instruments make different sounds</li> <li>To know that they may like/dislike some types of music</li> </ul> <p><b>Know how (Doing):</b></p> <ul style="list-style-type: none"> <li>Listen with appropriate attention to a piece of music</li> <li>Talk about music and sounds in terms of pitch (high/low), speed (fast/slow), timbre (describe what the sounds are like), dynamics (loud/quiet)</li> <li>To move to music in different ways</li> <li>Sort/classify instruments according to sound</li> <li>To draw pictures/choose colours which represent a piece of music</li> </ul>	<p><b>Know that: (knowing)</b></p> <ul style="list-style-type: none"> <li>Know how sounds are made and changed</li> <li>There are different styles of music</li> <li>Know some features of different styles of music</li> <li>Instruments can be used in different ways to create different sounds.</li> <li>To know that they may like/dislike some types of music</li> <li>Know the names of some familiar percussion instruments</li> <li>Know the names of some tuned instruments</li> <li>Know the name of some styles of music</li> </ul> <p><b>Know how (Doing):</b></p> <ul style="list-style-type: none"> <li>Listen for different types of sounds</li> <li>Listen to a piece of music and describe it in terms of pitch (high/low), speed (fast/slow), timbre (describe what the sounds are like), dynamics (loud/quiet)</li> <li>Name some familiar instruments which can be heard</li> <li>To move to music in different ways</li> <li>Recognise changes in timbre (sound quality - smooth, crisp, scratchy, rattling, tinkling... etc), dynamics (loud and quiet), tempo (fast and slow), pitch (high and low)</li> <li>Explain what they liked about a piece of music and why</li> <li>To identify the verse and chorus in a song</li> <li>To draw pictures/choose colours which represent a piece of music</li> </ul>	<p><b>Know that: (knowing)</b></p> <ul style="list-style-type: none"> <li>That different styles of music have different features</li> <li>Music can be played or listened to for a variety of purposes (in history and in different cultures)</li> <li>To know that music from different cultures or historical eras will have different features</li> <li>Know the names of some familiar percussion instruments</li> <li>Know the names of some tuned instruments</li> <li>Know the name of some styles of music</li> <li>To know and understand the terms pitch, dynamics, tempo, timbre and texture.</li> </ul> <p><b>Know how (Doing):</b></p> <ul style="list-style-type: none"> <li>Listen to a piece of music and describe the basic elements (tempo, timbre, dynamics, pitch)</li> <li>Describe changes in timbre, melody, pitch, dynamics, tempo and texture</li> <li>Identify some instruments from a piece of music</li> <li>Identify some features of particular style of music</li> <li>Describe how an instrument has been used to represent a sound or object (eg: a flute for a bird or a drum for thunder)</li> <li>Listen and identify features of different cultural or historical styles of music</li> <li>To use correct vocabulary to talk about the structure of a song (verse, chorus, introduction, instrumental)</li> <li>To identify verse, chorus, introduction and instrumental sections</li> <li>Explain what they liked about a piece of music and why</li> </ul>

## Listening - to self/others



To be able to evaluate a variety of musical ideas, pieces and traditions and develop own artistic voice.

### Know that: (knowing)

- To know that a (musical) leader will give you guidance
- To understand that listening requires concentration and being still

### Know how (Doing):

- To take note of others when playing or performing
- Talk about what you did well when playing/singing
- Watch/listen to others perform and talk about what they did well

### Know that: (knowing)

- To know that a (musical) leader will give you guidance
- To understand that listening requires concentration and being still
- To know that, when playing/singing, you listen to yourself to make sure you are playing/singing correctly

### Know how (Doing):

- Perform a song as part of a group
- To know what own part is
- To take note of others when performing
- Talk about what you did well when playing/singing
- Watch/listen to others perform and talk about what they did well
- Listen and copy back a given pitch or rhythm

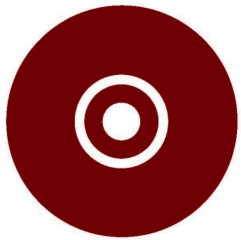
### Know that: (knowing)

- To know that songs are made up of different sections
- To know that music from different cultures or historical eras has different features

### Know how (Doing):

- Perform a song as part of a group
- To know what own part is
- Try to listen to others when playing/singing in a group
- Talk about what you did well when playing/singing
- Watch/listen appropriately to others perform and talk about what they did well

