

**The school's Christian vision**

Our five core Christian values  
*Trust, Honesty, Compassion, Respect and Kindness*  
 are centred on

**'Do to others as you would like them to do to you.'** (Luke 6:13)

Through these values we inspire children to be the best they can be. Encouraging high aspirations and expectations that will allow them to achieve, explore, succeed and prepare for their own path through life.



**St Michael's CE VA Primary School, Lyme Regis**

**Statutory framework for early years and foundation stage**

**Communication and Language**

**ELG: Listening, Attention and Understanding**

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

**ELG: Speaking**

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

**Literacy**

**ELG: Comprehension**

- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.



**Expressive Arts and Design**

**ELG: Being Imaginative and Expressive**

- Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

**Development Matters**

**Birth to three – babies, toddlers and young children will be learning to:**

- Enjoy songs and rhymes, tuning in and paying attention.
- Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.
- Say some of the words in songs and rhymes.
- Copy finger movements and other gestures.
- Sing songs and say rhymes independently, for example, singing whilst playing.
- Show attention to sounds and music.
- Respond emotionally and physically to music when it changes. Move and dance to music.
- Anticipate phrases and actions in rhymes and songs, like 'Peepo'.
- Explore their voices and enjoy making sounds.
- Join in with songs and rhymes, making some sounds.
- Make rhythmical and repetitive sounds.
- Explore a range of soundmakers and instruments and play them in different ways.
- Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.

**3 and 4-year-olds will be learning to:**

- Listen with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person ('pitch match').
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- Create their own songs or improvise a song around one they know.
- Play instruments with increasing control to express their feelings and ideas.

**Children in reception will be learning to:**

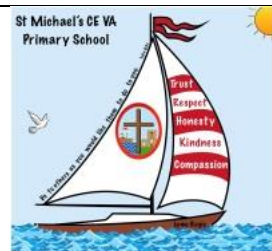
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Explore and engage in music making and dance, performing solo or in groups.

**Progression in Music**

**Focus in...**

Autumn term    Spring term    Summer term

				Focus in...		
				Autumn term	Spring term	Summer term
		Controlling sounds through singing and playing (performing)	Creating and developing musical ideas (composing)	Responding and reviewing (appraising)		Listening and applying knowledge and understanding
<b>EYFS</b>	<b>Reception</b>	<input type="checkbox"/> Take part in signing	<input type="checkbox"/> Clap short, rhythmic patterns			
		<input type="checkbox"/> Follow instructions on when to sing	<input type="checkbox"/> Make different sounds (high and low – pitch; loud and quiet – dynamics; fast and slow – tempo; quality of the sound – smooth, crisp, scratchy, rattling, tinkling etc...- timbre)			<input type="checkbox"/> Choose sounds to represent different things (the thunder, sea etc...)
		<input type="checkbox"/> Follow instructions on when to play an instrument		<input type="checkbox"/> Take note of others when performing		



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**St Michael's CE VA Primary School, Lyme Regis**

