



Curriculum Coverage for Music



Sunnyhill Primary School

EYFS Development Matters-

Music learning steps are taken from EAD (Expressive Art and Design) within EAD there are two categories : Being Imaginative (BI) and Exploring and using media and materials (EMM)

ELG:

- They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories **(BI)**
- Children sing songs, make music and dance, and experiment with ways of changing them **(EMM)**

40-60 months

- Begins to build a repertoire of songs and dances **(EMM)**
- Explores the different sounds of instruments **(EMM)**

30-50 months

- Uses movement to express feelings **(BI)**
- Creates movement in response to music **(BI)**
- Sings to self and makes up simple songs **(BI)**
- Makes up rhythms **(BI)**
- Enjoys joining in with dancing and ring games **(EMM)**
- Sings a few familiar songs **(EMM)**
- Beginning to move rhythmically **(EMM)**
- Imitates movement in response to music **(EMM)**
- Taps out simple repeated rhythms **(EMM)**
- Explores and learns how sounds can be changed **(EMM)**

22-36 months

- Joins in singing favourite songs **(EMM)**
- Creates sounds by banging, shaking, tapping or blowing **(EMM)**
- Shows an interest in the way musical instruments sound **(EMM)**

QUALITY, CREATIVITY, CONSISTENCY, COLLABORATION

Subject	National Curriculum Attainment Targets
 <h1 data-bbox="174 485 483 576">Music</h1>	<h2 data-bbox="575 161 869 217">Key stage 1</h2> <p data-bbox="575 229 1182 256">By the end of <u>Key Stage 1</u> pupils should be able to:</p> <ul data-bbox="629 304 1816 552" style="list-style-type: none"> • 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 <h2 data-bbox="575 571 869 627">Key stage 2</h2> <p data-bbox="575 639 1182 667">By the end of <u>Key Stage 2</u> pupils should be able to:</p> <ul data-bbox="629 715 2114 1177" style="list-style-type: none"> • 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

QUALITY, CREATIVITY, CONSISTENCY, COLLABORATION

Learning Steps: Music

	Vocal Development	Instrumental Skills
Year 6	<ul style="list-style-type: none"> -to sing in solo and ensemble contexts, using their voices and with increasing accuracy, fluency, control and expression -to sing songs in harmony with increasing accuracy -to sing songs from a variety of historical and cultural contexts -demonstrate particular attention to the use of appropriate tempi, dynamics, and phrasing 	<ul style="list-style-type: none"> -play and perform in solo and ensemble contexts, with increasing accuracy, fluency, control and expression -play expressively, giving particular attention to the use of suitable dynamics, tempi and phrasing -to play an instrument following a musical score at the level of rhythmic and melodic learning appropriate for this age -to play midi instruments, and use them in their compositions (ie. using Garage Band)
Year 5	<ul style="list-style-type: none"> - to sing in solo and ensemble contexts, using their voices and with increasing accuracy, fluency, control and expression -to sing songs with simple harmonies, counter melodies, or partner songs with increasing accuracy -to sing songs from a variety of historical and cultural contexts -demonstrate and understanding of correct breathing technique and posture 	<ul style="list-style-type: none"> - play and perform in solo and ensemble contexts, with increasing accuracy, fluency, control and expression -demonstrate knowledge of the science behind how instruments make sounds and how sounds are changed -to play an instrument following a musical score at the level of rhythmic and melodic learning appropriate for this age -to demonstrate correct use of electronic instruments (ie. keyboards)
Year 4	<ul style="list-style-type: none"> - to sing in solo and ensemble contexts, using their voices and with increasing accuracy, fluency, control and expression -to sing songs with counter melodies -to sing songs from a variety of social and cultural contexts -demonstrate knowledge of techniques to produce a clear and open head tone -to sing songs from a variety of historical and cultural contexts 	<ul style="list-style-type: none"> -to play simple melodies and counter melodies on tuned instruments in an ensemble context -play an instrument expressively, with attention to suitable dynamics and tempi -demonstrate knowledge of the instruments of the orchestra, their names, and groupings
Year 3	<ul style="list-style-type: none"> - to sing in solo and ensemble contexts, using their voices and with increasing accuracy, fluency, control and expression -to sing partner songs and melodic ostinato -to sing songs from a variety of historical and cultural contexts 	

