



# Sir Edmund Hillary Primary School Music Curriculum

## Aims

The national curriculum for music aims to ensure that all pupils:

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

## **Intent** - *What are we trying to achieve for our children in Music?*

At Sir Edmund Hillary Primary School our intent is to provide a high-quality musical education curriculum that engages & inspires pupils to develop a love of music & at the same time, their talent as musicians. By doing so, our intent is to increase their self-confidence, creativity & sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, & to listen with discrimination to the best in the musical canon. Our local context & history provides us with an imperative to nurture skills within brass band instruments & ensemble playing, so we engage the local peripatetic service to build children's experience within this field with a focus on playing the Cornet.

## **Implementation** - *How is the curriculum delivered?*

Following the 'Development Matters' guidance in EYFS, our Nursery & Reception children develop within Expressive Arts & Design; Being Imaginative and Expressive. However, there are also many opportunities from within each of the 7 areas of the Foundation Stage Curriculum that will be necessary for building concepts to support the children's learning in Music as they progress into the National Curriculum. At Sir Edmund Hillary, we use a range of means to implement our Music curriculum, but for professional development of staff & consistent approach to learning we principally follow the Charanga Model 2 curriculum, ensuring we provide a curriculum that;

- meets the objectives outlined in the National Curriculum, enabling children to understand the inter-related musical dimensions through a repetition-based approach to learning. By learning about the same musical dimension through different musical activities a more secure, deeper learning & mastery of musical skills is achieved.
- has Singing at the heart of each lesson- the perfect instrument for learning most of the musical dimensions.



## Sir Edmund Hillary Primary School Music Curriculum

- enables pupils to participate in at least 40 minutes of music lessons each week, covering a focus (such as Musical Structures, Ensemble Playing, Composition, Understanding Styles, Improvisation & Performance) each half term.
- recognises that musical learning is not neat or linear. The curriculum is planned so that the strands of musical learning, presented within the Charanga lesson plans & on-screen resources, are part of a learning spiral. Over time, children can both develop new musical skills & concepts, & re-visit established musical skills & concepts. Repeating a musical skill means that children are progressing within a spiral as they connect dimensions & competence together.
- has a Long Term plan that is on a year group & two year cycle to ensures that the requirements of the National Curriculum are fully met given the flexible grouping required across the school.
- is extended into extra-curricular activity whereby we encourage pupils to participate in activities such as Choir & Young Voices
- provides opportunities to perform music, sing & link this with drama through performances to parents. Foundation & KS1 perform at Christmas & KS2 year groups each perform at specified times through the rest of the year.

**Impact** - *What difference is the curriculum making? How do you know whether pupils know what you think they know?*

Children should leave school having a love of music, grow their musical knowledge, apply this to tuned instruments (Glockenspiel, cornet) & having experienced a wide range of opportunities to perform.

Music is coherently planned & sequenced across the school towards cumulatively sufficient knowledge & skills to promote future learning.

We measure the impact of our Music curriculum using the following measures:

- Each child reflects on their musical journey at the end of each Unit using the Charanga Passport or content from it using the appropriate musical vocabulary.
- Our Long-Term Plan (LTP) will show a clear progression of knowledge & skills from the EYFS, across Key Stage 1 & 2 that builds on prior knowledge & achievements.
- Pupil discussion about their learning.
- Children's engagement with after school & community activities are also considered.



# Sir Edmund Hillary Primary School Music Curriculum

## Charanga Progressions

### **Musicianship Activities: Understanding Music (Improvise Together)**

**Musical Elements: Pulse, Rhythm, Pitch, Tempo, Dynamics**

### **Activity: Listening (Listen & Respond)**

**Musical Elements: Pulse, Rhythm, Pitch, Tempo, Dynamics, Timbre, Texture, Structure**

### **Activity: Singing (Learn to Sing the Song)**

**Musical Elements: Pulse, Rhythm, Pitch, Tempo, Dynamics, Structure**

### **Activity: Playing Instruments (Play Your Instruments with the Song)**

**Musical Elements: Pulse, Rhythm, Pitch, Tempo, Dynamics, Timbre, Texture, Structure**

### **Creating: Improvising (Improvise with the Song)**

**Musical Elements: Pulse, Rhythm, Pitch, Tempo, Dynamics, Structure**

### **Creating: Composing (Compose with the Song, Create a Graphic Score, Compose with a Theme, Music Notepad, Quickbeats)**

