

## Music Scheme of Work: Knowledge and Skills Curriculum

**EYFS educational programmes must involve activities and experiences for children, as set out under each of the areas of learning: Communication and Language; Personal, Social and Emotional Development; Physical Development; Literacy, Mathematics, Understanding the World; Expressive Arts and Design.**

**The National Curriculum for Music at Key Stages 1 and 2 aims to ensure that all pupils:**

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

### **EYFS - Expressive Arts and Design:**

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

### **KS1 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 inter-related dimensions of music.

In KS2, pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

### **KS2 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 inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

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### Class One

Reception – follow the ‘statutory framework for the Early Years’

*The level of development children should be expected to have attained by the end of the EYFS is defined by the early learning goals (ELGs)*

Year 1

Year 2

#### Performing

Rehearse and perform with others, using untuned instruments and voices to sing songs, speak chants and rhymes. Perform with confidence cumulative songs (songs with a simple melody that changes each verse).

Play tuned and untuned instruments. Y Use their voices expressively to rehearse and perform with others, recognising a song with an accompaniment (instrumental backing) and one without. Y Can start and finish together and can keep to a steady pulse.

#### Listening and Reviewing

Understand how sounds can be made in different ways and described using given and invented signs and symbols. Listen to contrasting songs (such as lullabies and dance / up-tempo) with concentration, remembering specific instrumental names and sounds.

Listen with concentration to music of a longer duration and recognise simple structures (for example, a beginning, middle and end). Y Understand that music can be used for particular purposes and occasions.

#### Creating and Composing

Experiment with creating and copying musical patterns.

Begin to explore the sounds of their voices and various musical instruments, recognising the differences between singing and speaking and wood, metal, skin (drum) and ‘shaker’ sounds.

Experiment with creating their own musical patterns and begin to identify one strand (section) of music or more. Y Begin to improve their own and others’ work.

#### Understanding and Exploring

Begin to explore their feelings about music using movement, dance and expressive language.

Develop an understanding that music has been composed throughout history.

Recognise and match sounds with pictures of different instruments. Y Explore a variety of vocal qualities through singing and speaking. Y Begin to use onomatopoeia sound words to describe selected sounds and the ways in which they are produced.

#### Inter-Related Dimensions: (Pitch / Duration / Dynamics / Tempo / Timbre / Texture / Structure)

Identify high and low pitches, sounds of long and short duration and recognise the difference between long and short sounds.

Identify silence and sounds that are loud and quiet and the differences between fast and slow speeds.

Recognise the difference between a steady beat and no beat and identify sections within a piece of music which sound the same or different. Y Understand that tempo means speed, and identify the tempo of music as fast, moderate, slow, getting faster or getting slower.

Listen attentively and respond to what they hear with relevant questions, comments and actions.

Can I listen to and respond to live music?

Can I identify tempo as fast or slow? Can I identify pitch as high or low?

Can I identify duration as long or short?

Can I recognise and use untuned and tuned percussion instruments?

Work and play cooperatively and take turns with others.

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.

Can I join in class/assembly singing, rhymes and chants?

Can I sing call and response songs?

Can I repeat and copy short rhythmic and melodic patterns?

Can I identify dynamics as loud or soft?

Can I create and choose sounds in response to simple starting points?

Can I select my own instruments to create short pieces of music that reflect certain moods, events and feelings?

Can I explore similarities and difference between contrasting musical elements? Can I use simple musical vocabulary to describe sounds?

Can I develop an awareness of songs with repeated phrases and rounds?

Can I recognise how musical elements can be used to create different effects? Can I sing simple songs from memory with accuracy of pitch?

Can I identify ways of improving own work? Can I choose and order sounds within simple structures, e.g. beginning, middle and end? Can I organise a limited range of sounds in different ways? Can I represent changing sounds with symbols, e.g. high/low, fast/slow?

Can I establish a steady beat? Can I recognise and reproduce high and low sounds? Can I recognise and reproduce long and short sounds?

Can I recognise and reproduce loud and soft sounds? Can I recognise and reproduce fast and slow sounds? Can I perform simple patterns and accompaniments keeping to a steady pulse?

## Music Scheme of Work: Knowledge and Skills Curriculum

### Class Two

Year 3

Year 4

#### **Performing**

Sing songs (also imitating melody patterns as an echo), speak chants and rhymes in unison, with clear diction, control of pitch and musical expression presenting performances with an awareness of the audience. Y Play tuned and untuned instruments with increasing control and rhythmic accuracy, responding through gestures or movement to changes in the speed of the beat.

