



**"Bringing out the best  
in everyone"**



**"Everyone matters;  
everyone is important"**

## Music

A musician is a person who composes, conducts or performs music with an instrument or a voice.

| EYFS including nursery  | Year 1  | Year 2  | Year 3 (KS2)   |
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| <b>Musicianship – Understanding Music</b>   |   |   |  |
|   | Experiment with, create, select and combine sounds using the inter-related dimensions of music.                   |   | Improvise and compose music for a range of purposes using the inter-related dimensions of music. |
| <b>KNOWLEDGE</b>  |   |   |  |
| <b>FS2</b><br>To know that we can move with the pulse of the music.<br>To know that the words of songs can tell stories and paint pictures. | The beat is the steady pulse of the music, it stays the same.<br>The rhythm is a pattern of long and short beats. | The beat is the steady pulse of the music, it stays the same.<br>The rhythm is a pattern of long and short beats.<br>The pitch is how high or low the sound is. |  |
| <b>SKILLS</b>   |   |   |  |

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| <p><b>FS2</b> To move in time with the music.<br/>Taps out simple repeated rhythms</p> | <p>Use body percussion, instruments and voices in C major, G major and A minor.</p> <p>Find and keep a steady beat.</p> <p>Copy back simple rhythmic patterns using long and short.</p> <p>Copy back simple melodic patterns using high and low.</p> | <p>Use body percussion, instruments and voices in C major, G major and A minor.</p> <p>Find and keep a steady beat.</p> <p>Copy back simple rhythmic patterns using long and short.</p> <p>Copy back simple melodic patterns using high and low.</p> <p>Sing short phrases independently.</p> <p>Complete vocal warm-ups.</p> |  |
| <b>Coverage</b>  |  |   |  |
| Across all units<br>Charanga   |  |   |  |
| <b>VOCABULARY</b>  |  |   |  |
|  | <p>Beat<br/>High<br/>Low<br/>Rhythm</p>  | <p>Beat<br/>High<br/>Low<br/>Rhythm<br/>Pitch<br/>Tempo</p>   |  |
| <b>Listening, responding and analysing.</b>  |  |   |  |
|  | Listen with concentration and understanding to a range of high-quality live and recorded music.  |   | Appreciate and understand a wide range of high-quality |

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|  |  |  | live and recorded music.<br>Listen with attention to detail and recall sounds with increasing aural memory. |
| <b>KNOWLEDGE</b>   |  |  |   |
|  | <p>To name some band and orchestral instruments.</p> <p>To know the names of some different styles of music.</p>   | <p>To name some band and orchestral instruments.</p> <p>To know the names of some different styles of music.</p> <p>To know that tempo is the speed (fast or slow).</p> <p>To know that the dynamic is the volume (loud or quiet).</p>   |   |
| <b>SKILLS</b>  |  |  |   |
| <p><b>FS1</b><br/>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p><b>FS2</b><br/>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> | <p>Move and dance with the music.</p> <p>Find the steady beat.</p> <p>Talk about feelings created by the music/song.</p> <p>Recognise some band and orchestral instruments</p> <p>Describe tempo as fast or slow.</p> <p>Describe the dynamics as loud or quiet.</p> <p>Join in sections of the song e.g chorus.</p> <p>Begin to understand where the music fits in the world.</p> | <p>Move and dance with the music confidently.</p> <p>Talk about how the song makes you feel.</p> <p>Find different steady beats.</p> <p>Describe Tempo as fast or slow.</p> <p>Describe dynamics as loud and quiet.</p> <p>Join in all sections of the song e.g call and response.</p> <p>Start to talk about the style of a song.</p> |   |

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|   |   | Recognise some band and orchestral instruments.<br><br>Start to talk about where music might fit into the world. |   |
| <b>COVERAGE</b>                             |   |  |   |
| Across all units<br>Charanga                |   |  |   |
| <b>VOCABULARY</b>                           |   |  |   |
| <b>FS1</b><br>Fast<br>Slow<br>Long<br>short | Instrument<br>Rhythm<br>Pitch<br>Long<br>Short<br>High<br>Low   | Tempo<br>Dynamic<br>Pitch<br>Volume<br>Timbre<br>Rhythm<br>Duration  |   |
| <b>FS2</b><br>High<br>low<br>Beat           | Violin<br>Guitar<br>Flute<br>Volume<br>Tempo  |  |   |
| <b>Singing</b>                              |   |  |   |
|   | Pupils should use their voices expressively and creatively by singing songs and speaking chants and rhymes. |  | Pupils should play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. |
| <b>KNOWLEDGE</b>                            |   |  |   |

