



# Harbertonford C of E Primary

## Music Curriculum Plan Years EYFS-6



### Intent

At Harbertonford, we provide cross curricular opportunities from EYFS up to year 6 for all children to create, explore, appreciate and perform music. Our intention is to develop the skills to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music. We aim to provide opportunities throughout school for children to develop their talents in music, and explore a variety of musical activities. We ensure that all children sing, through singing assemblies, performances and church services. Children are able to listen to and appreciate different styles and genres of music. We teach them the skills of recognising and commenting on pulse, pitch, rhythm, timbre, dynamics and texture. We provide opportunities for children to work with others to make music through visits to the school and educational trips. We also begin to teach them some of the features of musical notation. Whole class sets of ukuleles are used to support the above, together with class sets of instruments and musical visitors to enhance aspirations.

### Implementation

#### A rich vocabulary: thinking and talking like an expert...

Children explore, understand and use the language of pitch, duration, pace, timbre, texture, dynamics and structure. Children are able to articulate their learning. Musical notation is used and understood.

##### General vocab

**accent** – where the music is emphasised  
**bar** – a regular section on a staff, separated by vertical lines. Contains the beats  
**beat** – unit of rhythm  
**canon** – tune that is repeated at regular intervals by different performers, but with different starting times  
**chant** – singing in unison, with a similar rhythm to speech  
**choir** – group of singers  
**chord** – 2 or more notes (usually 3) played simultaneously in harmony  
**chord progression** – string of chords played in succession, usually a pattern  
**clef** – a symbol on written music, defining what pitch to play the note  
**crescendo** – getting louder  
**decrescendo** – getting quieter  
**dissonance** – harsh sounds, chords not in harmony  
**downbeat** – first beat in a bar  
**drone** – monotonous tone

**key signature** – the flats and sharps at the beginning of each line, to be played throughout the piece  
**major** – a happy sounding piece of music  
**minor** – a sad sounding piece of music  
**notation** – a method of writing music  
**octave** – 8 full tones above the key note. Start and end of a scale  
**off beat** – the unaccented beat  
**orchestra** – a large group of instruments, usually classical  
**pulse** – the constant beat in a piece of music  
**rest** – moment when a note is not played for a defined length of time  
**rhythm** – structured groups of accented and unaccented beats  
**scale** – successive notes of a key, ascending or descending  
**sharp** – note to be raised by a semitone  
**slur** – a curve over notes, suggesting that it is slurred together  
**staccato** – short, sharp notes

**duet** – two vocalists or instruments

**dynamics** – how loud or quiet a piece of music is

**ensemble** – all instruments in an orchestra or all voices in a choir, playing at once.


**flat** – playing a note a semitone lower than the written one


**forte** – loud

**harmony** – pleasing combination of two or more notes, played in background behind melody

**key** – system of notes based on a key note

### Note lengths

**Semibreve** – 4 beats 

 **Minim** – 2 beats

**Crotchet** – 1 beat

 **Quaver** – ½ beat

### Rest lengths

 **Crotchet rest** – 1 beat

**staff** – five horizontal lines on which notes are written

**tempo** – speed of a piece

**time signature** – how many beats to a bar

**unison** – playing or singing the same notes simultaneously

**vibrato** – quickly alternating between two notes – a wobbly sound

### Common Tempo words

**adagio** – slow and calm

**allegro** – quick and lively

**andante** – relaxed and flowing

**largo** – slow and broad

**lento** – slow

**moderato** – a reasonable pace

**rit. (ritardando)** – slowing the tempo (also **ral. (ralentissez)**)

**presto** – quick and lively

**prestissimo** – extremely quick

Music is incorporated into a variety of activities and events within school, such as Collective Worship, class assemblies, classroom routines and special celebrations such as May Day and Mothering Friday and church calendar celebrations such as Harvest, Christmas and Easter.

At Harbertonford, we ensure as many extra-curricular musical opportunities are available to the children as possible. Children are offered the opportunity to play different instruments each term through our wider opportunities scheme offered by the Devon Music Hub. Many children take part in peripatetic music lessons (ukulele/guitar, drums, keyboard, recorder, guitar and piano) and we will be running a school choir in 2020/21 available to all year groups.