Sing solo songs demonstrating call and response form, speak chants and rhymes in unison with clear diction, control of pitch, a sense of phrase and musical expression. Y Identify contrasting sections of a song, such as the verse and refrain (chorus).

#### **Listening and Reviewing**

Listen with extended concentration and begin to express their opinion on a range of live and recorded music. Y Explain their ideas and feelings about music using movement, dance and expressive language. Y Begin to understand how music can be organised to communicate different moods and effects (e.g. listening to loud and fast music will create a different feeling to slow and quiet). Y Determine upwards and downwards direction in pitch when listening and reviewing music.

Review their own ideas and feelings about music using art, movement, dance, expressive language and musical vocabulary. Y Understand that time and place can influence how and why music is created, performed and heard. Listen to and review music from a culture different to their own.

#### **Creating and Composing**

Begin to improvise and develop rhythmic and melodic material when composing, improving their own and others' work in relation to its intended effect. Y Begin to create and combine a variety of the inter-related dimensions when composing (e.g. composing using both dynamics and tempo).

Improvise and develop rhythmic and melodic material when composing. Y Experiment with gestures to show the overall contour of the pitch of a melody as it moves upwards, downwards or stays the same. Y Combine a variety of musical elements when composing using staff and other musical notations.

Can I talk about the impact of changes made to improve work?

Can I compare and contrast sounds according to pitch? Can I compare and contrast sounds according to duration? Can I compare and contrast sounds according to dynamics? Can I compare and contrast sounds according to tempo? Can I use simple musical vocabulary to describe both sounds and the way they are produced? Can I begin to develop an understanding of the history and context of music?

Can I use a cyclical pattern (fixed number of beats repeated continuously)? Can I develop an awareness of rounds, call and response, and a variety of songs? Can I recognise how musical elements are combined and used expressively?

Can I explore the effect of silence and other musical effects? Can I explore ways in which sounds can be combined and used expressively? Can I represent sounds and musical direction with symbols to create a simple score?

Can I sing with increasing expression? Can I improvise repeated patterns and create layers of sounds? Can I perform with control of pulse and awareness of what others are playing?

Can I recognise differences in dynamic levels, e.g. soft, loud etc.?

Can I listen to, discuss and analyse simple songs with verse and chorus, and a variety of songs? Can I continue to develop an understanding of the history and context of music?

Can I gain awareness that the top number of a time signature denotes the number of beats in each bar? Can I maintain a simple part within an ensemble or choral group? Can I sing with awareness of breathing and diction? Can I explore a range of musical genres?

Can I create and perform linear and cyclical patterns? Can I use notation associated with duration, e.g. crochet-one beat, minim-two beats, quaver-half beat? Can I explore combinations or clusters based on pentatonic scales, e.g. C-CDEGA?

## Music Scheme of Work: Knowledge and Skills Curriculum

### **Understanding and Exploring**

Explore and compare sounds of groups of musical instruments, identifying the differences between them, e.g. strings, woodwind, orchestra, rock band etc. √ Begin to explore the history of music, understanding that time and place can influence how and why music is created, performed and heard. √ Explore music from a culture different to their own.

Explore and compare sounds from the different instrumental families (percussion, woodwind, brass, string), name a variety of instruments. √ Hear in a piece of music, refer to and compare the different sounds instruments make as their tone colour such as brassy, wooden and metallic. √ Sequence various famous composers on a timeline.

### **Inter-Related Dimensions: (Pitch / Duration / Dynamics / Tempo / Timbre / Texture / Structure)**

Understand that dynamics means volume and can recognise various different levels. √ Understand that texture refers to the difference between thick (many sounds) and thin (few) layers of sounds. √ Experience how music can be produced in different ways, including through ICT, and described through relevant established and invented notations.

Identify through gestures such as clapping or using percussion, the strong / first beat whilst singing. √ Keep a steady beat and maintain rhythmic accuracy holding their own beat against another contrasting part. √ Recognise pitch movement by step, leaps or as repeats.

Can I combine musical elements to create a score? Can I begin to use musical notation and devices, e.g. melody, and rhythms to create a score?

Can I improvise a repeated pattern (Ostinato)? Can I compose, improve and perform simple melodies and songs? Can I improvise melodic and rhythmic phrases as part of a group performance?