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| <p><b>FS1</b><br/>Learn rhymes, poems and songs.</p> <p><b>FS2</b><br/>To know twenty nursery rhymes off by heart.<br/>To know the stories of some of the nursery rhymes.</p> | <p>To know that a good singing posture is with a straight back and deep breaths.</p> <p>To know that songs have sections.</p> | <p>To know that a conductor is the leader of a musical orchestra who keeps everyone in time with the beat.</p> <p>Know the names of band and orchestral instruments.</p> <p>To know some different styles of music and where they come from in the world.</p> |  |
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**SKILLS**

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| <p><b>FS1</b><br/>Join in with songs and rhymes.</p> <p>Explore their voices and enjoy making sounds.</p> <p>Sing a large repertoire of songs.</p> <p>Sing the pitch of a tone sung by another person (pitch match).</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p><b>FS2</b></p> <p>Sing a range of well-known nursery rhymes (ELG).</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> | <p>Demonstrate good singing posture.</p> <p>Sing songs from memory.</p> <p>Copy back intervals of an octave and fifth (high, low)</p> <p>Sing in unison.</p> | <p>Sing as part of a choir.</p> <p>Demonstrate good singing posture.</p> <p>Sing songs from memory and/or from notation.</p> <p>Sing to communicate the meaning of words.</p> <p>Sing in unison and sometimes in parts.</p> <p>Understand and follow the leader or conductor.</p> <p>Add actions to a song.</p> <p>Move confidently to a steady beat.</p> <p>Talk about feelings created by the music/song.</p> <p>Recognise some band and orchestral instruments.</p> <p>Describe tempo as fast or slow.</p> |  |
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|  |   | <p>Join in sections of the song e.g chorus.</p> <p>Begin to understand where the music fits in the world.</p> <p>Begin to talk about and understand the style of the music.</p> |   |
| <b>COVERAGE</b>  |   |   |   |
| <p>Across all units</p> <p>Charanga</p>  |   |   |   |
| <b>VOCABULARY</b>  |   |   |   |
| <p><b>FS1</b></p> <p>Song</p> <p>Sing</p> <p>Rhyme</p> <p>Listen</p> <p><b>FS2</b></p> <p>Tune</p> <p>Audience</p> <p>Perform</p> <p>Chant</p> | <p>Audience</p> <p>Performance</p> <p>Chorus</p> <p>Verse</p> <p>Instrumental</p>                                 | <p>Chorus</p> <p>Verse</p> <p>Instrumental</p> <p>Tempo</p> <p>Leader</p> <p>Constructor</p>  |   |
| <b>Notation</b>  |   |   |   |
|  | <p>Pupils can experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> |   | <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> |
| <b>KNOWLEDGE</b>   |   |   |   |
|  | <p>To know what high, low, long and short means in terms of sound.</p>  | <p>To know that a crotchet is one beat, a quaver is half a beat and a minim is two beats.</p>   |   |

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|                              | To know that the image of a crotchet is one beat, the image of a quaver is half a beat and an image of a minim is two beats.  | To know that hand signals can be used in music to direct.   |  |
| <b>SKILLS</b>                |   |   |  |
|                              | <p>Explore ways of representing high and low sounds, long and short sounds, symbols, and any appropriate means of notation.</p> <p>Standard notation using crotchets (one beat), quavers (half a beat) and minims (two beats) and simple combinations of CDEFG<br/>FGA<br/>DEF#GA</p> | <p>Explore ways of representing high and low sounds, long and short sounds, symbols, and any appropriate means of notation.</p> <p>Standard notation using crotchets (one beat), quavers (half a beat) and minims (two beats) and simple combinations of CDEFGAB<br/>GABDEF#<br/>FGABbCDE</p> <p>Identify hand signals as notation and recognise music notation on a stave of five lines.</p> |  |
| <b>COVERAGE</b>              |   |   |  |
| Across all units<br>Charanga |   |   |  |
| <b>VOCABULARY</b>            |   |   |  |
|                              | High<br>Low<br>Long<br>Short  | Quaver<br>Crotchet<br>Minim   |  |
| <b>Playing Instruments</b>   |   |   |  |
|                              | Pupils should be taught to play tuned and untuned instruments musically.  | Pupils should be taught to play and perform in solo and ensemble  |  |

