

Music sequence of Knowledge:

Nursery

Music is part of everyday life in our Early Years setting. We know how important it is for young children's development to provide them with opportunities to develop musical skills and knowledge. We aim for our children to discover the magic of music and build secure foundations so that they can later successfully access the Music National Curriculum. They build these foundations through developing their Communication and Language, Personal, Social and Emotional Development and through Expressive Arts and Design.

Listening and responding

Listen with increasing attention to a range of sounds and musical pieces (EAD)

Can explain how music makes them feel (PSED, CL)

Singing

Remember and sing entire songs (EAD/CL)

Sing the pitch of a tone sung by another person (EAD)

Sing the melodic shape of familiar songs (EAD)

Create their own songs or improvise their own. (EAD)

Performing

To be able to perform a song as a group, starting and finishing together.(EAD, PSED)

Play instruments with increasing control to express their feelings and ideas. (EAD, PD)

Music sequence of Knowledge:

Reception

Music is part of everyday life in our Early Years setting. We know how important it is for young children's development to provide them with opportunities to develop musical skills and knowledge. We aim for our children to discover the magic of music and build secure foundations so that they can later successfully access the Music National Curriculum. They build these foundations through developing their Communication and Language, Personal, Social and Emotional Development and through Expressive Arts and Design.

Listening and responding

Singing

Share & Perform

Explore & create

Listen attentively, move to and talk about music, expressing their feelings and responses. (EAD, CL, PSED)

Listen carefully to rhymes and songs, paying attention to how they sound. Know at least 20 nursery rhymes. (CL)

Sing in a group or on their own, increasingly matching the pitch and following the melody. (EAD)

Learn poems, rhymes and songs (CL)

Know songs have sections (EAD)

Explore and engage in dance & music making, performing solo or in groups. (EAD, PD)

Know a performance sharing music (EAD, PSED)

To know that we can move with the pulse of music (EAD, PD)

To know that the words of songs can tell stories and paint pictures (EAD, CL)

Music sequence of Knowledge:

Key Stage 1 – Year 1

Children in key stage 1 enjoy rhymes and songs in class, during their weekly music lessons, collective workshop as well as and get to listen to a range of instruments performed (some live, some recorded) including guitar, ukulele and violin (played by staff and students in school). Performance using body percussion, untuned percussion and enjoy listening to music from all styles, times and cultures with developing understanding. We are building on what has been covered in EYFS and also revisiting elements of it (spiral curriculum). This curriculum incorporates elements of the model music curriculum and other appropriate materials from range of music schemes and programs adapted specifically for Patrington.

Sequence of Substantive Knowledge

Listening	Singing	Performing	Musicianship	Composition and improvisation
<p>*To be exposed to a range of music (previously listened to) and 5 additional pieces from the school listening music curriculum.</p> <p>*Respond to it through gestures/dance movements. Recognising when music becomes faster or slower and louder, quieter.</p> <p>*To experience music from different cultures including Africa and the Caribbean. *Understand the difference between pop and classical music.</p>	<p>*To chant and sing a range of songs and rhymes with a level of accuracy.</p> <p>* To be able to sing higher and lower and pitch match three sounds.</p> <p>*Songs support other areas of the curriculum such as number, days of the week and year.</p> <p>*Songs are prepared for performances including a nativity and at the church and in school as a class.</p> <p>* Know your voice can be used as a musical instrument.</p>	<p>*To be able to perform a song as a group, starting and finishing together including songs from different cultures</p> <p>*To be able to follow a conductor (on video) using body percussion (be able to define it) and simple untuned percussion eg. From musication.</p> <p>*Perform as a class with good stage craft including being able to bow.</p>	<p>*To be able to mark a pulse tapping on their legs as well as rocking.</p> <p>*To experience rhythm and be able to repeat back simple rhythms the teacher performs.</p> <p>*To understand the notation of two rhythm flash cards and their rhythm names ta, te te. *</p> <p>*To experience pitch changes in songs (higher and lower) through marking it with hand gestures.</p>	<p>*To be able to make a sound with a range of body percussion activities.</p> <p>*To know that my voice can create different sounds to help tell a story and introduce the word timbre.</p> <p>* To improvise my own one bar rhythm.</p>

