

Music

Curriculum Road Map: Singing

EYFS

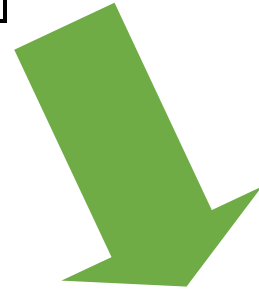
In EYFS, children join in with nursery rhymes and simple songs, learning the melodies and actions off-by-heart.



Year 1

In year 1, children will:

- sing, rap, rhyme, chant and use spoken word.
- demonstrate good singing posture and sing songs from memory.
- copy back intervals of an octave and fifth (high, low).
- sing in unison.



Year 3

In Year 3, children will:

- Sing as part of a choir.
- Sing a widening range of unison songs, of varying styles and structures.
- Demonstrate good singing posture.
- Perform actions confidently and in time to a range of action songs. Sing songs from memory and/or from notation.
- Sing with awareness of following the beat.
- Sing with attention to clear diction.
- Sing expressively, with attention to the meaning of the words. Sing in unison.
- Understand and follow the leader or conductor.
- Copy back simple melodic phrases using the voice.



Year 2

In Year 2, children will:

- Sing as part of a choir.
- Demonstrate good singing posture.
- Sing songs from memory and/or from notation.
- Sing to communicate the meaning of the words.
- Sing in unison and sometimes in parts, and with more pitching accuracy.
- Understand and follow the leader or conductor. Add actions to a song.
- Talk about feelings created by the music/song.
- Describe tempo as fast or slow.
- Join in sections of the song, eg chorus.
- Begin to talk about and understand the style of the music. Know the meaning of dynamics (loud/quiet) and tempo (fast/slow), and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (eg crescendo, decrescendo, pause).



Music Curriculum Road Map: Singing

Year 4

In Year 4, children will:

- Rehearse and learn songs from memory and/or with notation.
- Sing in different time signatures: 2/4, 3/4 and 4/4. Sing as part of a choir with a awareness of size: the larger, the thicker and richer the musical texture.
- Demonstrate good singing posture.
- Demonstrate vowel sounds, blended sounds and consonants. Sing 'on pitch' and 'in time'.
- Sing expressively, with attention to breathing and phrasing. Sing expressively, with attention to staccato and legato.
- Talk about the different styles of singing used for different styles of song.
- Talk about how the songs and their styles connect to the world.

Year 5

In Year 5, children will:

- Rehearse and learn songs from memory and/or with notation.
- Sing in 2/4, 3/4, 4/4 and 6/8 time. Sing in unison and parts, and as part of a smaller group. Sing 'on pitch' and 'in time'.
- Sing a second part in a song. Self-correct if lost or out of time.
- Sing expressively, with attention to breathing and phrasing.
- Sing expressively, with attention to dynamics and articulation.
- Develop confidence as a soloist.
- Talk about the different styles of singing used for different styles of song.
- Talk confidently about how connected you feel to the music and how it connects in the world.
- Respond to a leader or conductor.

Year 6

In year 6, children will:

- Rehearse and learn songs from memory and/or with notation. Sing a broad range of songs as part of a choir, including those that involve syncopated rhythms, with a good sense of ensemble and performance.
- This should include observing rhythm, phrasing, accurate pitching and appropriate style.
- Continue to sing in parts where appropriate. Sing in 2/4, 4/4, 3/4, and 6/8.
- Sing with and without an accompaniment.
- Sing syncopated melodic patterns.
- Demonstrate and maintain good posture and breath control whilst singing.
- Sing expressively, with attention to breathing and phrasing. Sing expressively, with attention to dynamics and articulation.
- Lead a singing rehearsal.
- Talk about the different styles of singing used for the different styles of songs sung in this year.
- Discuss with others how connected you are to the music and songs, and how the songs and styles are connected to the world.

Music

Curriculum Road Map: Listening and Appraising

EYFS

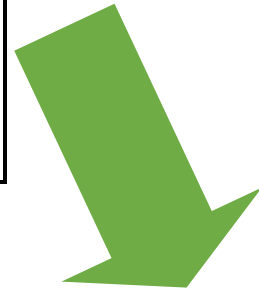
In EYFS children listen with increasing attention to a range of nursery rhymes and simple children's songs, building up a bank of 20 nursery rhymes by heart. They will learn to recognise and name the characters in some of the songs. They will begin to recognise high and low, loud and soft, and fast and slow music. They will begin to develop some preferences and be able to name favourite songs.



Year 1

In Year 1, children will listen to a range of genres including Old School Hip-Hop, Jazz, Funk, Pop and Classical. They will:

- Move and dance with the music.
- Find the steady beat. Talk about feelings created by the music.
- Recognise some band and orchestral instruments.
- Describe tempo as fast or slow.
- Describe dynamics as loud and quiet.
- Join in sections of the song, eg chorus.
- Begin to understand where the music fits in the world.
- Begin to understand about different styles of music.