The 'Charanga' and 'Music Express' scheme of work provides the basis of music lesson context from Foundation Stage to Year 6. Each Unit of Work undertaken comprises the strands of musical learning which correspond with the national curriculum for music:

Listening and Appraising

Musical Activities, Warm-up Games, Optional Flexible Games

Singing

Playing instruments  
Improvisation  
Composition  
Performing and evaluating.

## The National Curriculum

### **At the end of EYFS, level expected:**

The most relevant early years outcomes for music are taken from the following areas of learning:

- Understanding the World
- Expressive Arts and Design

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### **Early years Foundation Stage**

In Reception all musical learning is focussed around nursery rhymes, actions and songs and has a cross- curricular/topic based focus that will allow teachers to engage the children in developmental events taking place in their lives.

### **By the end of Key stage 1 children are expected to:**

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Play tunes and un-tuned instruments musically.
- Listen with concentration and understand to a range of high quality live and recorded music.
- Experiment with, create select and combine sounds using the inter-related dimensions of music.

**By the end of Key Stage 2 children will be** singing and playing musically with increased confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas with musical structures and reproducing sounds from aural memory.

### **By the end of Key Stage 2 children are expected to:**

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- improvise and compose music for a range of purposes using the inter-related dimensions of music.
- listen with attention to detail and recall sounds with increasing aural memory.
- use and understand staff and other musical notations.
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- develop an understanding of the history of music.

## EYFS~ Progressive curriculum plan

30-50 Months	Expressive Arts and Design	Exploring and Using Media and Materials  Being Imaginative	<ul style="list-style-type: none"> <li>To sing a few familiar songs.</li> <li>To imitate movement in response to music.</li> <li>To tap out simple repeated rhythms.</li> <li>To explore and learn how sounds can be changed.</li> <li>To develop a preference for forms of expression</li> <li>To notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</li> <li>To sing to self and make up simple songs.</li> <li>To make up rhythms.</li> <li>To capture experiences and responses with a range of media, such as music.</li> </ul>
40-60 Months	Expressive Arts and Design	Exploring and Using Media and Materials  Being Imaginative	<ul style="list-style-type: none"> <li>To begin to build up a repertoire of songs and dances.</li> <li>To explore the different sounds of instruments</li> <li>To create simple representations of events, people and objects.</li> </ul>
ELG	Understanding the World	Technology	<ul style="list-style-type: none"> <li>To recognize that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</li> </ul>
	Expressive Arts and Design	Exploring and Using Media and Materials  Being Imaginative	<ul style="list-style-type: none"> <li>To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>To use when they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through music.</li> </ul>

## Progressive curriculum plan ~ key NC end points Y1-Y6

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>Listen and appraise</b>	<p>To know that music has a steady pulse, like a heartbeat.</p> <p>To know that we can create rhythms from words, our</p>	<p>To know five songs off by heart.</p> <p>To know some songs have a chorus or a response/answer part.</p>	<p>To know five songs off by heart, who sang or wrote them and their musical style.</p> <p>To choose one song and discuss; its lyrics, musical</p>	<p>To know five songs off by heart, who sang or wrote them and their musical style.</p> <p>To choose one song and</p>	<p>To know five songs off by heart, who sang or wrote them, when they were written, and if possible why?</p> <p>To know the musical style of</p>	<p>To know five songs off by heart, who sang or wrote them, when they were written, and if possible why?</p> <p>To know the musical style of</p>

