



British Section: Music Curriculum Overview

YEAR GROUP	PERFORMING	IMPROVISING AND COMPOSING	LISTENING AND REVIEWING	DIMENSIONS
<p>FS1</p>	<p>Sing /chant simple songs, nursery rhymes Vocalise in free-flow play Move to the sound of instruments Move to the beat of music</p>	<p>Create and explore sounds in different ways Begin to show some control with holding/playing instruments</p>	<p>Listen to and identify sounds in the environment Listen to songs and show a preference for different songs or types of music Listen to others when music making Start to identify instrumental sounds</p>	<p>Dynamics: explore loud/quiet Tempo: explore fast/slow</p>
<p>FS2</p>	<p>Sing/chant songs, nursery rhymes Create sounds in vocal sound games Start to internalise music Start to sing the melodic shape of a melody Move to the sound/beat of instruments Start to play/hold percussion instruments correctly Start to follow a simple rhythm</p>	<p>Add simple sound effects to simple stories using instruments Explore and play instruments using control of loud/quiet and fast/slow dimensions</p>	<p>Talk about music and express feelings physically or verbally Listen /respond to others when music making</p>	<p>Pitch: explore high and low sounds Dynamics: explore loud/quiet sounds Tempo: explore fast and slow sounds</p>

Year 1				
Y1	<p>Sing songs, action songs, chants and rhymes</p> <p>Explore body percussion to create sounds</p> <p>Start and stop together</p> <p>Introduce/play graphic symbols linked to sounds</p> <p>Begin to use correct technique when playing a range of percussion instruments</p> <p>Start to keep a steady beat and copy simple rhythm patterns</p>	<p>Create simple body percussion composition</p> <p>Create and clap own rhythms</p> <p>Explore sounds from various sources and link them together</p>	<p>Talk about preferences for music</p> <p>Start to listen to a variety of music with some concentration</p>	<p>Pitch: recognise high/low sounds</p> <p>Dynamics: understand loud/quiet/silence</p> <p>Tempo: understand fast and slow</p> <p>Timbre: start to identify percussion sounds and how they are made</p>
Year 2				
Y2	<p>Sing songs, action songs, chants and rhymes which build rhythmic and melodic memory</p> <p>Explore body percussion (including voice) to create sounds</p> <p>Use correct technique when playing a range of percussion instruments</p> <p>Keep a steady beat and copy simple rhythm patterns</p>	<p>Respond to graphic symbols/notation for sounds</p> <p>Create simple graphic score for a group of children to perform</p> <p>Compose sound effects to add to a song</p> <p>Create patterns of sound – long/short, high/low, loud/soft</p> <p>Think of ways to improve their compositions</p>	<p>Talk about musical preferences and start to use a simple musical vocabulary</p> <p>Begin to explore how music can affect emotions</p> <p>Listen to a variety of music with increasing concentration</p>	<p>Pitch: recognise high/middle/low sounds</p> <p>Dynamics: understand and demonstrate loud/quiet/silence</p> <p>Tempo: Understand and demonstrate fast and slow</p> <p>Timbre: identify some percussion sounds and how they are made</p> <p>Duration: identify patterns of long and short sounds</p>
Year 3				
Y3	<p>Sing a variety of songs, maintaining good tone and pitch</p> <p>Sing with a developing understanding of good singing technique e.g. expression</p> <p>Perform simple rhythms on percussion instruments</p>	<p>Follow a graphic score containing symbols</p> <p>Create a group graphic score and play this to others</p> <p>Start to comment constructively on the performance of others</p>	<p>Listen to music with a degree of concentration, discussing own opinions, using some musical vocabulary</p> <p>Start to discuss the emotional impact of a piece of music</p>	<p>Pitch: recognise and respond to higher and lower sounds and general shapes of a melody</p> <p>Duration: Understand that rhythmic patterns fit to a beat</p>

