



	<b>Listening &amp; Appraising</b>	<b>Musicianship</b> Pulse/Rhythm/Pitch	<b>Singing</b> Performance opportunities are woven into KS1 Singing Assemblies, Praise Assemblies & Christmas Productions	<b>Improvising</b>	<b>Composing</b>	<b>Playing Instruments</b>
Nur	-Identify and distinguish environmental sounds.	-Move in time to the pulse.	-Use the voice to speak, sing & chant.	-Improvise actions in time to the pulse.	-Make a range of sounds with the voice/different instruments.	-Create sounds with different instruments.
Rec	-Respond to different moods in music saying how it makes them feel e.g. happy or sad.	-Repeat short rhythmic and melodic phrases.	-Sing a range of nursery rhymes & action songs.	-Improvise simple rhythmic patterns using words.	-Represent sounds pictorially.	-Begin to read pictorial representation of music (colour-coded bells)
Year 1	<ul style="list-style-type: none"> <li>-Use musical language to describe what is heard: loud/soft volume, fast/slow speed, high/low pitch.</li> <li>-Listen attentively &amp; describe what is imagined.</li> <li>-Explain whether they like/dislike the music.</li> <li>-Recall the four families of the orchestra: strings, woodwind, brass &amp; percussion.</li> <li>-Recognise &amp; name instruments by sight.</li> </ul>	<ul style="list-style-type: none"> <li>-Find and keep the pulse independently.</li> <li>-Copyback and read simple rhythms written in stick notation.</li> <li>-Explain how pulse differs to rhythm.</li> <li>-Begin to identify which of two notes is lower/higher.</li> <li>-Identify percussive sounds.</li> </ul>	<ul style="list-style-type: none"> <li>-Sing &amp; sign simple songs using the pitches So and Mi.</li> <li>-Sing a range of call and response songs, chants and rhymes from memory with control of dynamics.</li> </ul>	<ul style="list-style-type: none"> <li>-Improvise rhythmic patterns using simple phrases &amp; stick notation.</li> <li>-Improvise simple vocal responses on the pitches So &amp; Mi.</li> <li>-Improvise simple melodies on glockenspiel using the notes C-D-E (Do-Re-Mi).</li> </ul>	<ul style="list-style-type: none"> <li>-Create musical sound effects and short sequences of sounds in response to stimuli. Combine to make a story, selecting appropriate sounds.</li> </ul> <p><b>'The Wolf is Captured' Soundscape based on Sergi Prokofiev's 'Peter &amp; The Wolf' (Notation: pictoral)</b></p>	<ul style="list-style-type: none"> <li>-Play to a steady pulse on a range of untuned percussion.</li> <li>-Play simple melodies on a glockenspiel, first from memory, then using solfa &amp; hand signs using the notes C-D-E (Do-Re-Mi)</li> <li>-Follow the directions of the conductor closely, knowing when to join in and when to stop.</li> </ul> <p><b>Glockenspiel performance in EYFS</b></p>
Year 2	<ul style="list-style-type: none"> <li>-Use musical language to describe what is heard: dynamics, tempo, pitch &amp; timbre.</li> <li>-Begin to recognise changes in dynamics, tempo &amp; pitch.</li> <li>-Recognise &amp; name some instruments by sound.</li> <li>-Identify what different sounds could represent and give a reason why.</li> <li>-Know that Camille Saint-Saens was a composer who wrote orchestral music.</li> </ul> <p><b>Enrichment: Liverpool Philharmonic Hall Performance for KS1</b></p>	<ul style="list-style-type: none"> <li>-Move and perform in time to the pulse, recognising changes in tempo.</li> <li>-Copyback and read simple rhythms consisting of crotchets, quavers and crotchet rests, whilst keeping a steady pulse.</li> <li>-Match 3-note melodies to the correct dot notation.</li> </ul>	<ul style="list-style-type: none"> <li>-Sing &amp; sign songs accurately using the pitches So, Mi &amp; La.</li> <li>-Sing a wide range of songs from memory, with increasing control of dynamics, tempo and pitch.</li> <li>-Know that warm-ups prepare the voice for singing.