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|  |   |   | contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.     |
| <b>KNOWLEDGE</b>                                   |   |   |   |
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| <b>SKILLS</b>                                      |   |   |   |
|  | Rehearse and learn to play a simple melodic instrumental part by ear or from simple notation in C major, F major and D major.   | Rehearse and learn to play a simple melodic instrumental part by ear or from simple notation in C major, F major and G major. |   |
| <b>COVERAGE</b>                                    |   |   |   |
| Across all units.<br>Charanga                      |   |   |   |
| <b>VOCABULARY</b>                                  |   |   |   |
|  | Rehearse<br>Melody<br>Instrumental  | Rehearse<br>Melody<br>Instrumental  |   |
| <b>Creating – Improvising and composing music.</b> |   |   |   |
|  | Pupils should be taught to play tunes and untuned instruments musically. Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music. |   | Pupils should be taught to improvise and compose music for a range of purposes using the inter-related dimensions of music. |
| <b>KNOWLEDGE</b>                                   |   |   |   |



**SKILLS**

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| <p><b>FS1</b><br/>Create their own songs or improvise a song around one they know.<br/>Play instruments with increasing control to express their feelings and ideas.</p> <p><b>FS2</b><br/>Explore, use and refine a variety of artistic effects to express their ideas and feelings.<br/>Return to and build on their previous learning, refining ideas and developing their ability to represent them.<br/>Create collaboratively, sharing ideas, resources and skills.</p> | <p>Explore improvisation within a major scale using the notes C D E and F G A</p> <p>Creating: composing and create a simple melody using crochets and minims<br/>C D<br/>C D E<br/>C D E F<br/>C D E F G</p> <p>Start and ending on the note C<br/>F G<br/>F G A<br/>F G A C<br/>F G A C D<br/>Start and ending on the note F</p> | <p>Explore improvisation within a major scale using the notes C D E , C G A , G A B and F G A</p> <p>Creating: Composing</p> <p>Create a simple melody using crochets and minims:<br/>C D<br/>C D E<br/>C D E F<br/>C D E F G<br/>Start and ending on the note C (C major)<br/>G A<br/>G A B<br/>G A B D<br/>G A B D E<br/>Start and ending on the note G (Pentatonic on G)<br/>F G<br/>F G A<br/>F G A C<br/>F G A C D<br/>Start and ending on the note F (Pentatonic on F)</p> |
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**COVERAGE**

Across all units  
Charanga

| VOCABULARY   |   |  |  |
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| <b>FS2</b><br>Improve<br>Song<br>Tune<br>Beat  | Instrument<br>Rhythm  | Structure<br>Melody<br>Musician<br>Compose   |  |
| <b>Performing.</b>   |   |  |  |
|  | Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes.  |  | Pupils should be taught to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. |
| KNOWLEDGE  |   |  |  |
| To know a performance in sharing music.  | To know the words to songs.<br>To know some of the stories behind songs.  | To know that rehearse is to practise a performance.<br>To know the words to many songs.<br>To know the meanings and stories behind a song.   |  |
| SKILLS   |   |  |  |
| <b>FS1</b><br><br><b>FS2</b> Explore and engage in music making and dance, performing solo or in groups.<br><br>Sing a range of well-known nursery rhymes and songs. | Enjoy and have fun performing<br><br>Choose a song/songs to perform to a well-known audience<br><br>Prepare a song to perform<br><br>Communicate the meaning of the song<br><br>Add actions to the song | Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation and with confidence<br><br>Decide on any actions, instrumental parts/improvisatory ideas/composed passages to be practised and included in the performance |  |

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| Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music (ELG). | Play some simple instrumental parts | Talk about what the song means and why it was chosen to share<br><br>Talk about the difference between rehearsing a song and performing it |  |
| <b>COVERAGE</b>  |                                     |  |  |
| Across all units.<br>Charanga  |                                     |  |  |
| <b>VOCABULARY</b>  |                                     |  |  |
| <b>FS2</b><br>Perform<br>Chant<br>Tune<br>improvise<br>Listen<br>Audience  | Audience<br>Perform                 | Audience<br>Perform<br>Performance<br>Compose<br>Musician<br>melody  |  |