Music sequence of Knowledge:

Key Stage 1 – Year 2

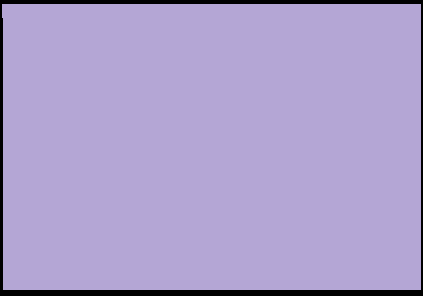
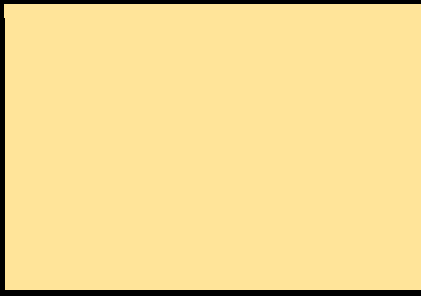
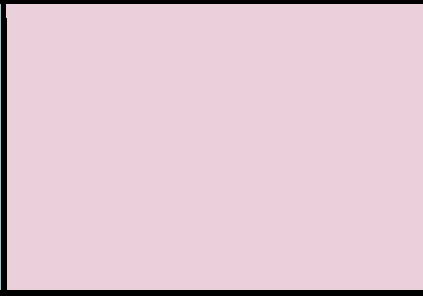
Children in key stage 1 enjoy rhymes and songs in class, during their weekly music lessons, collective workshop as well as and get to listen to a range of instruments performed (some live, some recorded) including guitar, ukulele and violin (played by staff and students in school). Performance using body percussion, untuned percussion, tuned percussion and enjoy listening to music from all styles, times and cultures with developing understanding. We are building on what has been covered in EYFS, Year 1 and revisiting elements of it (spiral curriculum). This curriculum incorporates elements of the model music curriculum and other appropriate materials from range of music schemes and programs adapted specifically for Patrington.

Sequence of Substantive Knowledge

Listening	Singing	Performing	Musicianship	Composition and improvisation
<p>*To be exposed to a range of music (previously listened to) and 5 additional pieces from the school listening music curriculum.</p> <p>* Recognising when music becomes faster or slower and louder, quieter (respond with gestures).</p> <p>*To experience music from different cultures including Africa and the Caribbean.</p> <p>*Understand the difference between pop, classical music and Jazz.</p> <p>* To begin to recognize a range of instruments in the orchestra including the groups strings, brass,</p>	<p>*To chant and sing a range of songs and rhymes with a level of accuracy. * To be able to sing higher, middle and lower and pitch match up to five sounds.</p> <p>*Songs are prepared for performances including a nativity and at the church and in school as a class (including assembly).</p> <p>* Know your voice can be used as a musical instrument.</p> <p>* To be able to sing a simple song including including a range of dynamics and tempos.</p>	<p>*To be able to perform a song as a group, starting and finishing together including songs from different cultures. *To be able to follow a conductor (on video) using percussion (tuned and untuned)</p> <p>*Perform as a class with good stage craft including being able to bow in a concert at church</p> <p>. * Perform a one bar rhythm with un-tuned percussion.</p>	<p>*To be able to mark a pulse clapping as well as tapping on their legs and rocking.</p> <p>*To experience rhythm and be able to repeat back simple rhythms the teacher performs.</p> <p>*To understand the notation of five rhythm flash cards and their rhythm names ta, te te and crotchet rest.</p> <p>* To be able to recognize changes in pitch (higher, middle and lower) and record it with graphic notation.</p>	<p>*To know that my voice can create different sounds to help tell a story and revisit the word timbre.</p> <p>*To be able to make a range of sounds with body percussion.</p> <p>* To improvise my own one bar rhythm and also be able to write it down with stick notation.</p> <p>* To know a composer creates music and understand when composing takes place in class.</p> <p>* Know a soundscape is a landscape created only using sound and experience it.</p>

woodwind and percussion and understand they make

a range of different sounds and pitches. * Respond with likes and dislikes for a range of music including Pop, Classical and Jazz.