**Musical Elements: Pulse, Rhythm, Pitch, Tempo, Dynamics**

### **Performing (Perform the Song)**

**Musical Elements: Pulse, Rhythm, Pitch, Tempo, Dynamics, Timbre, Texture, Structure**



# Sir Edmund Hillary Primary School Music Curriculum

## Subject Structure

Inter-dependent Musical Progressions

### *Time related*

#### **Duration**

How long a note lasts

#### **Pulse**

The regular & steady beat

#### **Rhythm**

Long & short sounds or patterns that happen over the Pulse

#### **Tempo**

The speed of the music; fast, slow, inbetween

### **Dynamics**

Volume- how loud or quiet the music is or the instruments within a piece

### **Timbre**

The quality of the sound an instrument makes

### **Texture**

Layers of sound- how different elements layer together to create interest

### **Technical**

Notation, Understanding Music, Listening & Responding inc Styles & Genres

### **Constructive**

Use of Elements in Composition & Improvisation

### **Expressive**

Singing, Playing Instruments, Performing

Interrelated Elements of Music



# Sir Edmund Hillary Primary School Music Curriculum

When I learn in **Music** I am learning to sing & play instruments with ever increasing understanding of **Musical Elements**, & ever increasing **Technical** & **Expressive** ability.

I will learn to analyse & evaluate my own & other musician's work using the **Musical Elements** of: **Pitch, Timing elements like Pulse & Tempo, Dynamics (Volume), Timbre, Texture, & Structure**

I will learn about musical notation including notes on a staff.

Using all of this knowledge I will learn how to improvise & compose my own musical pieces & perform for a variety of audiences.

## Route Planning



Composer  
Musician  
Sound Engineer  
DJ  
Music Therapist  
Singer





# Sir Edmund Hillary Primary School Music Curriculum

		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Technical</b>  <b>Notation &amp; Understanding Music</b>		<p>Know how to copy keeping a steady beat.</p> <p>Know how to copy a simple clapping rhythm.</p> <p>Know how to copy movements to music.</p>	<p>Know how to find &amp; keep a steady beat together.</p> <p>Know how to copy back simple long &amp; short rhythms with clapping.</p> <p>Know how to move in time with a steady beat/pulse.</p> <p>Know how to copy back singing simple high &amp; low patterns.</p> <p>Start to know the difference between pulse, rhythm &amp; pitch.</p>	<p>Know how to move in time &amp; keep a steady beat together.</p> <p>Know the difference between a rhythm pattern, melodic pattern, &amp; a pitch pattern.</p> <p>Begin to know that the speed of the beat can change, creating a faster or slower pace (tempo).</p> <p>Know how to recognise long &amp; short sounds, &amp; match them to syllables &amp; movement.</p>	<p>Know how to internalise, keep &amp; move in time with a steady beat in 4/4, 3/4 &amp; 2/4 time.</p> <p>Know that music can have different time signatures.</p> <p>Know why 2/4, 3/4 &amp; 4/4 are different.</p> <p>Know how to copy back &amp; improvise with rhythmic patterns using semibreves, minims, dotted crotchets, crotchets, quavers &amp; their rests.</p> <p>Know how to copy back &amp; improvise simple melodic patterns using the notes: C, D, E, F, G, A G, A, B, A, B, C</p> <p>Know the differences between crotchets &amp; paired quavers.</p> <p>Know how to create rhythms using word phrases as a starting point.</p> <p>Know how to identify the names of some pitched notes on a stave.</p>	<p>Know how to follow a steady beat &amp; stay 'in time.'</p> <p>Know the time signatures 2/4, 3/4 &amp; 4/4.</p> <p>Know how to explore improvisation within, using major &amp; minor scales &amp; from the notes: C, D, E, D, E, A, F, G, A, D, F, G</p> <p>Know that improvisation is about making up very simple tunes on the spot.</p> <p>Know how to improvise simple vocal patterns using 'question &amp; answer' phrases.</p> <p>Know the difference between creating a rhythm pattern, melodic pattern &amp; a pitch pattern.</p>	<p>Know how to find &amp; keep a steady beat within the more complex 5/4 &amp; 6/8 pattern.</p> <p>Know the time signatures of 2/4, 3/4, 4/4, &amp; show how 5/4 &amp; 6/8 are different.</p> <p>Know how to listen to &amp; copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, quavers, triplet quavers, quavers, semiquavers &amp; their rests, by ear or from notation.</p> <p>Know how to copy back melodic patterns using the notes: C, D, E, C, D, E, F, G, A, B, D, E, F#, G, A, A, B, C, D, E, F#, G, F, G, A, Bb, C, D, E, G, A, B, C, D, E, F#</p> <p>Know how to identify if a song is major or minor in tonality.</p>	<p>Know the time signatures of 2/4, 3/4, 4/4, 5/4 &amp; 6/8.</p> <p>Know how to listen &amp; copy rhythmic patterns made of minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers &amp; their rests, by ear or from notation.</p> <p>Know how to copy back melodic patterns using the notes: D, E, F, G, A, C, D, E, F, G, A, B, G, A, B, C, D, E, F#, D, E, F#, G, A, B, C#, A, B, C, D, E, F, G</p>



