

Tooting Primary School Music Curriculum

Reception			
Educational programmes: Revised EYFS framework 2021 Expressive Arts and Design			
The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.			
	Autumn	Spring	Summer
Key learning experiences	Listen to different pieces of music from the Classical 100 on entry to school. Join in with a weekly music sessions led by Reception team focusing on rhythm, playing instruments and singing.	Listen to different pieces of music from the Classical 100 on entry to school. Listen and respond to Torvill and Dean – Bolero. Listen and respond to Stomp. Make our own music using Bolero and Stomp as a hook. Join in with weekly music sessions led by Reception team with a focus on listening, appraising and composing.	Listen to different pieces of music from the Classical 100 on entry to school. Join in with a dance performance to three popular songs. Join in with weekly music sessions led by Reception team with a focus on singing and performing.
Key learning objectives	Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups.	Watch and talk about dance and performance art, expressing their feelings and responses. Listen attentively, move to and talk about music, expressing their feelings and responses.	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.
Vocabulary	Perform, entertain, solo, group	Dance, music, art, slow, fast, high, low, happy, sad, upsetting, exciting, loud, quiet, woodwind, brass, percussion	Improve, perform, entertain, orchestra, conductor, musician

Tooting Primary School Music Curriculum

KS1 National Curriculum

General:

Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.

Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.

Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

KS1 specific:

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.

Music in the Classroom: A structure for teaching progressive skills forms the basis of the structure to the music curriculum

Year 1	Rhythm	Vocal	Instrumental	Listening	Composing
Knowledge and Skills	Recognise, copy and create rhythms of different patterns to create musical effects.	Use voices expressively and creatively by singing songs and speaking chants and rhymes. Develop the singing voice. Sing a range of chants and songs.	Play tuned and un-tuned instruments musically. Copy a given rhythm. Trace the shape of a song.	Listen with concentration and understanding to a range of high quality live and recorded music. Listen to a range of music. Listen to and appraise a range of music.	Experiment with, create, select and combine sounds using the inter-related elements of music – dynamics, tempo, pitch, duration, texture, timbre, structure. Create rhythmic phrases with a partner.
Concepts	Maintain a regular pulse with others and distinguish from rhythm	Controlling and develop voice to move up and down	Control instruments and awareness of the sounds they make	Develop awareness of phrasing and pulse	Exploring different sounds in response to given stimuli
Autumn Theme: Louis Armstrong and Winter Soundscapes					
Sequence of Learning	Move to a pulse. Copy a given rhythm. Clap the rhythm of a song. Improvise a rhythmic phrase. Change dynamics and tempo. Tap and play the pulse of a song.	Control and explore voice. Develop singing voice. Using thinking voice. Tap the pulse whilst singing. Clap the words of a song whilst singing. Sing questions (call and response songs). Sing in class/assembly. Move the voice up and down.	Control instruments. Develop knowledge of the names of instruments, the kind of sounds they produce and how sounds are produced. Play along with a song. Play the rhythm of a song. Take it in turns to play with a partner.	Listen to recorded music and focus on the musical elements and the music as a whole. Identify a repeated motif in a piece of music. Identify ascending and descending sounds on a xylophone. Listen to & identify male/female voice in music. Listen to and respond to live music.	Create musical patterns. Respond to signals. Improvise a rhythmic phrase. Take turns to play phrases of an equal length with a partner. Choose sounds to illustrate a poem/picture/scene etc. Create simple notation of pitch.

