

Model Music Curriculum abbreviations: Listening (L), Performance (P), Musicianship (M), Singing (S), Composing (C)
National Curriculum Objectives: there are 4 in key stage 1 and 5 in key stage 2. These will be referenced by number in the following table. *Key components in all years are revisited the following year for new pupils, to accommodate mix years and to embed learning.*

Music sequence of Knowledge:

Nursery

Children in nursery enjoy rhymes and songs and also get to experience a range of instruments performed live including guitar, ukulele and violin. Performance using percussion instruments and enjoying listening to music from all styles, times and cultures, sessions are part of a whole range of enrichment activities. We set the foundation here for successful music learning throughout our school.

Sequence of Substantive Knowledge

| Listening | Singing | Performing | Musicianship | Composition and improvisation |
|--|--|---|---|---|
| To be exposed to a range of music and be led by the teacher to respond to it through copying gestures. | To chant and sing a range of songs and rhymes with enjoyment. To be able to sing higher and lower but not yet exactly pitch match. | To be able to perform a song as a group, starting and finishing together. | To be able to copy a pulse action led by a teacher when listening to music. | To be able to make a sound with a untuned percussion instrument holding it correctly. |

| Music sequence of Knowledge: | | | | |
|--|---|---|--|---|
| Reception | | | | |
| Children in reception get the opportunity to learn simple songs and rhymes through singing and with basic percussion instruments, all chosen to improve language development and numeracy skills alongside the child simply enjoying making music. EYFS themes such as mini beasts, pets, fairy tales, nonsense and funny rhymes are explored.. The aim is to build on the joy of music they've already experienced and provide a foundation for future music making as children transition to the Model Music Curriculum in Year 1. | | | | |
| Sequence of Substantive Knowledge | | | | |
| Listening | Singing | Performing | Musicianship | Composition and improvisation |
| To be exposed to a range of music (previously listened to) and 5 additional pieces from the school listening music curriculum. Respond to it through gestures/dance movements they spontaneously improvise recognising when music becomes faster or slower | To chant and sing a range of songs and rhymes with enjoyment. To be able to sing higher and lower and pitch-match two sounds. | To be able to perform a song as a group, starting and finishing together with musical expression (louder and softer – dynamics) | To be able to make a pulse action by rocking on the floor moving in time with the music. | To be able to make a sound with two untuned percussion instruments holding them correctly, in a group activity and able to refine and improve musicality through listening. |

Music Knowledge and Skills

KS1

Year 1

1) The ability to chant and sing (with good intonation) simple songs (eg. See Saw) and rhymes (eg. We're going on a Bear Hunt) and where appropriate*

- Mark the pitch (eg. high and low on the body)
- The pulse (with an action)
- Create sound effects
- Perform the rhythm by using the thinking voice

(Singing & Musicianship NC 1, 2 & 4)

2) To clap or play (using un-tuned percussion) back a four-bar rhythm, recognise its stick notation and use its rhythm names Ta and Te Te. Use this knowledge to improvise a rhythm using a range of untuned percussion with varied sound qualities.

(Musicianship and Composing NC 2 & 4)

3) To perform musically to 'In the Hall of the Mountain King' or similar great composer's work using a range of five different untuned percussion instruments that can be named and used appropriately. (Listening and Performance NC 2, 3, 4)

4) To be able to listen and assess a range of music from all musical periods and describe basic features such as volume (dynamics) and speed (tempo) expressing likes, dislikes, and emotions about them. Use actions where appropriate eg. Finger dancing or conducting (Listening NC3). Explore a piece from Carnival of the Animals.

Vocabulary: Pulse, Thinking Voice, Composer, Percussion instrument, Pop music

Year 2

1) The ability to chant and sing (with good intonation) simple songs up to five pitches (eg. Engine, Engine) and a wider range of rhymes (eg. Double, Double) and where appropriate.

- **Recognising three pitches as higher, middle and low.**
- Mark the pulse **using an instrument.**
- Create sound effects on **instruments** as well as with the voice
- Perform the rhythm **from flashcards** used in the song or rhyme
(Singing and Musicianship NC 1, 2 & 4)

2) To clap or play (using un-tuned percussion) back a four-bar rhythm using specific stick notation and use its rhythm names Ta, Te Te and **crotchet rest**. Use this knowledge to improvise a rhythm **using a range of untuned percussion** with varied sound qualities and **record on a white board using graphic or stick notation.**
(Musicianship and Composing NC 2 & 4)

3) To perform musically to 'In the Hall of the Mountain King & **Pentatonic Folk tunes eg. Ladybird**' or similar works using a range of **5 pitches plus** using different **tuned percussion instruments** that can be **named** and used appropriately. (Listening and Performance NC 2, 3, 4)

4) To be able to listen and assess a range of music from all musical periods including exploring a piece from Carnival of the Animals and describe basic features such as volume (dynamics), speed (tempo) and **describe some of the instruments performing** them expressing likes, dislikes, emotions about them. Use actions where appropriate eg. Finger dancing or conducting (Listening NC3).