Year 3

In Year 3, children will listen to genres including RnB, Reggae, Pop (songs which tell stories), Disco and Classical music. They will:

- Share their thoughts and feelings about the music together.
- Find the beat or groove of the music. Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.
- Invent different actions to move in time with the music.
- Talk about what the song or piece of music means.
- Identify some instruments you can hear playing.
- Identify if it's a male or female voice singing the song.
- Talk about the style of the music.



Year 2

In Year 2, children will listen to a range of genres including Afropop and South African music, Rock, Reggae, Pop and Classical. They will:

- Mark the beat of a listening piece (eg Boléro by Ravel) by tapping or clapping and recognising tempo, as well as changes in tempo.
- Walk in time to the beat of a piece of music.
- Identify the beat groupings in the music you sing and listen, eg 2-time, 3-time etc.
- Move and dance with the music confidently. Talk about how the music makes you feel. Find different steady beats.
- Describe tempo as fast or slow.
- Describe dynamics as loud or quiet.
- Join in sections of the song, eg call and response.
- Start to talk about the style of a piece of music. Recognise some band and orchestral instruments.
- Start to talk about where music might fit into the world.



Music

Curriculum Road Map: Listening and Appraising

Year 4

In Year 4, children will listen to genres including Pop, including ABBA, Grime, Gospel and Soul, and Classical music. They will:

- Talk about the words of a song.
- Think about why the song or piece of music was written.
- Find and demonstrate the steady beat.
- Identify 2/4, 3/4, and 4/4 metre. Identify the tempo as fast, slow or steady.
- Recognise the style of music you are listening to.
- Discuss the structures of songs.
- Identify: • Call and response • A solo vocal or instrumental line and the rest of the ensemble • A change in texture • Articulation on certain words • Programme music
- Explain what a main theme is and identify when it is repeated. Know and understand what a musical introduction is and its purpose.
- Recall by ear memorable phrases heard in the music. Identify major and minor tonality.
- Recognise the sound and notes of the pentatonic scale by ear and from notation.

Year 5

In Year 5, children will listen to a range of genres including Rock, Bossa Nova, Swing, Pop Ballads, Old-School Hip-Hop, Motown and Classical music. They will:

- Rehearse and learn songs from memory and/or with notation.
- Sing in 2/4, 3/4, 4/4 and 6/8 time. Sing in unison and parts, and as part of a smaller group. Sing 'on pitch' and 'in time'.
- Sing a second part in a song.
- Self-correct if lost or out of time.
- Sing expressively, with attention to breathing and phrasing. Sing expressively, with attention to dynamics and articulation.
- Develop confidence as a soloist.
- Talk about the different styles of singing used for different styles of song.
- Talk confidently about how connected you feel to the music and how it connects in the world.
- Respond to a leader or conductor.

Year 6

In Year 6, children will listen to a range of genres including Pop/Neo Soul, Pop Ballads of the 1970s, Hip Hop, Classical, Electronic, Soul and Contemporary music. They will:

- Talk about feelings created by the music.
- Justify a personal opinion with reference to Musical Elements.
- Identify 2/4, 4/4, 3/4, 6/8 and 5/4.
- Identify the musical style of a song using some musical vocabulary to discuss its Musical Elements.
- Identify the following instruments by ear and through a range of media: bass guitar, electric guitar, percussion, sections of the orchestra such as brass, woodwind and strings, electric organ, congas, pianos and synthesizers, and vocal techniques such as scat singing.
- Discuss the structure of the music with reference to verse, chorus, bridge and an instrumental break.
- Explain a bridge passage and its position in a song.
- Recall by ear memorable phrases heard in the music.
- Identify major and minor tonality, chord triads I, IV and V, and intervals within a major scale.
- Explain the role of a main theme in musical structure.
- Know and understand what a musical introduction and outro is, and its purpose. Identify the sound of a Gospel choir and soloist, Rock band, symphony orchestra and A Cappella groups.

Music

Curriculum Road Map: Composing and Improvising

EYFS

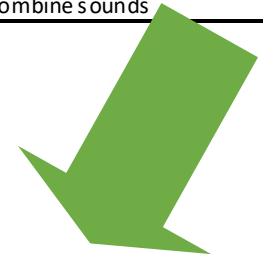
In EYFS children respond to music with movement, inventing imaginary characters through movement or dancing and explore singing and making different sounds with their voices. They begin to think and share their own ideas for actions and simple substitutions of changes to the songs they know. They explore a range of untuned percussion instruments and sound makers to make different sounds, and make simple 1 or 2-note patterns on tuned percussion instruments.



