

Range of Opportunities

Key Stage 1	Key Stage 2
Use their voices expressively by singing songs and speaking chants and rhymes.	Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression.
Play tuned and untuned instruments musically.	Improvise and compose music using the inter-related dimensions of music separately and in combination.
• Listen with concentration and understanding to a range of high-quality live and recorded music.	Listen with attention to detail and recall sounds with increasing aural memory.
Make and combine sounds using the inter-related dimensions of music.	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
	• Sings simple songs, rhymes and clap along to a song.	Sing in a group.Perform to an audience.	Take part in singing, accurately following the melody.		Sing from memory with accurate pitch.		Sing or play from memory with confidence.	Perform solos or as part of an ensemble.
To perform	• Copies and moves to a simple beat.	Moves and responds to music and a steady beat.	• Follow instructions on how and when to sing or play an instrument.	 Make and control long and short sounds, using voice and instruments. Imitate changes in pitch. 	 Pronounce words within a song clearly. Play notes on an instrument with care so that they are clear. 	 Maintain a simple part within a group. Perform with control and awareness of others. 	 Sing or play expressively and in tune. Hold a part within a round. Sustain a drone to accompany singing. 	 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
	Makes up their own songs using songs they know.	 Composes own simple tunes using pictures, own body and instruments. Selects an instrument and plays it. Change's tempo and keep a steady beat. 	 Clap rhythms. Choose sounds to create an effect. and Sequence sounds to create an overall effect. 	 Create a sequence of long and short sounds. Create a mixture of different sounds (long and short, loud and quiet, high and low). 	 Compose and perform melodic songs. Use sound to create abstract effects. 	Create accompaniments for tunes including drones	 Create songs with verses and a chorus. Create rhythmic patterns with an awareness of timbre and duration. 	Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.
To compose		keep a steady beat.	• Create short, musical / rhythmic patterns.		 Create repeated patterns with a range of instruments. Use digital technologies to compose pieces of music. 	Choose, order, combine and control sounds to create an effect.	Convey the relationship between the lyrics and the melody.	• Use drones and melodic ostinati (based on the pentatonic scale).
							Use digital technologies to compose, edit and refine pieces of music.	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		Use pictures to represent own ideas.	Use symbols to represent a composition and use them to help with a performance.		Devise non-standard symbols to indicate when to play and rest.	 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. 	 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. 	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	Talk about what they have heard and how they feel about it.	 Recognises instruments in music and talks about the changes they hear e.g., fast to slow. Listen with increasing attention. 	 Identify the beat of a tune. Recognise changes in timbre, dynamics and pitch. 		 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. 	Understand layers of sounds and discuss their effect on mood and feelings.	 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)

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Sticky Knowledge	 Know 10 rhymes. Explore instruments and begin to name them. Tambourine, drum, maraca and triangle Can identify and match an instrumental sound, Eg hear a shaker and indicate that they understand it is a shaker. 	 Know 20 nursery rhymes. Follow rhymes and patterns using voice and instruments Recognises instruments in music and talks about the changes they hear e.g., fast to slow. 	Know names of some untuned instruments	Recognise difference with tuned instruments	Know difference between tuned and untuned instruments and their names Recognise the work of at least one famous composer	• Recognise notes EGBDF and FACE on the musical stave Recognise symbols for a minim, crotchet and semibreve and say how many beats they represent. Name instruments used in an orchestra begin to identify the style of work of Beethoven, Mozart and Elgar	Read all notes that sit directly on a musical stave: EGBDF FACE and High F Low C (one line above and below the stave) Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. Identify instruments of an orchestra and their families contrast the work of a famous composer with another and explain preferences eg Beethoven V Mozart	Recognise a drone or a melodic ostinato Understand and use the # (sharp) and b (flat) symbols. Recognise the notes of a pentatonic scale compare and contrast the impact that different composers from different times have had on people of that time eg Glenn Miller WW2; Edward Elgar Victorian
Vocabulary	Sing Dance	Sing Dance Perform Tempo Fast slow	 Dynamics timbre pitch Beat 	 Dynamics timbre pitch Tempo Pattern Pulse sequence 	 Duration timbre pitch beat, tempo texture 	 Duration timbre pitch beat, tempo texture 	 pitch dynamics tempo timbre texture lyrics and melody sense of occasion expressive solo rounds harmonies accompaniments drones cyclic patterns musical elements cultural context. 	 pitch dynamics tempo timbre texture lyrics and melody sense of occasion expressive solo rounds harmonies accompaniments drones cyclic patterns musical elements cultural context