



## Sandfield Primary School

### Subject area: Music – based on the ‘Charanga’ scheme of work

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Singing</b>	<p>Most children will:</p> <p>Begin to build a repertoire of songs. Sing to self and make up songs. Sing a few familiar songs.</p>	<p>Most children will:</p> <p>Sing simple songs, chants and rhymes from memory. Follow instructions on how to sing. Imitate changes in pitch. Sing in high and low voices and talk about the difference in sound.</p>	<p>Most children will:</p> <p>Sing songs with increasing vocal control and accurate pitch. Know the meaning of dynamics and tempo and be able to demonstrate these when singing by responding to the leader’s directions and visual symbols. (crescendo, decrescendo, pause) Sing short phrases independently within a singing game or short song.</p>	<p>Most children will:</p> <p>Sing a wide range of unison songs of varying styles and structures. Sing tunefully and with expression</p> <p>Perform forte and piano (loud and soft)</p> <p>Perform actions confidently and in time to a range of action songs.</p> <p>Pronounce the words within a song clearly.</p>	<p>Most children will:</p> <p>Perform with control over voice and awareness of others, taking direction from a conductor.</p> <p>Sing rounds and partner songs in different time signatures (2, 3 and 4 time)</p> <p>Sing a simple second part to introduce vocal harmony.</p>	<p>Most children will:</p> <p>Sing a broad range of songs with a sense of ensemble and performance. Sing with accurate pitching and appropriate style.</p> <p>Sing three-part rounds, partner songs and songs with a verse and chorus.</p>	<p>Most children will:</p> <p>Sing a broad range of songs, including those that involve syncopated rhythms.</p> <p>Observe rhythm, phrasing, accurate pitching and appropriate style when singing, Sing Three and four-part rounds and partner songs.</p> <p>Experiment with positioning singers randomly i.e. no longer in discrete parts, to develop greater listening skills, balance between parts and vocal independence</p>