## Notation - reading and recording



- Understanding the vocabularies and grammars of a range of different types of music, their notations and theoretical ideas

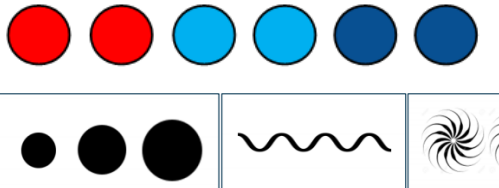
To be able to realise musical intentions from a range of notations and to be able to notate musical

### Know that: (knowing)

- Know that musical ideas can be written down
- Know that reading musical notation helps someone to play a piece of music
- Know that music can be recorded using technology

### Know how (Doing):

- Recognise how graphic notation can represent sounds.
- To draw simple representations of sound with guidance (graphic score)
- Explore and invent own marks and symbols, for example: use of colour using boomwhackers or coloured chimes

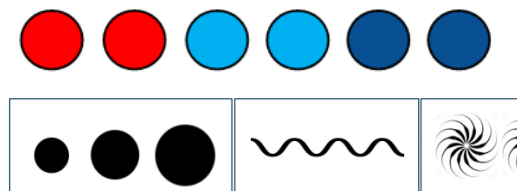


### Know that: (knowing)

- Know that musical ideas can be written down and recorded
- Know that reading musical notation helps someone to play a piece of music
- Know that music can be recorded using technology

### Know how (Doing):

- Understand the difference between creating a rhythm pattern and a pitch pattern.
- Recognise how graphic notation can represent sounds.
- Explore and invent own symbols, for example:

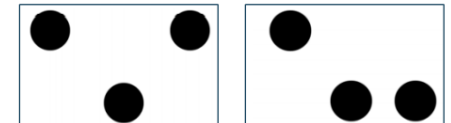


### Know that: (knowing)

- To understand that pitch refers to high and low notes
- To understand that rhythm refers to the pattern of notes
- Know that music can be recorded using symbols and technology
- Know that reading music enables you to play it

### Know how (Doing):

- Record own compositions using graphic notation
- Interpret ways to play sounds through graphic notation
- Revisit own notation and play own composition
- Record pitch using dot notation



- Record rhythm using stick notation:

*intentions in a variety of ways*

**BEAT**

**RHYTHM**

**Know that: (knowing) :**

- Know that beat is the steady pulse

**Know how (Doing):**

- Clap/move to beat with guidance

**Know that: (knowing)**

- To know that words can be said or sung to a beat
- Rhythms can be clapped whilst saying words

**Know how (Doing):**

- Clap some of the rhythms of words in a song
- Clap the rhythm of own name/answer to a question whilst saying it

- Interpret ways to play sounds through graphic notation

**Know that: (knowing)**

- Know that beat is the steady pulse
- Begin to understand the difference between beat and rhythm

**Know how (Doing):**

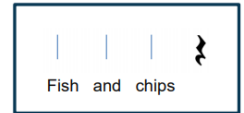
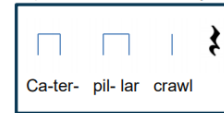
- Clap/move/play to a beat with increasing accuracy (with guidance from a leader if required)

**Know that: (knowing)**

- Know that rhythm is the pattern/syllables of the notes or words
- Rhythms can be clapped whilst saying words
- Begin to understand the difference between beat and rhythm

**Know how (Doing):**

- Clap some of the rhythms of words in a song
- Clap the rhythm of own name/answer to a question whilst saying it
- Listen and clap back a given rhythm with/without words
- Create a simple rhythm by clapping or using percussion



**Know that: (knowing)**

- Know that beat is the steady pulse
- Understand the difference between beat and rhythm

**Know how (Doing):**

- Be able to clap/play along to a beat with accuracy

**Know that: (knowing)**

- Know that rhythm is the pattern/syllables of the notes or words
- Understand the difference between beat and rhythm
- Understand that rhythms are created from longer and shorter notes (duration)

**Know how (Doing):**

- Listen and clap back a given rhythm without words
- Maintain an ostinato (repeated pattern)
- Create own rhythms by experimenting with longer and shorter notes (duration)