<p>names, favourite food, colours and animals.</p> <p>To know 5 songs off by heart and know the 'meaning' behind them.</p> <p>To begin to know and recognise the names and sounds of some of the instruments they hear and use.</p> <p>To learn how they can enjoy music by 'moving' to it., for example by dancing, marching, being animals etc.</p>	<p>To know that songs have a musical style and can tell a story or describe an idea.</p> <p>To learn how they can enjoy music by 'moving' to it., for example by dancing, marching, being animals etc.</p> <p>To know that music has a steady pulse, like a heartbeat.</p> <p>To know that we can create rhythms from words, our names, favourite, food, colours and animals.</p> <p>To know that rhythms are different from the steady pulse.</p> <p>To know that we add high and low sounds, pitch, when we sing and play our instruments.</p>	<p>dimensions, the main sections of the song and the instruments they heard.</p> <p>To confidently identify and move to the pulse.</p> <p>To think about the meaning behind 'lyrics' of a song.</p> <p>To discuss how the music makes them feel, listening carefully and respecting other people's opinions.</p> <p>To know how to find and demonstrate the pulse.</p> <p>To know the difference between pulse and rhythm.</p> <p>To know how pulse, rhythm and pitch work together to create a song.</p> <p>To know that every piece of music has a steady pulse/beat.</p> <p>To know the difference between a musical question and answer.</p>	<p>discuss; its lyrics, musical style, musical dimensions, the main sections of the song and the instruments they heard.</p> <p>To confidently identify and move to the pulse.</p> <p>To discuss how the music makes them feel, listening carefully and respecting other people's opinions.</p> <p>To talk about how the musical dimensions, work together.</p> <p>To try and use 'musical words' when talking.</p> <p>To know and be able to talk about; Pulse, rhythm and pitch and how they work together, how to keep the internal pulse and musical leadership.</p>	<p>the five songs and name other songs that are similar.</p> <p>To choose two or three songs and discuss; lyrics, musical style, musical dimensions, the main sections of the song, the instruments they heard and their historical context – what else was going on at this time?</p> <p>To identify and move to the pulse with ease.</p> <p>To discuss how the music makes them feel, listening carefully and respecting other people's opinions.</p> <p>To consider the 'message' of songs.</p> <p>To talk about how the musical dimensions, work together.</p> <p>To try and use 'musical words' when talking.</p> <p>To compare two songs in the same style, discussing their similarities and differences.</p> <p>To know and be able to talk about; How the inter-related dimensions of music work together and connect in a song, how to keep the internal pulse and musical leadership.</p>	<p>the five songs and name other songs that are similar.</p> <p>To choose three or four songs and discuss; lyrics, musical style, musical dimensions, the main sections of the song, the instruments they heard and their historical context – what else was going on at this time?</p> <p>To know and talk about our 'musical identity'.</p> <p>To identify and move to the pulse with ease.</p> <p>To discuss how the music makes them feel, listening carefully and respecting other people's opinions.</p> <p>To consider the 'message' of songs.</p> <p>To talk about how the musical dimensions, work together.</p> <p>To try and use musical language when talking and describing music.</p> <p>To compare two songs in the same style, discussing their similarities and differences.</p> <p>To know and be able to talk about; How the inter-related dimensions of music work together and connect in a song, how to keep the</p>
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						internal pulse and musical leadership.
	<p>To confidently sing or rap five songs from memory and sing them in unison.</p> <p>To learn about pitch and the creation of sound.</p> <p>To learn to start and stop singing when following a leader.</p>	<p>To confidently know and sing five songs from memory.</p> <p>To know that unison is everyone singing at the same time.</p> <p>To know that songs include other ways of using the voice e.g. rapping (spoken word).</p> <p>To know why we need to warm up our voices.</p> <p>To learn to start and stop singing when following a leader.</p> <p>To learn to start and stop singing when following a leader.</p> <p>To begin to learn about the importance of posture when singing.</p>	<p>To know and be able to talk about;</p> <p>Singing in a group and how this can be called a choir</p> <p>The purpose of a leader or conductor</p> <p>How songs can provoke different emotions</p> <p>How singing as part of a group/ensemble is fun but you must listen to each other</p> <p>Why we warm up our voices</p> <p>To sing in unison and simple two-parts</p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p> <p>To sing with awareness of being 'in-tune' and the pulse of the song.</p>	<p>To know and be able to talk about;</p> <p>Singing in a group and how this can be called a choir</p> <p>The purpose of a leader or conductor</p> <p>How songs can provoke different emotions</p> <p>How singing as part of a group/ensemble is fun but you must listen to each other</p> <p>Why we warm up our voices</p> <p>Texture</p> <p>To sing in unison and simple two-parts.</p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p> <p>To sing with awareness of being 'in-tune' and rejoin if lost.</p> <p>To listen to the rest of the group when singing.</p>	<p>To know and confidently sing 5 songs and their parts from memory, singing them with a strong internal pulse.</p> <p>To choose a song and talk about;</p> <p>Its main features</p> <p>Singing in unison, the solo, lead vocal, backing vocals or rapping</p> <p>To know what the song is about and the meaning behind the lyrics</p> <p>To know and explain the importance of warming up your voice</p> <p>To sing in unison and backing vocals.</p> <p>To experience rapping and solo singing.</p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p> <p>To sing with awareness of being 'in-tune' and rejoin if lost.</p> <p>To listen to the rest of the group when singing and appreciate how you 'fit in'.</p>	<p>To know and confidently sing 5 songs and their parts from memory, singing them with a strong internal pulse.</p> <p>To know about the style of the songs so you can represent the feeling and context to your audience.</p> <p>To choose a song and talk about;</p> <p>Its main features</p> <p>Singing in unison, the solo, lead vocal, backing vocals or rapping</p> <p>To know what the song is about and the meaning behind the lyrics</p> <p>To know and explain the importance of warming up your voice</p> <p>To sing in unison and backing vocals.</p> <p>To experience rapping and solo singing.</p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p> <p>To sing with awareness of being 'in-tune'.</p> <p>To listen to the rest of the group when singing and appreciate how you 'fit in'.</p>

