



# Yaxham Church of England VA Primary School

## Music Curriculum Plan

*Through loving God and loving others,  
we flourish, learn & grow.*



## Music Curriculum

Controlling Sounds through singing and playing (Play and Perform)				
Use voices expressively				
	National Curriculum Objectives	Skills	Knowledge	Key Vocabulary
<b>R</b>	EYFS – Being Imaginative and Expressive.	To sing a range of well-known nursery rhymes.	To know that we use our voice differently when we sing. To know the words to a number of nursery rhymes.	Nursery rhyme, song, speak, sing, voice
<b>YR 1</b>	Use their voices expressively and creatively by singing songs and speaking chants and rhymes.	Use voice in different ways such as speaking, singing and chanting.	To know the meanings of singing, speaking and chanting.	Voice, song, sing, voice, chant, speak
<b>YR 2</b>		Use voices expressively and creatively. To sing with the sense of shape of the melody.	To know a variety of ways they can express their voice.	Express, sing, song, voice
<b>YR 3</b>	Sing with increasing confidence and control. Play and perform in solo and ensemble contexts using their voices with increasing accuracy, fluency control and expression.	To sing in unison, becoming aware of pitch.	To understand what pitch means. To know what singing in unison means.	Unison, pitch
<b>YR 4</b>		To sing in unison maintaining the correct pitch and using increasing expression.	To understand what pitch means. To know what singing in unison means. To know what expression is.	Unison, pitch, expression
<b>YR 5</b>		To sing in unison with clear diction, controlled pitch and sense of phrase.	To understand what pitch means. To know what singing in unison means. To understand that diction is speaking clearly. To know that musical phrasing is like telling a story, using expression to emphasise particular parts.	Unison, diction, pitch, phrase
<b>YR 6</b>		To sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrase.	To know that solo means singing alone. To know what singing in unison means. To understand that songs can be divided into parts for singing. To understand what pitch means. To know that musical phrasing is like telling a story, using expression to emphasise particular parts.	Solo, unison, parts, diction, pitch, phrase

Play tuned and un-tuned instruments				
	National Curriculum Objectives	Skills	Knowledge	Key Vocabulary
<b>R</b>	EYFS – Being Imaginative and Expressive.	To be able to explore and describe the sounds a variety of un-tuned instruments make.	To know the names of some instruments. To know that instruments make different sounds.	Sound, instrument
<b>YR 1</b>	Play tuned and un-tuned instruments musically.	To create and choose sounds. To perform simple rhythmical patterns, beginning to show an awareness of pulse.	To know that instruments make different sounds. To know that's sounds can be played or made in patterns.	Sound, rhythm, instrument, pulse,
<b>YR 2</b>		To create and choose sounds for a specific effect.	To know that instruments can be tuned or untuned.	Tuned, un-tuned, rhythmical pattern,