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Spring Theme: Introducing Ostinatos					
Sequence of Learning	Explore the difference between pulse and rhythm. Clap the rhythm of a song. Copy a rhythm. Play phrases of equal length.	Control and explore voice. Trace the shape of a song while singing. Move the voice up and down. Sing a melodic contour. Changing dynamics and tempo. Match notation to known songs.	Develop knowledge of the names of instruments, the kind of sounds they produce and how sounds are produced. Play in turns with a partner. Play the melody of a song on a xylophone. Changing dynamics and tempo.	Listen and respond to live/recorded music. Move with the pulse. Match notation to known songs. Explore the structure of songs and chants. Identify a repeated motif in a piece of music.	Create musical patterns. Draw and create melodic contours. Choose sounds to accompany a song. Make choices about how to create musical effects.
Summer Theme: Animals Saint-Saens – Carnival of the Animals					
Sequence of Learning	Explore the difference between pulse and rhythm. Clap/play the rhythm of a song. Play the pulse of a song. Clap/play a given ostinato. Understand relationship of sounds to symbols. Explore and identify phrases in a song.	Control and explore voice. Trace the shape of a song while singing. Move the voice up and down. Sing a melodic contour. Changing dynamics and tempo. Match notation to known songs.	Develop knowledge of the names of instruments, the kind of sounds they produce and how sounds are produced. Play in turns with a partner. Play the melody of a song on a xylophone. Changing dynamics and tempo.	Listen and respond to live/recorded music. Move with the pulse. Match notation to known songs. Explore the structure of songs and chants. Identify a repeated motif in a piece of music.	Create musical patterns. Draw and create melodic contours. Choose sounds to accompany a song. Make choices about how to create musical effects.
Vocabulary	Rhythm, pulse, ostinato, rest	Loud, quiet, fast, slow, high, low, thinking, singing	Pulse, rhythm, loud, quiet, similarities, differences, timbre, structure	Pulse, repeated, motif	Improvise, dynamics, tempo, pitch, duration, texture, timbre, structure

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General: Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.

Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.

Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

KS1 specific:

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.

Music in the Classroom: A structure for teaching progressive skills forms the basis of the structure to the music curriculum.

Year 2	Rhythm	Vocal	Instrumental	Listening	Composing
Knowledge and Skills	Recognise, copy and create rhythms of different patterns to create musical effects and begin to read simple musical notation.	Use voices expressively and creatively by singing songs and speaking chants and rhymes. Begin to sing simple two note phrases from notation.	Play tuned and un-tuned instruments musically including exploring different musical elements and playing in groups.	Listen with concentration and understanding to a range of high quality live and recorded music. Develop understanding of structure, dynamics and tempo.	Experiment with, create, select and combine sounds using the inter-related elements of music. Start to explore musical patterns in binary form.
Concepts	Vary rhythmic phrases changing dynamics, tempo and timbre	Develop expression and awareness of shape of melody	Play with confidence and control, develop ensemble skills	Identify structure and discuss effects with musical vocab	Interact musically with a partner in Q/A structure.
Autumn Theme: Bob Marley, Singing and music games Tchaikovsky – The Nutcracker					
Sequence of Learning	Copy rhythmic phrases with changing dynamics. Clap the pulse/rhythm of a song Clap a given ostinato. Clap the rhythm of a song whilst others tap the pulse. Start to understand the relation of rhythm symbols to sound. Begin to read simple notation (crotchets and quavers) and read simple rhythms.	Develop singing voice by exploring dynamics. Clap/play the pulse of a song while singing. Clap/play the rhythm of a song while signing. Trace the melodic shape of a song. Mark the phrases in a song with hand movements. Sing in class/assembly	Play the pulse or rhythm of a song. Play the pulse of a song whilst others play the rhythm. Play ostinato with a partner. Play equal length phrases with a partner. Read and play simple rhythms.	Listen and respond to live/ recorded music. Trace the shape of a song Identify ascending and descending passages in a piece of music. Identify different sections in a piece of music. Recognise percussion, brass and string instruments being played in music. Listen to and identify male/ female voice in music. Recognise changes in dynamics and tempo.	Create ostinati and rhythmic phrases. Create, choose and organise sounds and musical ideas in response to a poem/picture/ scene etc. Use sounds to achieve an intended effect employing the inter-related elements of music – dynamics, tempo, pitch, duration, texture, timbre, structure.