**National Curriculum - Model Music Curriculum - Key Stage 1 Year 1 – Guidance**

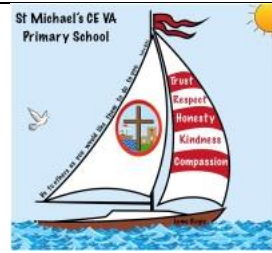
<p><b>Singing</b></p> <ul style="list-style-type: none"> <li>• Sing simple songs, chants and rhymes (e.g. Boom Chicka Boom) from memory, singing collectively and at the same pitch, responding to simple visual directions (e.g. stop, start, loud, quiet) and counting in.</li> <li>• Begin with simple songs with a very small range, mi-so (e.g. Hello, How are You), and then slightly wider (e.g. Bounce High, Bounce Low). Include pentatonic songs (e.g. Dr Knickerbocker).</li> <li>• Sing a wide range of call and response songs (e.g. Pretty Trees Around the World from Rhythms of Childhood), to control vocal pitch and to match the pitch they hear with accuracy.</li> </ul>	<p><b>Listening</b></p> <p>The teaching of music is enriched by developing pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.</p> <p>Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school. These could include performances by other school ensembles or year groups, or provided by other Music Education Hubs partners, which may include local or national ensembles.</p> 	<p><b>Composing</b></p> <ul style="list-style-type: none"> <li>• Improvise simple vocal chants, using question and answer phrases.</li> <li>• Create musical sound effects and short sequences of sounds in response to stimuli, e.g. a rainstorm or a train journey. Combine to make a story, choosing and playing classroom instruments (e.g. rainmaker) or sound-makers (e.g. rustling leaves).</li> <li>• Understand the difference between creating a rhythm pattern and a pitch pattern.</li> <li>• Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns.</li> <li>• Use music technology, if available, to capture, change and combine sounds.</li> <li>• Recognise how graphic notation can represent created sounds. Explore and invent own symbols</li> </ul>	<p><b>Musicianship</b></p> <p><b>Pulse/Beat</b></p> <ul style="list-style-type: none"> <li>• Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</li> <li>• Use body percussion, (e.g. clapping, tapping, walking) and classroom percussion (shakers, sticks and blocks, etc.), playing repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments (e.g. glockenspiels or chime bars) to maintain a steady beat.</li> <li>• Respond to the pulse in recorded/live music through movement and dance, e.g. o Stepping (e.g. Mattachins from Capriol Suite by Warlock), o Jumping (e.g. Trepak from The Nutcracker by Tchaikovsky) o Walking on tiptoes (e.g. Scherzo from The Firebird Suite by Stravinsky)</li> </ul> <p><b>Rhythm</b></p> <ul style="list-style-type: none"> <li>• Perform short copycat rhythm patterns accurately, led by the teacher.</li> <li>• Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat.</li> <li>• Perform word-pattern chants (e.g. ca-ter-pil-lar crawl, fish and chips); create, retain and perform their own rhythm patterns.</li> </ul> <p><b>Pitch</b></p> <ul style="list-style-type: none"> <li>• Listen to sounds in the local school environment, comparing high and low sounds.</li> <li>• Sing familiar songs in both low and high voices and talk about the difference in sound.</li> <li>• Explore percussion sounds to enhance storytelling, e.g. o ascending xylophone notes to suggest Jack climbing the beanstalk, o quiet sounds created on a rainstick/shakers to depict a shower, o regular strong beats played on a drum to replicate menacing footsteps.</li> <li>• Follow pictures and symbols to guide singing and playing, e.g. 4 dots = 4 taps on the drum.</li> </ul>
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**Progression in Music**

**Focus in...**

Autumn term	Spring term	Summer term
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<b>Key Stage 1</b>	<b>Year 1</b>	<b>Controlling sounds through singing and playing (performing)</b>	<b>Creating and developing musical ideas (composing)</b>	<b>Responding and reviewing (appraising)</b>	<b>Listening and applying knowledge and understanding</b>
		<input type="checkbox"/> Take part in singing showing awareness of melody <input type="checkbox"/> Follow instructions on how and when to sing/play an instrument	<input type="checkbox"/> Carefully choose sounds to achieve an effect <input type="checkbox"/> Order sounds to create an effect (structure-beginnings/endings) <input type="checkbox"/> Create short musical patterns.	<input type="checkbox"/> Hear the pulse in music. <input type="checkbox"/> Hear different moods in music.	<input type="checkbox"/> Listen for different types of sounds. <input type="checkbox"/> Know how sounds are made and changed.
		<input type="checkbox"/> Take notice of others when performing. <input type="checkbox"/> Make and control long and short sounds (duration) in different ways including hitting, blowing and shaking	<input type="checkbox"/> Create sequences of long and short sounds-rhythmic patterns (duration) in different ways – e.g hitting, blowing, shaking, clapping. <input type="checkbox"/> Control playing instruments so they sound as they should.	<input type="checkbox"/> Identify texture– one sound or several sounds?	<input type="checkbox"/> Make sounds with a slight difference, with help. <input type="checkbox"/> Use voice in different ways to create different effects.
		<input type="checkbox"/> Imitate changes in pitch– high and low	<input type="checkbox"/> Use pitch changes to communicate an idea <input type="checkbox"/> Start to compose with two or three notes. <input type="checkbox"/> Create a simple rhythm by clapping or using percussion	<input type="checkbox"/> Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.). <input type="checkbox"/> Say what they like or dislike about a piece of music	<input type="checkbox"/> Begin to represent sounds with drawing <input type="checkbox"/> Listen to a piece of music, describing if it is fast or slow, happy or sad



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**National Curriculum - Model Music Curriculum - Key Stage 1 Year 2 – Guidance**

