

Year Group	Learning Area	Coverage	Vocabulary
EYFS	Singing & Listening	<ul style="list-style-type: none"> Begin to build a repertoire of songs Explore the different sounds of instruments Represent their own ideas, thoughts and feelings through music. 	chant • fast • follow • high • instrument • low • loud • quiet (use instead of 'soft') • repeat • rhythm • sing • slow • song • sounds • start • stop
	Rhythm	<ul style="list-style-type: none"> Use clapping and stamping to understand rhythm and stops in music Follow a conductor to start and stop movement to music Lead their own start and stop rhythm 	
Year 1	Singing	<ul style="list-style-type: none"> Sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions (e.g. stop, start, loud, quiet) and counting in. Begin with simple songs with a very small range, mi-so and then slightly wider. Include pentatonic songs Sing a wide range of call and response songs to control vocal pitch and to match the pitch they hear with accuracy. 	As EYFS plus: • beat • beater • cymbal • drum • high (sound) • listen • loud • low (sound) • perform • quiet • shaker • steady beat • tambourine • tempo • triangle • tune • voice • chants • rhythm • strings • woodwind • brass • percussion • keyboard • volume • pitch • rhythm • samba drum • samba whistle
	Materials of instruments	<ul style="list-style-type: none"> Exploring the types of materials that can make instruments, e.g. bowed strings, woodwind, brass, percussion, keyboard, and the guitar family. Explore how different materials make different sounds (including pitch and volume) 	
	Samba drumming	<ul style="list-style-type: none"> Learn to use listen, copy, stop to play call and response and lead this Play a class rhythm together Follow cues on the Samba whistle to play a simple rhythm, start and stop and follow call and response as a class 	
	Musical Notation	<ul style="list-style-type: none"> Recognise how graphic notation can represent created sounds. Explore and invent own symbols 	

Year 2	Singing	<ul style="list-style-type: none"> • Sing songs regularly with a pitch range of do-so with increasing vocal control. • Sing songs with a small pitch range (e.g. Rain, Rain Go Away), pitching accurately. • Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) • be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. crescendo, decrescendo, pause) 	As Year 1 plus • accompany • body percussion • chime bar • chord • claves • compose • duration • ostinato • phrase • crotchet • quaver • semi-quaver •ensemble
	Samba Rio Drumming	<ul style="list-style-type: none"> • Learn all parts of a 3 part rhythm to be played as one by the ensemble. • Leading the ensemble in clapping call and response rhythms. • Memorising an 8 bar unison section. • Build a piece of three sections including: Unison playing, 3 part rhythm, call and response and four simple breaks. 	
	Musical Notation	<ul style="list-style-type: none"> • Composing and performing short rhythms. • Use graphic symbols, dot notation and stick notation 	
Year 3	Singing	<ul style="list-style-type: none"> • Sing a wide range of unison songs tunefully and with expression in a variety in styles and structure • Discuss songs using correct language (12 bar blues, Verse/Chorus). • Perform actions confidently and in time • Perform tunefully with forte and piano • Work towards developing accuracy with a full octave pitch range. • Perform as a class choir (to other classes as sessions swap over or in assembly) 	As Key Stage One plus: • names of orchestral instruments • accompaniment • call and response • composer • conductor • drone • duet • duration • dynamics • lyrics • melodic phrase • melody • orchestra • orchestration • ostinati • round •
	Samba Funk Drumming and Vocal Development	<ul style="list-style-type: none"> • Play the 5 part rhythm accurately and with a steady tempo • Syncopated unison rythm introducing semi-quavers 	

