



Curriculum Intent for Music

EYFS

Area of Learning development – Expressive Arts and Design

ELG: Being Imaginative and Expressive

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.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Being Imaginative and Expressive	To sing and perform nursery rhymes. To experiment with different instruments and their sounds To talk about whether they like or dislike a piece of music. To create musical patterns using body percussion	To perform in the Christmas Nativity To join in with whole school assemblies/singing To sing the melodic shape of familiar songs To begin to build up a repertoire of songs. To sing entire songs	To join in with whole school assemblies To learn about a range of percussion instruments To create musical patterns using percussion instruments.	To join in with whole school assemblies. To associate genres of music with characters and stories.	To move in time to music. To join in with whole school assemblies. To follow a musical pattern.	To join in with whole school assemblies. To create own compositions.
Tier 3 Vocabulary	Percussion instrument, composition, melody					

KSI Year A Music

Substantive Knowledge	Disciplinary Knowledge
Listening and Responding /KSI Awareness of Music over the Ages	
To know 5 songs off by heart. 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
Singing	
To confidently sing or rap five songs from memory and sing them in unison.	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
Instrumental Playing	
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.	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
Composing and Improvisation	
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. Composing is like writing a story with music. Everyone can compose.	Improvise using the three challenges: Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). Sing, Play and Improvise – Use voices and instruments, listen, and sing back, then listen and play your own answer using one or two notes. Improvise! – Take it in turns to improvise using one or two notes. 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.
Musical Awareness	
To know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, our names, favourite food, colours, and animals.	Embed pulse, rhythm and pitch through musical games and activities using words and notes.
Performance	

A performance is sharing music with other people, called an audience.	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
Tier 3 Vocabulary (Build on Prior Vocabulary)	Pulse, Improve, Pitch (high, low), Melody

KS1 Year B Music

Substantive Knowledge	Disciplinary Knowledge
Listening and Responding /KS1 Awareness of Music over the Ages	
To know five songs off by heart. To know some songs have a chorus or a response/answer part. To know that songs have a musical style.	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.
Singing	
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.	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.
Instrumental Playing	
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.	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
Composing and 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. Everyone can improvise, and you can use one or two notes. Composing is like writing a story with music. Everyone can compose.	Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). Sing, Play and Improvise – Use voices and instruments, listen, and sing back, then listen and play your own answer using one or two notes. Improvise! – Take it in turns to improvise using one or two notes. 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.
Musical Awareness	
To know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, our names, favourite food, colours, and animals. Rhythms are different from the steady pulse. We add high and low sounds, pitch, when we sing and play our instruments.	Embed pulse, rhythm and pitch through musical games and activities using words and notes.
Performance	
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	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
Tier 3 Vocabulary (Build on Prior Vocabulary)	Pitch (high, low), Chorus, Melody, Appraise

KS2 Year A Music

Substantive Knowledge	Disciplinary Knowledge
Listening and Responding / KS2 History of Music	
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: <ul style="list-style-type: none"> ○ 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 	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.
Singing	

<p>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. To know why you must warm up your voice.</p>	<p>To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow a leader when singing. To enjoy exploring singing solo. To sing with awareness of being 'in tune.' To have an awareness of the pulse internally when singing.</p>
Instrumental Playing	
<p>To know and be able to talk about: The instruments used in class (a glockenspiel, a recorder)</p>	<p>To treat instruments carefully and with respect. Play anyone, 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.</p>
Composing and Improvisation	
<p>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 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.)</p>	<p>Improvise using instruments in the context of the song they are learning to perform. 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. Help create at least one simple melody using one, three or 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).</p>
Musical Awareness	
<p>Know how to find and demonstrate the pulse. Know the difference between pulse and rhythm. Know how pulse, rhythm, and pitch work together to create a song. Know that every piece of music has a pulse/steady beat. Know the difference between a musical question and an answer.</p>	<p>Children will complete the following in relation to the main song, using two notes:</p> <ul style="list-style-type: none"> • Find the Pulse. • Rhythm Copy Back: Lead the class using their simple rhythms. • Pitch Copy Back Using 2 Notes C • Copy back with instruments, without and then with notation. • Pitch Copy Back and Vocal Warm-ups
Performance	
<p>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</p>	<p>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. To record the performance and say how they were feeling, what they were pleased with what they would change and why.</p>
Tier 3 Vocabulary (Build on Prior Vocabulary)	Texture, Dynamics, Tempo, Notation, Rap

