

Music Cumulative Curriculum

Strand	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Singing	Sing familiar nursery rhymes and songs in small groups.	Sing familiar nursery rhymes and songs by heart.	Learn the correct posture for signing. Begin simple warm up games. Sing simple songs, chants and rhymes from memory, following simple visual directions from an adult to sing together at the same time.	Talk about why we need to warm up our voices in order to sing – we have muscles which control our vocal chords and it is important to take care of this part of our body like any other. Learn the importance of hydration in taking care of our vocal muscles. Sing an increasing range of simple songs, following simple visual directions from an adult to start/stop/get louder/quieter and counting in. Sing at the same pitch as a given note, with accuracy, through singing a range of call and response songs.	Sing at the same pitch as a given note, with accuracy, through singing a range of familiar songs. Follow cues to take turns and sing in smaller groups. Follow an increasing range of simple instructions and visual cues to get louder/softer.	Follow cues to sing short songs in the round (2-part round). Controlling vocal muscles to hold a note for longer lengths (breathing techniques) Follow an increasing range of simple instructions and visual cues for dynamics, tempo and note length.	Follow cues to sing short songs in the round (3-part round). Introduce simple harmonies in group singing Follow an increasing range of simple instructions and visual cues for dynamics, tempo and note length, including multiple sets of instructions.	Develop ability to produce simple harmonies in group singing Follow an increasing range of simple instructions and visual cues for dynamics, tempo and note length, including multiple sets of instructions.
	Experiment with the different sounds that we can make with our bodies – body percussion and voice sounds	Experiment with the different sounds that our voices can make – deep voices, quiet voices, long sounds, short sounds						
	Join in with songs with actions in small groups	Copy actions as they sing along to familiar songs						
Listening	Move in rhythm to the music – slow/fast	Link to emotions – music that makes us feel happy/sad/excited/scared	Listen and respond to a range of pieces of music through discussion, movement, art.	Develop peer feedback in response to pieces of music or performances.	Begin to develop personal preferences about music.	Continue to develop personal preferences about music and give reasons why.	Continue to develop personal preferences about music and give reasons why.	Continue to develop personal preferences about music and give increasingly complex reasons why.
		Link with movement in PE	Identify things within pieces of music which make them feel differently, e.g changes of instruments/dynamics	Begin to listen and identify similarities and differences within pieces of music, e.g similar instrument sounds.	Develop ability to listen and identify similarities and differences within pieces of music, e.g similar instrument sounds.	Develop ability to listen and identify similarities and differences within pieces of music, e.g tempo and dynamics with vocabulary.	Develop ability to listen and identify similarities and differences within pieces of music, e.g tempo, instrument choice and dynamics with vocabulary. Identify when there is more than one voice in a song.	Develop ability to listen and identify similarities and differences within pieces of music, e.g tempo, instrument choice and dynamics with vocabulary
						Begin to identify particular instruments within a piece of music	Begin to offer suggestions for why a composer might have made a particular choice with tempo or dynamics Begin to identify melody and harmony in songs.	Develop ability to offer suggestions for why a composer might have made a particular choice with tempo, instruments or dynamics Begin to make links between music of different eras.
Composing: • Improvise • Compose	Explore a range of percussion instruments and discuss the sounds they make	Explore a range of percussion instruments and use alongside familiar songs and rhymes	Use a range of instruments in response to a known song or story, e.g creating sound effects to go with a familiar story (rainmakers, shakers, noises to represent characters)	Use pictorial resources to form a 4-beat phrase (i.e. clap clap stomp stomp, blue blue red green) to represent music they play.	Improvise short 4 note phrases with learned notes (i.e. on ukulele)	Improvise short 4 note phrases with learned notes on a wider range of instruments Use simple graphic symbols/dot and stick notation for crochets, quavers and crochet rests to record 4 beat patterns by clapping or untuned instruments. Introduce digital platform for composing own music.	Improvise short 4 note phrases with learned notes on a wider range of instruments with increasing complexity Use graphic symbols/dot and stick notation for crochets, quavers and crochet rests to record 4 beat patterns by clapping or untuned instruments. Develop the use of digital platform for composing own music.	Use known popular music to replace parts of lyrics with own lyrics related to curriculum topics. Use graphic symbols/dot and stick notation for crochets, quavers, semibreve and minim and crochet rests to record 4 beat patterns by clapping or untuned instruments. Develop the use of digital platform for composing own music with increasing complexity.