<p>Listening</p>	<p>Most children will: Explore the different sounds of instruments. Tap out simple rhythms. Explore how sounds can be changed.</p>	<p>Most children will: Identify the beat (pulse) of a tune. Recognise changes in pitch. Listen to rhythms and clap them back. Begin to identify some instruments by the sound that they make.</p>	<p>Most children will: Identify the beat (pulse) of a tune. Copy and also create rhythms for others to copy using names, colours, animals or other words. Recognise changes in pitch and dynamics. Identify more instruments by the sound that they make. Discuss how songs make you and others feel.</p>	<p>Most children will: Use the terms: pitch, pulse, dynamics, rhythm confidently. Begin to recognise and describe changes in tempo and timbre. Identify more instruments by the sound that they make. Begin to think about what the words of a song mean.</p>	<p>Most children will: Use the terms: pitch, pulse, dynamics, rhythm, timbre, tempo confidently when describing a piece of music. Recognise the style of music and important musical features of the style. Identify 2/4, 3/4 and 4/4 metre. Describe the texture and structure of a piece of music. Identify and describe instruments within a piece of music. Understand what a musical introduction is and its purpose. Identify major and minor tonality</p>	<p>Most children will: Identify and describe the sound of instruments within a piece of music, referring to the inter-related dimensions. Identify 2/4, 3/4, 6/8 and 5/4 metre. Recognise the style of music and important musical features of the style. Compare two songs in the same style. Think about the message of a song.</p>	<p>Most children will: Describe how lyrics often reflect the cultural context of music and have social meaning. Understand what a musical outro is and its purpose. Identify and describe the sound of instruments within a piece of music, referring to the inter-related dimensions</p>
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<p>Performing</p>	<p>Most children will: Capture experiences and responses with a range of media, including music. Join in with a range of songs in school performances.</p>	<p>Most children will: Join in with a range of songs in school assemblies and performances. Follow instructions on how to play an instrument.</p>	<p>Most children will: Join in with a range of songs in school assemblies and performances. Play a musical part in time with a steady pulse. Listen to and follow musical instructions from a leader (conductor).</p>	<p>Most children will: Join in with a range of songs in school assemblies. Play tuned percussion or a melodic instrument following staff notation using up to three notes as a whole class or in small groups. Copy melodic phrases with accuracy at different speeds; allegro and adagio (fast and slow) Play and sing with an awareness of the pulse.</p>	<p>Most children will: Join in with a range of songs in school assemblies. Read and perform pitch notation using up to 5 notes. Develop the basic skills of a selected instrument over a sustained learning period. Play and perform melodies following staff notation using a small range of notes as a whole class or small groups and to a wider audience. Perform in two or more parts (e.g. melody and accompaniment or a duet). Experience leading / conducting the playing of music</p>	<p>Most children will: Join in with a range of songs in school assemblies and in school performance opportunities. Communicate the words of a song effectively to convey meaning. Sing or play following staff notation written on one stave with confidence Discuss what went well about a performance and what could have been better.</p>	<p>Most children will: Perform with controlled breathing (voice) and skilful playing (instrument) Join in with a range of songs in school assemblies and in school performance opportunities to a wider audience. Play a melody following staff notation written on one stave. Make decisions about dynamic range including ff, pp, mf and mp.</p>
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<p>Composing</p>	<p>Most children will:          Make up simple rhythms. Represent their own ideas, thoughts and feelings through music.</p>	<p>Most children will:          Create musical sound effects and short sequences of sounds in response to a stimuli (e.g. rainstorm or train journey)          Understand the difference between creating a rhythm pattern and a pitch pattern.          Recognise how graphic notation can represent created sounds.          Explore and invent own symbols.          Improvise simple vocal chants using question and answer phrases.</p>	<p>Most children will:          Create music in response to a non-musical stimulus (e.g. car race, storm, rocket launch)          Create short, pitch patterns up to three notes.          Create short, rhythm patterns and represent with stick notation including crotchets, minims and crotchet rests. Use symbols to keep a record of composed pieces.          Improvisation          Work with a partner to improvise simple question and answer phrases to be sing and played on untuned percussion.</p>	<p>Most children will:          Compose in response to different stimuli (e.g. stories, poetry, images) Compose music that has a beginning, middle and an end. Help to plan and create at least one simple melody using three notes, using dot notation to show higher and lower pitch, Combine rhythmic notation with letter names.          Compose song accompaniments on untuned percussion using known rhythms and note values. (crotchets and minims) Make musical decisions about pulse, rhythm, pitch, dynamics and tempo.          Improvise using voices, tuned and untuned percussion using up to three notes.</p>	<p>Most children will:          Compose music to create a specific mood, for example creating music to accompany a short film clip. Combine rhythmic notation with letter names to create short pentatonic phrases (5 notes). Create sequences of 2, 3 and 4 beat phrases using known note values (minim, crotchet, crotchet rest and paired quavers). Include smooth (legato) and detached (staccato) sounds within compositions. Use rhythm notation and stick notation to capture and record compositions.          dot          Improvise using voices, tuned and untuned percussion using up to three notes.</p>	<p>Most children will:          Compose to evoke a specific atmosphere, mood or environment or to accompany a silent film or a scene in a book.          Work in pairs to compose a short ternary piece. (A – B – A) Create simple melodies using up to 5 notes and simple rhythmic patterns that work with the style of the song. Experiment with a wider range of dynamics. Record the composition using time signatures, staff notation or technology.          Improvise with rhythm, using voice and instruments (up to three notes) Improvise freely over a drone or groove using tuned percussion and melodic instruments.</p>	<p>Most children will:          Plan and compose an 8 or 16 beat melodic phrase using the pentatonic scale (C D E G A) and use notation to record. Compose a ternary piece; using music software apps to create and record it.          Use chord changes as part of an improvised sequence. Extend improvised melodies beyond 8 beats over a fixed drone or groove.</p>
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Vocabulary	Music sound instrument nursery rhyme action song beat	Pulse Pitch Rhythm Genre Instrument Tuned Untuned Body percussion Untuned percussion Symbols	Previous Year's plus... Dynamics Crescendo Decrescendo Pause Stick notation Dot notation Crotchet Quaver Rest	Previous Year's plus... Tempo Timbre Forte Piano Staff notation Allegro Adagio Stave Lines Spaces Clef Unison	Previous Year's plus... Texture Structure Rounds Partner Song Silence Time Signature Harmony Melody Accompaniment Conductor Pentatonic Minim Legato Staccato Major Minor	Previous Year's plus... Style Three-part Ensemble Ternary Fortissimo Pianissimo Mezzo Forte Mezzo Piano Drone Groove Semibreve Semiquaver Triad	Previous Year's plus... Phrasing Four-part Four-bar phrase Syncopated rhythm
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