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Spring Theme: Benjamin Britten

Sequence of Learning	Play the pulse or rhythm of a song. Clap a given ostinato. Play an ostinato at different speeds. Mark the metre of a song using taps and claps. Clap the rhythm of a song whilst others tap the pulse. Start to understand the relation of rhythm symbols to sound. Begin to read simple notation (crotchets and quavers) to read simple rhythms.	Sing simple two note phrases from notation. Sing in a group. Trace the melodic shape of a song. Sing a simple two note phrase from notation using the Soh Me interval. Use singing face for performing Sing in class/assembly.	Play the pulse of a song whilst others play the rhythm. Play an ostinato with varying tempo. Play an ostinato as part of a group. Play with repetition as a structural device. Play an ostinato a given number of times. Create a melodic ostinato using two notes.	Mark the metre of recording music using claps and taps. Identify repeated sections in a piece of music. Identify ascending and descending passages in a piece of music. Recognise percussion, brass and string instruments being played in music. Listen to and identify male/ female voice in music. Recognise changes in dynamics and tempo.	Create an ostinato rhythm Improvise rhythms. Experiment with repetition as a structural device working with a partner. Create, choose and organise sounds and musical ideas in response to a poem/picture/ scene etc. Use inter-related musical element to achieve intended effects in music.
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Summer Theme: Sea Shanties and The Beatles

Sequence of Learning	Clap the pulse/rhythm of a song. Clap a given ostinato with changing dynamics and tempo. Copy rhythms by playing and clapping. Identify the metre of a song. Play beat one in different metres. Read simple notation (crotchets and quavers) to play simple rhythms.	Sing simple two note phrases from notation. Trace the melodic shape of a song. Sing a simple two note phrase from notation using the Soh Me interval. Use singing face for performing Sing in class/assembly.	Play the pulse or rhythm of a song. Play the pulse of a song whilst others play the rhythm. Play an ostinato with varying tempo. Play an ostinato as part of a group. Play an ostinato a given number of times. Play beat one in different metres. Begin to read simple notation.	Identify the metre of a song. Identify repeated sections in a piece of music. Identify ascending and descending passages in a piece of music. Identify different/repeating sections in a piece of music. Recognise percussion, brass and string instruments being played in music. Identify high and low pitch sounds in music. Recognise changes in dynamics and tempo.	Experiment with repetition as a structural device working with a partner. Play equal length phrases with a partner (Binary Form A B) Create a melodic ostinato using two notes. Create, choose and organise sounds and musical ideas in response to a poem/picture/ scene etc. Use inter-related musical element to achieve intended effects in music.
Vocabulary	Rhythm, pulse, ostinato, rest, Metre, crochet, quaver, notation	Loud, quiet, fast, slow, high, low, thinking, singing, Soh Me,	Pulse, rhythm, loud, quiet, similarities, differences, timbre, structure, melodic ostinato	Pulse, repeated, motif, metre	Improvise, dynamics, tempo, pitch, duration, texture, timbre, structure, melodic ostinato

Tooting Primary School Music Curriculum

KS2 National Curriculum

General:

Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.

Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.

Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

KS2 specific:

Sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

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.

Year 3 and 4	Rhythm	Vocal	Instrumental	Listening	Composing
Knowledge and Skills	Develop understanding of metre, rhythm and tempo and how they are related. Explore the relationship between rhythm, metre and tempo and play two rhythms simultaneously.	Sing and perform with an understanding of how to improve accuracy, fluency, control and expression Sing and perform with increasing accuracy and expression and begin sing in parts.	Play with increasing accuracy and use and understand staff and other musical notation. Learn basis recorder skills. Play tuned instruments with increasing accuracy and understand staff and other musical notation to create an up and down tune.	Play with increasing accuracy and use and understand staff and other musical notation. Learn basis recorder skills. Listen with attention to analyse the phrase structure of a song I and match music to conventional notation.	Compose for a range of purposes using the inter-related dimensions of music Create and vary ostinato to evoke contrasting moods suggested by a stimulus.
Concepts	Develop understanding of the relation of written symbols to sounds. Be aware of pulse, metre, rhythm in isolation and in combination.	Sing simple melodic phrases from staff notation Sing as part of an ensemble with an awareness of what is happening in the group	Play as part of an ensemble. Create a melodic phrase	Recognise individual key instruments in a piece of music Recognise layers of sound in recorded music	Create simple rhythmic phrases in Binary form (A/B) in an ensemble Organise musical phrases in a Ternary Form (A B A)