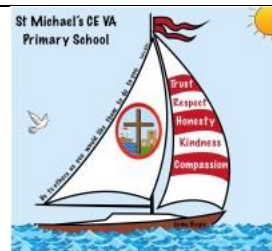
<p><b>Singing</b></p> <ul style="list-style-type: none"> <li>• Sing songs regularly with a pitch range of do-so with increasing vocal control.</li> <li>• Sing songs with a small pitch range (e.g. Rain, Rain Go Away), pitching accurately.</li> <li>• Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. crescendo, decrescendo, pause)</li> </ul>	<p><b>Listening</b></p> <p>The teaching and learning of music is enriched by developing pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.</p> <p>Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school. These could include performances by other school ensembles or year groups, or performances provided by other Music Education Hubs partners, which may include local or national ensembles.</p> 	<p><b>Composing</b></p> <ul style="list-style-type: none"> <li>• Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch).</li> <li>• Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation.</li> <li>• Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.</li> <li>• Use music technology, if available, to capture, change and combine sounds.</li> </ul>	<p><b>Musicianship</b></p> <p><b>Pulse/Beat</b></p> <ul style="list-style-type: none"> <li>• Understand that the speed of the beat can change, creating a faster or slower pace (tempo).</li> <li>• Mark the beat of a listening piece (e.g. Bolero by Ravel) by tapping or clapping and recognising tempo as well as changes in tempo.</li> <li>• Walk in time to the beat of a piece of music or song (e.g. La Mourisque by Susato). Know the difference between left and right to support coordination and shared movement with others.</li> <li>• Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats.</li> <li>• Identify the beat groupings in familiar music that they sing regularly and listen to, e.g. o in 2 Maple Leaf Rag by Joplin o in 3 The Elephant from Carnival of the Animals by Saint-Saëns</li> </ul> <p><b>Rhythm</b></p> <ul style="list-style-type: none"> <li>• Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion.</li> <li>• Create rhythms using word phrases as a starting point (e.g. Hel-lo Si-mon or Can you come and play?).</li> <li>• Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests.</li> <li>• Create and perform their own chanted rhythm patterns with the same stick notation.</li> </ul> <p><b>Pitch</b></p> <ul style="list-style-type: none"> <li>• Play a range of singing games based on the cuckoo interval (so-mi, e.g. Little Sally Saucer) matching voices accurately, supported by a leader playing the melody. The melody could be played on a piano, acoustic instrument or backing track.</li> <li>• Sing short phrases independently within a singing game or short song.</li> <li>• Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g. stand up/sit down, hands high/hands low).</li> <li>• Recognise dot notation and match it to 3-note tunes played on tuned percussion,</li> </ul>
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**Progression in Music**

**Focus in...**

Autumn term	Spring term	Summer term
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<b>Key Stage 1</b>	<b>Year 2</b>	<b>Controlling sounds through singing and playing (performing)</b>	<b>Creating and developing musical ideas (composing)</b>	<b>Responding and reviewing (appraising)</b>	<b>Listening and applying knowledge and understanding</b>
		<ul style="list-style-type: none"> <li>□ Sing songs in ensemble following the tune (melody) well.</li> <li>□ Use voice to good effect understanding the importance of warming up first.</li> </ul>	<ul style="list-style-type: none"> <li>□ Compose and perform melodies using two or three notes.</li> </ul>	<ul style="list-style-type: none"> <li>□ Identify the pulse in music.</li> <li>□ Recognise changes in timbre (sound quality smooth, crisp, scratchy, rattling, tinkling etc.), dynamics (loud and quiet), tempo (fast and slow) and pitch (high and low).</li> </ul>	<ul style="list-style-type: none"> <li>□ Listen carefully and recall short rhythmic and melodic patterns.</li> <li>□ Use changes in dynamics, timbre and pitch to organise music.</li> <li>□ Change sounds to suit a situation</li> </ul>
		<ul style="list-style-type: none"> <li>□ Perform in ensemble with instructions from the leader.</li> <li>□ Make and control long and short sounds using voices and instruments, playing by ear and including simple improvisation (duration).</li> </ul>	<ul style="list-style-type: none"> <li>□ Create/ improvise repeated patterns (ostinati) with a range of instruments.</li> </ul>	<ul style="list-style-type: none"> <li>□ Start to recognise different instruments.</li> </ul>	<ul style="list-style-type: none"> <li>□ Make own sounds and symbols to make and record music.</li> <li>□ Start to look at basic formal notation- play by ear first.</li> <li>□ Know music can be played or listened to for a variety of purposes (in history/ different cultures).</li> </ul>
<ul style="list-style-type: none"> <li>□ Carefully choose instruments to combine layers of sound, showing awareness of the combined effect</li> <li>□ Use own voice in different ways, including using a loud or soft voice and sing simple repeated phrases</li> </ul>	<ul style="list-style-type: none"> <li>□ Effectively choose, order, combine and control sounds (texture/ structure).</li> <li>□ Use sound to create abstract effects (including using ICT).</li> </ul>	<ul style="list-style-type: none"> <li>□ Explain what they like about a piece of music and why</li> </ul>	<ul style="list-style-type: none"> <li>□ Follow a simple piece of written rhythmic notation</li> <li>□ Describe basic elements of a piece of music (e.g. pace, volume, emotion)</li> <li>□ Describe how an instrument has been used to represent a sound or object (e.g. a flute for a bird or a drum for thunder)</li> </ul>		



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**National Curriculum - Model Music Curriculum - Key Stage 2 Year 3- Guidance**