## Music Scheme of Work: Knowledge and Skills Curriculum

### Class Three

Year 5 / Year 6

#### **Performing**

Independently sing songs, speak chants and rhymes in unison and two parts, with increasing clear diction, control of pitch, a sense of phrase and musical expression. Y Perform a variety of repeated rhythmic patterns (ostinato) on percussion instruments

Independently sing songs, speak chants and rhymes in unison and two parts, with confident clear diction, control of pitch, a sense of phrase and musical expression. Y Practise, rehearse and present a variety of solo and ensemble performances with confidence and awareness of the audience

#### **Listening and Reviewing**

Begin to make suggestions of how the inter-related dimensions can be enhanced within musical structures to communicate different moods and effects (e.g. how can the tempo be changed to create excitement?) Y Demonstrate a better understanding of the history of music. Begin to make appropriate suggestions of suitable pieces for music for various occasions.

Know that time and place can influence the way music is created, performed and heard. Can make informed suggestions of suitable pieces of music for various occasions. Y Develop a better understanding of the history of music. Begin to investigate the different eras of music.

#### **Creating and Composing**

Improvise and develop a wider range of rhythmic and melodic material when composing. Y Choose, combine and organise a variety of the inter-related dimension of musical elements when composing with staff and other musical notations, such as graphic scores and / or using ICT

Improvise with their voice or on a musical instrument both solo and ensemble to develop a wide range of rhythmic and melodic material when composing. Y Can compose for different moods and use dynamic levels such as accents (sudden loud or sudden quiet notes).

#### **Understanding and Exploring**

Begin to explore and compare a variety of contrasting sounds, recognising where the texture (thick (many sounds) and thin (few) layers of sound) varies in a song or piece of music.

Explore and compare a variety of sounds in a piece of music, identifying the prominent melodies

#### **Inter-Related Dimensions: (Pitch / Duration / Dynamics / Tempo / Timbre / Texture / Structure)**

Recognise a musical phrase is like a musical sentence and can identify its duration as short or long. Y Can identify a silence in a rhythmic pattern with a gesture such as raised hand. Y Begin to use various Italian musical terms such as crescendo, diminuendo, forte and piano. Recognise a metre (the way in which beats are grouped) of three (such as in a Waltz) or four (most pop songs) and begin to recognise a change of metre within a piece. Y Use Italian musical terms for gradually getting louder crescendo and gradually getting quieter diminuendo

Can I compare, contrast and combine a range of musical genre? Can I recognise features such as crescendo, diminuendo? Can I identify and create more complex patterns, maintaining own part? Can I recognise the difference between unison and harmony? Can I listen to, discuss and analyse hooks, riffs and musical clichés? Can I continue to develop an understanding of the history and context of music?

Can I sing with awareness of dynamics, phrasing and pitch control? Can I maintain an increasingly complex part in an ensemble or choral group?

Can I use notation associated with duration, e.g. crochet-one beat, minim-two beats, semi-breve-four beats, quaver-half beat, semi-quaver-quarter beat, a rest etc? Can I improve melodic and rhythmic phrases using a range of simple structures? Can I create and use three note chords, e.g. CEG, (root, third, fifth)? Can I explore and use simple eight note scales, e.g. C to C or five note pentatonic scales? Can I use musical notation and devices, e.g. melody, and rhythms, chords and structure, to create a score? Can I use musical ideas and structures to compose a score?

Can I compare, improve and perform an increasing range of melodies and songs with more than one part?

Can I explain the processes of a range of musical genre and styles? Can I use notation and appropriate musical devices, e.g. melody, and rhythms, chords and structure, to create a score with more than one part? Can I compare, improve and perform a range of melodies and songs combining different parts? Can I recognise a range of dynamic features including, accents, etc? Can I listen to, discuss and analyse ballads and groove form hooks? Can I continue to develop an understanding of the history and context of music?

Can I use knowledge of notation to depict rhythmic phrases and patterns? Can I maintain a complex part in an ensemble or choral group?

Can I make use of a range of expressive elements in own performance? Can I explore complex structures containing more than one melody? Can I invent a complex cyclical pattern using beats and patterns of different lengths? Can I create an accompaniment using a range of repeating chords? Can I use harmonic and non-harmonics devices to develop musical ideas and effects? Can I improve and compose using elements of different genres and styles?

Can I create and perform musical pieces containing more than one pentatonic scale?