# Sir Edmund Hillary Primary School Music Curriculum

Listening & Responding	Know how to listen attentively to music.	Know how to describe their thoughts & feelings when listening to the music, including why they like or don't like the music.	Know how to describe their thoughts & feelings when hearing the music.	Know how to use appropriate musical language to describe & discuss the music.	Know how to discuss the structures of songs, identifying the main theme & when it is repeated.	Know how to discuss the structure of the music with reference to the verses, bridge, repeat signs, chorus & final chorus, improvisation, call & response, & AB form.	Know how to discuss the structure of the music with reference to the verse, chorus, bridge & instrumental break.
	Know how to talk about music, expressing their feelings & responses.	Know how to recognise some band & orchestral instruments.	Know how to identify a fast or slow tempo.	Know how to talk about what the song or piece of music means.	Know why a song or piece of music was written.	Know how to talk about feelings created by the music.	Know how to talk about feelings created by the music.
	Know how to adjust movements to music they hear.	Know how to identify a fast or slow tempo.	Know how to mark the beat of a listening piece by tapping or clapping, & recognise tempo as well as changes in tempo.	Know how to identify the tempo as fast, slow or steady.	Know how to identify 2/4, 3/4, & 4/4 metre.	Know how to explain the role of a main theme in musical structure.	Know how to justify a personal opinion with reference to the musical elements.
	Know how to create own movements to match tempo & feeling of the music.	Know how to identify loud & quiet sounds as an introduction to understanding dynamics.	Know how to identify loud & quiet sounds as well as changes in tempo.	Know & understand what a musical introduction is & its purpose.	Know how to identify; call & response, a solo vocal/ instrumental line & the rest of the ensemble, a change in texture, the articulation of certain words.	Know how to justify a personal opinion with reference to the musical elements.	Know how to explain a bridge passage & its position in a song.
		Know how to move, dance & respond in any way they can when listening.	Know how to identify loud & quiet sounds as an introduction to understanding dynamics.		Know how to identify major & minor tonalities.	Know what a musical introduction is & its purpose.	Knows what a musical introduction & outro are & know their purpose.
					Know how to identify major & minor tonalities.	Know how to identify major & minor tonalities.	Know how to identify major & minor tonalities & chord triads.
					Know how to recognise the sound & notes of the pentatonic scale by ear & from notation.	Know how to identify 2/4, 3/4, 4/4, 6/8 & 5/4 metre.	Know how to identify 2/4, 3/4, 4/4, 6/8 & 5/4 metre.
					Know how to describe legato & staccato.	Know how to identify instruments by ear & through a range of media.	Know how to identify instruments by ear & through a range of media.
						Know how to explain a bridge passage & its position in a song.	Know how to explain a bridge passage & its position in a song.
						Know how to recognise the sound & notes of the pentatonic & blues scales, by ear & from notation.	Know how to explain the role of a main theme in musical structure.



# Sir Edmund Hillary Primary School Music Curriculum

Genre & Styles	Begin to listen to different styles of music.	Begin to know where music fits in the world.  Begin to understand that there are different styles of music.	Knows where music might fit into the world.  Begin to understand that there are different styles of music.  Know some band & orchestral instruments.	Know how to talk about where the music fits into the world.  Know how to discuss the style of the music & any other music they have heard that is similar.  Know that some instruments are band instruments & some are orchestral instruments.	Know how to recognise the style of music they are listening to.  Know how to recognise the following styles & any important musical features that distinguish each style: 20th & 21st Century Orchestral, Reggae, Soul, Pop, Folk, Jazz, Disco, Musicals, Classical, Rock, Gospel, Romantic Classical, Choral,	Know how to identify the musical style of a song or piece of music.  Know how to recognise the following styles & any key musical features that distinguish each style: 20th & 21st Century Orchestral, Reggae, Soul, Pop, Folk, Jazz, Disco, Musicals, Classical, Rock, Gospel, Romantic Classical, Choral,	Know how to identify the following instruments by ear & through a range of media: bass guitar; electric guitar; percussion; sections of the orchestra such as brass, woodwind & strings; electric organ; congas; piano & synthesisers; & vocal techniques such as scat singing.  Know how to identify the sound of a Gospel choir & soloist, a Rock band, a symphony orchestra & A cappella groups.  Know the following styles & any key musical features that distinguish the style: 20th & 21st Century Orchestral, Reggae, Soul, Pop, Folk, Jazz, Disco, Musicals, Classical, Rock, Gospel, Romantic Classical, Choral,