</li> </ul>	<ul style="list-style-type: none"> <li>-Improvise simple rhythmic patterns using crotchets, quavers and rests</li> <li>-Improvise simple vocal responses on the pitches So, Mi &amp; La</li> <li>-Improvise simple melodies on glockenspiel using the notes G-A-E (So, Mi, La)</li> </ul>	<ul style="list-style-type: none"> <li>-Recognise how graphic notation can represent created sounds and invent own symbols. Order sounds into a structure (beginning, middle &amp; end) with various starting points. Begin to consider volume, speed and pitch.</li> </ul> <p><b>'Ocean Graphic Score' based on Saint-Saens's 'Carnival of the Animals' (Notation: symbols)</b></p> 	<ul style="list-style-type: none"> <li>-Play simple rhythmic patterns to a steady pulse on a range of untuned percussion.</li> <li>-Begin to read and play simple melodies written in solfa and perform on glockenspiel using the notes C-D-E (Do, Re, Mi) and G-A-E (So, Mi, La)</li> </ul> <p><b>Glockenspiel performance in KS1 Praise Assembly</b></p>

Year 3	<ul style="list-style-type: none"> <li>-Use musical language to describe what is heard: dynamics, tempo, pitch, timbre, texture, duration &amp; structure.</li> <li>- Know that music can be played or listened to for different purposes (e.g. songs of protest)</li> <li>-Recognise differences between music of different times and cultures (e.g. Roots Reggae &amp; Florence Price's Juba Dance)</li> <li>-Identify repeating patterns.</li> <li>-Recognise specific instruments within a thicker texture.</li> <li>-Identify structure in a piece of music (e.g. verse, chorus, bridge)</li> </ul>	<ul style="list-style-type: none"> <li>-Copyback, read and write rhythms consisting of minims, crotchets, quavers and crotchet rests, explaining their values.</li> <li>-Perform a repeating rhythmic pattern (ostinato) against a steady pulse.</li> <li>-Order phrases written in dot notation to match the melody heard.</li> </ul>	<ul style="list-style-type: none"> <li>-Sing &amp; sign songs using the pitches Do, Re, Mi, Fa, Sol.</li> <li>-Sing a range of songs with the aim of producing a round sound, clear diction and control of pitch.</li> <li>-Understand that phrases are where we breathe in songs.</li> </ul>	<ul style="list-style-type: none"> <li>-Improvise rhythmic patterns using minims, crotchets, quavers and crotchet rests.</li> <li>-Improvise simple vocal responses on the pitches Do, Re, Mi, Fa, Sol.</li> <li>-Improvise simple melodies on recorder using the notes B-A-G</li> </ul>	<ul style="list-style-type: none"> <li>-Write 4-beat call and response rhythms in formal notation, adding lyrics that link each syllable to one musical note. Combine with simple accompaniments in the form of a pulse or drone, selecting appropriate timbres. Consider dynamics and tempo.</li> </ul> <p><b>'Call &amp; Response Rhythms' inspired by Florence Price's 'Juba Dance'</b> (Notation: formal rhythmic notation)</p> 	<ul style="list-style-type: none"> <li>-Play a repeating rhythmic pattern (ostinato) to a steady pulse on a range of untuned percussion.</li> <li>-Introduce the treble clef stave.</li> <li>-Begin to read melodies written in formal notation on the treble clef stave and play on the recorder (B-A-G)</li> </ul> <p><b>Recorder performance in KS2 Praise Assembly</b></p> <p><b>Extend: Recorder Club for HA</b></p>
Year 4	<ul style="list-style-type: none"> <li>-Understand how the inter-related dimensions of music are used to create moods/effects.</li> <li>-Use Italian terms for dynamics: pianissimo, piano, mezzo piano, mezzo forte, forte, fortissimo, crescendo and diminuendo.</li> <li>-Identify whether notes are played legato or staccato.</li> <li>-Describe the different purposes of music (e.g. Edvard Grieg wrote music for a play)</li> <li>-Describe how styles of music can evolve (e.g. Rock 'n' Roll developed out of African American musical styles)</li> <li>-Make simple comparisons between pieces of music.</li> <li>-Evaluate and improve own work, giving reasons why.</li> </ul>	<ul style="list-style-type: none"> <li>-Copyback, read and write rhythms consisting of semibreves, minims, crotchets, quavers, and crotchet/minim rests, explaining their values.</li> <li>-Perform a new rhythmic pattern against an ostinato.