Wandsworth Music WCET – Violin and Cello

Core Knowledge	Know how to assemble their musical instrument correctly and demonstrate appropriate care. Demonstrate and understand the need for good posture and correct instrument hold that enables them to project a good sound. Know about the basic instrumental techniques and how these support technical and musical development. Know and understand the inter-related dimensions of music, and be able to demonstrate this understanding through performance on their instrument. Know how to read and respond to basic staff notation (as appropriate to the chosen instrument). Recognise some of the musical traditions that feature the chosen instrument.
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Musical Concepts & Features	Pulse & Beat Metre & Bar (Simple Time - 2/4, 3/4 and 4/4) Tempo – Fast (Allegro), Slow (Adagio), Getting faster (accelerando), Getting slower (rallentando), Rhythm (crotchets, quavers, minims, semibreve) Articulation – legato (smooth), staccato (detached)		Dynamics Loud (Forte), Quiet (Piano), Getting louder (crescendo), getting softer (decrescendo) Structure – Call and response, rounds, repetition, verse & chorus. Texture – 2 parts, Melody and accompaniment, Duet Instrument specific playing techniques (for example tonguing, bowing, plucking, strumming) Pitch and melody (major & minor tonality, scales, chords, pitch range at least 5-8 notes on instrument)
	Musicianship & Performing	Composing & Improvising	Listening & Responding
	Perform with fluency, accuracy and technical control over a range of at least 5 notes (appropriate to instrument) Sing & play pieces in 2 or more parts with confidence 3. Maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble. (4. Perform musically, with a good sense of pulse, accurate rhythm, pitch and dynamic contrasts (interrelated dimensions of music Follow the musical directions of a conductor – For example; starting and stopping together, getting faster and slower, louder and quieter Read and play short rhythmic phrases at sight from prepared cards, using notation for known rhythms and note durations. Perform using appropriate staff notation, demonstrating an understanding of different pitches and note lengths (as a minimum this is crotchets, quavers, minims, semibreve, rests in 2/4, 3/4 and 4/4 time) Perform in at least 3 concerts, demonstrating an understanding of appropriate performance etiquette and the expectations of different performing occasions. Be able to make independent musical decisions relating to their performance.	Be able to use their instrument to create music (compose or improvise) within a given musical structure or in response to a musical stimulus (e.g. a riff or motif) Create music on the instrument using simple 4 or 8 beat rhythmic patterns over a groove while maintain a steady pulse. Create simple melodic phrases using a limited range of pitches over a groove or backing track while maintain a steady pulse. Experiment with using a range of musical features such as dynamics, including very loud (fortissimo), very quiet (pianissimo), loud (forte), and quiet (piano).	Be able to sing and play back simple rhythmic and melodic patterns by ear. Develop an inner musical thinking voice which enables them to listen, reflect and evaluate their own work and that of others in the class, and know what, and how to improve. Understand and be able to talk about key musical elements using the correct musical terms e.g. tempo, pitch, dynamics, melody. Recognise the character of a piece of music and express the mood that the music evokes. Use technical and non-technical language (including analogy and metaphor) to express their feelings about, and understanding, of music. Discuss and comment on recorded and live music from different styles, cultures and historical periods, particularly those featuring their instrument.

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KS2 National Curriculum

General:

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Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.

Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

KS2 specific:

Sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

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.

Music in the Classroom: A structure for teaching progressive skills forms the basis of the structure to the music curriculum.

Year 5	Rhythm	Vocal	Instrumental	Listening	Composing
Knowledge and Skills	Recognise and explore the ways sounds can be combined and recorded using simple notation.	Sing in tune with expression and perform simple parts using a limited range of notes.	Recognise how the different musical elements can be used expressively and make improvements to their work	Describe, compare and evaluate different kinds of music using appropriate musical vocabulary.	Create melodic and rhythmic phrases as part of a group performance and compose with an awareness of combined effect.
Concepts	Expand understanding of musical notation to different length sounds and rests.	Start to sing in parts and keep awareness of how different parts fit together	Explore combinations of sounds like scales, chords and metres.	Listen to a range of composers and pay attention to particular detail	Develop ideas within musical structures