	<p>Start to learn to play the recorder, read staff notation and know some basic note values (e.g. crotchet, quaver values)</p> <p>Explore the properties of instruments</p> <p>Add simple percussion accompaniments to songs</p>	<p>Improvise freely on percussion Instruments</p> <p>Explore an IT programme to create a simple musical score linked to pitch and rhythm</p>	<p>Start to identify some structural and expressive aspects of music</p>	<p>Dynamics: Begin to practise getting louder and quieter gradually</p> <p>Tempo: start to demonstrate getting faster and slower gradually</p> <p>Timbre: Identify/name a range of instruments and how they are played</p> <p>Texture: recognise and respond to one sound leading to many sounds</p>
Y4	<p>Sing a variety of songs (including rounds), maintaining own part with some support</p> <p>Sing with a growing understanding of good singing technique e.g. expression and dynamics</p> <p>Perform rhythms on percussion instruments</p> <p>Continue to learn to play the recorder, read staff notation and recognise basic note values (e.g. crotchet, quaver minim and semibreve values)</p>	<p>Create a rhythmic composition, linked to rhythms of words, using notation</p> <p>Improvise with growing awareness of desired outcomes</p> <p>Plan and compose in partnerships or groups, using knowledge of sound properties or sound effects</p> <p>Comment constructively and sensitively on the performance of others</p> <p>Explore an IT programme to create a simple musical score linked to pitch, rhythm and dynamics</p>	<p>Listen to music using good concentration, discussing own opinions with greater use of musical vocabulary</p> <p>Discuss the emotional impact of music with a degree of sensitivity</p> <p>Identify some of the structural and expressive aspects of the music that is listened to (e.g. starts slowly and gets faster)</p>	<p>Pitch: begin to recognise steps, leaps and repeated notes</p> <p>Duration: Begin to understand 4 meter rhythm patterns</p> <p>Dynamics: Understand getting louder and quieter gradually</p> <p>Tempo: Understand getting faster and slower by graduations</p> <p>Timbre: Continue to identify/name a range of un-tuned/tuned instruments and how they are played</p> <p>Texture: Start to recognise two different layers in music</p> <p>Structure: start to understand that songs can follow a structure (e.g. chorus/verse etc)</p>

<p>Y5</p>	<p>Sing a variety of songs (including rounds) , where simple harmonies can start to be maintained. Sing with an increasing understanding of good singing technique e.g. expression, dynamics and phrasing Perform more complex rhythms on un-tuned percussion instruments Start to learn to play the ukulele, gaining a basic knowledge of chord notation Perform with an awareness of others</p>	<p>Improvise with increasing confidence and a growing awareness of context and purpose Compose and create graphic scores using symbols for group performance Comment constructively and sensitively on the performance of others using some musical language Use a sequencing program, such as GarageBand, to explore different ways of recording and manipulating sound. Use simple editing functions, such as loop, trim and split. Explore effects such as reverb and delay.</p>	<p>Listen to music using good concentration, starting to identify different ensemble combinations and instruments heard Discuss and give personal opinions of the music heard with growing confidence and use of a range of musical terminology Listen to music from different genres and discuss aspects of these different styles</p>	<p>Pitch: identify steps, leaps and repeated notes Duration: Understand 3 & 4 meter rhythm patterns and how they fit to a beat Dynamics: start to understand how a wider range of dynamics create expressive effect Tempo: start to understand how a wider range of tempos can be used for expressive effect Timbre: Discuss the quality of 'voice' of vocal pieces Texture: Start to recognise different combinations of layers in music Structure: Understand the structure of songs and have an awareness of repetition in music</p>
<p>Y6</p>	<p>Sing, with confidence, a variety of songs with control, expression, phrasing and dynamics Demonstrate good confident singing technique Perform complex rhythms, showing clear understanding of meter including compound time Continue to learn to play the ukulele, gaining and increasing knowledge of chord notation</p>	<p>Improvise with confidence and an awareness of rhythm, context and purpose Compose and create rhythmic scores linked to tuned percussion and show a growing awareness of accurate notation Comment, increasingly constructively upon the</p>	<p>Listen to music using good concentration, identifying different ensemble combinations and instruments heard Discuss and give personal opinions of the music heard with confidence and use of an extended range of musical terminology</p>	<p>Pitch: Identify a major scale pattern and use pitch knowledge to play a major scale Duration: Identify 2,3 and 4 meter and how rhythms fit into a steady beat Dynamics: Understand how a wider range of dynamics create expressive effect</p>

	<p>Perform with control and awareness of others</p>	<p>performance of others using appropriate musical language Use a sequencing program, such as GarageBand, to explore different ways of recording and manipulating sound. Use simple editing functions, such as loop, trim and split. Explore effects such as reverb and delay.</p>	<p>Listen to music from different genres and start to compare and contrast the different styles</p>	<p>Tempo: understand how a wider range of tempos can be used for expressive effect Timbre: Discuss the quality of voice and instrumental pieces Texture: Start to understand simple types of harmony (simple parts, use of chords) Structure: Start to understand some basic musical structures (e.g. repeat signs, ostinato)</p>
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Acknowledgements:

Musical Developmental Matters in The Early Years – Nicola Burke

Musical Progression of Skills – www.downs.kent.sch.uk