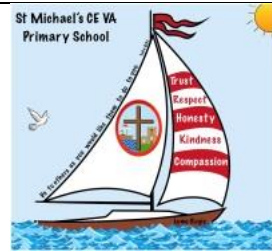
<p><b>Singing</b></p> <ul style="list-style-type: none"> <li>• Sing a widening range of unison songs of varying styles and structures with a pitch range of do-so (e.g. Extreme Weather), tunefully and with expression. Perform forte and piano, loud and soft.</li> <li>• Perform actions confidently and in time to a range of action songs (e.g. Heads and Shoulders).</li> <li>• Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</li> <li>• Perform as a choir in school assemblies.</li> </ul>	<p><b>Listening</b></p> <p>The teaching and learning of music is enriched by developing pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.</p> <p>Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school. These could include performances by other school ensembles or year groups, or provided by other Music Education Hubs partners, which may include local or national ensembles.</p> 	<p><b>Composing</b></p> <p><b>Improvise</b></p> <ul style="list-style-type: none"> <li>• Become more skilled in improvising (using voices, tuned and untuned percussion and instruments played in whole-class/group/individual/instrumental teaching), inventing short 'on-the-spot' responses using a limited note-range.</li> <li>• Structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end. Pupils should compose in response to different stimuli, e.g. stories, verse, images (paintings and photographs) and musical sources.</li> </ul> <p><b>Compose</b></p> <ul style="list-style-type: none"> <li>• Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi).</li> <li>• Compose song accompaniments on untuned percussion using known rhythms and note values.</li> </ul>	<p><b>Performing</b></p> <ul style="list-style-type: none"> <li>• Develop facility in playing tuned percussion or a melodic instrument such as violin or recorder. Play and perform melodies following staff notation using a small range (e.g. Middle C-E/do-mi) as a whole class or in small groups (e.g. trios and quartets).</li> <li>• Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi</li> <li>• Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow. Extend to question-and-answer phrases.</li> </ul> <p><b>Reading Notation</b></p> <ul style="list-style-type: none"> <li>• Introduce the staff, lines and spaces, and clef. Use dot notation to show higher or lower pitch.</li> <li>• Introduce and understand the differences between crotchets and paired quavers.</li> <li>• Apply word chants to rhythms, understanding how to link each syllable to one musical note.</li> </ul>
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**Progression in Music**

**Focus in...**

Autumn term	Spring term	Summer term
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<b>Key Stage 2</b> <b>Year 3</b>	<p><b>Controlling sounds through singing and playing (performing)</b></p> <ul style="list-style-type: none"> <li>□ Sing songs from memory with accurate pitch and in tune.</li> <li>□ Show control in voice and pronounce the words in a song clearly (diction).</li> </ul>	<p><b>Creating and developing musical ideas (composing)</b></p> <ul style="list-style-type: none"> <li>□ Compose and perform melodies using three or four notes.</li> </ul>	<p><b>Responding and reviewing (appraising)</b></p> <ul style="list-style-type: none"> <li>□ Internalise the pulse in music.</li> <li>□ Know the difference between pulse and rhythm.</li> </ul>	<p><b>Listening and applying knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>□ Use musical dimensions together to compose music.</li> <li>□ Know number of beats in a minim, crotchet, quaver and semibreve and recognise symbols (duration).</li> <li>□ Play with a sound-then symbol approach.</li> </ul>
	<ul style="list-style-type: none"> <li>□ Maintain a simple part within an ensemble.</li> <li>□ Play notes on instruments clearly and including steps/ leaps in pitch.</li> <li>□ Improvise (including call and response) within a group using 1 or 2 notes</li> </ul>	<ul style="list-style-type: none"> <li>□ Create accompaniments for tunes using drones or melodic ostinato (riffs).</li> <li>□ Create (dotted) rhythmic patterns with awareness of timbre and duration.</li> </ul>	<ul style="list-style-type: none"> <li>□ Start to use musical dimensions vocabulary to describe music—duration, timbre, pitch, dynamics, tempo, texture, structure. (Downbeats, fast (allegro), slow (adagio), pulse, beat, High, low, rising, falling; pitch range do-so, Call and response; question phrase, answer phrase, echo, ostinato, Drone, Unison, layered, solo, Loud (forte), quiet (piano))</li> </ul>	<ul style="list-style-type: none"> <li>□ Use silence for effect and know symbol for a rest (duration).</li> <li>□ Describe different purposes of music in history/ other cultures.</li> <li>□ Use written symbols both standard and invented to represent sounds</li> </ul>
	<ul style="list-style-type: none"> <li>□ Perform own part with increased control or accuracy when singing or playing both tuned and untuned instruments</li> <li>□ Sing songs confidently both solo and in groups</li> </ul>	<ul style="list-style-type: none"> <li>□ Make creative use of the way sounds can be changed, organised and controlled (including ICT).</li> <li>□ Create and repeat extended rhythmic patterns, vocally or by clapping</li> <li>□ Know and understand – Crochets, paired quavers, minims, allegro, adagio, stave, clef, forte</li> </ul>	<ul style="list-style-type: none"> <li>□ Use these words to identify where music works well/ needs improving.</li> </ul>	<ul style="list-style-type: none"> <li>□ Use relevant musical vocabulary (e.g. pitch, rhythm, tempo and pulse) when talking about the elements of music within a piece</li> <li>□ Recognise changes in the music using word like 'pitch' (high/low), 'timbre' (sound quality), 'dynamics' (loud or soft) and 'tempo' (fast or slow)</li> </ul>