Autumn Theme: Florence Price and using structures

Sequence of Learning	Copy and improvise rhythmic phrases. Tap/clap the metre of a song whilst the others clap the rhythm. Read, play and write 4 and 8 beat rhythm notation (crotchets, crotchet rest, quavers, and semibreves) Match the metre of recorded music. Identify the use of ostinato in recorded music.	Sing an ostinato accompaniment to a song. Sing rhythms from rhythm notation. Develop increased leadership skills within ensemble group. Combine ostinato phrases. Sing in 2 parts. Play from pitch notation.	Play an ostinato accompaniment to a song. Develop increased leadership skills within ensemble group. Choose appropriate dynamics, tempo and instrumentals sounds. Create an up and down tune. Create and play an instrumental accompaniment. Combine ostinato phrases. Play from pitch notation.	Play simple tunes by ear. Match conventional notation to known phrases. Identify repeated and contrasting sections in recorded music. Analyse the phrase structure of a song. Listen to a variety of composers/ musicians. Explore the use of sequencing in recorded music.	Organise rhythmic and melodic phrases in a simple structure. Add a drone accompaniment to a tune. Play an accompaniment to a Tune. Invert a melodic phrase. Improvise/write simple melodic phrases. Organise musical phrases into a simple structure. Suggest improvements to own and others work.
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Tooting Primary School Music Curriculum

Spring Theme: Stravinsky – The Firebird, Garageband and Vivaldi – Winter from the Four Seasons					
Sequence of Learning	Improvise rhythmic phrases. Clap the rhythm of a song whilst others tap the metre. Play the metre of a song whilst others play the rhythm. Say and tap eight beat phrase rhythms. Clap two ostinato rhythms simultaneously. Play an ostinato accompaniment to a song. Read and play 4 and 8 beat rhythm notation (crotchets, crotchet rest, quavers)	Sing an ostinato accompaniment to a song. Develop increased leadership skills within ensemble group. Combine ostinato phrases. Sing in 2 parts. Explore scales. Add vocals to a recorded track.	Play an ostinato accompaniment to a song. Develop increased leadership skills within ensemble group. Choose appropriate dynamics, tempo and instrumental sounds. Create and play an instrumental accompaniment. Combine ostinato phrases. Explore chord patterns. Access and use Smart Drums Use autoplay on SMART guitar	Match conventional notation to known phrases. Identify repeated and contrasting sections in recorded music. Analyse the phrase structure of a song. Explore the use of sequencing in recorded music. Identify the use of ostinato in recorded music. Listen and identify features of rap music.	Play an accompaniment to a tune. Invert a melodic phrase. Create an 8 bar backing track, record and edit using Garageband Create and play an instrumental accompaniment. Organise musical phrases into a simple structure. Create tunes for word phrases. Suggest improvements to own and others' work.
Summer Theme: Islam Nasheed and Pitch - Every night I climb the stairs					
Sequence of Learning	Copy and improvise rhythmic phrases. Tap/clap the metre of a song whilst the others clap the rhythm. Explore different metres. Read, play and write 4 and 8 beat rhythm notation (crotchets, crotchet rest, quavers, minim, dotted crotchets and semibreves)	Sing an ostinato accompaniment to a song. Explore scales, chords and chord sequences. Develop increased leadership skills within ensemble group. Combine ostinato phrases. Sing in 2 parts.	Play an ostinato accompaniment to a song. Develop increased leadership skills within ensemble group. Choose appropriate dynamics, tempo and instrumental sounds. Create and play an instrumental accompaniment. Combine ostinato phrases. Say, clap and play rhythms from rhythm notation.	Listen to an individual part in three and four-part piece of music. Match conventional notation to known phrases. Identify repeated and contrasting sections in recorded music. Trace the shape of an up and down tune and match it to conventional notation. Analyse the phrase structure of a song. Explore the use of sequencing in recorded music.	Organise rhythmic and melodic phrases in a simple structure. Play an accompaniment to a tune. Improvise/write simple melodic phrases. Create and play an instrumental accompaniment. Organise musical phrases into a simple structure and write using simple notation. Suggest improvements to own and others work.
Vocabulary	Rhythm, pulse, ostinato, rest, Metre, crochet, quaver, staff notation, simultaneous, 8 beat phrase, minim, semibreve, dotted crotchets, scales, chords	Dynamics, Tempo, pitch thinking, singing, Soh me, staff notation, Melodic contour, ensemble, scales, chords, parts	Melodic contour, Pulse, rhythm, dynamics, tempo, similarities, differences, timbre, structure, melodic ostinato, ensemble, scales, chord, texture	Repetition, contrast, effect, motif, metre, structure, tempo, dynamics, scales, sequencing,	Melodic phrase, mood, binary, ternary, Improvise, dynamics, tempo, pitch, duration, texture, timbre, structure, melodic ostinato

