

Music Road Map

EYFS

Charanga – ME! , My Stories, Everyone! , Our World, Big Bear Funk, Reflect Rewind and Re-play.

They will enjoy listening rhythmic patterns and stories through joining in actions and vocalisations. They will join in with repeated refrains and anticipate key events and phrases in rhymes and stories.

Children will begin to move to music and imitate and improvise actions like waving and clapping. They will join in singing favourite songs and create sounds by shaking, banging, tapping or blowing.

Children will join in with dancing and singing games. They will explore how sounds can be changed and explores the different sounds on instruments.

Year 1

Charanga —Hey You! , Rhythm in the way we walk, Banana rap, In the Groove, Round and Round, Your imagination, Reflect Rewind and Replay.

Singing: Sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch responding to simple visual directions eg stop, start, loud, quiet and counting in.

Listening: Identify changes in tempo and pitch in music. To explore how music can tell a story and have different mood.

Composing Improvise simple vocal chants using questions and answer phrases. Create musical sound effects and short sequences of sounds in response to stimuli.

Musicianship:

Pulse/Beat: Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. •

Rhythm: Perform short copycat rhythm patterns accurately; Perform short repeating rhythm patterns; Perform word-pattern chants create, retain and perform their own rhythm patterns.

Pitch: Listen to sounds in the local school environment, comparing high and low sounds. • Sing familiar songs in both low and high voices and talk about the difference in sound. • Explore percussion sounds to enhance storytelling. Follow pictures and symbols to guide singing and playing.

Year 2

Charanga—Hands Feet Heart , Ho Ho Ho , I Wanna Play in a Band , Zootime, Friendship Song , Reflect Rewind and Re-play.

Singing: Sing songs regularly with a pitch range of do-so with increasing vocal control. Sing songs with a small pitch range know the meaning of dynamics (loud/quiet) and tempo (fast/slow)

Listening: Investigate ways of producing sounds(shake, strike, pluck). Use simple musical vocabulary to describe music.

Composing: Create music in response to a non-musical stimulus. Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation. Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.

Musicianship:

Pulse/Beat • Understand that the speed of the beat can change, creating a faster or slower pace (tempo). • Mark the beat of a listening piece. • Walk in time to the beat of a piece of music or song. • Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats.

Rhythm: Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion. • Create rhythms using word phrases as a starting point. Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests. • Create and perform their own chanted rhythm patterns with the same stick notation.

Pitch: Play a range of singing games based on the cuckoo interval matching voices accurately, supported by a leader playing the melody. Sing short phrases independently within a singing game or short song. • Respond independently to pitch changes heard in short melodic phrases, indicating with actions. Recognise dot notation and match it to 3-note tunes played on tuned percussion.

**Nottingham Music Hub: Year 4, 5 and 6
 Brass and trombone Music**

Year 4

Charanga— Let Your Spirit Fly , Glockenspiel 1, Three Little Birds, The Dragon Song, Bringing us Together , Reflect Rewind and Replay.

Year 3

Singing: Continue to sing a broad range of unison songs pitching the voice accurately and following directions for getting louder and quieter. Sing rounds and partner songs in different time signatures and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony.

Listening: 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.

Improvise: Improvise on a limited range of pitches on the instrument they are now learning, making use of musical features. Begin to make compositional decisions about the overall structure of improvisations.

Compose: Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range for the instruments being learnt. Sing and play these phrases as self-standing compositions. Arrange individual notation cards of known note values to create sequences of 2-, 3- or 4-beat phrases, arranged into bars. Introduce major and minor chords.

Performing: Develop facility in the basic skills of a selected musical instrument. Play and perform melodies following staff notation using a small range as a whole-class or in small groups. Perform in two or more parts from simple notation using instruments played in whole class teaching. Copy short melodic phrases including those using the pentatonic scale.

Singing: Sing a widening range of unison songs of varying styles and structures. Perform actions confidently and in time to a range of action songs. Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.

Listening: 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.

Improvise • Become more skilled in improvising, inventing short 'on-the-spot' responses using a limited note-range. Structure musical ideas to create music that has a beginning, middle and end.