</li> <li>-Identify whether a piece is played in 3 or 4.</li> <li>-Recognise whether notes move in steps or leaps.</li> </ul> 	<ul style="list-style-type: none"> <li>-Sing &amp; sign songs using the pitches Do, Re, Mi, Fa, Sol, La.</li> <li>-Sing a wide range of songs, including two-part singing in the form of rounds.</li> </ul>	<ul style="list-style-type: none"> <li>-Improvise rhythmic patterns using minims, crotchets, quavers, semi-quavers and crotchet rests.</li> <li>-Improvise simple vocal responses on the pitches Do, Re, Mi, Fa, Sol, La.</li> <li>-Improvise simple melodies on recorder using the notes B-A-G-C-E</li> </ul>	<ul style="list-style-type: none"> <li>-Re-write the melody of a well-known melodic riff, considering when to move in steps or leaps. Record informally, then write in formal notation on the treble clef stave and annotate with Italian terms for dynamics. Combine with a body percussion accompaniment.</li> </ul> <p><b>'Melodic Riff' based on Queen's 'We will Rock You'</b> (Notation: formal notation on the treble clef stave)</p> 	<ul style="list-style-type: none"> <li>-Maintain an independent part of a rhythm grid, showing awareness of others.</li> <li>-Identify notes on the lines and spaces of the treble clef stave using taught acronyms.</li> <li>-Read and play melodies written in formal notation on the treble clef stave and play on the recorder, including solo parts and duets. (B-A-G-C-E )</li> </ul> <p><b>Recorder performance in KS2 Praise Assembly</b></p>

Year 5	<ul style="list-style-type: none"> <li>-Describe, compare &amp; evaluate music using musical language.</li> <li>-Use Italian terms for tempo: largo, andante, allegro, presto, accelerando, rallentando.</li> <li>-Understand the cultural and social meaning of lyrics (e.g. Blues often spoke African American people's troubles)</li> <li>-Contrast the work of established composers and show preferences (e.g. Beethoven, Mozart)</li> <li>-Know that a symphony is a large piece of orchestral music often with 4 movements.</li> <li>-Know that a motif is a repeated group of notes.</li> <li>-Suggest improvements to their own or others' work.</li> </ul>	<ul style="list-style-type: none"> <li>-Copyback, read and write more complex rhythms consisting of semibreves, minims, crotchets, quavers semi-quavers, crotchet and minim rests, explaining their values.</li> <li>-Identify whether a melody is moving in steps or leaps.</li> <li>-Begin to identify which of three pitches is the highest.</li> <li>-Play pitches simultaneously to produce harmony and build chords (e.g. 12 Bar Blues chords)</li> <li>-Begin to identify major and minor chords.</li> </ul>	<ul style="list-style-type: none"> <li>-Sing &amp; sign songs using the pitches Do, Re, Mi, Fa, Sol, La, Ti, Do.</li> <li>-Sing a wide range of songs, including two-part singing in the form of rounds and countermeasures, using their understanding of meaning to add expression.</li> </ul>	<ul style="list-style-type: none"> <li>-Improvise more complex rhythmic patterns.</li> <li>-Improvise vocal responses using the full scale (Do-Do), including vocal scat.</li> <li>-Improvise simple chord and strumming patterns on the ukulele using C, Am &amp; F.</li> </ul>	<ul style="list-style-type: none"> <li>-Re-write the melody to a simple song based on the pentatonic scale. Discern when to use steps or leaps, keeping the melody catchy with a balance of repetition and contrast.</li> </ul> <p><b>Alternate version of 'Bow-Wow-Wow' based on the pentatonic scale.</b> (Notation: colour-coded rhythm chart to show pitches)</p>  <p>-Write Blues lyrics in AAB form to perform with the 12-Bar Blues, following a 'problem-solution' pattern.</p>	<ul style="list-style-type: none"> <li>-Explain what a chord is and perform the 12-Bar Blues chord pattern using the chords of C, F, G on chime bars.</li> <li>-Read and play major and minor chords written in tablature (lines, numbers and symbols) on the ukulele using simple strumming patterns. (C7-Fadd9-C-Am-F)</li> </ul> <p><b>Ukulele performance at KS2 Praise Assembly</b></p> <p><b>Extend: Ukulele Club for HA</b></p>