Tooting Primary School Music Curriculum

KS2 National Curriculum

General:

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Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

KS2 specific:

Sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

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.

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Year 6	Rhythm	Vocal	Instrumental	Listening	Composing
Knowledge and Skills	Recognise and explore the ways duration (pulse, metre and rhythm) can be combined and used in different cultures.	Sing in tune with expression and perform simple parts making choices about performance.	Play tuned and un-tuned instruments in an ensemble and expand awareness of different styles, effects and texture.	Identify and explore the relationship between sounds and how music reflects different intentions	Use the full range of musical elements to compose by developing ideas within musical structures.
Concepts	Explore compound time like 6/8 and “world” rhythms in depth e.g. samba	Sing in parts maintaining awareness of own part and how different parts fit together	Explore combinations of different scales and chords and consider their effect	Compare different genres and recognise particular features.	Combine several layers of sound with awareness of combined effect.
Autumn Theme: Samba Music Heitor Villa Lobos – The little train of the Caipira					
Sequence of Learning	Combine ostinato phrases. Explore different metres. Combine ostinato phrases vocally and instrumentally. Read rhythms from rhythmic cycle charts. Notate given rhythms on a rhythmic cycle chart from dictation.	Develop increased leadership skills within ensemble group. Choose appropriate dynamics, tempo, instrumental sounds and vocal quality for the performance of songs and compositions. Sing in 2 parts,	Accompany a tune with a 2 note ostinato. Read a chord sequence from a chord chart. Read conventional notation from known phrases. Explore major and pentatonic scale.	Listen to an individual rhythm in a five-part structure. Play simple tunes by ear. Match the metre of recorded music. Analyse phrase structure. Make comparisons across different genres of music. Evaluate live music.	Organise rhythmic and melodic phrases in a simple structure. Accompany a tune with a 2 note ostinato. Create a melodic cycle. Combine melody and ostinato Accompaniment. Notate compositions using the most appropriate method where applicable.

Tooting Primary School Music Curriculum

Spring Theme: Rhythmic Cycles George Gershwin – Rhapsody in Blue

Sequence of Learning	Copy and improvise rhythmic phrases (4 and 8 beat phrases) Combine ostinato phrases. Explore different metres. Combine ostinato phrases vocally and instrumentally.	Develop increased leadership skills within ensemble group. Choose appropriate dynamics, tempo, instrumental sounds and vocal quality for the performance of songs and compositions. Sing in 2 parts.	Copy and improvise an eight beat rhythm. Accompany a tune with a 2 note ostinato. Read conventional notation from known phrases.	Listen to an individual rhythm in a five part structure. Play simple tunes by ear. Match the metre of recorded Music. Analyse phrase structure. Notate simple melodic phrases from dictation. Make comparisons across different genres of music. Evaluate live music.	Organise rhythmic and melodic phrases in a simple structure. Create a tune using 2 / 3 phrases. Accompany a tune with a 2 note ostinato. Create a melodic cycle. Combine melody and ostinato accompaniment. Create harmony by adding notes in parallel to a tune. Notate compositions using the most appropriate method where applicable.
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Summer Theme: Body percussion and Ensemble Performances Anna Meredith – – Connect it and Garageband