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**National Curriculum - Model Music Curriculum - Key Stage 2 Year 4- Guidance**

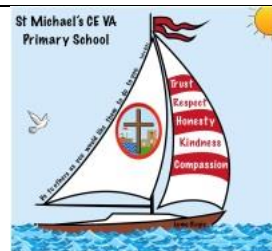
<p><b>Singing</b></p> <ul style="list-style-type: none"> <li>• Continue to sing a broad range of unison songs with the range of an octave (do-do) (e.g. One More Day—a traditional sea shanty) pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo).</li> <li>• Sing rounds and partner songs in different time signatures (2, 3 and 4 time) (e.g. Our Dustbin) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony (e.g. Hear the Wind).</li> <li>• Perform a range of songs in school assemblies.</li> </ul>	<p><b>Listening</b></p> <p>The teaching of music is enriched by developing pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.</p> <p>Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school. These could include performances by other school ensembles or year groups, or provided by other Music Education Hubs partners, which may include local or national ensembles.</p> 	<p><b>Composing</b></p> <p><b>Improvise</b></p> <ul style="list-style-type: none"> <li>• Improvise on a limited range of pitches on the instrument they are now learning, making use of musical features including smooth (legato) and detached (staccato).</li> <li>• Begin to make compositional decisions about the overall structure of improvisations. Continue this process in the composition tasks below.</li> </ul> <p><b>Compose</b></p> <ul style="list-style-type: none"> <li>• Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt. Sing and play these phrases as self-standing compositions.</li> <li>• Arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars.</li> <li>• Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip.</li> <li>• Introduce major and minor chords.</li> <li>• Include instruments played in whole-class/group/individual teaching to expand the scope and range of the sound palette available for composition work.</li> <li>• Capture and record creative ideas using any of:             <ul style="list-style-type: none"> <li>-graphic symbols</li> <li>-rhythm notation and time signatures</li> <li>-staff notation</li> <li>-technology.</li> </ul> </li> </ul>	<p><b>Performing</b></p> <p><b>Instrumental Performance</b></p> <ul style="list-style-type: none"> <li>• Develop facility in the basic skills of a selected musical instrument over a sustained learning period. This can be achieved through working closely with your local Music Education Hub who can provide whole-class instrumental teaching programmes.</li> <li>• Play and perform melodies following staff notation using a small range (e.g. Middle C-G/do-so) as a whole-class or in small groups.</li> <li>• Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching. Identify static and moving parts.</li> <li>• Copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A).</li> </ul> <p><b>Reading Notation</b></p> <ul style="list-style-type: none"> <li>• Introduce and understand the differences between minims, crotchets, paired quavers and rests.</li> <li>• Read and perform pitch notation within a defined range (e.g. C-G/do-so).</li> <li>• Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.</li> </ul>
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**Progression in Music**