# Sir Edmund Hillary Primary School Music Curriculum

		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Constructive</b>	<b>Use of Elements in Improvisation</b>	<p>Know how to explore &amp; engage in music making.</p> <p>Know how to create a beat with instruments, exploring making it quicker, slower, louder &amp; quieter.</p>	<p>Know how to explore improvisation within a major &amp; minor scale, using the notes: C, D, E D, E, A F, G, A D, F, G</p> <p>Know that improvisation is about the children making up their own very simple tunes on the spot.</p> <p>Know how to follow a steady beat &amp; stay 'in time'.</p> <p>Know how to improvise simple vocal patterns using 'question &amp; answer' phrases.</p> <p>Know the difference between creating a rhythm pattern &amp; a pitch pattern.</p>	<p>Know how to explore improvisation within a major scale, using the notes: C, D, E. C, G, A F, G, A</p> <p>Know that improvisation is about the children making up their own very simple tunes on the spot.</p> <p>Know how to follow a steady beat &amp; stay 'in time'</p> <p>Know how to work with partners &amp; in the class to improvise simple 'question &amp; answer' phrases, to be sung &amp; played on untuned percussion, creating a musical conversation.</p>	<p>Know how to explore improvisation within a major scale, using the notes: C, D, E C, D, E, F, G C, D, E, G, A G, A, B G, A, B, D, E G, A, B, C, D F, G, A F, G, A, C, D</p> <p>Know how to structure musical ideas (eg using echo or 'question &amp; answer' phrases) to create music that has a beginning, middle &amp; end.</p> <p>Know how to follow a steady beat &amp; stay 'in time' when improvising.</p> <p>Know how to become more skilled in improvising; perhaps try more notes &amp; rhythms, including rests or silent beats.</p> <p>Know about creating music with 'phrases' made up of notes, rather than lots of notes</p>	<p>Know how to explore improvisation within a major scale, using the notes: C, D, E C, D, E, G, A C, D, E, F, G D, E, F# D, E, F#, A, B</p> <p>Know how to explore improvisation within a major scale, using more notes.</p> <p>Know how to use a limited range of pitches on the instruments they are learning, making use of musical features, including smooth (legato) &amp; detached (staccato) articulation when improvising.</p> <p>Know how to improvise over a simple chord progression /groove.</p>	<p>Know how to explore improvisation within a major &amp; minor scale, using the following notes: C, D, Eb, F, G C, D, E, F, G C, D, E, G, A F, G, A, Bb, C D, E, F, G, A</p> <p>Know how to improvise over a simple groove, responding to the beat &amp; creating a satisfying melodic shape.</p> <p>Know how to experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) &amp; moderately quiet (mezzo piano).</p> <p>Know to explore rhythm patterns created from quavers, crotchets, semiquavers, minims &amp; their rests. Include rests or silent beats.</p> <p>Know how to think about creating music with 'phrases' made up of notes, rather than just lots of notes played one after the other.</p> <p>Know how to include smooth (legato) &amp; detached (staccato) articulation when playing notes.</p>	<p>Know how to explore improvisation within a major scale, using the notes: C, D, E, F, G G, A, Bb, C, D G, A, B, C, D F, G, A, C, D</p> <p>Know how to improvise over a groove, responding to the beat, creating a satisfying melodic shape with varied dynamics &amp; articulation.</p> <p>Know how to become more skilled in improvising, perhaps trying more notes &amp; rhythms.</p> <p>Know how to include rests or silent beats.</p> <p>Know about creating music with 'phrases' made up of notes, rather than just lots of notes played one after the other.</p> <p>Know how to challenge themselves to play for longer periods, both as soloists &amp; in response to others in a group.</p>