## Composing



- Improvising, creating, organising, and refining rhythmic and melodic patterns and harmonies, using textures and structures as appropriate

*To be able to create own original music*

*To be able to use and exploit appropriate musical features when performing and composing*

### Know that: (knowing)

- The voice and instruments can be used in different ways to create different sounds
- Music can be high/low (pitch), fast/slow (tempo), loud/soft (dynamics)
- Know some words to describe the sound of an instruments (eg: crunchy, smooth, scratchy etc) - timbre
- To know that anyone can create their own music

### Know how (Doing):

- Clap short, rhythmic patterns
- Make different sounds (high and low - pitch; loud and quiet - dynamics; fast and slow - tempo; quality of the sound - smooth, crisp, scratchy, rattling, tinkling etc - timbre)
- Choose instruments which make particular sounds to represent different things (eg: thunder, the sea etc) in response to stimuli (a picture, story etc)
- Record ideas using appropriate notation (see above)

### Know that: (knowing)

- Distinguish between pulse and rhythm
- To know that music has a steady pulse, like a heartbeat.
- Explore the duration of a beat and relate this to walking, jogging, running
- To know that we can create rhythms from words, our names, favourite food, colours and animals.
- Composing is like writing a story with music.
- Everyone can compose.

### Know how (Doing):

- Explore ways to change sounds to suit a style of music
- Order sounds to create an effect (structure - beginnings/endings)
- Create sequences of long and short sounds - rhythmic patterns (duration) in different ways - e.g hitting, blowing, shaking, clapping
- Create a simple rhythm by clapping or using percussion
- Create own simple vocal chants, using question and answer phrases
- Create musical sound effects and short sequences of sounds in response to stimuli, e.g. a rainstorm or a train journey. Combine to make a story, choosing and playing classroom instruments (e.g. rainmaker) or sound-makers (e.g. rustling leaves).
- Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns.
- Use music technology, if available, to capture, change and combine sounds.

### Know that: (knowing)

- To know that music has a steady pulse, like a heartbeat.
- Rhythms are different from the steady pulse.
- We add high and low sounds, pitch, when we sing and play our instruments.
- Improvisation is making up your own tunes on the spot.
- Everyone can improvise
- Composing is like writing a story with music.
- Everyone can compose.

### Know how (Doing):

- Compose and perform melodies using 2 or 3 notes
- Use and combine sounds to create music in response to a stimulus (eg: story, theme, feeling, picture etc)
- Create/improvise repeated patterns (ostinati) with a range of instruments
- Effectively choose, order, combine and control sounds (texture/structure)
- To be able to record ideas using simple graphic notation (see above)
- Compose as part of a group or individually
- Carefully choose instruments to combine layers of sound (texture), showing awareness of the combined effect
- Use changes in dynamics, timbre and pitch to organise music
- Use music technology, if available, to capture, change and combine sounds.

## Singing/performing



- Developing technical control in playing an instrument and/or singing

*To be able to play musically with authenticity*

*To be able to use and exploit appropriate musical features when performing and composing*

### Know that: (knowing)

- To know that your voice can make different sounds
- Understand low/high in terms of pitch
- Understand fast/slow in terms of tempo
- Understand that songs have an introduction to help the performer to know when to begin
- Know that beat is the steady pulse
- An audience can include your parents and friends.
- To know a performance is sharing music with an audience.

### Know how (Doing):

- Take part in singing
- Follow instructions on when to sing or to play an instrument
- Clap/move to beat with guidance
- Make different sounds with voices including animal sounds, chants, high and low sounds
- Perform a song as part of a group
- To know what own part is
- To sing songs to an audience

### Know that: (knowing)

- To understand that warming up your voice is important
- An audience can include your parents and friends.
- To know a performance is sharing music with an audience.
- Know some performance techniques and behaviour
- Know the terms pitch, dynamics, tempo and timbre

### Know how (Doing):

- 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.
- Take part in singing showing awareness of melody
- Follow instructions on how and when to sing
- Imitate changes in pitch - high and low
- Sing simple songs, chants, rhymes, call and response songs

### Know that: (knowing)

- Use some performance presentation techniques and behaviour.
- To know some techniques for warming up the voice
- To know that good posture creates a better sound
- Perform with confidence and enjoyment as part of a group
- To know some songs have a chorus or a response/answer part.
- To know that songs have a musical style.
- To know that unison is everyone singing at the same time.
- To know what call and response is
- Know that a performance can be a special occasion and involve a class, a year group or a whole school.