Compose • Combine known rhythmic notation using just three notes (do, re and mi). • Compose song accompaniments on untuned percussion using known rhythms and note values.

Performing • Develop facility in playing tuned percussion or a melodic instrument. Play and perform melodies following staff notation using a small range as a whole class or in small groups. Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes

Year 5

Year 6

Charanga— Happy, Classroom Jazz, A New Year Carol, You've Got a Friend, Music and Me, Reflect Rewind and Replay.

Singing: Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. Sing three-part rounds, partner songs, and songs with a verse and a chorus.

Listening: 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.

Improvise: Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments. 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, very quiet, moderately loud and moderately quiet.

Compose: Compose melodies made from pairs of phrases. Use chords to compose music to evoke a specific atmosphere, mood or environment.

Performing: Play melodies on tuned percussion, melodic instruments or keyboards. Understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments to familiar songs. Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra. Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies.

Singing: Sing a broad range of songs, including those that involve syncopated rhythms with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style. Continue to sing three- and four-part rounds or partner songs, and experiment with positioning singers randomly within the group.

Listening: 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.

Improvise: Create music with multiple sections that include repetition and contrast. Use chord changes as part of an improvised sequence. Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape. Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments.

Performing: Play a melody following staff notation written on one staff and using notes within an octave range and make decisions about dynamic range, including very loud, very quiet, moderately loud and moderately quiet. Accompany this same melody, and others, using block chords or a bass line. Engage with others through ensemble playing (e.g. school orchestra, band, mixed ensemble) with pupils taking on melody or accompaniment roles.

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Year 2

Charanga—Hands Feet Heart , Ho Ho Ho , I Wanna Play in a Band , Zootime, Friendship Song , Reflect Rewind and Replay.

Key Vocabulary:

Sing, song, beat, tempo, loud, quiet, high, low, texture, structure, timbre,

Key Vocabulary:

Pitch (High sound, low sound), dynamics (loud, quiet), timbre (different sounds from different instruments and voices.) , tempo (slow, fast), Duration (long, short), Pulse (regular beat underlying the music.)

Key Vocabulary:

Pitch (getting higher, lower, stays the same) Duration Changes in dynamics (getting louder/quieter) Ostinato (repeated pattern) Graphic score Tuned percussion Timbre (different sounds created by hitting, blowing plucking, bowing, digital instruments)

**Nottingham Music Hub
 Brass and trombone Music
 Lessons**

Year 4

Charanga— Let Your Spirit Fly , Glockenspiel 1, Three Little Birds, The Dragon Song, Bringing us Together , Reflect Rewind and Replay.

Year 3

Key Vocabulary:

Beats in a bar (2,3,4), Rests of one or more beats, or whole bars, Pitch, letter names A-G to represent pitch o changes represented by music being higher or lower on a board, Duration - notes lasting for different numbers of beats - walk (1), stride (2), sleep (4), running (½ beats), Difference between beat/pulse and rhythm , Dynamics - gradations from very quiet through to very loud

Key Vocabulary:

Rhythm notation (duration) • 4 beat – semibreve (sleep) • 2 beat – minim (stride) • 1 beat – crochet (walk) • ½ beats – quavers (running) • 1 beat rest (shh) Pitch - one-line stave to record differences in pitch: notes below the line, 'on the line' (meaning with the line going through the centre of the note); above the line Pitch – sharp, natural, flat Conductor - standard conducting hand movements Orchestral instruments and families (strings, brass, woodwind, percussion) Staccato/legato

Year 5

**Nottingham Music Hub
 Brass and trombone Music Lessons**

Year 6

Charanga— Happy, Classroom Jazz, A New Year Carol, You've Got a Friend, Music and Me, Reflect Rewind and Replay.

Key Vocabulary:

Structure – balance of repetition and contrast, Pitch – 5 line-stave (staff notation), Different types of ensembles, linked to different cultures and traditions, Music history – changes in music across Baroque, Classical/Romantic and c20/21 time periods, Music technology: sample, loop, sequence

Key Vocabulary:

Chord/Chord sequence, Signs and symbols in a band/orchestra part, Sight reading from notation, Musical features characteristic of different styles, cultures and traditions