		To perform rhythmical patterns and accompaniments, keeping a steady pulse.	To know what ‘pulse’ is.	steady, pulse, play,
YR 3	Play with increasing confidence and control. Play and perform in solo and ensemble contexts musical instruments with increasing accuracy, fluency control and expression.	To perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes.	To know that musical pieces are arranged in parts. To know what ‘pitch’ is. To know that notes are identified by letters.	Parts, rhythmical, pitch, notes, play
YR 4		To play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics.	To know what musical expression is. To know that dynamics is how loudly or quietly music is played.	Play, notes, expression, dynamics, loud, quiet
YR 5		To play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression.	To know that solo means playing alone. To know that an ensemble involves performing together.	Perform, play, solo, accuracy, expression
YR 6		To play and perform with accuracy, fluency, control and expression.	To know that they need to be able to be aware of others to perform effectively as an ensemble.	Perform, play, accuracy, control, expression, fluency
Rehearse and perform with others				
	National Curriculum Objectives	Skills	Knowledge	Key Vocabulary
R	EYFS – Being Imaginative and Expressive.	To perform songs rhymes, poems and stories with others.	To know some nursery rhymes by memory.	Rhyme, story, song, poem, sing
YR 1	Use their voices expressively and creatively by singing songs and speaking chants and rhymes.	To think about others when singing.	To know that others might enjoy listening to tem perform. To know that our voices can make music by singing.	Sing, song
YR 2		To face others while singing.	To know that facing forwards makes the sound clearer to hear.	Sing, song, sound
YR 3	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency control and expression.	To be aware of the need to sing and perform at the same time as others.	To know that an audience needs to see and hear you when you are performing.	Sing, perform, audience,
YR 4		To be able to sing and perform at the same time as others.	To know that singing at the same time as others makes the performance more enjoyable for the audience. To know that rehearsals are needed to ensure the final performance achieves the desired effect.	Sing, perform, audience, performance, unison, rehearse
YR 5		To maintain my own part and be aware how the different parts fit together.	To know that performances can be arranged in parts. To know that each part goes together to achieve the desired effect.	Performance, parts, rehearse, audience
YR 6		To think about the audience when performing and how to create a specific effect.	To know that performances are for the enjoyment of the audience. To know that this is why they must have the audience in mind when they are rehearsing.	Performance, parts, rehearse, audience

Creating and developing musical ideas (Create and Compose)				
Create musical patterns				
	National Curriculum Objectives	Skills	Knowledge	Key Vocabulary
R	EYFS – Being Imaginative and Expressive.	To be able to experiment with and explore sounds.	To know that objects and instruments make sounds.	Instruments, sounds
YR 1	Experiment with, create, select and combine sounds using the interrelated dimensions of music.	To know about and experiment with sounds.	To know that objects and instruments make different sounds.	Instruments, sounds
YR 2		Repeat short rhythmic and melodic patterns.	To know that instruments can be played in a pattern.	Instrument, sound, pattern,
YR 3	Improvise and compose music for a range of purposes suing the inter-related dimension of music.	To create simple rhythmical patterns that use a small range of notes.	To know that notes can be played in a pattern.	Note, pattern
YR 4		To create rhythmical and simple melodic patterns using an increased number of notes.	To know that notes can be played in a repeating pattern.	Rhythm, melody, pattern, note, repeating
YR 5		To create increasingly complicated rhythmic and melodic phrases within given structures.	To know that notes can be played in a rhythmic pattern to create an effect.	Rhythm, melody, pattern, note, repeating, effect
YR 6		To create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures.	To know that notes can be played in a rhythmic and melodic pattern to create an effect.	Rhythm, melody, pattern, note, repeating, effect, melodic and rhythmic phrases
Explore, choose and organise sounds and musical ideas				
	National Curriculum Objectives	Skills	Knowledge	Key Vocabulary
R	EYFS – Being Imaginative and Expressive.	To perform songs rhymes, poems and stories with others, having planned their ideas using discussion.	To know some songs, rhymes and poems.	
YR 1	Listen with concentration and understanding to a range of high-quality live and recorded music.	To recognise and explore how sounds can be organised, To identify and organise sounds using simple criteria e.g. loud, soft, high low.	To know that sounds can be identified and described.	Loud, soft, quiet, high, low
YR 2		To begin to explore, choose and order sounds using the inter-related dimensions of music.	To know of the inter-related dimensions of music.	Pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, notation
YR 3	Listen with attention to detail and recall sounds with increasing aural memory.	To begin to join simple layers of sound, e.g. a background rhythm and a solo melody.	To begin to know that sounds can be layered.	Background, foreground, rhythm, melody, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, notation
YR 4		To join layers of sound, thinking about musical dynamics of each layer and understanding the effect.	To know that sounds can be layered.	Background, foreground, rhythm, melody, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, notation

<b>YR 5</b>		To create increasingly complicated rhythmic and melodic phrases within given structures.	To know that music can be structured in different ways.	Background, foreground, rhythm, melody, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, notation
<b>YR 6</b>		To create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures.	To know that music can be structured in different ways to create different effects.	Background, foreground, rhythm, melody, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, notation, structure, effect.