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Learning Steps: Music

	Vocal Development	Instrumental Skills
Year 2	<ul style="list-style-type: none"> -to use their voices expressively and creatively by singing songs and speaking chants and rhymes -reproduce specific pitches in call and response activities (ie. singing games) -sing songs in tune, in unison -to sing songs from a variety of historical and cultural contexts -to have the opportunity to sing a well-known song as a solo -show awareness that changes in volume and speed can help convey the meaning of the text 	<ul style="list-style-type: none"> -play tuned and untuned instruments musically -demonstrate the use of correct posture and technique while playing an instrument (ie. while playing the recorder) -to play a simple melody on a tuned instrument in unison -to be able to play a repeating pattern on an instrument confidently -to play a drone on tuned percussion to accompany a song -begin to play untuned instruments in a group context where others are playing different parts (ie. One group plays minims, and one plays crotchets)
Year 1	<ul style="list-style-type: none"> -to use their voices expressively and creatively by singing songs and speaking chants and rhymes -sing expressively, showing awareness of the meaning of the text -to sing songs from a variety of cultural and historical contexts -use voice sounds to represent things around us, or things in nature with consideration of the elements of music (ie. the bird sound is high pitched and the snake sound is long and smooth) -reproduce specific pitches in group call and response activities (ie. Singing greetings) -to have the opportunity to sing a well-known song as a solo 	<ul style="list-style-type: none"> -to play tuned and untuned instruments musically -to understand the meaning of pitch and be able to demonstrate low and high pitch on a tuned instrument -to play an instrument on the beat confidently -play a repeating pattern to accompany a song with increasing accuracy -to become aware of timbre or sound quality of different instruments
Rec.	<ul style="list-style-type: none"> -to sing songs for a variety of purposes and from a variety of cultural contexts (ie. singing games and action songs) -to be aware of pitch while singing (ie. singing vs. speaking) -make vocal sounds to represent things around us or in nature with increasing accuracy and confidence -to have the opportunity to perform vocal sounds or short, well known tunes in a solo context (ie. sing hello or a short solo part in a longer group song) 	<ul style="list-style-type: none"> -to become familiar with the names and proper use of various classroom instruments -to play untuned percussion instruments accurately to a steady beat -to tap simple rhythms using word syllables (ie. tap your name) -to play a repeating rhythm pattern to accompany a song
Nurs.	<ul style="list-style-type: none"> -use their voice to make high and low sounds -use voices to imitate the sounds around us (ie. animal sounds, the sound of a car) -to demonstrate skills in making and changing sounds with the voice -sing songs by ear, echoing the teacher -to sing and perform singing games, action songs, and songs from other cultures 	<ul style="list-style-type: none"> -to become aware of the names of some classroom instruments -demonstrate correct behaviour while using instruments in lessons -show care while handling instruments -to play instruments in a variety of contexts (ie. to make sound effects or to accompany a song) -to explore how some instruments can make a variety of different sounds