Vocabulary: Pulse, Thinking Voice, Composer, Percussion instrument, Pop music, Rhythm, Pitch, Orchestra, Tuned Percussion, Classical Music

Music Knowledge and Skills

LKS2

Year 3

1) The ability to **perform musically a folk melody sung in key stage 1 (eg. See saw, hot cross buns) including the notes B A G or E D C, note values crotchet, quaver, and crotchet rest (stick notation)** on at least one of the following:

- Tuned percussion
- Song Maker on Chrome Music Lab (also include a percussion part)
- A recorder **(P, M, C, S) NC 1, 2, 3, 4**

2) The ability to listen and repeat a song (**sung up to two parts**) accurately performed with **a range of dynamics (volume), tempos (speed), pitches with good intonation (tuning), phrasing, and stage craft. Also, can appraise and improve their performance. (L, P, M, S) NC 1, 3**

3) To improvise a song or compose a melody **using the pitches C D E (or B A G) and rhythm names ta, te te and rest with dynamics, a marked tempo (speed)** on at least one of the following recording it either by audio or notation:

- Tuned percussion
- Song Maker on Chrome Music Lab (also with a percussion part)
- A recorder **(C, M) NC 1, 2, 4**

4) **To understand that there is a sequence of history in music** (it changes over time). Listening to music, recognising its features (dynamics, tempo, instruments) and then performing it such as pop music with artists who are alive and great composers from the classical period who are dead. **(L, M) NC 3, 5, 6**

5) To listen to music and respond to it with some understanding of its genre **including recognising Folk (Big Brave Bill and folk songs sung) and Classical music (Peter and the Wolf) and the different instruments used in each. Explore more pieces from The Carnival of the Animals. (L, M) NC 3, 5, 6**

Vocabulary: Pulse, Thinking Voice, Composer, Percussion instrument, Pop music, Rhythm, Pitch, Orchestra, Tuned Percussion, Classical Music Folk Music, Strings (example eg. Violin), Recorder Dynamics, Notation

Year 4

1) The ability to perform musically a folk melody sung in key stage 1 (**five note pitches**), note values (ta, ta a, te te) and names **minim**, crotchet, quaver and crotchet rest (stick notation) on at least one of the following:

- Tuned percussion
- Song Maker on Chrome Music Lab (also include a percussion part)
- A recorder
- Ukulele **(P, M, C, S) NC 1, 2, 3, 4**

2) The ability to listen and repeat a song (**sung up to three parts or wide note range and syncopated rhythm**) accurately performed with a range of dynamics (volume), changing tempos (speed), pitches with good intonation (tuning), phrasing, and stage craft. **To understand its solfa pitch names. (L, P, M, S) NC 1, 3**

3) To improvise a song or compose a melody using the pitches **C D E G A – pentatonic scale (or G A B C D if using a recorder) or chords C or F major (using a ukulele) and put in appropriate dynamics F (loud) P (quiet) and a tempo mark (speed indication) with A B A structure.** Records this by either:

- Audio on a chrome book;
- Using stick notation and pitch names on a composing grid
- Using Song Maker on Chrome Music Lab. **(C, M) NC 1, 2, 4**

4) To understand that there is a sequence of history in music (it changes over time). Listening to music, recognising its features (dynamics, tempo, instruments). Revisiting familiar music including Peter and the Wolf by Prokofiev and new music **Film music Star Wars, Pirates of the Caribbean and Monsters inc. Understand the style/genre (including Jazz) and use of melody (liet motifs).(L, M) NC 3, 5, 6**

5) To listen to music from a wide range of genres and respond to it with some understanding. **recognising Folk, Jazz and Classical music and the different instruments used in each. How is folk music different or the same to Jazz music? Explore more pieces from The Carnival of the Animals. (L, M) NC 3, 5, 6**

Vocabulary: Pulse, Thinking Voice, Composer, Percussion instrument, Pop music, Rhythm, Pitch, Orchestra, Tuned Percussion, Classical Music Folk Music, Strings (example eg. Violin), Recorder, Dynamics, Notation Jazz Music, Woodwind (eg.flute), Ukulele, Tempo, Melody