Responding and reviewing appraising skills				
Explore and express ideas and feelings about music using movement, dance and expressive and musical language.				
	National Curriculum Objectives	Skills	Knowledge	Key Vocabulary
R	EYFS – Personal, Social and Emotional Development.	To show an understanding of their own feelings.	To know the names of some emotions.	Happy, sad, excited,
YR 1	Listen with concentration and understanding to a range of high-quality live and recorded music.	To talk about how music makes you feel or want to move. E.g. it makes me want to jump/sleep/shout etc.	To know that music can impact upon people’s emotions.	Music, feelings, happy, sad, excited, calm
YR 2		To respond to different moods in music and explain thinking about changes in sound.	To know that music and sounds can impact upon people’s emotions and moods.	Music, feelings, happy, sad, excited, calm, mood,
YR 3	Listen with attention to detail and recall sounds with increasing aural memory.	To explore and comment on the ways sounds can be used expressively.	To know that music can be used to express emotions.	Music, sounds, feelings, mood, expression, happy, sad, excited, calm, other emotions words...
YR 4		To recognise and explore the ways sounds can be combined and used expressively and comment on the effect.	To know that different effects can be used to convey different emotions in music.	Music, sounds, feelings, mood, expression, happy, sad, excited, calm, other emotions words...
YR 5		To describe, compare and evaluate different types of music, beginning to use musical words.	To know that different types of music often convey different messages. To know that there are different genres of music.	Bosa Nova, blues, classical, disco, folk, funk, gospel, grime, hip-hop, Motown, pop, reggae,
YR 6		To describe, compare and evaluate different types of music using a range of musical vocabulary including the inter-related dimensions of music.	To know that music can be analysed and evaluated to further understanding.	Pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, notation, evaluate, compare, describe.
To make improvements to my own work.				
	National Curriculum Objectives	Skills	Knowledge	Key Vocabulary
R	EYFS – Personal, Social and Emotional Development.	To set and work towards simple goals.	To know that there is an end product to be achieved.	“What do you want to do?” “What do you want it to sound like?”
YR 1	Listen with concentration and understanding to a range of high-quality live and recorded music.	To think about and make simple suggestions about what could make their own work better. E.g: play faster or louder.	To know that work can be made better.	Make better, change, faster, louder, softer, quieter, slower

<b>YR 2</b>		To identify what improvements could be made to own work and make these changes, including altering use of voice, playing of and choice of instruments.	To know that their music can be improved by changing their voice or instrument.	Make better, improve, change, voice, instrument, faster, louder, softer, quieter, slower, higher, lower
<b>YR 3</b>	Listen with attention to detail and recall sounds with increasing aural memory.	To comment on the effectiveness of own work, identifying and making improvements.	To know that their musical work can be evaluated and improved.	Make better, improve, change, voice, instrument, faster, louder, softer, quieter, slower, higher, lower, evaluate
<b>YR 4</b>		To comment on the effectiveness of own work, identifying and making improvements based on its intended outcome.	To know that their musical work can be evaluated against their intended outcome.	Make better, improve, change, voice, instrument, faster, louder, softer, quieter, slower, higher, lower, evaluate, outcome
<b>YR 5</b>		To comment on the success of own and others work, suggesting improvements based on intended outcomes.	To know the value of peer assessment in achieving the best possible outcome.	Evaluate, outcome, improvement, assessment, peer
<b>YR 6</b>		To evaluate the success of own and others work, suggesting specific improvements based on intended outcomes and comment on how this could be achieved.	To know the value of peer assessment in achieving the best possible outcome. To know how to communicate improvements to peers constructively.	Evaluate, outcome, improvement, assessment, peer