# Sir Edmund Hillary Primary School Music Curriculum

<b>Use of Elements in Composition</b>	Know how to create own beat with an instrument.	Begin to understand that composing is like writing a story with music.	Continue to understand that composing is like writing a story with music.	Know how to create a simple melody using crotchets, minims & perhaps paired quavers:	Know how to create a melody using crotchets, minims, quavers & their rests in a pentatonic scale:	Know how to create a melody using crotchets, quavers & minims, & perhaps semibreves & semiquavers, plus all equivalent rests.	Know how to create a melody using crotchets, quavers & minims, & perhaps semibreves & semiquavers, plus all equivalent rests.	
		Know how to explore sounds & create their own melody.	Know how to start their tune/s on note one & end it on note one.	Know how to create a melody in keeping with the style of the backing track; composing over a simple chord progression, groove, or a drone.	Know how to successfully create a melody in keeping with the style of the backing track; composing over a simple chord progression, composing over a simple groove, composing over a drone.	Know how to use a pentatonic & a full scale.	Know how to use a pentatonic & a full scale.	
		Know how to perform their simple composition/s using two, three, four or five notes.	Know how to create a simple melody using crotchets & minims.	Know how to include a home note, to give a sense of an ending; coming home.	Know how to include a home note to give a sense of an ending; coming home.	Know how to use major & minor tonality; understand how chord triads are formed & play them on tuned percussion, melodic instruments or keyboards.	Know how to use major & minor tonality.	Know how to use major & minor tonality.
		Know how to create a simple melody using crotchets & minims.	Know how to create musical sound effects & short sequences of sounds in response to music & video stimuli.	Know how to perform their simple composition/s, using their own choice of notes.	Know how to use music technology to capture, change & combine sounds.	Know how to create a melody using crotchets, quavers & minims, & perhaps semibreves & semiquavers, plus all equivalent rests. Know how to use a pentatonic & a full scale, as well as major & minor tonalities.	Know how to plan & compose an eight or 16-beat melodic phrase using a pentatonic scale, eg C, D, E, G, A, & incorporate rhythmic variety & interest.	Know how to plan & compose an eight or 16-beat melodic phrase using a pentatonic scale, eg C, D, E, G, A, & incorporate rhythmic variety & interest.
		Know how to create musical sound effects & short sequences of sounds in response to music & video stimuli.	Know how to use graphic symbols, dot notation, & stick notation, as appropriate, to keep a record of composed pieces.	Know how to give the melody a shape.	Know how to start to use simple structures within compositions, eg introduction, verse & chorus or AB form.	Understand the structure of the composition.	Know how to play a melody on available tuned percussion &/or orchestral instruments. Know how to notate a melody.	Know how to play a melody on available tuned percussion &/or orchestral instruments. Know how to notate a melody.
		Know how to create musical sound effects & short sequences of sounds in response to music & video stimuli.	Know how to use graphic symbols, dot notation, & stick notation, as appropriate, to keep a record of composed pieces.	Know how to start to use simple structures within compositions, eg introduction, verse & chorus or AB form.	Know how to start to use simple structures within compositions, eg introduction, verse & chorus or AB form.	Know how to explain musical shape, identifying melodic intervals (a melody that leaps) & melodic steps (a melody that moves to the next note).	Know how to create a simple chord progression.	Know how to create a simple chord progression.
		Know how to use graphic symbols, dot notation &	Know how to create & perform your own rhythm patterns with	Know how to use simple dynamics.	Know how to use simple dynamics.	Know how to include a home note to give a sense of an ending; coming home.	Know how to compose a ternary (ABA form) piece.	Know how to compose a ternary (ABA form) piece.
						Know how to perform a simple composition/s, using their own choice of notes.	Use available music software/apps to create & record it, discussing how musical contrasts are achieved.	Use available music software/apps to create & record it, discussing how musical contrasts are achieved.
					Know how to successfully create a melody in keeping	Know how to use music technology, if available,	Know how to use music technology, if available,	



