



Greasley Beauvale Primary School
Music Curriculum



	Knowledge	Skills	Vocabulary
Nursery			
Reception	<p>Singing</p> <ul style="list-style-type: none"> Learn rhymes, poems and songs (through cross curricular links also) <p>Playing an instrument</p> <ul style="list-style-type: none"> experiment with a variety of percussive instruments as accompaniment <p>Listen and appreciate</p> <ul style="list-style-type: none"> move to and discuss music <p>Composing</p> <ul style="list-style-type: none"> Engage in music making on own and in groups perform in groups 	<ul style="list-style-type: none"> Listen to and speak about sounds heard Respond to loud and soft sounds Know fast and slow and use these terms when responding to music 	Rhyme, rhythm, pulse, instrument, soft, loud, fast, slow, group, listen, perform, music, sound, beat
Year 1	<p>Singing</p> <ul style="list-style-type: none"> make different sounds with voice expressively sing short songs from memory <p>Playing an instrument</p> <ul style="list-style-type: none"> use instruments to perform maintaining pulse choose sounds to represent different things Copy short phrases Respond to directions of tempo/dynamic changes <p>Listen and appreciate</p> <ul style="list-style-type: none"> say whether they like or dislike a piece of music say how a piece of music makes you feel. say when you might hear a piece of music (e.g., lullaby) understand pulse and rhythm <p>Composing</p> <ul style="list-style-type: none"> Clap and repeat short rhythmic and melodic patterns 	<ul style="list-style-type: none"> Begin to demonstrate an understanding of how sound can be changed within a performance Begin to evaluate an exemplar as a starting point for the process of critique by talking about likes and dislikes. Listen with concentration and begin to summarise their ideas and feelings Begin to demonstrate some control and rhythmic awareness when playing un-tuned instruments 	Pitch, tempo, dynamics, pulse, rhythm, pattern, repeat, high, low, loud, soft, fast, slow, mood, graphic notation, sequence



Greasley Beauvale Primary School Music Curriculum



	<ul style="list-style-type: none"> • Make a sequence of sounds and respond to different moods in music • sort sounds using simple criteria (e.g., loud, soft) • Represent sounds using marks, shapes (graphic notation) • Begin to make improvements to work as suggested 		
Year 2	<p>Singing</p> <ul style="list-style-type: none"> • Sing with varying dynamics • Sing short songs from memory • Sing back short melodies by ear <p>Playing an instrument</p> <ul style="list-style-type: none"> • Play simple rhythmic patterns on an instrument keeping a steady pulse • Sing and play back short melodies • Play short melodies by letter notation <p>Listen and appreciate</p> <ul style="list-style-type: none"> • make connections between notations and musical sounds • choose instruments for a desired effect • begin to say how changes in mood of music are made <p>Composing</p> <ul style="list-style-type: none"> • Order sounds to create a beginning, middle and an end • Create music in response to different starting points • Confidently represent sounds using a range of symbols • Create melodies from 5 or more notes • Use letter name or graphic notation to represent ideas • Suggest own improvements to work 	<ul style="list-style-type: none"> • Demonstrate an understanding of how sound can be changed within a performance • Evaluate an exemplar as a starting point for the process of critique by talking about likes and dislikes. • Listen with concentration and summarise their ideas and feelings • Demonstrate some control and rhythmic awareness when playing tuned and un-tuned instruments 	Melody, tune, notation, dynamics, steady beat, compose, perform, symbols, letter names, mood, effect, improve, represent
Year 3	<p>Singing and performing</p> <ul style="list-style-type: none"> • sing songs in unison following direction of pitch and keeping pulse • sing in time others 	<ul style="list-style-type: none"> • Begin to demonstrate some understanding of pitch, and musical expression in a performance • Begin to evaluate an exemplar as a starting point for the process of critique • Begin to analyse and compare simple sounds 	Unison, pitch, phrase, layer, pattern, expression, world music, high, low, repeated,