Music sequence of Knowledge:

Key Stage 2 – Year 3

Children in year 3 consolidate their learning from year 2 whilst continuing to learn instruments, involve in more sophisticated listening activities and consolidate using some of the enjoy rhymes and songs in class, during their weekly music lessons, collective workshop as well as and get to listen to a range of instruments performed (some live, some recorded) including guitar, ukulele and violin (played by staff and students in school). Performance using body percussion, untuned percussion, tuned percussion and enjoy listening to music from all styles, times and cultures with developing understanding. We are building on what has been covered in EYFS, Year 1 and revisiting elements of it (spiral curriculum). This curriculum incorporates elements of the model music curriculum and other appropriate materials from range of music schemes and programs adapted specifically for Patrington.

Sequence of Substantive Knowledge

Listening	Singing	Performing	Musicianship	Composition and improvisation
<p>*To be exposed to a range of music (previously listened to) and 5 additional pieces from the school listening music curriculum.</p> <p>*Listen to music with concentration and identify a range of musical dimensions including duration, rhythm and pulse and timbre.</p> <p>*To experience music from different cultures and genres, including western classical.</p>	<p>*To be able to sing songs from a range of cultures.</p> <p>*To sing in a group from a given starting pitch.</p> <p>*Sing as part of a choir in two parts.</p> <p>*Understand and follow the leader or conductor.</p> <p>*Copy back simple melodic phrases using the voice.</p>	<p>*To be able to perform a whole class using tuned percussion</p> <p>*To perform in a concert</p> <p>* Reflect on feelings about sharing and performing, e.g. excitement, nerves, enjoyment.</p>	<p>*To be able to talk about duration, long and short notes</p> <p>*To read stick notations rhythms (15 cards)</p> <p>* To maintain a pulse by clapping, stamping or own improvised action</p> <p>*Identify a range of timbre and orchestral instruments</p> <p>*Copy back and improvise simple melodic patterns using the notes:</p> <p>C, D, E</p> <p>G, A, B</p> <p>F, G, A</p> <p>A, B, C</p>	<p>*To record and compose a rhythm using stick notation and organise them into beginning, middle, end.</p> <p>*Compose over a simple chord progression.</p> <p>*Compose over a simple groove.</p> <p>*Explore improvisation within a major scale using the notes:</p> <p>C, D, E</p> <p>C, D, E, F, G</p> <p>C, D, E, G, A</p> <p>G, A, B</p> <p>G, A, B, D, E</p>

Music sequence of Knowledge:

Key Stage 2 – Year 4

Children in year 4 consolidate their learning from year 3 whilst continuing to learn instruments, involve in more sophisticated listening activities and consolidate using some of the enjoy rhymes and songs in class, during their weekly music lessons, collective workshop as well as and get to listen to a range of instruments performed (some live, some recorded) including guitar, ukulele and violin (played by staff and students in school). Performance using body percussion, untuned percussion, tuned percussion and enjoy listening to music from all styles, times and cultures with developing understanding. We are building on what has been covered in EYFS, Year 1 and revisiting elements of it (spiral curriculum). This curriculum incorporates elements of the model music curriculum and other appropriate materials from range of music schemes and programs adapted specifically for Patrington.