QUALITY, CREATIVITY, CONSISTENCY, COLLABORATION

Learning Steps: Music

	Composing	Improvising
Year 6	<ul style="list-style-type: none"> -create an accompaniment for a story, poem, or drama presentation -sing familiar songs and manipulate a musical element to change the overall effect (ie. Change the tempo or rhythm of a familiar song) -create and perform musical compositions that show appropriate use of various elements of music (ie. Tempo, dynamics, melody, structure, and timbre, and texture) -create and perform a song based on scene from a story, poem, or play (ie. A love song based on Romeo and Juliet) -use technology to create and record compositions 	<ul style="list-style-type: none"> -improvise using voice or instruments with increasing skill, fluency and expression (ie. improvise short vocal riffs in 'conversation' with other using expressive voices)
Year 5	<ul style="list-style-type: none"> -create an accompaniment for a story, poem, or drama presentation using knowledge of beat, rhythm, timbre, and melody -create and perform musical compositions that show appropriate use of various elements of music (ie. Tempo, dynamics, melody, structure, and timbre) -create and perform a song based on scene from a story or poem -sing familiar songs and manipulate a musical element to change the overall effect (ie. Change the tempo or rhythm of a familiar song) -use technology to create and record compositions 	<ul style="list-style-type: none"> -improvise rhythms using instruments in an ensemble context with attention to other players in the group (ie. improvising rhythms in a drum circle using cues and short solos) -improvise melodies using the 12-bar blues scale
Year 4	<ul style="list-style-type: none"> -create an accompaniment for a story, poem, or drama presentation using knowledge of beat, rhythm, and timbre -create an accompaniment for a song using rhythmic or melodic ostinato -arrange a well-known song using knowledge of beat, rhythm, structure and movement for a performance -write new words to familiar melodies -create musical compositions that show appropriate use of some of the elements of music (ie. Tempo, dynamics, pitch, beat, rhythm, tone colour) -use technology to create and record compositions 	<ul style="list-style-type: none"> -improvise simple melodies using voice (ie. improvise scat singing over a familiar song) -improvise melody variations of a known song

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Learning Steps: Music

	Composing	Improvising
Year 3	<ul style="list-style-type: none"> -create or arrange music to accompany a reading or dramatization, using appropriate rhythm instruments, body percussion, or 'found' instruments (ie. retelling a story using sound, or creating 'sound pictures' to illustrate a story) -substitute different words in familiar songs to create new verses, using their knowledge of rhythm to ensure the new text fits the melody -create and perform musical compositions in which they apply their knowledge of the elements of music and patterns of sounds, use of voice and instruments -use technology to create and record compositions 	<ul style="list-style-type: none"> -improvise short rhythms using instruments or body percussion with knowledge of beat and rhythm (ie. improvise simple, repetitive rhythm patterns on a drum to accompany a known song) -improvise short melodies on tuned instruments using the pentatonic scale -improvise vocal and instrumental sounds for a soundscape
Year 2	<ul style="list-style-type: none"> -create rhythmic and melodic patterns (ie. Ostinato), using a variety of sounds (ie. Vocal and instrumental sounds) -create simple patterned movement to familiar songs using knowledge of beat and rhythm (ie. Create a dance or song actions) -accompany songs in an expressive way, using appropriate rhythm instruments, body percussion, or found instruments -produce a specific effect (ie. a soundscape to accompany a poem) using various sound sources -create short instrumental pieces, using a variety of sound sources 	<ul style="list-style-type: none"> -improvise short rhythms using instruments or body percussion (ie. take turns clapping a rhythm for the rest of the class to copy)
Year 1	<ul style="list-style-type: none"> -to choose sounds to accompany a story, song, poem, or chant -to produce a specific effect (ie. Sound of wind, sounds of farm animals) using various sound sources (ie. Body percussion, musical instruments, 'found' materials) -to create rhythmic patterns, using a variety of sounds -compose a new melody for a well-known song (ie. rearrange the notes of Miss Mary Mack to create a new melody for the song) 	<ul style="list-style-type: none"> -improvise vocal sounds as sound effects in a song or story -improvise movements to music from a variety of cultures and historical periods with understanding of beat, tempo, dynamics and structure
Rec	<ul style="list-style-type: none"> -choose single sounds to produce a specific effect from a selection of sounds (ie. choose a sound to represent an elephant walking from a selection of three different instruments) 	<ul style="list-style-type: none"> -improvise dance movements to music from a variety of cultures and historical periods, with an increasing understanding of beat, tempo, and dynamics
Nurs	<ul style="list-style-type: none"> -choose single sounds to accompany a familiar song or story from a selection of sounds (ie. Choose an instrument to produce the sound of raindrops in the song 'I hear Thunder') 	<ul style="list-style-type: none"> -improvising dance movements to music from a variety of cultures, with an understanding of tempo and dynamics (ie. slow movements for slow music, quick movements for fast music, big movements for loud music)