KS2 Year B Music

Substantive Knowledge	Disciplinary Knowledge
Listening and Responding /KS2 History of Music	
<p>To know five songs from memory and who sang them or wrote them.</p>	<p>To confidently identify and move to the pulse.</p>

<p>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.</p>	<p>To talk about the musical dimensions working together in the Unit songs e.g., 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.</p>
Singing	
<p>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.</p>	<p>To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow a leader when singing. To enjoy exploring singing solo. To sing with awareness of being 'in tune.' To re-join the song if lost. To listen to the group when singing</p>
Instrumental Playing	
<p>To know and be able to talk about: The instruments used in class (a glockenspiel, recorder, or xylophone). Other instruments they might play or be played in a band or orchestra or by their friends.</p>	<p>To treat instruments carefully and with respect. Play anyone, 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</p>
Composing and Improvisation	
<p>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 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.)</p>	<p>Improvise using instruments in the context of a song they are learning to perform. Copy Back – Listen and sing back melodic pattern. Play and Improvise – Using instruments, listen and play your own answer using one note. Improvise! – Take it in turns to improvise using one note. 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</p>
Musical Awareness	
<p>Know and be able to talk about: How pulse, rhythm, and pitch work together Pulse: Finding the pulse – the heartbeat of the music Rhythm: the long and short patterns over the pulse Know the difference between pulse and rhythm. Pitch: High and low sounds that create melodies How to keep the internal pulse Musical Leadership: creating musical ideas for the group to copy or respond to</p>	<p>Using the Warmup Games tracks provided, complete the Challenges. Children will complete the following in relation to the main song, using two notes:</p> <ul style="list-style-type: none"> • Find the Pulse. • Rhythm Copy Back: Lead the class using their simple rhythms. • Pitch Copy Back Using 2 Notes • Copy back with instruments, without and then with notation. • Pitch Copy Back and Vocal Warm-ups
Performance	
<p>To know and be able to talk about: Performing is sharing music with other people, an audience.</p>	<p>To choose what to perform and create a programme. Present a musical performance designed to capture the audience.</p>

<p>A performance doesn't have to be a drama! It can be to one person or to each other.</p> <p>You need to know and have planned everything that will be performed.</p> <p>You must sing or rap the words clearly and play with confidence.</p> <p>A performance can be a special occasion and involve an audience including of people you don't know.</p> <p>It is planned and different for each occasion.</p> <p>It involves communicating feelings, thoughts, and ideas about the song/music</p>	<p>To communicate the meaning of the words and clearly articulate them.</p> <p>To talk about the best place to be when performing and how to stand or sit.</p> <p>To record the performance and say how they were feeling, what they were pleased with what they would change and why.</p>
Tier 3 Vocabulary (Build on Prior Vocabulary)	Verse, Chorus, Notation (Crochet, Quavers, Minim)