<p>Musicianship:</p> <ul style="list-style-type: none"> Pulse/Beat Rhythm Pitch 	<p>Respond to routine based songs – eg stopping when the tidy up song begins, lining up when lining up song is sung</p> <p>Mirror adult voice when changing pitch for characters in stories</p>	<p>Engaging with songs by joining in or responding appropriately (question and answer phrases)</p> <p>Participate in repeat after me style songs and games</p> <p>Match pitch of characters in stories (i.e. Goldilocks, Big Bad Wolf)</p>	<p>Identify if a beat changes pace – e.g faster/slower (tempo)</p> <p>Play copycat rhythms eg clapping/tapping</p> <p>Being to listen and respond to pitch – can children hear what sounds the same/different?</p>	<p>Mark the beat of a listening piece by clapping or tapping in time to the music (body percussion)</p> <p>Know the difference between left and right to support coordination of hand movement</p> <p>Follow simple stick representation for crochets, quavers and rests to form a 4-note pattern</p> <p>Respond with movement to changes in pitch</p>	<p>Walk/move in time to the beat of a piece of music or song</p> <p>Follow copycat rhythms and invent rhythms for others to follow (body percussion)</p> <p>Respond with movement to changes in pitch and dynamics</p>	<p>Walk/move in time to the beat of a piece of music or song, responding to a change in tempo</p> <p>Follow copycat rhythms and invent rhythms for others to follow (body percussion) which include crochets, quavers and rests</p> <p>Perform stick notation patterns using body percussion or untuned instruments</p>	<p>Select simple dance moves to move in time to the beat of a song</p> <p>Follow copycat rhythms and invent rhythms for others to follow (body percussion) which include crochets, quavers and rests with increasing complexity</p> <p>Perform stick notation patterns using body percussion, untuned instruments and tuned instruments (intentional notes)</p>	<p>Select simple dance moves to move in time to the beat of a song with increased expression</p> <p>Follow copycat rhythms and invent rhythms for others to follow (body percussion) which include crochets, quavers, semibreve, minim and rests</p> <p>Perform stick notation patterns using body percussion, untuned instruments and tuned instruments (intentional notes) with increasingly complexity</p>
Performing/Instrumental Performance	Sing favourite songs/rhymes to a familiar audience	Sing favourite songs/rhymes to a familiar audience	<p>Performance stance expectations</p> <p>Follow performance cues</p> <p>Listen to those around them</p> <p>Perform a learnt song to a familiar audience (vocal)</p>	Perform a learnt song to a familiar audience which includes vocals and percussion	<p>Introduced to three instruments throughout the year led by a music hub teacher (three of: ukulele, samba drums, clarinet, brass and strings)</p> <p>Perform a learnt song to a familiar audience</p>	<p>Introduced to two further instruments throughout the year led by a music hub teacher (three of: ukulele, samba drums, clarinet, brass and strings) and continue development with another.</p> <p>Perform a learnt song to a familiar audience</p>	<p>Continue development with three previously introduced instruments throughout the year led by a music hub teacher (three of: ukulele, samba drums, clarinet, brass and strings)</p> <p>Perform a learnt song to a familiar audience</p> <p>Access + tuition provided weekly for a small selection of pupils.</p>	<p>Access + tuition provided weekly for a small selection of pupils.</p> <p>Perform increasingly complex learnt songs to a familiar audience</p>
