




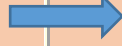
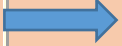
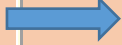
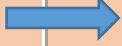
Range of Opportunities

| Key Stage 1 | Key Stage 2 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">• Use their voices expressively by singing songs and speaking chants and rhymes.• Play tuned and untuned instruments musically.• Listen with concentration and understanding to a range of high-quality live and recorded music.• Make and combine sounds using the inter-related dimensions of music. | <ul style="list-style-type: none">• Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression.• Improvise and compose music using the inter-related dimensions of music separately and in combination.• Listen with attention to detail and recall sounds with increasing aural memory.• Use and understand the basics of the stave and other musical notations.• Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.• Develop an understanding of the history of music. |

INTENT

At Heymann we want our children to foster a passion for music, embracing the diversity of musical influences represented in our school community. Our children will embrace a love of performance in a variety of opportunities and gain the self-confidence to experiment with creativity and imagination through musical composition. Children should be introduced to and use accurately the correct musical terms both in their own compositions and interpretations of musical styles. Children will understand how music and musicians have been influenced throughout history by key events both socially and culturally and reflect on these drawing similarities and differences across styles and periods in history.

| | Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| To perform | <ul style="list-style-type: none"> • Sings simple songs, rhymes and clap along to a song. • Copies and moves to a simple beat. | <ul style="list-style-type: none"> • Sing in a group. • Perform to an audience. • Moves and responds to music and a steady beat. | <ul style="list-style-type: none"> • Take part in singing, accurately following the melody. • Follow instructions on how and when to sing or play an instrument. |  <ul style="list-style-type: none"> • Make and control long and short sounds, using voice and instruments. • Imitate changes in pitch. | <ul style="list-style-type: none"> • Sing from memory with accurate pitch. • Pronounce words within a song clearly. • Play notes on an instrument with care so that they are clear. |  <ul style="list-style-type: none"> • Maintain a simple part within a group. • Perform with control and awareness of others. | <ul style="list-style-type: none"> • Sing or play from memory with confidence. • Sing or play expressively and in tune. • Hold a part within a round. • Sustain a drone to accompany singing. | <ul style="list-style-type: none"> • Perform solos or as part of an ensemble. • Sing a harmony part confidently and accurately. • Perform with controlled breathing (voice) and skillful playing (instrument). |
| Charanga | | Autumn 2 : My stories Spring 1 : Everyone | Autumn 1 : Hey You(Sing/Perform) | Autumn 2: HOHOHO (Sing/Perform) | Spring 1: Three Little birds Summer 1: Bringing us together (Sing/Perform) | Spring 2: Lean on me (Sing/ Perform) Summer 1: Blackbird | Autumn 1: Livin on a prayer | Autumn 2 :Classroom Jazz 2 |
| To compose | <ul style="list-style-type: none"> • Makes up their own songs using songs they know. | <ul style="list-style-type: none"> • Composes own simple tunes using pictures, own body and instruments. •Selects an instrument and plays it. • Change’s tempo and keep a steady beat. | <ul style="list-style-type: none"> • Clap rhythms. • Choose sounds to create an effect. and Sequence sounds to create an overall effect. • Create short, musical / rhythmic patterns. | <ul style="list-style-type: none"> • Create a sequence of long and short sounds. • Create a mixture of different sounds (long and short, loud and quiet, high and low).  | <ul style="list-style-type: none"> • Compose and perform melodic songs. • Use sound to create abstract effects. • Create repeated patterns with a range of instruments. • Use digital technologies to compose pieces of music. |  <ul style="list-style-type: none"> • Create accompaniments for tunes including drones • Choose, order, combine and control sounds to create an effect.  | <ul style="list-style-type: none"> • Create songs with verses and a chorus. • Create rhythmic patterns with an awareness of timbre and duration. • Convey the relationship between the lyrics and the melody. • Use digital technologies to compose, edit and refine pieces of music. |  <ul style="list-style-type: none"> ❖ Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. • Use drones and melodic ostinati (based on the pentatonic scale). • Combine a variety of musical devices, including melody, rhythm and chords. |

| | Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|-------------------|---------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| Charanga | | | Spring 1: In the groove Summer 1: Your imagination | Spring 1: I wanna play in a band Summer 1 : Friendship Song | Autumn 2 Glockenspiel Spring 2 The Dragon Song | Autumn 1 Mamma Mia Spring 2 Lean on me | Autumn 1 Living on a prayer Summer 1 : dancing in the street | Autumn 2- Classroom Jazz Spring 1 New Year Carol |
| To transcribe | | <ul style="list-style-type: none">• Use pictures to represent own ideas. | <ul style="list-style-type: none">• Use symbols to represent a composition and use them to help with a performance.  | | <ul style="list-style-type: none">• Devise non-standard symbols to indicate when to play and rest. | <ul style="list-style-type: none">• Recognise the notes EGBDF and FACE on the musical stave• Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. | <ul style="list-style-type: none">• Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.• Read and create notes on the musical stave.• Use and understand simple time signatures. | <ul style="list-style-type: none">• Understand the purpose of the treble and bass clefs and use them in transcribing compositions. |
| Charanga | | | Spring 1: In the groove Summer 1: Your imagination | Spring 1: I wanna play in a band Summer 1: Friendship Song | Autumn 2 Glockenspiel Spring 2 The Dragon Song | Autumn 1 Mamma Mia Spring 2 Lean on me | Autumn 1 Living on a prayer Summer 1 : Dancing in the street | Autumn 2- Classroom Jazz 2 Spring 1 New Year Carol |
| To describe music | <ul style="list-style-type: none">• Talk about what they have heard and how they feel about it. | <ul style="list-style-type: none">• Recognises instruments in music and talks about the changes they hear e.g., fast to slow.• Listen with increasing attention. | <ul style="list-style-type: none">• Identify the beat of a tune.• Recognise changes in timbre, dynamics and pitch.   | | <ul style="list-style-type: none">• Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.• Evaluate music using musical vocabulary to identify areas of likes and dislikes. |  <ul style="list-style-type: none">• Understand layers of sounds and discuss their effect on mood and feelings. | <ul style="list-style-type: none">• Choose from a wide range of musical vocabulary to accurately describe and appraise music (see list below)• Describe how lyrics often reflect the cultural context of music and have social meaning.  | |
| Charanga | | Summer 1: Big Bear Funk | Autumn 1: Hey You (Hip Hop songs) Summer 1: Your Imagination (Imagination songs) | Spring 1 : I wanna be in a band (Rock songs) | Summer 1: Bringing us together (Disco songs) | Autumn 1 Mamma Mia (Abba songs) Spring 2 : Lean on me (Gospel Songs) | Spring 1: Make you feel my love (pop ballads) Summer 1: Dancing in the street (Motown songs) | Autumn 1 : Happy (Upbeat songs) Summer 1 : Music and me (Inspirational women 's music) |

