

# Music Curriculum Overview



	Singing	Playing an instrument	Performing with others	Composing	Aural and theoretical knowledge	Evaluation
<b>EYFS</b>	Understanding the world involves guiding children to make sense of their physical world and their community. They learn to move in a range of new ways as they dance in time with the music or play musical instruments to a tune. The importance of music in the curriculum is based on knowing a good range of musical words, which will help children to communicate effectively when talking and writing about music. I know how to move in a range of ways. I know some musical words.					
<b>Year 1</b>	I know how to use my voice expressively to speak, sing and chant. I know how to make different sounds with my voice. I know how to hold basic posture when singing (stood/sat up straight with relaxed shoulders). Choir, Chant	I know how to use instruments to perform. I know how to make different sounds with instruments. I know how to repeat short rhythmic and melodic patterns. Pattern, instrument, tambourine, claves, triangle, beater, agogo, maracas, shakers, drum, tambour	I know how to follow instructions about when to play and sing I know how to sing/play in unison with others. I know how to use dynamics when performing (loud and soft). together	I know how to choose sounds to represent different things. I know how to create a sequence of sounds. I know how to notate my sounds using pictures/symbols. Sequence, pattern	I know how to clap short rhythmic patterns (pulse). I know how to discuss simple dynamics (loud and soft). I know what a melody is (high and low). I know how to repeat patterns/ideas when listening to music. Loud, soft, short, fast, slow, pulse	I know how to say whether I like or dislike a piece of music. I know how to respond to different moods in music. I know how different pieces of music make me feel.
<b>Year 2</b>	I know how to follow a melody accurately when singing. I know how to keep a steady pulse when performing simple patterns. I know how to copy changes in pitch. Unison	I know how to keep a steady pulse when performing simple patterns. I know how to perform keeping the beat whilst showing simple changes in tempo. I know how to copy changes in pitch. Rhythm Xylophone, glockenspiel	I know how to perform songs/simple rhythmic patterns on an instrument. I know how to follow instructions about performing- when to play/sing/be louder/breathe/etc. I know how to perform in unison with others.	I know how to use symbols to represent sound. I know how to make connections between notations and musical sounds.	I know how to order sounds into a structure (beginning, middle and end). I know how to recognise elements of music (timbre/pitch/dynamics). Dynamics, forte, piano, tempo, timbre, pitch	I know how to improve my own work. I know how to explore/discuss dynamic choices. I know how to identify good features.
<b>Year 3</b>	I know how to sing in tune with expression. I know how to show control of my voice when singing and sing the full range of an octave. Octave	I know how to show basic posture when playing my stringed instrument and produce a clear tone. I know how to play the first 4 or 5 notes and play rhythms using at least 2 of those notes. Tone, violin, viola, cello, double bass	I know how to work with a partner to perform a piece using more than one instrument (e.g. strings and percussion) Ensemble, duet, quartet	I know how to improvise a 1 bar rhythm I know how to improvise a 1 bar melodic phrase (3 pitches) I know how to create a melody. I know how to choose and combine different sounds to create an intended effect. Improvise, bar, melody	I know how to read and write crotchets and crotchet rests, and minims and minim rests. Crotchet, minim, rest, crotchet rest, minim rest, stave,	I know how to use musical vocabulary to describe a piece of music I like or dislike. I know how to improve my work, stating how it has been improved. I know how to recognise at least one work by Handel (e.g., Water Music) and show awareness of when it was written (Baroque period- 1600-1750). Crescendo, diminuendo, baroque period
<b>Year 4</b>	I know how to memorise songs and perform with accuracy (pitch). I know how to sing the full range of an octave using notation.	I know how to rhythmically perform a simple part, including rests. I know how to play rhythmic patterns using at least two different note lengths.	I know how to play a simple additional part with others. I know how to maintain a part in a group showing awareness of others. Ostinato	I know how to improvise multi-bar rhythms. I know how to improvise multi-bar melodic phrases (3 pitches). I know how to use basic rhythmic notation to transcribe ideas. I know how to notate composition ideas using basic notation and use to record a performance. I know how to compose a short song (lyrics and melody) and perform.	I know how to read and write quavers and quaver rests, and semibreves and semibreve rests. Quaver, quaver rest, semibreve, semibreve rest	I know how to identify, using musical vocabulary, the different purposes of music. I know how to explain how silence can affect a musical piece or idea. I know how to begin to recognise the different eras in music. I know how to recognise at least one work by Mozart (e.g., Rondo alla Turca) and show awareness of when it was written (Classical period- 1750-1820). Classical, adagio, allegro,
<b>Year 5</b>	I know how to demonstrate good posture when singing (open mouth, relaxed jaw and clear pronunciation). I know how to sing the range of an octave with leaps. I know how to hold my own part when singing in a round/ostinato I know how to sing using correct phrasing and showing an understanding of how to add expression. Phrase, phrasing, scale	I know how to play showing dynamic contrasts. I know how to play rhythmic patterns using at least three different note lengths. I know how to play using more than one note simultaneously.	I know how to hold my own part in a group- improvising melody and rhythm.	I know how to create a song showing an understanding of the link between lyrics and melody. I know how to compose a short riff/ostinato from given criteria using a variety of musical devices e.g. rhythm, chords, melody, tempo, timbre, structure, etc. I know how to use standard notation to record my ideas. Largo, andante, presto, chords,	I know how to read and write semiquavers and semiquaver rests. I know how to read and write notation showing awareness of bars and bar lines. I know how to show awareness of the 4/4 time signature and write notation using it. I know how to read and write the first five notes of a major scale using the treble clef. Semiquaver, semiquaver rest, bar, bar lines, time signature, 4/4 times, treble clef, downbeat, bass clef	I know how to improve my own work and suggest improvements to the work of others. I know how to evaluate my work, using appropriate musical vocabulary- stating what was successful/unsuccessful and why. I know how to recognise at least one piece of work by Chopin (e.g., Nocturne in E Flat Major) and show awareness of when it was written (Romantic period- 1820-1900). Romantic period
<b>Year 6</b>	I know how to perform from memory. I know how to hold my own part when singing in harmony. Harmony	I know how to perform from memory. I know how to play showing dynamic contrasts. I know how to play rhythmic patterns using at least three different note lengths.	I know how to take a lead role in a performance. I know how to perform a solo or solo part in an ensemble. Canon	I know how to compose a piece of music from given criteria using a variety of musical devices e.g. rhythm, chords, melody, tempo, timbre, structure, etc. I know how to indicate a change in tempo. Rallentando, accelerando, accent	I know how to read, show awareness of, and use in my composition, 3/4- and 2/4- time signatures. I know how to identify and use simple structure (introduction, verse, chorus, bridge). Verse, chorus, bridge,	I know how to improve my own work and suggest improvements to the work of others. I know how to recognise at least one work by a modern composer and show awareness of when it was written (Modern era). Modern era