Year 1

In year 1, children will:

- Explore improvisation within a major and minor scale using the notes: C, D, E D, E, A F, G, A D, F, G
- Improvise simple vocal patterns using 'Question and Answer' phrases. Understand the difference between creating a rhythm pattern and a pitch pattern.
- Create musical sound effects and short sequences of sounds in response to music and video stimulus.
- Create a story, choosing and playing classroom instruments and/or soundmakers. Recognise how graphic notation can represent created sounds.
- Explore and invent your own symbols. Use music technology, if available, to capture, change and combine sounds



Year 3

In Year 3, children will:

- Explore improvisation within a major scale
- Become more skilled in improvising (using voices, tuned and untuned percussion, and instruments played in whole-class/group/individual/instrumental teaching), inventing short 'on-the-spot' responses using a limited note-range.
- Compose over a simple groove.
- Compose over a drone.
- Structure musical ideas (eg using echo or 'Question and Answer' phrases) to create music that has a beginning, middle and end.
- Create music and/or sound effects in response to music and video stimulus.
- Use music technology, if available, to capture, change and combine sounds.
- Compose over a simple chord progression.
- Compose over a simple groove. Compose over a drone. Start to use simple structures within compositions, eg introduction, verse, chorus or AB form.
- Use simple dynamics. Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values.
- Create a simple melody using crotchets, minims and perhaps paired quavers:



Year 2

In Year 2, children will:

- Explore improvisation within a major scale using the notes: C, D, E C, G, A G, A, B F, G, A
- Work with a partner and in the class to improvise simple 'Question and Answer' phrases, to be sung and played on untuned percussion, creating a musical conversation.
- Create musical sound effects and short sequences of sounds in response to music and video stimulus.
- Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.
- Create a story, choosing and playing classroom instruments.
- Create and perform your own rhythm patterns with stick notation, including crotchets, quavers and minims.
- Use music technology, if available, to capture, change and combine sounds.
- Use notation if appropriate: Create a simple melody using crotchets and minims:



Music

Curriculum Road Map: Composing and Improvising



Year 4

In Year 4, children will:

- Explore improvisation within a major scale using the notes: F#, A, B D, E, F, G, A
- Improvise on a limited range of pitches on the instrument you are now learning, making use of musical features, including smooth (legato) and detached (staccato) articulation.
- Improvise over a simple chord progression. Improvise over a groove.
- Combine known rhythmic notation with letter names, to create short, pentatonic phrases using a limited range of five pitches, suitable for the instruments being learnt.
- Compose over a simple chord progression.
- Compose over a groove.
- Create music in response to music and video stimulus. Use music technology, if available, to capture, change and combine sounds.
- Start to use simple structures within compositions, eg introduction, verse, chorus or AB form.
- Use simple dynamics.
- Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values.
- Create a melody using crotchets, minims, quavers and their rests. Use a pentatonic scale



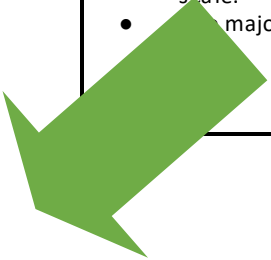
Year 6

In year 6, children will:

- Explore improvisation within a major scale, using the notes: C, D, E, F, G G, A, Bb
- Improvise over a groove, responding to the beat, creating a satisfying melodic shape with varied dynamics and articulation.
- Plan and compose an 8 or 16-beat melodic phrase, using the pentatonic scale (eg C, D, E, G, A), and incorporate rhythmic variety and interest.
- Play this melody on available tuned percussion and/or orchestral instruments.
- Notate this melody.
- Create a simple chord progression.
- Compose a ternary (ABA form) piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.
- Create music in response to music and video stimulus.
- Use music technology, if available, to capture, change and combine sounds. Start to use structures within compositions, eg introduction, multiple verse and chorus sections, AB form or ABA form (ternary form).
- Use simple dynamics. Use rhythmic variety.
- Compose song accompaniments, perhaps using basic chords.
- Use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet).
- Use full scales in different keys. Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, and all equivalent rests.
- Use a pentatonic and a full scale. Use major and minor tonality:

Year 5

In Year 5, children will:

- Explore improvisation within a major scale, using the notes: C, D, Eb, F, G, A
 - Improvise over a simple groove, responding to the beat and creating a satisfying melodic shape.
 - Experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).
 - Create music in response to music and video stimulus. Use music technology, if available, to capture, change and combine sounds.
 - Start to use structures within compositions, eg introduction, multiple verse and chorus sections, AB form or ABA form (ternary form).
 - Use chords to compose music to evoke a specific atmosphere, mood or environment.
 - Use simple dynamics.
 - Use rhythmic variety.
 - Compose song accompaniments, perhaps using basic chords.
 - Use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet).
 - Use full scales in different keys. Understand how chord triads are formed and play them on tuned percussion, melodic instruments or keyboards.
 - Perform simple, chordal accompaniments. Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, plus all equivalent rests. Use a pentatonic and a full scale.
 - Use major and minor tonality
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Music

Curriculum Road Map: Playing and Performing

EYFS

In EYFS, children join in with nursery rhymes and simple songs, learning the melodies and actions off-by-heart. They learn to copy back pitches and simple clapped rhythms, including the rhythm of their name. They tap, clap or play percussion instruments in time with the song. They perform songs with actions to their classmates and audiences made up of family members.