**Focus in...**

Autumn term	Spring term	Summer term
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<b>Key Stage 2</b> <b>Year 4</b>	<p><b>Controlling sounds through singing and playing (performing)</b></p> <ul style="list-style-type: none"> <li>□ Sing in tune, breathe well, pronounce words, change pitch and dynamics.</li> <li>□ Sustain a rhythmic ostinato/ drone/ melodic ostinato (riff) (to accompany singing) on an instrument (tempo/ duration/ texture)/</li> </ul>	<p><b>Creating and developing musical ideas (composing)</b></p> <ul style="list-style-type: none"> <li>□ Compose and perform melodies using four or five notes.</li> <li>□ Use a variety of different musical devices including melody, rhythms and chords.</li> </ul>	<p><b>Responding and reviewing (appraising)</b></p> <ul style="list-style-type: none"> <li>□ Know how pulse stays the same but rhythm changes in a piece of music</li> </ul>	<p><b>Listening and applying knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>□ Combine sounds expressively (all dimensions).</li> <li>□ Read notes and know how many beats they represent (minim, crotchet, semibreve, quaver, dotted crotchet, rests)</li> </ul>
	<ul style="list-style-type: none"> <li>□ Perform with control and awareness of what others are singing/ playing.</li> <li>□ Improvise within a group using more than 2 notes.</li> </ul>	<ul style="list-style-type: none"> <li>□ Record own compositions.</li> <li>□ Create own songs (raps- structure)</li> </ul>	<ul style="list-style-type: none"> <li>□ Listen to several layers of sound (texture) and talk about the effect on mood and feelings.</li> <li>□ Use more musical dimensions vocabulary to describe music— duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony. (Getting faster (accelerando), Getting slower (rallentando), Bar, metre, Pentatonic scale, major and minor tonality, pitch range do-do, Rounds and partner songs, repetition, contrast, Static, moving, Duet, melody and accompaniment, Getting louder (crescendo), getting softer (decrescendo); legato (smooth), staccato (detached))</li> </ul>	<ul style="list-style-type: none"> <li>□ Know that sense of occasion affects performance.</li> <li>□ Describe different purposes of music in history/ other cultures.</li> <li>□ Follow a basic melody line, using standard notation</li> </ul>
	<ul style="list-style-type: none"> <li>□ Perform significant parts from memory and from notation, either on a musical instrument or vocally</li> <li>□ Maintain a simple part within an ensemble</li> </ul>	<ul style="list-style-type: none"> <li>□ Identify where to place emphasis and accents in a song to create effects (duration).</li> <li>□ Create and repeat extended rhythmical patterns, using a range of percussion and tuned instruments</li> <li>□ Know and understand – Crochets, paired quavers, minims, rests, allegro, adagio, accelerando, rallentando, stave, clef, forte, crescendo, decrescendo</li> </ul>	<ul style="list-style-type: none"> <li>□ Identify orchestral family timbres.</li> <li>□ Identify cyclic patterns.</li> </ul>	<ul style="list-style-type: none"> <li>□ Describe and compare and then evaluate different kinds of music using appropriate musical vocabulary</li> <li>□ Describe how a piece of music makes them feel, making an attempt to explain why. Recall sounds with increasing aural memory</li> </ul>



**The school's Christian vision**

Our five core Christian values

*Trust, Honesty, Compassion, Respect and Kindness*  
are centred on


**'Do to others as you would like them to do to you.'** (Luke 6:13)

Through these values we inspire children to be the best they can be. Encouraging high aspirations and expectations that will allow them to achieve, explore, succeed and prepare for their own path through life.



**St Michael's CE VA Primary School, Lyme Regis**

**National Curriculum - Model Music Curriculum - Key Stage 2 Year 5- Guidance**

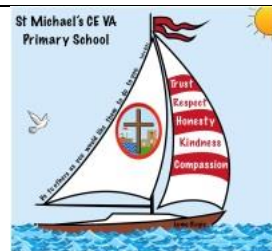
<p><b>Singing</b></p> <ul style="list-style-type: none"> <li>• Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and appropriate style.</li> <li>• Sing three-part rounds, partner songs, and songs with a verse and a chorus.</li> <li>• Perform a range of songs in school assemblies and in school performance opportunities.</li> </ul>	<p><b>Listening</b></p> <p>The teaching of music is enriched by developing pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.</p> <p>Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school. These could include performances by other school ensembles or year groups, or provided by other Music Education Hubs partners, which may include local or national ensembles.</p> 	<p><b>Composing</b></p> <p><b>Improvise</b></p> <ul style="list-style-type: none"> <li>• Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments.</li> <li>• Improvise over a simple groove, responding to the beat, 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). Continue this process in the composition tasks below.</li> </ul> <p><b>Compose</b></p> <ul style="list-style-type: none"> <li>• Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment.</li> <li>• Working in pairs, compose a short ternary piece.</li> <li>• Use chords to compose music to evoke a specific atmosphere, mood or environment. For example, La Mer by Debussy and The River Flows In You by Yiruma both evoke images of water. Equally, pupils might create music to accompany a silent film or to set a scene in a play or book.</li> <li>• Capture and record creative ideas using any of:             <ul style="list-style-type: none"> <li>-graphic symbols</li> <li>-rhythm notation and time signatures</li> <li>-staff notation</li> <li>-technology</li> </ul> </li> </ul>	<p><b>Performing</b></p> <p><b>Instrumental Performance</b></p> <ul style="list-style-type: none"> <li>• Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one staff and using notes within the Middle C-C'/do-do range. This should initially be done as a whole class with greater independence gained each lesson through smaller group performance.</li> <li>• Understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments to familiar songs (e.g. Yellow Submarine by The Beatles).</li> <li>• Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra.</li> <li>• Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies.</li> </ul> <p><b>Reading Notation</b></p> <ul style="list-style-type: none"> <li>• Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.</li> <li>• Understand the differences between 2/4, 3/4 and 4/4 time signatures.</li> <li>• Read and perform pitch notation within an octave (e.g. C-C'/do-do).</li> <li>• Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.</li> </ul>
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**Progression in Music**