Playing instruments	<p>To learn the names of the notes in their instrumental part from memory or when written down.</p> <p>To learn the names of the instruments they are playing.</p> <p>To treat instruments carefully and with respect.</p> <p>To listen to and follow musical instructions from a leader.</p> <p>To learn to play an instrumental part, either in a solo or group context.</p>	<p>To learn the names of the notes in their instrumental part from memory or when written down.</p> <p>To know the names of untuned percussion instruments played in class.</p> <p>To treat instruments carefully and with respect.</p> <p>To listen to and follow musical instructions from a leader.</p> <p>To learn to play an instrumental part, either in a solo or group context.</p>	<p>To know and be able to talk about the instruments used in class.</p> <p>To treat instruments carefully and with respect.</p> <p>To listen to and follow musical instructions from a leader.</p> <p>To play any one, or all four, differentiated parts on a tuned instrument, either from memory or using notation.</p> <p>To rehearse and perform a part within a composition.</p>	<p>To know and be able to talk about; the instruments used in class and other instruments that might be played in a band or orchestra or by their friends.</p> <p>To treat instruments carefully and with respect.</p> <p>To listen to and follow musical instructions from a leader.</p> <p>To play any one, or all four, differentiated parts on a tuned instrument, either from memory or using notation.</p> <p>To rehearse and perform a part within a composition.</p> <p>To experience 'leading the playing'</p>	<p>To know and be able to talk about; instruments that might be played in a band or orchestra or by their friends., different ways of writing music down, the notes C,D,E,F,G,A,B + C on the treble stave</p> <p>To listen to and follow musical instructions from a leader.</p> <p>To play any one, or all four, differentiated parts on a tuned instrument, either from memory or using notation.</p> <p>To rehearse and perform a part within a composition.</p> <p>To lead a rehearsal session.</p> <p>To play a musical instrument with the correct technique.</p>	<p>To know and be able to talk about; instruments that might be played in a band or orchestra or by their friends., different ways of writing music down, the notes C,D,E,F,G,A,B + C on the treble stave</p> <p>To listen to and follow musical instructions from a leader.</p> <p>To play any one, or all four, differentiated parts on a tuned instrument, either from memory or using notation.</p> <p>To rehearse and perform a part within a composition.</p> <p>To lead a rehearsal session.</p> <p>To play a musical instrument with the correct technique.</p>
Improvisation	<p>To know that improvisation is about making up your own tunes on the spot.</p> <p>To know that when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</p> <p>To know that everyone can improvise!</p>	<p>To know that improvisation is making up your own tunes on the spot.</p> <p>To know that when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</p> <p>To know that everyone can improvise, and you can use one or two notes.</p>	<p>To know and be able to talk about how;</p> <p>Improvisation is making up a tune on the spot</p> <p>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</p> <p>Using one or two notes confidently is better than using five</p> <p>If you improvise using the notes given, it is difficult to make a mistake</p>	<p>To know and be able to talk about how;</p> <p>Improvisation is making up a tune on the spot</p> <p>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</p> <p>Using one or two notes confidently is better than using five</p> <p>If you improvise using the notes given, it is difficult to make a mistake</p>	<p>To know and be able to talk about how;</p> <p>Improvisation is making up a tune on the spot</p> <p>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</p> <p>Using one or two notes confidently is better than using five</p> <p>If you improvise using the notes given, it is difficult to make a mistake</p> <p>To know three well-known improvising musicians</p>	<p>To know and be able to talk about how;</p> <p>Improvisation is making up a tune on the spot</p> <p>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</p> <p>Using one or two notes confidently is better than using five</p> <p>If you improvise using the notes given, it is difficult to make a mistake</p> <p>To know three well-known improvising musicians</p>