Year 6	<ul style="list-style-type: none"> <li>- Describe, compare and evaluate different kinds of music using an appropriate and broad musical vocabulary, including Italian terms.</li> <li>- Analyse and compare features from a wide range of music.</li> <li>- Evaluate how the venue, occasion and purpose affect the way a piece of music is created.</li> <li>- Discern and distinguish layers of sound and understand their combined effect.</li> <li>- Refine and improve work.</li> </ul> <p><b>Enrichment: Hip-Hop Workshop (beatboxing, lyric writing and creating loops)</b></p>	<ul style="list-style-type: none"> <li>-Copyback, read and write more complex rhythms.</li> <li>-Begin to discern whether two rhythms are the same, and if not, on which beat the rhythm changes.</li> <li>-Begin to discern whether two melodies are the same, and if not, indicate where the change happens.</li> <li>-Identify whether a piece is in a major or minor key.</li> </ul>	<ul style="list-style-type: none"> <li>-Sing a wide range of songs, including those that involve syncopated rhythms.</li> <li>-Suggest and lead appropriate warm-ups.</li> <li>-Perform small group singing or solo parts.</li> <li>-Begin to sing a harmony part.</li> </ul>	<ul style="list-style-type: none"> <li>-Improvise more complex rhythmic patterns over 8 beats.</li> <li>-Improvise vocal responses using the full scale (Do-Do).</li> <li>-Improvise chord and strumming patterns on the ukulele using C, Am, F, G and Dm.</li> </ul>	<ul style="list-style-type: none"> <li>-Use music technology to create a short piece of programme music to accompany a film. Employ a range of musical devices, including: a strong percussive pulse, a melodic ostinato, and a drone or accented chords.</li> <li>-Organise and manipulate the sounds to create dynamic balance and a thickening texture.</li> </ul> <p><b>'Travelling Spacecraft' composition inspired by John Adam's 'Short Ride in a Fast Machine'</b> (Notation: layered tracks in GarageBand)</p> 	<ul style="list-style-type: none"> <li>-Read and play major and minor chords written in tablature (lines, numbers and symbols) on the ukulele using a range of more complex strumming patterns. (C7-A7-C-Am-F-G-Dm)</li> </ul> <p><b>Ukulele performance at KS2 Praise Assembly</b></p>

	Year 1 listen to:	Year 2 listen to:	Year 3 listen to:	Year 4 listen to:	Year 5 listen to:	Year 6 will listen to:
	<p>-Sergei Prokofiev's 'Peter and the Wolf' <b>20<sup>th</sup> Century</b></p> <p>-A <b>Wide range</b> of orchestral pieces from <b>different composers/eras</b>.</p>	<p>-Camille Saint Saen's 'Carnival of the Animals' <b>Romantic</b></p> <p>-A <b>Wide range</b> of orchestral pieces from <b>different composers/eras</b> (including pieces played live by the Liverpool Philharmonic Orchestra)</p>	<p><b>Early 20<sup>th</sup> Century</b></p> <p>-Florence Price's Symphony No.1 in E minor (3<sup>rd</sup> movement)</p> <p><b>Roots Reggae</b></p> <p>-A Range of Roots Reggae songs written by Bob Marley, including: Buffalo Soldier, Get Up Stand Up &amp; Three Little Birds.</p>	<p><b>Romantic</b></p> <p>-Edvard Grieg's 'In the Hall of the Mountain King' and 'Morning Mood'</p> <p><b>Rock 'n' Roll</b></p> <p>-A range of Rock 'n' Roll songs by various artists, including: Bill Haley &amp; The Comets, Chuck Berry, Little Richard, Elvis Presley, and The Beatles.</p>	<p><b>Classical</b></p> <p>-Ludwig Van Beethoven's Symphony No.5 (1<sup>st</sup> movement) and four excerpts from concertos written by Wolfgang Amadeus Mozart.</p> <p><b>Blues &amp; Jazz</b></p> <p>-A range of Blues and Jazz songs by various artists, including: anonymous work songs, B.B. King, Elvis Presley, Ella Fitzgerald, Louis Armstrong and Muddy Waters.</p>	<p><b>Late 20<sup>th</sup> Century (Minimalism)</b></p> <p>-John Adam's 'Short Ride in a Fast Machine' and Steve Reich's 'Music for 18 Musicians'</p> <p><b>Early Hip-Hop</b></p> <p>-A range of early Hip-Hop songs by various artists, including: De La Soul, The Sugarhill Gang, DJ Jazzy Jeff &amp; The Fresh Prince and Vanilla Ice.</p>