**Focus in...**

Autumn term	Spring term	Summer term
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<b>Key Stage 2</b> <b>Year 5</b>	<p><b>Controlling sounds through singing and playing (performing)</b></p> <ul style="list-style-type: none"> <li>□ Show control, phrasing and expression in singing</li> <li>□ Hold part in a round (pitch/structure).</li> </ul>	<p><b>Creating and developing musical ideas (composing)</b></p> <ul style="list-style-type: none"> <li>□ Compose and perform melodies using five or more notes.</li> <li>□ Show confidence, thoughtfulness and imagination in selecting sounds and structures to convey an idea</li> </ul>	<p><b>Responding and reviewing (appraising)</b></p> <ul style="list-style-type: none"> <li>□ Know how pulse, rhythm and pitch fit together.</li> </ul>	<p><b>Listening and applying knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>□ Create music with an understanding of how lyrics, melody, rhythms and accompaniments work together effectively (pitch/texture/ structure).</li> <li>□ Read/ work out the musical stave</li> </ul>
	<ul style="list-style-type: none"> <li>□ Perform in solo and ensemble contexts using a variety of techniques, confidently, expressively and in tune.</li> <li>□ Improvise on own with increasing aural memory.</li> </ul>	<ul style="list-style-type: none"> <li>□ Create music reflecting given intentions and record using standard notation.</li> <li>□ Use ICT to organise musical ideas (where appropriate).</li> </ul>	<ul style="list-style-type: none"> <li>□ Use a range of words to describe music (eg. duration, timbre, pitch, dynamics, tempo, texture, structure, beat, rhythm, metre, silence, riff, ostinato, melody, harmony, chord, flat, sharp, dotted rhythm, staccato, legato, crescendo, diminuendo).</li> </ul>	<ul style="list-style-type: none"> <li>□ Perform songs in a way that reflects the meaning of the words, the venue and sense of occasion so that the audience appreciates it.</li> <li>□ Describe different purposes of music in history/ other cultures.</li> <li>□ Perform from simple notation on tuned/untuned instruments</li> </ul>
	<ul style="list-style-type: none"> <li>□ Maintain own part in a performance with confidence, accuracy and an awareness of what others are playing</li> <li>□ Maintain a more complex part within an ensemble (e.g. sing in a round or use harmony)</li> </ul>	<ul style="list-style-type: none"> <li>□ (Combine all musical dimensions).</li> <li>□ Create simple rhythmic patterns with an awareness of timbre (quality of sound) and duration (length of notes and intervals)</li> <li>□ Know and understand – Crotchets, paired quavers, minims, semibreves, semiquavers, rests, time signatures, allegro, adagio, accelerando, rallentando, stave, clef, forte, crescendo, decrescendo</li> </ul>	<ul style="list-style-type: none"> <li>□ Use these words to identify strengths and weaknesses in own and others' music. (Simple time, compound time, syncopation, Full diatonic scale in different keys, Ternary form, verse and chorus form, music with multiple sections, Triads, chord progressions, Music in 3 parts, music in 4 parts, Wider range of dynamics including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet))</li> </ul>	<ul style="list-style-type: none"> <li>□ Use musical vocabulary to explain some of the reasons why a piece of music might have been composed</li> <li>□ Explain how different musical elements (pitch, tempo, rhythm, melody and dynamics) have been used to create mood and effects</li> </ul>



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**St Michael's CE VA Primary School, Lyme Regis**