Year 1

In Year 1, children will:

- Use body percussion, instruments and voices.
- In the key centres of: C major, F major, G major and A minor.
- Find and keep a steady beat together.
- Understand the difference between creating a rhythm pattern and a pitch pattern. Copy back simple rhythmic patterns using long and short.
- Copy back simple melodic patterns using high and low.
- Complete vocal warm-ups



Year 3

In Year 3, children will:

- Use body percussion, instruments and voices in the key centres of: C major, F major, G major and A minor.
- In the time signatures of: 2/4, 3/4 and 4/4.
- Find and keep a steady beat.
- Copy back and improvise simple rhythmic patterns using minims, crotchets, quavers and their rests.
- Copy back and improvise simple melodic patterns using the notes: C, D, E G, A, B F, G, A A, B, C
- Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence.
- Play and perform melodies following staff notation, using a small range, as a whole class or in small groups. Include any actions, instrumental parts/improvisatory ideas/composed passages within the rehearsal and in the performance.
- Talk about what the song means and why it was chosen to share.
- Reflect on feelings about sharing and performing, e.g excitement, nerves, enjoyment.



Year 2

In Year 2, children will:

- Use body percussion, instruments and voices in the key centres of: C major, G major and A minor.
- Find and keep a steady beat.
- Copy back simple rhythmic patterns using long and short.
- Copy back simple melodic patterns using high and low. Complete vocal warm-ups
- Sing short phrases independently.
- Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence.
- Decide on any actions, instrumental parts/improvisatory ideas/composed passages to be practised and included in the performance.
- Talk about what the song means and why it was chosen to share.
- Talk about the difference between rehearsing a song and performing it.



Music

Curriculum Road Map: Playing and Performing



Year 4

In Year 4, children will:

- Use body percussion, instruments and voices. In the key centres of: C major, F major, G major and A minor.
- In the time signatures of: 2/4, 3/4 and 4/4.
- Find and keep a steady beat.
- Listen and copy rhythmic patterns made of semibreves, minims, dotted crotchets, crotchets, quavers, semiquavers and their rests, by ear or from notation.
- Copy back melodic patterns using the notes: A, A, B, C, D, E, F, G
- Rehearse and enjoy the opportunity to share what has been learned in the lessons.
- Perform, with confidence, a song from memory or using notation. Play and perform melodies following staff notation, using a small range, as a whole class or in small groups.
- Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance.
- Explain why the song was chosen, including its composer and the historical and cultural context of the song.
- Communicate the meaning of the words and articulate them clearly.
- Use the structure of the song to communicate its mood and meaning in the performance.
- Talk about what the rehearsal and performance has taught the student.
- Understand how the individual fits within the larger group ensemble.
- Reflect on the performance and how well it suited the occasion. Discuss and respond to any feedback; consider how future performances might be different.



Year 6

In Year 6, children will:

- Use body percussion, instruments and voices. In the key centres of: C major, G major, D major, A minor and D minor.
- In the time signatures of: 2/4, 3/4, 4/4, 5/4 and 6/8.
- Find and keep a steady beat.
- Listen and copy rhythmic patterns made of minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.
- Copy back melodic patterns using the notes: F#, G, A, B, C# A, B, C, D, E, F, G
- Rehearse and learn to play one of four differentiated instrumental parts by ear or from notation, in the tonal centres of C major, F major, G major, D major, E major, A major, E♭ major, D minor and F minor.
- Play a melody following staff notation written on one staff and using notes within an octave range (do–do); make decisions about dynamic range, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).

Year 5

In Year 5, children will:

- Use body percussion, instruments and voices. In the key centres of: C major, G major, D major, F major and A minor. In the time signatures of: 2/4, 3/4, 4/4, 5/4 and 6/8.
 - Find and keep a steady beat. Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.
 - Copy back melodic patterns using the notes: G, A, B, C, D, E, F#
 - Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major, E♭ major, C minor and D minor.
 - Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one staff and using notes within the middle C–C'/do–do range. This should initially be done as a whole class, with greater independence gained each lesson through smaller group performance.
- 