

Music Cumulative Curriculum

Strand	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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. 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 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 cues to sing short songs in the round (3-part round).</p> <p>Introduce simple harmonies in group singing</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</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>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 and dynamics</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 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>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) 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>