Sequence of Substantive Knowledge

Listening	Singing	Performing	Musicianship	Composition and improvisation
<p>*To be exposed to a range of music (previously listened to) and 5 additional pieces from the school listening music curriculum.</p> <p>*Listen to music with concentration and identify a range of musical dimensions including pitch (including melodies and ostinatos), duration and dynamics (accslerando and rallentando)</p> <p>*To experience music from different cultures and genres, including western classical and begin to identify some of them.</p>	<p>*To be able to sing songs from a range of cultures.</p> <p>*To sing in a group from a given starting pitch.</p> <p>*Sing as part of a choir in two parts with tuned percussion.</p> <p>*Sing partner songs.</p> <p>*Sing expressively, with attention to staccato and legato.</p>	<p>*To be able to perform a whole class using tuned percussion focussing on recorders</p> <p>*To perform music using the pentatonic scale</p> <p>*To perform in a concert</p> <p>* Reflect on feelings about sharing and performing, e.g. excitement, nerves, enjoyment and begin to discuss way to improve</p>	<p>*To be able to talk about duration, long and short notes, crochets, quavers, minims and minim rests.</p> <p>*To read stick notations rhythms (20 cards)</p> <p>* To maintain a pulse (including tempo changes) by clapping, stamping or own improvised action</p> <p>*Identify a change in pitch using the correct vocabulary (high,low)</p> <p>*Copy back melodic patterns using the notes: C, D, E</p> <p>C, D, E, G, A</p> <p>G, A, B</p>	<p>*To record and compose a rhythm using stick notation and melody using the pitches C D E F G</p> <p>*Composeto create a given mood e.g happy, sad, spooky</p> <p>* Improvise words, noises and pitches to go with a theme</p> <p>*Use technology to compose a piece of music</p> <p>*Explore improvisation within a major scale, using the notes:</p> <p>C, D, E, F, G</p> <p>C, D, E, F, G</p>

			G, A, B, D, E F, G, A A, B, C, D, E, F, G	C, D, E, G, A F, G, A, B \flat C D, E, F, G, A *Improvise over a simple groove, responding to the beat and creating a satisfying melodic shape.
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Music sequence of Knowledge:

Key Stage 2 - Year 5

Children in year 5 consolidate their learning from year 4 whilst continuing to learn instruments, involve in more sophisticated listening activities and consolidate using some of the enjoy rhymes and songs in class, during their weekly music lessons, collective workshop as well as and get to listen to a range of instruments performed (some live, some recorded) including guitar, ukulele and violin (played by staff and students in school). Performance using body percussion, untuned percussion, tuned percussion and enjoy listening to music from all styles, times and cultures with developing understanding. We are building on what has been covered in EYFS, Year 1 and revisiting elements of it (spiral curriculum). This curriculum incorporates elements of the model music curriculum and other appropriate materials from range of music schemes and programs adapted specifically for Patrington.

Sequence of Substantive Knowledge

Listening	Singing	Performing	Musicianship	Composition and improvisation
<p>*To be exposed to a range of music (previously listened to) and 5 additional pieces from the school listening music curriculum.</p> <p>*Listen to music with concentration and identify a range of musical dimensions including pitch (including melodies and ostinatos), duration,dynamics (accslerando and rallentando) and articulation (forte, piano, cres, decrec, legato and staccato)</p> <p>*To experience music from different cultures and genres, including western classical and to identify some of them.</p> <p>*Identify instruments by ear and through a range of media</p>	<p>*To be able to sing songs from a range of cultures.</p> <p>*To singa range of songs with a full octave range and with more complicated time structures</p> <p>*Sing as part of a choir in three parts with tuned percussion.</p> <p>*Sing more complex partner songs</p> <p>*Sing expressively, with attention to breathing and phrasing.</p>	<p>*To be able to perform a whole class using tuned percussion focussing on glockenspiels</p> <p>*To perform music using the major and minor pentatonic scale</p> <p>*To perform in a concert</p> <p>*To perfrom whole class on a range of untuned percussion</p> <p>* Collect feedback from the audience and reflect how future performances might be different.</p>	<p>*To be able to talk about duration, long and short notes, crochets, quavers, semi-quavers, minims and minim rests.</p> <p>*To read stick notations rhythms (25 cards)</p> <p>* To maintain a pulse (including tempo changes) by clapping, stamping or own improvised action</p> <p>*Identify a change in pitch using the correct vocabulary (high,low) and record them with graphic notation</p> <p>*Copy back melodic patterns using the notes:</p> <p>C, D, E</p> <p>C, D, E, F, G, A, B</p>	<p>*Compose using a riff or groove and improvise using the pentatonic scale</p> <p>* Compose a rhythm riff using technology</p> <p>*Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, plus all equivalent rests. Use a pentatonic and a full scale. Use major and minor tonality:</p> <p>F, G</p> <p>F, G, A</p> <p>F, G, A, Bb</p> <p>F, G, A, Bb C</p> <p>*</p>