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Learning Steps: Music

	Melodic Learning	Rhythmic Learning
Year 6	<ul style="list-style-type: none"> -to review previous melodic learning as required through repertoire requirements 	<ul style="list-style-type: none"> -to build on prior rhythmic learning -to recognize, clap, play, and write triplet rhythms -to clap and play triplet rhythms in sequences using 'T-rhythms'
Year 5	<ul style="list-style-type: none"> -to become familiar with the blues scale -to be able to locate the notes C-D-E-F-G-A-B-C' on the staff in the treble clef -to recognise that two or three notes situated on top of one another on the staff are to be played together (ie. chords) -to recognize that one letter can be used to represent the notes of a chord 	<ul style="list-style-type: none"> -to build on prior rhythmic learning -to recognise, clap, and play an write syncopated rhythms -to clap and play syncopated rhythms in sequences using 'T-rhythms' and word rhythms
Year 4	<ul style="list-style-type: none"> -to become increasingly familiar with absolute note names -to become familiar with the minor sale -to recognise that the treble clef defines the names of the lines and spaces on the staff -to understand that the position of the note on the staff relates to its relative pitch (to distinguish between high and low notes on the staff) -to be able to locate the notes C-D-E-F -G on the staff in the treble clef -to become familiar with the solfa notes of the C major scale and their Kodaly hand signs 	<ul style="list-style-type: none"> -to build on prior rhythmic learning -to recognize, clap, play and write semiquavers and minim and semibreve rests -to clap and play semiquavers, and minim and semibreve rests in sequences using 'T-rhythms' and word rhythms
Year 3	<ul style="list-style-type: none"> -to become familiar with the <i>do</i>-pentatonic scale ad Kodaly hand signs -introduce absolute note names -draw contour maps to indicate pitch direction in familiar songs 	<ul style="list-style-type: none"> -to build on prior rhythmic learning -to understand the use of metre and to recognise the difference between 3/4 and 4/4 time
Year 2	<ul style="list-style-type: none"> -to become familiar with solfa notes <i>do- mi-so-la</i> and Kodaly hand signs -use the term 'pitch' when talking about high and low notes -to look at the musical staff in relation to songs they learn on the recorder -to understand that the position of the note on the staff relates to its relative pitch (to distinguish between high and low notes on the staff) 	<ul style="list-style-type: none"> -to build on prior rhythmic learning -to recognise that silences in music can also be represented by symbols -to recognize, clap, play and write dotted minims, semibreves and crotchet rests -to clap minims, dotted minims, quavers and semibreves in sequences using word rhythms and 'T-rhythms'

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Learning Steps: Music

	Melodic Learning	Rhythmic Learning
Year 1	<ul style="list-style-type: none"> -identify higher and lower pitched sounds in the environment and in music -to demonstrate changes in pitch using body movements -identify higher and lower pitched sounds in a familiar melody 	<ul style="list-style-type: none"> -to understand the difference between the beat and rhythm of a song and to be able to tap the beat or rhythm of a known song -to identify rhythms in language (ie. patterns of short and long sounds in chants) -to understand that sounds of different durations can be represented by symbols -to recognize, clap, play and write crochets, quavers and minims
Rec	<ul style="list-style-type: none"> -to be aware of pitch while singing (ie. singing vs. speaking) -to distinguish between high and low notes, and notes which are ascending and descending (ie. single notes played by the teacher) 	<ul style="list-style-type: none"> -to become increasingly aware of the difference between beat and rhythm -to tap simple rhythms using word syllables (ie. tap your name) -to play a repeating rhythm pattern to accompany a song
Nurs	<ul style="list-style-type: none"> -to demonstrate an understanding of the difference between high and low voices (ie. make the voice of the daddy bear vs. make the voice of the baby bear in Goldilocks and the Three Bears) 	<ul style="list-style-type: none"> -to recognize that music has a steady beat or pulse -to show the beat of a song or chant by clapping, marching, or playing an instrument