Music Knowledge and Skills

UKS2

Year 5

1) The ability to perform musically a folk melody or rhyme with note values of minim, crotchet, quaver, **semi-quaver** and crotchet rest (stick notation) on at least one of the following:

- Tuned percussion or untuned percussion including djembe drum/Samba kit
- Song Maker on Chrome Music Lab (also include a percussion part)
- A recorder (G A B C D)
- Ukulele (chords C, F, G and A minor)
- **Violin (G D A B E) (P, M, C, S) NC 1, 2, 3, 4**

2) The ability to listen and repeat a song (sung up to three parts or wide note range and syncopated rhythm) accurately performed with a range of dynamics (volume), changing tempos (speed), pitches with good intonation (tuning), phrasing, and stage craft. To be able to mark the pulse and **also recognise a change in key (higher or lower).** (L, P, M, S) NC 1, 3

3) To improvise or compose a song or melody using a wide note range and rhythm values **(including a semi-quaver)** using tuned or untuned percussion **(including Djembe drum or Samba kit)**, ukulele or violin. **Create a verse and chorus structure with instrumental sections** only (if sung). Record this on: (C, M) NC 1, 2, 4

- Audio on chrome book;
- Using stick notation and pitch names on a composing grid
- Using Song maker on Chrome Music Lab.

4) To understand that there is a sequence of history in music (it changes over time). Listening to music, recognising its features (dynamics, tempo, instruments, structure, melody, riff/ostinato, chords used). **Be able to compare the original orchestral piece Pachelbel Canon with a wide range of pop music hits from Memories to Go West. Understand the different textures created by the music ensemble performing it.** (L, P, M) NC 3, 5, 6

5) To listen to music and respond to it with some understanding to its genre including recognising Pop, Folk, Jazz, Classical, music **from different cultures** eg. Samba and the different instruments and different composers/artists associated with each. **Name one artist or composer.** (L, M) NC 3, 5, 6

Vocabulary: Pulse, Thinking Voice, Composer, Percussion instrument, Pop music, Rhythm, Pitch, Orchestra, Tuned Percussion, Classical Music Folk Music, Strings (example eg. Violin), Recorder, Dynamics, Notation, Jazz Music, Woodwind (eg.flute), Ukulele, Tempo, Melody, **Cultural Music** eg. Samba, Percussion section (orchestral and other), Riff/ostinato, Structure, Band/ensemble

Year 6

1) The ability to create sound effects as a group using a range of instruments and percussion to fit with a clip from a film. **To perform as Foley Artists and record the sound relaying it onto the film clip as new original sound.** (L, M, C, P) NC 1, 2, 3

2) **To improvise a melody over the 12 bar blues chords I (C), IV (F) and V (G)** using a wide note range and rhythm values performed on tuned percussion, an instrument or song maker (Chrome Music Lab). Record on at least one of the following. Be familiar with the staff notation **C D E F G A B C.**

- Audio on chrome book;
- Using stick notation and pitch names on a composing grid
- Using staff notation
- Using Song Maker on Chrome Music Lab.

(C, M, P) NC 1, 2, 3, 4, 5

3) To understand that there is a sequence of history in music (it changes over time). Listening to music, recognising its features (dynamics, tempo, instruments, structure, melody, riff/ostinato, chords used, texture). Look at the **transition from Folk to Popular music** and **how four chords are used I V VI IV (C F G A minor)** and be able to perform these using a variety of Popular songs (memorised by ear) or **creating their own four chord song.** Use Google Chrome Music Lab – Song Maker or instruments. (L, C, P, M) NC 1, 2, 3, 4, 5, 6

4) To listen to music and respond to it with some understanding of its genre including recognising Pop (and the types within it including **Rhythm and Blues (R & B), Dance, Rap and Rock**) Folk, Jazz, Classical, music from different cultures eg. **Samba** and the different instruments and different composers/artists associated with each. **To identify at least three types of genre and perform some of these genres through singing or using instruments.** (L, P, M) NC 3, 5, 6

Vocabulary: Pulse, Thinking Voice, Composer, Percussion instrument, Pop music, Rhythm, Pitch, Orchestra, Tuned Percussion, Classical Music Folk Music, Strings (example eg. Violin), Recorder, Dynamics, Notation, Jazz Music, Woodwind (eg.flute), Ukulele, Tempo, Melody, Cultural Music eg. Samba, Percussion section (orchestral and other), Riff/ostinato, Structure, Band/ensemble, **Different types of Pop music – R&B, Dance, Rap, Rock, Chords, Texture, Timbre, Brass, Stave**