Greasley Beauvale Primary School

Music Curriculum



	<p>Playing an instrument</p> <ul style="list-style-type: none"> create repeated patterns with different instruments create repeated patterns on a variety of instruments play in time with others <p>Listen and appreciate</p> <ul style="list-style-type: none"> listen carefully and recognise high and low pitches and phrases use musical words to describe likes and dislikes in a piece of music know that music from around the world has different features <p>Composing</p> <ul style="list-style-type: none"> Combine different sounds to create a specific mood or feeling <p>Create a layered composition</p> <ul style="list-style-type: none"> <p>History of music</p> <ul style="list-style-type: none"> Recognise that music from different times has different features 	<ul style="list-style-type: none"> Begin to demonstrate some control and rhythmic awareness when using invented notations to play tuned and un-tuned instruments 	<p>composition, musical features, compare</p>
Year 4	<p>Singing and performing</p> <ul style="list-style-type: none"> sing songs from memory with accurate pitch perform on instruments with increasing accuracy and dynamics – following direction use notation to record pitch <p>Playing an instrument</p> <ul style="list-style-type: none"> use notation to record and interpret sequences of pitches play off beat (syncopated rhythms with increasing accuracy) <p>Listen and appreciate</p> <ul style="list-style-type: none"> explain why silence is often needed in music and explain what effect it has identify and describe the different purposes of music and the stylistic features <p>Composing</p> <ul style="list-style-type: none"> Use notation to record compositions in a small group or individually 	<ul style="list-style-type: none"> Demonstrate some understanding of pitch, and musical expression in a performance Evaluate an exemplar as a starting point for the process of critique Analyse and compare simple sounds Demonstrate increasing control and rhythmic awareness when using invented notations to play tuned and un-tuned instruments 	<p>Syncopation, silence, dynamics, stylistic features, improvisation, pitch notation, off-beat, accuracy, memory, direction, purpose</p>



Greasley Beauvale Primary School Music Curriculum



	<ul style="list-style-type: none"> Use voices, bodies and instruments to create music Begin to improvise <p>History of music</p> <ul style="list-style-type: none"> Begin to identify the features of some famous composer's music, using musical vocabulary 		
Year 5	<p>Singing and performing</p> <ul style="list-style-type: none"> Maintain own part whilst others are performing their part Begin to use staff notation when playing an instrument <p>Playing an instrument</p> <ul style="list-style-type: none"> Begin to use staff notation <p>Listen and appreciate</p> <ul style="list-style-type: none"> Use musical terms when listening and explaining ideas Describe, compare and evaluate music using musical vocabulary Explain why they think music is successful or unsuccessful <p>Composing</p> <ul style="list-style-type: none"> Compose music which meets specific criteria Choose the most appropriate tempo for a piece of music Begin to use staff notation to record notes and/or rhythms Suggest improvements to own and others' work <p>History of music</p> <ul style="list-style-type: none"> contrast the work of a famous composer with another and explain preferences 	<ul style="list-style-type: none"> Begin to combine a range of dimensions in a performance Begin to choose and combine musical ideas Begin to evaluate and appraise established works using a range of exemplars as a starting point for critique Begin to analyse and compare sounds and musical ideas Begin to use established and invented notations to play tuned and un-tuned instruments, demonstrating shifts in tempo 	Staff notation, tempo, evaluate, criteria, musical vocabulary, contrast, preference, dimension, appraise, combine, rhythm
Year 6	<p>Singing and performing</p> <ul style="list-style-type: none"> sing in unison and simple harmonies confidently and accurately perform parts from memory perform with accuracy, fluency, control and expression 	<ul style="list-style-type: none"> Combine a range of dimensions in a performance Choose and combine musical ideas Evaluate and appraise established works using a range of exemplars as a starting point for critique Analyse and compare sounds and musical ideas Use established and invented notations to play tuned and un-tuned instruments, demonstrating shifts in tempo 	Harmony, fluency, control, expression, chords, melody, historical period, cultural music, musical device, recall, occasion, venue



Greasley Beauvale Primary School
Music Curriculum



	<p>Playing an instrument</p> <ul style="list-style-type: none">• analyse features within different pieces of music• perform from graphic and begin to perform from staff notation• perform from direction of a leader <p>Listen and appreciate</p> <ul style="list-style-type: none">• accurately recall a part of the music listened to using musical vocabulary• evaluate how the venue, occasion and purpose affects the way a piece of music is created <p>Composing</p> <ul style="list-style-type: none">• use a variety of different musical devices in composition (including melody, rhythms and chords). <p>History of music</p> <ul style="list-style-type: none">• develop an understanding of music from different historical periods and/or cultures	
--	---	--