# Sir Edmund Hillary Primary School Music Curriculum

		<p>stick notation, as appropriate, to keep a record of composed pieces.</p> <p>Know how to create &amp; perform your own rhythm patterns with stick notation, including crotchets, quavers &amp; minims.</p> <p>Know how to use music technology to capture, change &amp; combine sounds.</p>	<p>stick notation, including crotchets, quavers &amp; minims.</p> <p>Know how to use music technology to capture, change &amp; combine sounds.</p>	<p>Know how to create a tempo instruction.</p> <p>Know how to use simple rhythmic combinations of minims, crotchets &amp; paired quavers with their corresponding rests to create rhythm patterns.</p> <p><b>Music Notepad</b> Know how to compose a standalone piece of music which includes:</p> <ul style="list-style-type: none"> <li>• A time signature</li> <li>• A treble clef</li> <li>• Four or six bars</li> <li>• The correct notes for the scale &amp; key signature</li> <li>• Rhythmic combinations of minims, crotchets &amp; paired quavers, with their corresponding rests</li> <li>• Expression /dynamics - A melody that starts &amp; ends on note one</li> </ul>	<p>Know how to begin to understand the structure of the composition; explaining musical shape, identifying melodic intervals (a melody that leaps) &amp; melodic steps (a melody that moves to the next note).</p> <p>Know how to perform a simple composition/s using their own choice of notes.</p> <p><b>Music Notepad</b> Know how to compose a standalone piece of music which includes:</p> <ul style="list-style-type: none"> <li>• A time signature</li> <li>• A treble clef</li> <li>• Four or six bars</li> <li>• The correct notes for the scale &amp; key signature</li> <li>• Rhythmic combinations of minims, crotchets &amp; paired quavers, with their corresponding rests</li> <li>• Expression/dynamics - Structured musical ideas (eg using echo or 'question &amp; answer' phrases) to create music that has a beginning, middle &amp; end</li> <li>• A melody that starts &amp; ends on note one</li> </ul>	<p>with the style of the backing track.</p> <p>Know how to create a composition/s with an awareness of the basic chords in the backing track.</p> <p><b>Music Notepad</b> Know how to compose a standalone piece of music which includes:</p> <ul style="list-style-type: none"> <li>• A time signature - A treble clef</li> <li>• Four, six or eight bars</li> <li>• The correct notes for the scale &amp; key signature</li> <li>• Rhythmic combinations of semibreves, minims, crotchets &amp; paired quavers, with their corresponding rests</li> <li>• Expression/dynamics</li> <li>• Structured musical ideas (eg using echo or 'question &amp; answer' phrases) to create music that has a beginning, middle &amp; end</li> <li>• A melody that starts &amp; ends on note one - A description of how their melodies were created.</li> </ul>	<p>to capture, change &amp; combine sounds.</p> <p>Know how to create music in response to music &amp; video stimuli.</p> <p>Know how to start to use &amp; understand structures within compositions, eg introductions, multiple verse &amp; chorus sections, AB form or ABA form (ternary form).</p> <p>Know how to use rhythmic variety.</p> <p>Know how to use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) &amp; mezzo piano (moderately quiet).</p> <p>Know how to use a pentatonic &amp; a full scale, as well as major &amp; minor tonalities.</p>
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# Sir Edmund Hillary Primary School Music Curriculum

		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Expressive	Singing	Know how to sing familiar repetitive songs from memory.	Know how to sing, rap or rhyme as part of a choir/group.	Know how to sing as part of a choir.	Know how to sing as part of a choir & in unison.	Know how to sing as part of a choir with awareness of size: the larger the choir, the thicker & richer the musical texture.	Know how to sing in unison & parts, & as part of a smaller group.	Know how to rehearse & learn songs from memory &/or with notation.
		Know how to join in with singing sessions copying actions & repeated frames.	Know how to begin to demonstrate good singing posture – standing up straight with relaxed shoulders.	Know how to demonstrate good singing posture.	Know how to sing solo.	Know how to rehearse & learn songs from memory &/or with notation.	Know how to sing a second part in a song.	Know how to sing in 2/4, 3/4, 4/4, 5/4 & 6/8 metre.
		Perhaps have a go at singing a solo.	Know how to sing songs from memory.	Know how to demonstrate good singing posture.	Know how to sing with attention to clear diction.	Know how to sing in different time signatures: 2/4, 3/4 & 4/4.	Know how to sing 'on pitch' & 'in time'.	Know how to observe rhythm, phrasing, accurate pitching & appropriate style.
		Know how to understand the meaning of the song.	Know how to sing with more pitch accuracy.	Know how to sing more expressively, with attention to breathing & phrasing.	Know how to discuss what the song or piece of music might be about.	Know how to sing 'on pitch' & 'in time'.	Know how to self-correct if lost or out of time.	Know how to continue to sing in parts, where appropriate.
		Know how to try to follow the leader or conductor.	Know how to understand & follow the leader or conductor.	Know how to follow the leader or conductor confidently.	Know how to follow the leader or conductor confidently.	Know how to demonstrate vowel sounds, blended sounds & consonants.	Know how to sing expressively, with attention to breathing & phrasing.	Know how to sing in 2/4, 3/4, 4/4, 5/4 & 6/8.
		Know how to add actions &/or movement to a song.	Know how to sing & try to communicate the meaning of the words.	Know how to sing with attention to the meaning of the words.	Know how to listen for being 'in time' or 'out of time', with an awareness of following the beat.	Know how to sing 'on pitch' & 'in time'.	Know how to sing expressively, with attention to dynamics & articulation.	Know how to demonstrate & maintain good posture & breath control whilst singing.
			Know how to listen for being 'in time' or 'out of time'.	Know how to listen for being 'in time' or 'out of time', with an awareness of following the beat.	Know how to perform actions confidently & in time.	Know how to sing expressively, with attention to breathing & phrasing.	Know how to develop confidence as a soloist.	Know how to sing with & without an accompaniment.
			Add actions & perhaps movement.	Know how to sing a widening range of unison songs, of varying styles & structures.	Know how to sing a widening range of unison songs, of varying styles & structures.	Know how to talk about the different styles of singing used for different styles of song.	Know how to talk about the different styles of singing used for different styles of song.	Know how to sing syncopated melodic patterns.
							Know how to respond to a leader or conductor.	Know how to talk about the different styles of singing used in the various styles of song visited throughout this year.