**National Curriculum - Model Music Curriculum - Key Stage 2 Year 6- Guidance**

<p><b>Singing</b></p> <ul style="list-style-type: none"> <li>• Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style.</li> <li>• Continue to sing three- and four-part rounds (e.g. Calypso by Jan Holdstock) or partner songs, and experiment with positioning singers randomly within the group – i.e. no longer in discrete parts – in order to develop greater listening skills, balance between parts and vocal independence.</li> <li>• Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.</li> </ul>	<p><b>Listening</b></p> <p>The teaching and learning of music is enriched by developing pupils' knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.</p> <p>Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school. These could include performances by other school ensembles or year groups, or provided by other Music Education Hubs partners, which may include local or national ensembles.</p> 	<p><b>Composing</b></p> <p><b>Improvise</b></p> <p>Extend improvisation skills through working in small groups to:</p> <ul style="list-style-type: none"> <li>• Create music with multiple sections that include repetition and contrast.</li> <li>• Use chord changes as part of an improvised sequence.</li> <li>• Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape.</li> </ul> <p><b>Compose</b></p> <ul style="list-style-type: none"> <li>• Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody.</li> <li>• Compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen.</li> <li>• Either of these melodies can be enhanced with rhythmic or chordal accompaniment.</li> <li>• Compose a ternary piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.</li> </ul>	<p><b>Performing</b></p> <p><b>Instrumental Performance</b></p> <ul style="list-style-type: none"> <li>• Play a melody following staff notation written on one staff and using notes within an octave range (do-do); make decisions about dynamic range, including very loud ( ), very quiet ( ), moderately loud ( ) and moderately quiet ( ).</li> <li>• Accompany this same melody, and others, using block chords or a bass line. This could be done using keyboards, tuned percussion or tablets, or demonstrated at the board using an online keyboard.</li> <li>• Engage with others through ensemble playing (e.g. school orchestra, band, mixed ensemble) with pupils taking on melody or accompaniment roles. The accompaniment, if instrumental, could be chords or a single-note bass line.</li> </ul> <p><b>Reading Notation</b></p> <ul style="list-style-type: none"> <li>• Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests.</li> <li>• Further develop the skills to read and perform pitch notation within an octave (e.g. C-C/ do-do).</li> <li>• Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations.</li> <li>• Read and play from notation a four-bar phrase, confidently identifying note names and durations.</li> </ul> <p><b>Transition Project</b></p> <p>The end of Year 6 transition project provides a way to bring together what the pupils have learnt about reading notation, playing an instrument, composing melodies and singing as a class.</p>
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**Progression in Music**

**Focus in...**

Autumn term    Spring term    Summer term

<b>Key Stage 2</b>	<b>Year 6</b>	<p><b>Controlling sounds through singing and playing (performing)</b></p>	<p><b>Creating and developing musical ideas (composing)</b></p>	<p><b>Responding and reviewing (appraising)</b></p>	<p><b>Listening and applying knowledge and understanding</b></p>
		<ul style="list-style-type: none"> <li>□ Sing or play from memory with confidence.</li> <li>□ Take turns to lead a group.</li> </ul>	<ul style="list-style-type: none"> <li>□ Make a sequence of long and short sounds with help (duration).</li> <li>□ Clap longer rhythms with help.</li> </ul>	<ul style="list-style-type: none"> <li>□ Know how the other dimensions of music are sprinkled through songs and pieces of music.</li> <li>□ Use musical vocabulary confidently to describe music (Simple time, compound time, syncopation, Full diatonic scale in different keys, Ternary form, verse and chorus form, music with multiple sections, Triads, chord progressions, Music in 3 parts, music in 4 parts, Wider range of dynamics including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet))</li> </ul>	<ul style="list-style-type: none"> <li>□ Use increased aural memory to recall sounds accurately.</li> <li>□ Use knowledge of musical dimensions to know how to best combine them.</li> <li>□ Know and use standard musical notation to perform and record own music (adding dotted quavers)</li> </ul>
		<ul style="list-style-type: none"> <li>□ Maintain own part in a round/ sing a harmony/ play accurately with awareness of what others are playing.</li> <li>□ Play more complex instrumental parts.</li> </ul>	<ul style="list-style-type: none"> <li>□ Make different sounds (high and low- pitch; loud and quiet- dynamics; fast and slow-tempo; quality of the sound- smooth, crisp, scratchy, rattling, tinkling etc.- timbre)</li> </ul>	<ul style="list-style-type: none"> <li>□ Work out how harmonies are used and how drones and melodic ostinati (riffs) are used to accompany singing.</li> </ul>	<ul style="list-style-type: none"> <li>□ Use different venues and occasions to vary performances.</li> <li>□ (Combining all musical dimensions).</li> <li>□ Describe different purposes of music in history/ other cultures</li> </ul>
<ul style="list-style-type: none"> <li>□ Take the lead in a performances and provide suggestions to others</li> <li>□ Identify how sounds can be combined and used expressively, layering sounds and singing in tune with other performances</li> <li>□ Improvise using 5 notes of the pentatonic scale</li> </ul>	<ul style="list-style-type: none"> <li>□ Create complex rhythmic patterns using a variety of instrumentation with an awareness of timbre (quality of sound) and duration (length of notes and intervals)</li> <li>□ Improvise using 5 or more notes to compose and perform melodies.</li> <li>□ Know and understand – Crotchets, paired quavers, minims, semibreves, semiquavers, rests, time signatures, allegro, adagio, accelerando, rallentando, stave, clef, forte, crescendo, decrescendo</li> </ul>	<ul style="list-style-type: none"> <li>□ Use knowledge of how lyrics reflect cultural context and have social meaning to enhance own compositions.</li> <li>□ Refine and improve own/ others' work.</li> </ul>	<ul style="list-style-type: none"> <li>□ Understand/use staff and use unconventional notation when composing</li> <li>□ Describe how music can be used to create expressive effects and convey emotion</li> <li>□ Identify and explore the relationship between sounds and how different meanings can be expressed through sound and music</li> </ul>		