Sequence of Learning	Copy and improvise rhythmic phrases (4 and 8 beat phrases) Combine ostinato phrases. Explore different metres. Combine ostinato phrases vocally and instrumentally.	Develop increased leadership skills within ensemble group. Choose appropriate dynamics, tempo, instrumental sounds and vocal quality for the performance of songs and compositions. Sing in 2 and 3 parts.	Accompany a tune with a 2 note ostinato. Read a chord sequence from a chord chart. Play a 12 bar chord sequence Read conventional notation from known phrases. Explore major and minor scales, chords and triads. Explore the pentatonic scale. Introduce concept of a musical canon	Listen to an individual rhythm in a five part structure. Analyse phrase structure. Recognise a 12 bar chord sequence. Notate simple melodic phrases from dictation. Make comparisons across different genres of music. Evaluate live music.	Explore Call and Response. Create a tune using 2 / 3 phrases. Accompany a tune with a 2 note ostinato. Create a melodic cycle. Combine melody and ostinato accompaniment. Create harmony by adding notes in parallel to a tune. Notate compositions using the most appropriate method where applicable.
Vocabulary	Rhythm, duration, ostinato, rest, Metre, crochet, quaver, staff notation, simultaneous, 8 beat phrase, minim, semibreve, dotted crochets, scales, chords, bar, cycle, stave	Dynamics, Tempo, pitch thinking, singing, Soh me, staff notation, Melodic contour, ensemble, scales, chords, parts, harmony, triad, pentatonic, major, minor	Melodic contour, Pulse, rhythm, dynamics, tempo, similarities, differences, timbre, structure, melodic ostinato, ensemble, scales, chord, texture, harmony, triad, pentatonic, major, minor	Repetition, contrast, effect, motif, metre, structure, tempo, dynamics, scales, sequencing, spiritual, blues, harmony, variation	Melodic phrase, mood, binary, ternary, Improvise, dynamics, tempo, pitch, duration, texture, timbre, structure, melodic ostinato

Tooting Primary School Music Curriculum

KS2 National Curriculum

General:

Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.

Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.

Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

KS2 specific:

Sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

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.

Music in the Classroom: A structure for teaching progressive skills forms the basis of the structure to the music curriculum.

Galaxy	Rhythm	Vocal	Instrumental	Listening	Composing
Knowledge and Skills	Develop understanding of metre, rhythm and tempo and how they are related.	Sing and perform with an understanding of how to improve accuracy, fluency, control and expression	Play with increasing accuracy and use and understand staff and other musical notation. Learn basis recorder skills.	Listen with attention to detail and recall sounds with increasing aural memory	Compose for a range of purposes using the inter-related dimensions of music
Concepts	Develop understanding of the relation of written symbols to sounds.	Sing simple melodic phrases from staff notation	Play as part of an ensemble.	Recognise individual key instruments in a piece of music	Create simple rhythmic phrases in Binary form (A/B) in an ensemble
Autumn Theme: Singing and music games - Hans Zimmer					
Sequence of Learning	Copy a rhythmic phrase. Clap the rhythm of a song whilst others tap the pulse. Tap the metre of songs. Play on beat one in a given metre. Play the pulse of a song whilst others play the rhythm. Read and play 4 and 8 beat rhythm notation (crotchets, crotchet rest, quavers)	Sing and play in class. Play as part of an ensemble. Begin to use different tempi and dynamics. Choose the most appropriate way to perform a song. Sing simple melodic phrases from staff notation (3 notes – E, G, A) Sing songs from memory.	Play as part of an ensemble. Begin to use different tempi and dynamics. Choose the most appropriate way to perform a song. Play simple tunes by ear. Play the tune of a four phrase, five note song moving in step. Read and play 4 and 8 beat rhythm notation (crotchets, crotchet rest, quavers)	Recognise individual key instruments in a piece of music. Listen to a selection of different pieces of music. Listen to live music.	Create a rhythmic/melodic ostinato. Improvise rhythmic phrases of equal length in pairs. Create an ostinato to reflect the mood suggested by a painting, poem or other external stimuli and structure them in an appropriate manner.