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Learning Steps: Music

	Listening and Appraising	Notation (see Appendix A)
Year 6	<ul style="list-style-type: none"> -respond to music from a variety of cultures and historical periods -communicate their thoughts and feelings about the music they hear, using language and art -identify simple structural patterns in music they sing, play, or hear (ie. AABA form in a folk song) -identify different kinds of tone colour in various performing ensembles (ie. a marching band, a string quartet, a samba band) 	<ul style="list-style-type: none"> -to increasingly sing and play music from staff notation -to increasingly use staff notation to notate their own compositions
Year 5	<ul style="list-style-type: none"> -respond to music from a variety of cultures and historical periods -communicate their thoughts and feelings about the music they hear, using language and art -identify the form of introduction, verse, and chorus in the music they sing, play, and hear 	<ul style="list-style-type: none"> -to understand the meaning of sharp and flat and natural symbols -to identify known songs from staff notation using their knowledge of rhythmic and staff notation
Year 4	<ul style="list-style-type: none"> -respond to music from a variety of cultures and historical periods -communicate their thoughts and feelings about the music they hear, using language and art -identify the tone colours (the specific sounds of individual instruments or voices) in familiar music 	<ul style="list-style-type: none"> -to be aware of the terms staff, treble clef, note -to identify known songs from staff notation using their knowledge of rhythm notation and melodic contouring -to use graphic notation to creatively notate compositions (ie. draw mechanical parts to represent sounds in music about machines) -to notate simple rhythms by ear (ie. write down the rhythms you hear the teacher clap)
Year 3	<ul style="list-style-type: none"> -respond to music from a variety of cultures and historical periods -communicate their thoughts and feelings about the music they hear, using language and art -identify the beat, rhythm, melodic contour, dynamics, and tempo of familiar pieces of music 	<ul style="list-style-type: none"> -be able to read absolute note names and play them on tuned percussion -to compose and notate short rhythm sequences using known rhythms (ie. using a selection of rhythms, write down a short sequence and then clap it for the class) -to identify rhythms by ear (ie. to identify which rhythm the teacher has clapped from a selection of rhythms)

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Learning Steps: Music

	Listening and Appraising	Notation (see Appendix A)
Year 2	<ul style="list-style-type: none"> -respond to music from a variety of cultures and historical periods -communicate their thoughts and feelings about the music they hear, using language and art -identify examples of loudness and softness in pieces of music and describe how the effect is achieved (ie. more force is used) -identify the tempo in various pieces of music -recognize that a mood can be created through music (ie. a lullaby) -recognise and explain the effects of different musical choices (ie. that slow music can be dramatic) 	<ul style="list-style-type: none"> -to become increasingly able to interpret graphic notation -to use symbols and pictures to notate compositions -to arrange known rhythms into short compositions and perform them (ie. arranging rhythm flash cards in different ways and clapping for the class)
Year 1	<ul style="list-style-type: none"> -to recognise the use of structure in the music they hear (ie. identify the verse and chorus of a song) -identify examples of dynamics and tempi in the music they hear -recognise some familiar instruments in the music they hear (ie. a piano, a flute, drums, or a violin) -communicate their thoughts and feelings about the music they hear, using language and art -describe their thoughts about the music they hear using appropriate vocabulary or musical terminology -recognize that music can be descriptive (ie. Carnival of the Animals) 	<ul style="list-style-type: none"> -to become familiar with graphic notation -to draw symbols to represent sounds with understanding of pitch, duration, and volume (ie. a downward sloping line to represent a downward glissando on a xylophone) -to understand that sounds of different durations can be represented by symbols (ie. rhythmic notation)
Rec	<ul style="list-style-type: none"> -recognise some familiar instruments in the music they hear (ie. a piano, a guitar, drums) -identify ways in which music is a part of daily life (ie. on T.V, at family celebrations) 	<ul style="list-style-type: none"> -use picture cues when performing music in short patterns or sequences (ie. the children see a picture of a lion, a monkey, and another lion, so they make the animal sounds in that order)
Nurs	<ul style="list-style-type: none"> -respond to the music they hear in a variety of ways (ie. through language, movement or art) -describe feelings about the music they hear (ie. "This music makes me feel happy") 	<ul style="list-style-type: none"> -use picture cues when performing music (ie. a picture of a rain cloud means it is time to play the rainstick)

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