# Sir Edmund Hillary Primary School Music Curriculum

<b>Playing Instruments</b>	<p>Know how to explore using a variety of instruments &amp; hears the differences.</p> <p>Know how to copy a simple beat played by an adult on an instrument.</p>	<p>Know how to rehearse &amp; learn to play a simple melodic instrumental part by ear.</p> <p>Know how to play a part on a tuned or untuned instrument by ear.</p> <p>Know how to treat instruments carefully &amp; with respect.</p> <p>Know how to rehearse &amp; perform their parts</p> <p>Know how to learn to play together &amp; perform with everybody while keeping in time with a steady beat.</p>	<p>Know how to rehearse &amp; learn to play a simple melodic instrumental part by ear.</p> <p>Know how to play a part on a tuned or untuned instrument by ear</p> <p>Know how to rehearse &amp; perform their parts within the context of the unit song.</p> <p>Know how to learn to treat instruments carefully &amp; with respect.</p> <p>Know how to play together as a group &amp; perform short, repeating rhythm patterns (ostinati or riffs) while keeping in time with a steady beat.</p>	<p>Know how to rehearse &amp; learn to play a simple melodic instrumental part, by ear or from notation, in C major, F major, G major &amp; E major.</p> <p>Know how to develop facility in playing tuned percussion or a melodic instrument, such as the violin or recorder.</p> <p>Know how to play a part on a tuned instrument by ear or from notation.</p> <p>Know how to play the instrumental part they are comfortable with &amp; swap when appropriate.</p> <p>Know how to treat instruments carefully &amp; with respect.</p> <p>Know how to play the right notes with secure rhythms.</p> <p>Know how to listen to &amp; follow musical instructions from a leader.</p> <p>Know how to play their instruments with good posture &amp; technique.</p>	<p>Know how to rehearse &amp; learn to play a simple melodic instrumental part, by ear or from notation, in C major, F major, G major, D major &amp; D minor.</p> <p>Know how to rehearse &amp; perform their parts within the context of the unit song.</p> <p>Know how to treat instruments carefully &amp; with respect.</p> <p>Know how to play the right notes with secure rhythms.</p> <p>Know how to play together as a group while keeping the beat. Know how to listen to &amp; follow musical instructions from a leader.</p> <p>Know how to play their instruments with good posture &amp; technique.</p>	<p>Know how to rehearse &amp; learn to play one of four differentiated instrumental parts, by ear or from notation, in the tonal centres of C major, F major, G major, E<sub>b</sub> major, C minor &amp; D minor.</p> <p>Know how to play a part on a tuned instrument, by ear or from notation.</p> <p>Know how to treat instruments carefully &amp; with respect.</p> <p>Know how to play the right notes with secure rhythms.</p> <p>Know how to rehearse &amp; perform their parts within the context of the unit song.</p> <p>Know how to play together as a group while keeping the beat.</p> <p>Know how to listen to &amp; follow musical instructions from a leader.</p> <p>Know how to play their instruments with good posture.</p>	<p>Know how to rehearse &amp; learn to play one of four differentiated instrumental parts, by ear or from notation, in the tonal centres of C major, F major, G major, D major, E major, A major, E<sub>b</sub> major, D minor &amp; F minor.</p> <p>Know how to play a melody, following staff notation written on one staff &amp; using notes within an octave range; make decisions about dynamic range, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) &amp; moderately quiet (mezzo piano).</p> <p>Know how to play a part on a tuned instrument, by ear or from notation.</p> <p>Know how to play the right notes with secure rhythms. Know how to rehearse &amp; perform their parts within the context of the unit song.</p> <p>Know how to listen to &amp; follow musical instructions from a leader.</p> <p>Know how to rehearse a piece of music in order to improve.</p>