Key Experiences	<p>Participate in singing in small groups</p> <p>Complete Library Rhyme Challenge</p> <p>Learn a selection of key nursery rhymes</p>	<p>Participate in singing assemblies</p> <p>Complete Library Rhyme Challenge</p> <p>Learn a selection of key nursery rhymes</p> <p>Participate in shared performance (Nativity)</p>	<p>Participate in singing assemblies</p> <p>Learn a class song/anthem</p> <p>Participate in shared performance (i.e. singing in Nativity)</p> <p>Attend theatre performances</p>	<p>Participate in singing assemblies</p> <p>Learn a class song/anthem</p> <p>Participate in shared performance (i.e. singing and including percussion in Nativity)</p> <p>Attend theatre performances</p>	<p>Participate in singing assemblies</p> <p>Learn a class song/anthem</p> <p>Participate in shared performance (i.e. shared concert)</p> <p>Attend live music performances</p>	<p>Participate in singing assemblies</p> <p>Learn a class song/anthem</p> <p>Participate in shared performance (i.e. shared concert)</p> <p>Attend live music performances</p>	<p>Participate in singing assemblies</p> <p>Learn a class song/anthem</p> <p>Participate in shared performance (i.e. shared concert)</p> <p>Attend live music performances</p>	<p>Participate in singing assemblies</p> <p>Learn a class song/anthem</p> <p>Participate in shared performance (i.e. shared concert)</p> <p>Attend live music performances</p>
Key Music Traditions	<p>Nursery rhymes</p> <p>Favourite popular music and music from film</p>	<p>Nursery rhymes</p> <p>Favourite popular music and music from film</p>	Family/cultural favourites (to be shared by students and their families)	Devolved nations traditional songs and musical types/traditional instruments	WWI (UK) and how music/the radio was used to build the morale of the soldiers	South Africa (Ladysmith Black Mambazo)	India (Kishori Amonkar)	WWII (UK) Rap
Key pieces of music/composers	<p>Nursery rhymes</p> <p>Popular children’s tunes (appropriate to year)</p>	<p>Nursery rhymes</p> <p>Popular children’s tunes (appropriate to year)</p>	<p>Appropriate composers and performers related to cultural background of cohort</p> <p>The Nutcracker</p>	<p>Chris Hadfield’s cover of David Bowie - Space Oddity</p> <p>This is Me – Greatest Showman</p> <p>Mars from <i>The Planets</i> – Holst</p>	<p>Sister Suffragette from <i>Mary Poppins</i></p> <p>Keep the Home Fires Burning</p> <p>Pack Up Your Troubles</p> <p>The Last Post</p>	<p>The Carnival of the Animals – Camille Saint Seans</p> <p>Jurassic Park theme – John Williams</p> <p>John Williams repertoire</p>	Jupiter from <i>The Planets</i> – Holst	Lin-Manuel Miranda
Key Vocabulary	<p>Loud</p> <p>Soft</p> <p>Listen</p> <p>Sing</p> <p>Copy</p>	<p>Loud</p> <p>Soft</p> <p>Listen</p> <p>Sing</p> <p>Copy</p>	<p>Tempo</p> <p>Beat</p> <p>Rhythm</p> <p>Pitch</p> <p>Composer</p> <p>Musician</p>	<p>Dynamics</p> <p>Crescendo</p> <p>Decrescendo</p> <p>Volume</p> <p>Conductor</p>	<p>Unison</p> <p>Forte</p> <p>Piano</p> <p>Related vocabulary to instruments</p>	<p>Related vocabulary to instruments</p> <p>Atmospheric</p> <p>Notation</p> <p>Quaver</p> <p>Crochet</p> <p>Rest</p>	<p>Related vocabulary to instruments</p> <p>Verse</p> <p>Chorus</p> <p>Harmony</p> <p>Mezzo forte</p> <p>Mezzo piano</p>	<p>Semibreve</p> <p>Minim</p> <p>Notation</p> <p>Lyrics</p> <p>Melody</p>