		<ul style="list-style-type: none"> Compound unison rhythm with drum and vocal parts The 5 note pentatonic scale Where different pitches are written on the stave Reading rhythm and pitch together. 	<ul style="list-style-type: none"> scale structure theme unison trio and quartet stave line clef pentatonic forte piano
	Reading Notation Music	<ul style="list-style-type: none"> Crotchets and Crotchet rests Quavers and quaver rests Semiquavers Introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch. Introduce and understand the differences between crotchets and paired quavers. Apply word chants to rhythms, understanding how to link each syllable to one musical note 	
	Keyboard	<ul style="list-style-type: none"> 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). Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C–D–E/do–re–mi 	
Year 4	Singing	<ul style="list-style-type: none"> 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). Sing rounds and partner songs Sing partner songs Sing in different time signatures. (2, 3 and 4 time) Introduce repertoire with small and large leaps. Sing 2 simple parts to introduce vocal harmony. 	<ul style="list-style-type: none"> As Year 3 plus: harmony improvise leaping (large interval between two notes) pulse recorder score tuned percussion untuned percussion volume notation Batucada minim rest decrescendo
	Samba Ragga Drumming	<ul style="list-style-type: none"> Learning all 5 parts of the Ragga rhythm to be played at speed by the ensemble. 	

		<ul style="list-style-type: none"> Mix simple and compound time with vocal and instrumental orchestration Phrases of odd bar length and dotted rhythms 	
	Writing of notation music	<ul style="list-style-type: none"> Introduce and understand the differences between minims, crotchets, paired quavers and rests. 	
	Keyboard	<ul style="list-style-type: none"> 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. 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. 	
Year 5	Singing	<ul style="list-style-type: none"> Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. Observe phrasing, pitching and appropriate style for performance. Sing partner songs and three part rounds. Perform a range of songs in various performance opportunities. Singing two part harmony. 	as Year 4 plus: <ul style="list-style-type: none"> • accent • bass • texture • timbre • triad • melodic • chords • semibreve • semiquaver • reggae • Jamaica • syncopation
	Samba Reggae Drumming	<ul style="list-style-type: none"> The Reggae piece increases syncopation in the five-part rhythm and the diversity between the different instrumental parts. Learn to play a rhythm with a strong emphasis on the 'off' beat rather than the 'main' beat 	
	Keyboard	<ul style="list-style-type: none"> Understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments to familiar songs 	

		<ul style="list-style-type: none"> Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers. 	
	History of Music – 20 th Century Musicians and Composers	<ul style="list-style-type: none"> 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. 	
Year 6	Singing	<ul style="list-style-type: none"> Sing songs with more syncopated rhythm observing rhythm, phrasing, accurate pitching and appropriate style. Continue with three part rounds. Introduce four part rounds. Introduce three part harmony. Work on balance between parts and vocal independence. Perform to a wider audience. 	As Year 5 plus: <ul style="list-style-type: none"> diction interval syncopation Hallelujah from Messiah - Handel Baroque Rondo alla Turca - Mozart Symphony No. 5 - Beethoven 1812 Overture - Tchaikovsky Night on a Bare Mountain - Mussorgsky Bolero - Ravel Symphonic Variations on an African Air - Coleridge-Taylor English Folk Song Suite - Vaughan Williams Melody, Notation, Interval, Octave, Dynamic Range, Keyboard, Recorder,
	Samba Maracatu Drumming	<ul style="list-style-type: none"> To play a Maracatu rhythm moving away from a crotchet pulse to a more syncopated dotted crotchet foundation. 	
	Keyboard	<ul style="list-style-type: none"> Play a melody following staff notation written on one stave and using notes within an octave range (do-do); make decisions about dynamic range, including very loud (ff), very quiet (pp), moderately loud (f) and moderately quiet (p). Accompany this same melody, and others, using block chords. Engage with others through ensemble playing (e.g. school orchestra, band, mixed ensemble) with pupils taking on melody or accompaniment roles. Read and play from notation a four-bar phrase, 	
	The History of Music – Classical/Baroque/Romantic	<ul style="list-style-type: none"> The teaching and learning of music is enriched by developing pupils' knowledge and understanding 	

		<p>of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.</p>	<p>Orchestra, Rhythm, Pitch</p>
<p>Music Assemblies</p>	<p>Music assemblies take place every week and cover a range of learning:</p> <ul style="list-style-type: none"> • sing a wide range of songs • call and response • vocal warm ups • sing songs linked to our PUPAC values • Christmas songs to perform • the history of music • different musical genres • musicians who changed history • a range of musical instruments • musical notation • include key vocabulary from the inter-related dimensions of music 		