### Listening and applying knowledge and understanding

#### To listen with concentration and recall sounds within increasing aural memory.

	National Curriculum Objectives	Skills	Knowledge	Key Vocabulary
<b>R</b>	EYFS – Personal, Social and Emotional Development.	To be able to demonstrate focused attention.	To know when to listen carefully. <u>To be aware of the following classical musical pieces:</u> <ul style="list-style-type: none"> <li>William Tell Overture by Rossini</li> <li>Dance Of The Sugar Plum Fairy by Tchaikovsky</li> <li>Flight Of The Bumblebee by Rimsky-Korsakov</li> <li>Jupiter, The Bringer Of Jollity by Gustav Holst</li> <li>Fantasia On A Theme By Thomas Tallis by Ralph Vaughan Williams</li> <li>E.T. Flying Theme by John Williams</li> </ul>	Listen
<b>YR 1</b>	Listen with concentration and understanding to a range of high-quality live and recorded music.	To begin to identify simple repeated patterns and follow basic musical instructions.	To know what simple musical pattern sounds like. <u>To be aware of the following classical musical pieces:</u> <ul style="list-style-type: none"> <li>A Song Before Sunrise by Delius</li> <li>The Firebird by Stravinsky</li> <li>The Bird by Prokofiev</li> <li>Grand March from Aida by Verdi</li> <li>Boléro by Ravel</li> <li>The Lamb by John Tavener</li> </ul>	Music, pattern, sounds, instruments, voice
<b>YR 2</b>		To identify and recognise repeated patterns and follow a	To know what a more complex musical pattern sounds like.	Music, pattern, sounds, instruments,

		wider range of musical instructions	<u>To be aware of the following classical musical pieces:</u> <ul style="list-style-type: none"> <li>• Peer Gynt Suite: Anitra's Dance by Edvard Grieg</li> <li>• Brandenburg Concerto No 1 by Johann Sebastian Bach</li> <li>• From the Diary Of A Fly by Béla Bartók</li> <li>• Fantasia on Greensleeves by Vaughan Williams</li> <li>• Dance Of The Sugar Plum Fairy by Tchaikovsky</li> </ul>	voice
<b>YR 3</b>	<p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians.</p>	To listen with attention and begin to recall sounds.	<p>To know what individual sounds sound like. To know how to identify and name sounds.</p> <p><u>To be aware of the following classical musical pieces:</u></p> <ul style="list-style-type: none"> <li>• L'hom Arme by Robert Morton</li> <li>• Les Tricoteuses by Couperin</li> <li>• The Clock by Franz Joseph Haydn</li> <li>• Allegro Maestoso by Franz Liszt</li> <li>• Prelude à L'Après-Midi</li> <li>• D'Un Faune by Claude Debussy</li> </ul>	Listen, sounds.
<b>YR 4</b>		To listen to and recall patterns of sounds with increasing accuracy.	<p>To know what patterns sounds like. To know how to identify and name the patterns accurately.</p> <p><u>To be aware of the following classical musical pieces:</u></p> <ul style="list-style-type: none"> <li>• La Quinta Estampie Real</li> <li>• The Arrival of The Queen of Sheba by Handel</li> <li>• Moonlight Sonata by Beethoven</li> <li>• Bridal March by Wagner</li> <li>• Rhapsody in Blue by Gershwin</li> </ul>	Listen, sounds, pattern
<b>YR 5</b>		To listen to and recall a range of sounds and patterns of sounds confidently.	<p>To know what patterns sounds like. To know how to identify and name the patterns accurately.</p> <p><u>To be aware of the following classical musical pieces:</u></p> <ul style="list-style-type: none"> <li>• Music For Compline</li> <li>• Dido And Aeneas by Purcell</li> <li>• Symphony No 5 in C minor Opus 67 by Beethoven</li> <li>• Minute Waltz by Chopin</li> <li>• Central Park In The Dark by Charles Ives</li> </ul>	Music, pattern, sounds, instruments, voice
<b>YR 6</b>		To listen to, internalise and recall sounds and patterns of sounds with accuracy and confidence.	<p>To know what patterns sounds like. To know how to identify and name the patterns accurately.</p> <p><u>To be aware of the following classical musical pieces:</u></p> <ul style="list-style-type: none"> <li>• L'Autrier Pastoure Seoit</li> <li>• Armide Overture by Jean-Baptiste Lully</li> <li>• The Marriage Of Figaro: Overture by Mozart</li> <li>• Erlkönig (D 382 Opus 1 Wer Reitet So S pät ) by Schubert</li> <li>• Sonata For Horn In F by Hindemith</li> </ul>	Music, pattern, sounds, instruments, voice

