

Music Cumulative Curriculum

| Strand | Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Singing | <p>Sing familiar nursery rhymes and songs in small groups.</p> <p>Experiment with the different sounds that we can make with our bodies – body percussion and voice sounds</p> <p>Join in with songs with actions in small groups</p> | <p>Sing familiar nursery rhymes and songs by heart.</p> <p>Experiment with the different sounds that our voices can make – deep voices, quiet voices, long sounds, short sounds</p> <p>Copy actions as they sing along to familiar songs</p> | <p>Learn the correct posture for signing.</p> <p>Begin simple warm up games.</p> <p>Sing simple songs, chants and rhymes from memory, following simple visual directions from an adult to sing together at the same time.</p> | <p>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.</p> <p>Learn the importance of hydration in taking care of our vocal muscles.</p> <p>Sing an increasing range of simple songs, following simple visual directions from an adult to start/stop/get louder/quieter and counting in.</p> <p>Sing at the same pitch as a given note, with accuracy, through singing a range of call and response songs.</p> | <p>Sing at the same pitch as a given note, with accuracy, through singing a range of familiar songs.</p> <p>Follow cues to take turns and sing in smaller groups.</p> <p>Follow an increasing range of simple instructions and visual cues to get louder/softer.</p> | <p>Follow cues to sing short songs in the round (2-part round).</p> <p>Controlling vocal muscles to hold a note for longer lengths (breathing techniques)</p> <p>Follow an increasing range of simple instructions and visual cues for dynamics, tempo and note length.</p> | <p>Follow cues to sing short songs in the round (3-part round).</p> <p>Introduce simple harmonies in group singing</p> <p>Follow an increasing range of simple instructions and visual cues for dynamics, tempo and note length, including multiple sets of instructions.</p> | <p>Develop ability to produce simple harmonies in group singing</p> <p>Follow an increasing range of simple instructions and visual cues for dynamics, tempo and note length, including multiple sets of instructions.</p> |
| Listening | <p>Move in rhythm to the music – slow/fast</p> | <p>Link to emotions – music that makes us feel happy/sad/excited/scared</p> <p>Link with movement in PE</p> | <p>Listen and respond to a range of pieces of music through discussion, movement, art.</p> <p>Identify things within pieces of music which make them feel differently, e.g changes of instruments/dynamics</p> | <p>Develop peer feedback in response to pieces of music or performances.</p> <p>Begin to listen and identify similarities and differences within pieces of music, e.g similar instrument sounds.</p> | <p>Begin to develop personal preferences about music.</p> <p>Develop ability to listen and identify similarities and differences within pieces of music, e.g similar instrument sounds.</p> | <p>Continue to develop personal preferences about music and give reasons why.</p> <p>Develop ability to listen and identify similarities and differences within pieces of music, e.g tempo and dynamics with vocabulary.</p> <p>Begin to identify particular instruments within a piece of music</p> | <p>Continue to develop personal preferences about music and give reasons why.</p> <p>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.</p> <p>Begin to offer suggestions for why a composer might have made a particular choice with tempo or dynamics</p> <p>Begin to identify melody and harmony in songs.</p> | <p>Continue to develop personal preferences about music and give increasingly complex reasons why.</p> <p>Develop ability to listen and identify similarities and differences within pieces of music, e.g tempo, instrument choice and dynamics with vocabulary</p> <p>Develop ability to offer suggestions for why a composer might have made a particular choice with tempo, instruments or dynamics</p> <p>Begin to make links between music of different eras.</p> |
| Composing: <ul style="list-style-type: none"> Improvise Compose | <p>Explore a range of percussion instruments and discuss the sounds they make</p> | <p>Explore a range of percussion instruments and use alongside familiar songs and rhymes</p> | <p>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)</p> | <p>Use pictorial resources to form a 4-beat phrase (i.e. clap clap stomp stomp, blue blue red green) to represent music they play.</p> | <p>Improvise short 4 note phrases with learned notes (i.e. on ukulele)</p> | <p>Improvise short 4 note phrases with learned notes on a wider range of instruments</p> <p>Use simple graphic symbols/dot and stick notation for crochets, quavers and crochet rests to record 4 beat patterns by clapping or untuned instruments.</p> <p>Introduce digital platform for composing own music.</p> | <p>Improvise short 4 note phrases with learned notes on a wider range of instruments with increasing complexity</p> <p>Use graphic symbols/dot and stick notation for crochets, quavers and crochet rests to record 4 beat patterns by clapping or untuned instruments.</p> <p>Develop the use of digital platform for composing own music.</p> | <p>Use known popular music to replace parts of lyrics with own lyrics related to curriculum topics.</p> <p>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.</p> <p>Develop the use of digital platform for composing own music with increasing complexity.</p> |

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| <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> |
| <p>Performing/Instrumental Performance</p> | <p>Sing favourite songs/rhymes to a familiar audience</p> | <p>Sing favourite songs/rhymes to a familiar audience</p> | <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> | <p>Perform a learnt song to a familiar audience which includes vocals and percussion</p> | <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> |
| <p>Key Experiences</p> | <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> |
| <p>Key Music Traditions</p> | <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> | <p>Family/cultural favourites (to be shared by students and their families)</p> | <p>Devolved nations traditional songs and musical types/traditional instruments</p> | <p>WWI (UK) and how music/the radio was used to build the morale of the soldiers</p> | <p>South Africa (Ladysmith Black Mambazo)</p> | <p>India (Kishori Amonkar)</p> | <p>WWII (UK)</p> <p>Rap</p> |
| <p>Key pieces of music/composers</p> | <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> | <p>Jupiter from <i>The Planets</i> – Holst</p> | <p>Lin-Manuel Miranda</p> |
| <p>Key Vocabulary</p> | <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> |