			D, E, F# G, A A, B, C, D, E, F# G F, G, A, Bb C, D, E G, A, B, C, D, E, F#	Improvise over a simple groove, responding to the beat and creating a satisfying melodic shape. Experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).
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Music sequence of Knowledge:

Key Stage 2 – Year 6

Children in year 6 consolidate their learning from year 4 whilst continuing to learn instruments, involve in more sophisticated listening activities and consolidate using some of the enjoy rhymes and songs in class, during their weekly music lessons, collective workshop as well as and get to listen to a range of instruments performed (some live, some recorded) including guitar, ukulele and violin (played by staff and students in school). Performance using body percussion, untuned percussion, tuned percussion and enjoy listening to music from all styles, times and cultures with developing understanding. We are building on what has been covered in EYFS, Year 1 and revisiting elements of it (spiral curriculum). This curriculum incorporates elements of the model music curriculum and other appropriate materials from range of music schemes and programs adapted specifically for Patrington. This curriculum prepares Year 6 for KS3.

Sequence of Substantive Knowledge

Listening	Singing	Performing	Musicianship	Composition and improvisation
<p>*To be exposed to a range of music (previously listened to) and 5 additional pieces from the school listening music curriculum.</p> <p>*Listen to music with concentration and identify a range of musical dimensions including pitch (including melodies and ostinatos), duration,dynamics (accslerando and rallentando) and articulation (forte, piano, cres, decrec, legato and staccato)</p> <p>*To experience music from different cultures and genres, including western classical and to identify some of them.</p> <p>*Identify the following instruments by ear and through a range of media: bass guitar, electric guitar, percussion, sections of the orchestra</p>	<p>*To be able to sing songs from a range of cultures.</p> <p>*To sing a range of songs with a full octave range,with more complicated time structures and include a range of dynamics and tempos.</p> <p>*Sing as part of a choir in fours parts with tuned percussion.</p> <p>*Sing more complex partner songs</p> <p>*Sing expressively, with attention to breathing and phrasing.</p>	<p>*To be able to perform a whole class using tuned percussion focussing on ukulele.</p> <p>*To perform music using the major and minor pentatonic scale</p> <p>*To perform in a concert</p> <p>*Understand the importance of the performing space and how to use it.</p> <p>*Discuss how the performance might change if it was repeated in a larger/smaller performance space.</p>	<p>*To be able to talk about duration, long and short notes, crochets, quavers, semi-quavers, minims and minim rests.</p> <p>*To read stick notations rhythms (30 cards)</p> <p>* To maintain a pulse (including tempo changes) by clapping, stamping or own improvised action</p> <p>*Identify a change in pitch using the correct vocabulary (high,low) and record them with graphic notation and the actual note names</p> <p>*Copy back melodic patterns using the notes: D, E, F, G, A C, D, E, F, G, A, B</p>	<p>*Compose using a riff or groove and improvise using the pentatonic scale</p> <p>* Compose an 8 to 16 beat phased using the pentatonic scale.</p> <p>*Compose using technology.</p> <p>*Explore improvisation within a major scale, using the notes: C, D, E, F, G G, A, B\flat C, D G, A, B, C, D F, G, A, C, D</p> <p>*Improvise over a groove, responding to the beat, creating a</p>

such as brass, woodwind and strings, electric organ, congas, pianos and synthesizers, and vocal techniques such as scat singing.

G, A, B, C, D, E, F#
D, E, F# G, A, B, C#
A, B, C, D, E, F, G

satisfying melodic shape with varied dynamics and articulation.

*Read and respond to minims, crotchets, quavers, dotted quavers and semiquavers. (NC)