To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures.				
	National Curriculum Objectives	Skills	Knowledge	Key Vocabulary
R	EYFS – Being Imaginative and Expressive	To try to move in time to the music.	To know that music can be danced to. To know that music has a rhythm.	Music, song, dance, rhythm.
YR 1	Experiment with, create, select and combine sounds using the interrelated dimensions of music.	To begin to understand that musical elements can be used to create different moods and effects.	To know of some musical elements.	Pitch, duration, dynamics, tempo, timbre, texture, silence
YR 2		To understand how musical elements create different moods and effects.	To know that musical elements can create effects within a piece of music.	Pitch, duration, dynamics, tempo, timbre, texture, silence, mood, feelings
YR 3	Improvise and compose music for a range of purposes suing the inter-related dimension of music.	To begin to understand how different musical elements are combined and used to create an effect.	To begin know that musical elements can be combined to create effects within a piece of music.	Pitch, duration, dynamics, tempo, timbre, texture, silence, mood, feelings, musical elements.
YR 4		To understand how different musical elements are combined and used expressively.	To know that musical elements can be combined to create effects within a piece of music.	Pitch, duration, dynamics, tempo, timbre, texture, silence, mood, feelings, musical elements.
YR 5		To begin to identify the relationship between sounds and how music can reflect different meanings.	To begin to know how sounds can be combined to reflect different meanings.	Pitch, duration, dynamics, tempo, timbre, texture, silence, mood, feelings, musical elements.
YR 6		To identify and explore the relationship between sounds and how music can reflect different meanings.	To know how sounds can be combined to reflect different meanings.	Pitch, duration, dynamics, tempo, timbre, texture, silence, mood, feelings, musical elements.
To understand that sounds can be made in different ways and described using given and invented signs and symbols.				
	National Curriculum Objectives	Skills	Knowledge	Key Vocabulary
R	EYFS – Literacy	To understand that simple symbols and shapes can represent meaning in music.	To begin to know that symbols can represent sounds.	Shapes, pictures, meanings, music, sounds
YR 1	Experiment with, create, select and combine sounds using the interrelated dimensions of music.	To begin to represent sounds with simple sounds including shapes and marks.	To begin to know that symbols and marks can represent sounds.	Shapes, pictures, meanings, music, sounds, marks
YR 2		To confidently represent sounds with a range of symbols, shapes and marks.	To know that symbols and marks can represent sounds.	Shapes, pictures, meanings, music, sounds, marks
YR 3	Use and understand staff and other musical notation.	To begin to recognise simple notations to represent music, including pitch and volume.	To begin to know that simple notations can represent music, pitch and volume.	Notations, pitch, volume.
YR 4		To understand and begin to use established and invented musical notations to represent music.	To know that there are established forms of notating music.	Notes, notation
YR 5		To recognise and use a range of musical notations including staff notation.	To know that musical elements are represented by specific symbols. To begin to know about staff notation.	Pitch, duration, dynamics, tempo, timbre, texture, silence, musical elements, staff.