### Know how (Doing):

- Sing songs in ensemble following the melody (tune) well.
- Use voice to good effect, understanding the importance of warming up first
- Perform in ensemble with instructions from the leader (start/end/tempo/dynamics)
- demonstrate loud/quiet when singing by responding to (a) the leader's directions and (b) visual symbols
- Learn about voices and techniques for singing notes of different pitches (high and low).
- Learn to find a comfortable singing posture
- Sing songs with small pitch range, increasing vocal control and accuracy.

## Playing instruments/ performing



- Developing technical control in playing an instrument and/or singing

*To be able to play musically with authenticity*

*To be able to use and exploit appropriate musical features when performing and composing*

### Know that: (knowing)

- Know that beat is the steady pulse
- Recognise that instruments are played in different ways
- Understand that songs have an introduction to help the performer to know when to begin
- An audience can include your parents and friends.
- To know a performance is sharing music with an audience.

### Know how (Doing):

- Treat instruments carefully and with respect
- Follow instructions on when to sing or to play an instrument
- Hold and shake, blow or tap a range of instruments as appropriate
- Explore different sounds that instruments can make
- Perform a song as part of a group
- To know what own part is

### Know that: (knowing)

- Know some performance techniques and behaviour
- Prepare for a performance by practising
- Perform with confidence and enjoyment as part of a group
- To know and recognise the sound and names of some of the instruments they use.
- To know whether an instrument can be played by shaking, tapping or blowing
- Learn the names of the notes in their instrumental part from memory or when written down.
- An audience can include your parents and friends.
- To know a performance is sharing music with an audience.

### Know how (Doing):

- Follow instructions from the leader on how and when to play an instrument.
- Take notice of others when performing.
- Make and control long and short sounds (duration) in different ways including hitting, blowing and shaking
- Play to a beat with increasing accuracy
- Hold and use instruments with control
- Copy simple rhythms using an instrument (call and response)
- 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).

### Know that: (knowing)

- Use some performance presentation techniques and behaviour.
- Prepare for a performance by practising.
- Perform with confidence and enjoyment as part of a group
- To know that songs have a musical style.
- 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.
- Know that a performance can be a special occasion and involve a class, a year group or a whole school.

### Know how (Doing):

- Listen to and follow musical instructions from a leader.
- Make and control long and short sounds using instruments
- To play by ear and including simple improvisation (duration)
- To play simple repeated phrases (ostinati)
- Treat instruments carefully and with respect.
- Hold and use instruments with control
- 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 a part in time with the steady pulse.
- Begin to listen to self and others when playing

### Personal development

- Making, presenting and evaluating music

*To make a contribution to cultural life; to develop self-esteem and*

### Development, self-esteem and confidence are specific to the individual child:

#### Know that: (knowing)

- Know that anyone can make music
- Know that music can be a source of enjoyment and expression
- To know that practising helps you to improve

*self-confidence; independent learning, problem solving and the ability to use self-evaluation; team work and leadership; and to promote emotional development*

- An audience may be a group of friends, class, school or family members
- To understand that every role in a group performance, no matter how big or small, is important
- To know that others may have different opinions and that is okay

**Know how (Doing):**

- Select instruments to create own music
- Take part in planned school performances
- Talk about own and others' performance in positive terms
- Identify ways to improve as a musician
- Work cooperatively with others to achieve an outcome or solve a problem
- Express self through music
- Develop greater awareness of self and others

**Vocabulary**



Children should be aware of the meaning of the vocabulary in all areas of learning in Music. Children should be encouraged to use the appropriate vocabulary accurately when appraising or discussing ideas.

**Vocabulary:** Pulse beat rhythm pitch low high tempo fast slow timbre listen clap instrument  
Names of percussion/instruments used  
Words describing sounds

**Vocabulary:** Pulse beat rhythm pitch low high tempo fast slow timbre listen clap instrument  
Names of percussion/instruments used  
Words describing sounds

**Vocabulary:** Pulse beat rhythm pitch low high tempo fast slow timbre listen clap instrument call and response, question and answer, sequences, percussion, ostinato,  
Names of percussion/instruments used  
Words describing sounds