# Sir Edmund Hillary Primary School Music Curriculum

<b>Performing</b>	Know how to perform familiar songs.	Know how to rehearse a song & perform it to an audience.	Know how to rehearse a song & then perform it to an audience, explaining why the song was chosen.	Know how to plan, rehearse & perform for an audience a song that has been learnt in the lesson, from memory or with notation, & with confidence.	Know how to perform, with confidence, a song from memory or using notation.	Know how to create, rehearse & present a holistic performance for a specific purpose, for a friendly but unfamiliar audience.	Knows how to create, rehearse & present a holistic performance for a specific event, for an unfamiliar audience, with some understanding of the musical, cultural & historical contexts.
		Know how to add actions or movement to a song.	Know how to follow the leader or conductor.	Know how to explain why the song was chosen.	Know how to play & perform melodies following staff notation, using a small range, as a whole class or in small groups.	Know how to perform in smaller groups, as well as with the whole class.	Knows how to perform from memory or with notation.
		Know how to perform a song from memory.	Know how to play tuned & untuned instruments musically within the performance.	Show their understanding of the Musical Spotlight & Social Question, & how they have influenced their performance. Follow the leader or conductor.	Know how to include instrumental parts/improvisatory sections/composed passages within the rehearsal & performance.	Knows how to perform from memory or with notation, with confidence & accuracy.	Knows the value of choreographing any aspect of a performance.
		Know how to follow the leader or conductor.	Know how to use the voice expressively & creatively in singing simple songs.	Know how to talk about the strengths of the performance, how they felt & what they would like to change.	Know how to explain why the song was chosen, including its composer & the historical & cultural context of the song.	Knows how to include instrumental parts/improvisatory sections/composed passages within the rehearsal & performance.	Knows the importance of the performing space & how to use it.
		Know how to talk about a performance afterwards, expressing what was enjoyed & what they think could have been better.	Know how to talk about the performance afterwards; saying what they enjoyed & what they think could have been better.	Know how to introduce the performance with an understanding of what the song is about & comment on any other relevant connections.	Know how to communicate the meaning of the words & articulate them clearly.	Knows how to explain why the song was chosen, including its composer & the historical & cultural context of the song.	Knows how to rehearse & lead parts of the performance, individually or as a group.
		Know how to play tuned & untuned instruments musically within a performance.		Know how to include actions, instrumental parts/improvisatory ideas/composed passages within a rehearsal & in a performance.	Know how to reflect on the performance & how well it suited the occasion.	Knows how to discuss & talk musically about the strengths & weaknesses of a performance.	Knows how to record the performance & compare it to a previous one.
		Know how to play together as a group.		Know how to reflect on feelings about sharing & performing, eg excitement, nerves, enjoyment, etc.	Know how to discuss & respond to any feedback; consider how future performances might be different.	Knows how to collect feedback from the audience & reflect on how future performances might be different.	Knows how to discuss how the performance might change if it were repeated in a larger/smaller performance space.



# Sir Edmund Hillary Primary School Music Curriculum

## Long Term Plan by Charanga Unit Model Music Curriculum V2

Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fnd						
Ks1	1 Musical Heartbeat	2 Playing in an Orchestra	1 Exploring Sounds	2 Recognising Different Sounds	1 Having Fun With Improvisation	2 Our Big Concert
Lwr KS2	3 Writing Music Down	4 Exploring Feelings	3 Compose Using your imagination	4 Feelings through Music	3 Enjoying Improvisation	4 Opening night
Uppr KS2	5 Melody & Harmony in Music	6 Developing Ensemble Skills	5 Composing & Chords	6 Musical Styles Connect Us	5 Freedom to Improvise	6 Farewell Tour
Cycle B						
Fnd						
Ks1	2. Pulse Rhythm & Tempo	1 Dance Sing & Play	2 Inventing a Musical Story	1 Learning to Listen	2 Exploring Improvisation	1 Let's Perform Together
Lwr KS2	4 Musical Structures	3 Playing in a Band	4 Compose Using Imagination	3 Feelings Through Music	4 Freedom to Improvise	3 The Show Must Go On!
Uppr KS2	6 Music & Technology	5 Sing & Play in Different Styles	6 Creative Composition	5 Enjoying Musical Styles	6 Improvising with Confidence	5 Battle of the Bands!