

Rationale

EYFS

By the end of reception children will have built up a repertoire of songs they have learnt by memory. They will be able to explore the different sounds that can be made using different instruments. They will also be able to sing, make music and experiment with changing this.

Year 1

In year 1 children will continue to build a repertoire of songs which they will be able to sing with confidence. This will include exploring music from another culture. They will also build on exploring sounds in EYFS and will be able to recognise the sounds made by instruments they have played. In year 1 children will be introduced to pulse and rhythm. Children should know that music has a steady pulse, like a heartbeat and that we can create rhythms from words, including our names colours and animals. Children will have had the opportunity to explore these in different styles of music. Children will begin to play instruments, naming the notes they have used (C, D and E). By the end of year 1, children will understand that improvisation is about making up your own tunes and that anyone can improvise. They will also understand that composing is like writing a story with music and performing is sharing music with other people (an audience).

Year 2

Building on knowledge of songs in year 1, children will begin to understand the structure of these, with a particular focus on the chorus. Children will continue to explore songs from other cultures, focusing on celebrating musical differences around the world. They will also begin to understand that songs have a musical style. Throughout year 2, children will continue to explore pulse and rhythm, looking at how these are different. When singing and playing instruments children will begin to explore high and low sounds (pitch). By the end of year 2, children will be able to confidently sing songs they know. They will understand unison is everyone signing together and songs can include different ways of using your voice e.g. rapping. Children will also start to think about why we need to warm up our voices. As in year 1, children will be able to play instruments naming the notes they have used (C, D, F and G) they will also be able to name untuned percussion instruments played in class.

Year 3

In year 3 children, will not only be able to sing songs but they will begin to explore the artist who wrote/sang them as well as being able to identify the style of music they are listening to. Children will build on knowledge of how a song is made up from year 2 and will be able to discuss this deeper in relation to the introduction, verse and the chorus. When looking at the inter related dimension of music, children will be able to discuss how pitch, rhythm and pulse work together to make up a song. They will also begin to explore texture, dynamics and tempo. When singing, children will know and be able to

talk about: what the role of a conductor/leader is, how songs can make people feel different things and the importance of listening to each other when singing as part of an ensemble/large group. By the end of year 3, children will be able to talk about the instruments they have used and will continue to talk about the notes they have used (G,A,B).

Year 4

When listening to music, Children will be able to talk about: style indicators of that song, the lyrics and the musical dimensions used and where they are used (texture, dynamics, tempo, rhythm and pitch). Building on from year 3, children will continue to explore how pitch, rhythm and pulse work together. Children will be able to explain what these are. When signing, children will understand how a solo singer makes a thinner texture than a large group. When playing, Children will not only be able to discuss the instruments they have used, they will be able to discuss instruments that may be used in a band/orchestra. In year 4, children will continue to play a range of instruments, identifying the notes they have used.

Year 5

In year 5, children will know a range of songs from memory, they will be able to discuss who sang/wrote the songs and also when they were written and why. Children will begin to explore the historical context of songs, considering what else was going on at the time the songs were written. Children will be able to discuss how pulse, rhythm, pitch, tempo, dynamics and texture as well as the structure of a song work together and how they connect within a song. When singing, children will be able to choose a song and discuss: its main features, different vocals (lead, solo, backing, rapping etc) and what the song is about. When playing and composing, children will be able to talk about: the different ways of writing music down (staff notation/symbols) and the C,D,E,F,G,A,B on the treble starve.

Year 6

In year 6, Children will be able to discuss any musical dimension featured in a song and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre). Children will be able to understand that everyone has a musical identify and will compose their own music inspired by this. Using their knowledge of style, children will perform songs representing feeling and context to their audience. As in year 5, children will continue to play and compose music with a deeper understanding of written music.