<b>YR 6</b>		To use and apply a range of musical notations including staff notation, to plan, revise and refine musical material.	To know about staff notation. To know the correct way to use staff notation.	Notation, notes, staff notation
<b>To know how music is used for particular purposes.</b>				
	<b>National Curriculum Objectives</b>	<b>Skills</b>	<b>Knowledge</b>	<b>Key Vocabulary</b>
<b>R</b>	EYFS – Understanding the World	To be aware of some situations when music might be played.	To know that music is played in particular situations such as weddings, parties, church services, ect.	Music, play, occasions
<b>YR 1</b>	Listen with concentration and understanding to a range of high-quality live and recorded music.	To listen to short, simple pieces of music and talk about when and why they may hear it. E.g.: a lullaby or Wedding march.	To know that particular pieces of music are used for particular events and situations.	Music, occasions, situation, time, place
<b>YR 2</b>		To listen to pieces of music and discuss where and when they may be heard explaining why using simple musical vocabulary. E.g. It's quiet and smooth so it would be good for a lullaby.	To know that particular pieces of music are used for particular events and situations. To know why certain pieces of music match an event.	When, where, occasions, situation, loud, quiet, soft, fast, slow, smooth,
<b>YR 3</b>	Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians.	To listen to and begin to respond to music drawn from different traditions and great composers and musicians.	To begin to know that music can originate from a range of countries, cultures and traditions. To begin to know the names of some great composers.	Countries, cultures, traditions, composers, classical
<b>YR 4</b>		To listen to, understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians.	To know that music can originate from a range of countries, cultures and traditions. To know the names of some great composers. To know why those composers are great.	Countries, cultures, traditions, composers, classical
<b>YR 5</b>	To develop an understanding of music history.	To listen to a range of high quality, live and recorded music from different traditions, composers and musicians and begin to discuss their differences and how music may have changed over time.	To know the names of some great composers. To know why those composers are great. To know that music styles have evolved over time.	Countries, cultures, traditions, composers, classical, historical context
<b>YR 6</b>		To develop an understanding of the history of music from different, cultures, traditions, composers and musicians evaluating how venue, occasion and purpose effects the way that music is created and performed.	To know the names of some great composers. To know why those composers are great. To know how music styles have evolved over time.	Countries, cultures, traditions, composers, classical, historical context, venue, occasion

## **Charanga Units – Arranged into two year rolling program to incorporate mixed age planning.**

### **Cycle A – 2021/22**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Musical exploring within the learning environment.	Me!	My Stories!	Everyone!	Our World	Big Bear Funk
1 & 2 (year 2 units)	Hand's Feet Heart	Ho Ho Ho	I Wanna Play In A Band	Zootime	Friendship Song	Reflect, Rewind, Replay & Western Classical Music
3 & 4 (year 4 units)	Mamma Mia	Glockenspiel Stage 2	Stop!	Lean On Me	Blackbird	Reflect, Rewind, Replay & Western Classical Music
5 & 6 (year 6 units)	Happy	Classroom Jazz 2	A New Year Carol	You've Got A Friend	Music and Me	Reflect, Rewind, Replay & Western Classical Music

### **Cycle B – 2022/23**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Musical exploring within the learning environment.	Me!	My Stories!	Everyone!	Our World	Big Bear Funk
1 & 2 (year 1 units)	Hey You!	Rhythm In The Way We Walk Banana Rap	In The Groove	Round and Round	Your Imagination	Reflect, Rewind, Replay & Western Classical Music
3 & 4 (year 3 units)	Let Your Spirit Fly	Glockenspiel Stage 1	Three Little Birds	The Dragon Song	Bringing Us Together	Reflect, Rewind, Replay & Western Classical Music
5 & 6 (year 5 units)	Livin' On A Prayer	Classroom Jazz 1	Make You Feel My Love	The Fresh Prince Of Bel-Air	Dancing In The Street	Reflect, Rewind, Replay & Western Classical Music