KS2 Year C Music

Substantive Knowledge	Disciplinary Knowledge
Listening and Responding /KS2 History of Music	
<p>To know five songs from memory, who sang or wrote them, when they were written and, if possible, why?</p> <p>To know the style of the five songs and to name other songs from the Units in those styles.</p> <p>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?</p>	<p>To identify and move to the pulse with ease.</p> <p>To think about the message of songs.</p> <p>To compare two songs in the same style, talking about what stands out musically in each of them, their similarities, and differences.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p> <p>When you talk try to use musical words.</p> <p>To talk about the musical dimensions working together in the Unit songs.</p> <p>Talk about the music and how it makes you feel.</p>
Singing	
<p>To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</p> <p>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.</p>	<p>To sing in unison and to sing backing vocals.</p> <p>To enjoy exploring singing solo. To listen to the group when singing.</p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p> <p>To experience rapping and solo singing.</p> <p>To listen to each other and be aware of how you fit into the group.</p> <p>To sing with awareness of being 'in tune'.</p>
Instrumental Playing	
<p>To know and be able to talk about:</p> <p>Different ways of writing music down – e.g., staff notation, symbols</p> <p>The notes C, D, E, F, G, A, B + C on the treble stave</p> <p>The instruments they might play or be played in a band or orchestra or by their friends.</p>	<p>Play a musical instrument with the correct technique within the context of the Unit song.</p> <p>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.</p> <p>To rehearse and perform their part within the context of the Unit song.</p> <p>To listen to and follow musical instructions from a leader.</p> <p>To lead a rehearsal session</p>
Composing and Improvisation	
<p>To know and be able to talk about improvisation:</p> <p>Improvisation is making up your own tunes on the spot.</p> <p>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</p> <p>To know that using one or two notes confidently is better than using five</p> <p>To know that if you improvise using the notes you are given, you cannot make a mistake</p> <p>To know that you can use some of the riffs you have heard in the Challenges in your improvisations.</p> <p>To know and be able to talk about:</p> <p>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.</p>	<p>Improvise using instruments in the context of a song to be performed.</p> <p>Play and Copy Back ○ Copy back using instruments. Use one note.</p> <p>Play and Improvise You will be using up to three notes: ○ Question and Answer using instruments. Use one note in your answer.</p> <p>Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan: ○ Improvise using one note.</p> <p>Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</p> <p>Explain the keynote or home note and the structure of the melody.</p> <p>Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</p>

A composition has pulse, rhythm and pitch that work together. Notation: recognise the connection between sound and symbol	Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g., graphic/pictorial notation).
Musical Awareness	
Know and be able to talk about: How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song. How to keep the internal pulse Musical Leadership: creating musical ideas for the group to copy or respond to	Using the Warm up Games tracks provided, complete Challenges – Children will complete the following in relation to the main song, using three notes: <ul style="list-style-type: none"> • Find the pulse. • Lead the class by inventing rhythms for them to copy back. • Copy back three-note riffs by ear and with notation.
Performance	
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.	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...?”
Tier 3 Vocabulary (Build on Prior Vocabulary)	Keynote, Notation (i.e., treble clef, bar, time signature), rap

KS2 Year D Music

Substantive Knowledge	Disciplinary Knowledge
Listening and Responding /KS2 History of Music	
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: <ul style="list-style-type: none"> ○ 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 	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.
Singing	
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: <ul style="list-style-type: none"> ○ 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. 	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'.
Instrumental Playing	
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	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.

Composing and Improvisation	
<p>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 three well-known improvising musicians 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</p>	<p>Improvise using instruments in the context of a song to be performed. Play and Copy Back ○ Copy back using instruments. Use one note. Play and Improvise You will be using up to three notes: ○ Question and Answer using instruments. Use one note in your answer. Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan: Improvise using one note. 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).</p>
Musical Awareness	
<p>Know and be able to talk about: ● How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music ● How to keep the internal pulse ● Musical Leadership: creating musical ideas for the group to copy or respond to</p>	<p>Using the Warm up Games tracks provided, complete the Challenges. Children will complete the following in relation to the main song, using three notes:</p> <ul style="list-style-type: none"> ● Find the pulse ● Lead the class by inventing rhythms for them to copy back ● Copy back three-note riffs by ear and with notation ● Question and answer using three different notes
Performance	
<p>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. 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.</p>	<p>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...?”</p>
Tier 3 Vocabulary (Build on Prior Vocabulary)	Lyric, Riff, Timbre, Structure