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Spring Theme: Egyptians					
Sequence of Learning	Copy a rhythmic phrase. Play on beat one in a given Metre. Play the metre of a song whilst others play the rhythm. Say and tap eight beat phrase rhythms. Read and play 4 and 8 beat rhythm notation (crotchets, crotchet rest, quavers)	Sing and play in class. Play as part of an ensemble. Begin to use different tempi and dynamics. Choose the most appropriate way to perform a song. Begin to sing in parts. Sing simple melodic phrases from staff notation (3 notes – E, G, A) Sing songs from memory.	Play as part of an ensemble. Use different tempi and dynamics. Choose the most appropriate way to perform a song. Play the tune of a four phrase, five note song moving in step. Play the tune of an 8 note song by ear. Read and play 4 and 8 beat rhythm notation (crotchets, crotchet rest, quavers)	Trace the shape of an 8 note song. Recognise individual key instruments in a piece of music. Listen to a selection of different pieces of music. Listen to live music.	Create a simple melodic phrase Improvise rhythmic phrases of equal length in pairs. Work in pairs to structure a piece using two simple musical ideas. Create an ostinato to reflect the mood suggested by a painting, poem or other external stimuli and structure them in an appropriate manner.
Summer Theme: European and Mediterranean Composers Greig – Hall of the Mountain King					
Sequence of Learning	Tap the metre of songs. Play on beat one in a given metre. Play the metre of a song whilst others play the rhythm. Say and tap eight beat phrase rhythms. Clap two ostinato rhythms simultaneously. Play two ostinato simultaneously. Read and play 4 and 8 beat rhythm notation (crotchets, crotchet rest, quavers)	Sing and play in class. Play as part of an ensemble. Begin to use different tempi and dynamics. Choose the most appropriate way to perform a song. Begin to sing in parts. Sing simple melodic phrases from staff notation (3 notes – E, G, A) Sing songs from memory.	Play as part of an ensemble. Use different tempi and dynamics. Choose the most appropriate way to perform a song. Play simple tunes by ear. Play the tune of a four phrase, five note song moving in step. Play the tune of an 8 note song by ear. Read and play 4 and 8 beat rhythm notation (crotchets, crotchet rest, quavers)	Recognise individual key instruments in a piece of music. Listen to a selection of different pieces of music. Listen to live music.	Create a rhythmic phrase (Binary Form A B) Create a simple melodic phrase. Improvise rhythmic phrases of equal length in pairs. Work in pairs to structure a piece using two simple musical ideas. Create an ostinato to reflect the mood suggested by a painting, poem or other external stimuli and structure them in an appropriate manner
Vocabulary	Rhythm, pulse, ostinato, rest, Metre, crotchet, quaver, staff notation, simultaneous, 8 beat phrase	Dynamics, Tempo, pitch thinking, singing, Soh me, staff notation, Melodic contour, ensemble	Melodic contour, Pulse, rhythm, dynamics, tempo, similarities, differences, timbre, structure, melodic ostinato, ensemble	Repetition, contrast, effect, motif, metre, structure, tempo, dynamics	Melodic phrase, mood, binary, Improvise, dynamics, tempo, pitch, duration, texture, timbre, structure, melodic ostinato

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Little Explorers			
Educational programmes: Revised EYFS framework 2021			
Expressive Arts and Design			
The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.			
	Autumn	Spring	Summer
Key learning experiences	Learn about environmental sounds, instrumental sounds, body percussion and voice sounds as part of early Phonics Join in with a weekly music sessions led by Nursery team focusing on rhythm, playing instruments and singing.	Learn about alliteration and rhythm and rhyme as part of early Phonics. Join in with weekly music sessions led by Nursery team with a focus on listening, appraising and composing.	Practise all skills and knowledge as part of a weekly recap of early Phonics. Join in with weekly music sessions led by Nursery team and with a focus on singing and performing.
Key learning objectives	Listen with increased attention to sounds.	Respond to what they have heard, expressing their thoughts and feelings. Play instruments with increasing control to express their feelings and ideas.	Create their own songs, or improvise a song around one they know.
Vocabulary	Sing, song, tap, bang, shake, play, sound, instrument names	Tap, rhythm, copy, same, continue, sound, loud, quiet, fast, slow, change, same, different	Sounds, high, low, fast, slow, quiet, loud, short, long, same, different, change