Composition	<p>To know that composing is like writing a story with music.</p> <p>To know that everyone can compose.</p> <p>To begin to experiment with composition.</p>	<p>To know that composing is like writing a story with music.</p> <p>To know that everyone can compose.</p> <p>To learn how the notes of the composition can be written down and changed if necessary.</p> <p>To experiment with composition.</p>	<p>To know and be able to talk about;</p> <p>How composition is music created by you and kept in some way</p> <p>How it is like writing a story</p> <p>How it can be played or performed again to your friends</p> <p>Different ways of recording compositions</p> <p>To create at least one simple melody, using one, three or five different notes.</p> <p>To plan and create a section of music and talk about how it was created.</p> <p>To listen to and reflect upon the developing composition and make musical decisions about the 'inter-related dimensions' of music.</p> <p>To record the composition in any way appropriate that recognises the connection between sound and symbol.</p>	<p>To know and be able to talk about;</p> <p>How composition is music created by you and kept in some way</p> <p>How it is like writing a story</p> <p>How it can be played or performed again to your friends</p> <p>Different ways of recording compositions</p> <p>To create at least one simple melody, using one, three or five different notes.</p> <p>To plan and create a section of music and talk about how it was created.</p> <p>To listen to and reflect upon the developing composition and make musical decisions about the 'inter-related dimensions' of music.</p> <p>To record the composition in any way appropriate that recognises the connection between sound and symbol.</p>	<p>To know and be able to talk about;</p> <p>How composition is music created by you and kept in some way</p> <p>How it is like writing a story</p> <p>How it can be played or performed again to your friends</p> <p>The connection between composition and the inter-related dimensions of music</p> <p>Notation</p> <p>To create simple melodies using up to five different notes and simple rhythms that work musically.</p> <p>To explain the keynote or home note and the structure of the melody.</p> <p>To listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</p> <p>To record the composition in any way appropriate that recognises the connection between sound and symbol.</p>	<p>To know and be able to talk about;</p> <p>How composition is music created by you and kept in some way</p> <p>How it is like writing a story</p> <p>How it can be played or performed again to your friends</p> <p>The connection between composition and the inter-related dimensions of music</p> <p>Notation</p> <p>To create simple melodies using up to five different notes and simple rhythms that work musically.</p> <p>To explain the keynote or home note and the structure of the melody.</p> <p>To listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</p> <p>To record the composition in any way appropriate that recognises the connection between sound and symbol.</p>
Performing and	<p>To know that performance is sharing music with other people, called an audience.</p>	<p>To know that a performance is sharing music with an audience.</p> <p>To know that a</p>	<p>To know and be able to talk about;</p> <p>How performance is sharing music with other people, this is called an 'audience'</p>	<p>To know and be able to talk about;</p> <p>How performance is sharing music with other people, this is called an</p>	<p>To know and be able to talk about;</p> <p>How performance is sharing music with other people, this is called an 'audience'</p>	<p>To know and be able to talk about;</p> <p>How performance is sharing music with other people, this is called an 'audience'</p>



	<p>To begin to learn to express how they feel about what they and others have performed.</p>	<p>performance can be a special occasion and involve a class, a year group or a whole school.</p> <p>To know that an audience can include your parents, friends and class mates.</p> <p>To learn to add their ideas to the performance.</p> <p>To perform and express how they feel about what they and others have performed.</p>	<p>A performance can just be from one person to another Performance requires practice!</p> <p>A performance can be for a special occasion and involve an audience with people who you don't know, and how it is planned differently for this</p> <p>It involves communicating feelings, thoughts and ideas about the music/song.</p> <p>To communicate the meaning of the words and clearly articulate them.</p> <p>To consider position and posture when performing.</p> <p>To perform, record and evaluate their performance and the performance of others.</p>	<p>'audience'</p> <p>A performance can just be from one person to another Performance requires practice!</p> <p>A performance can be for a special occasion and involve an audience with people who you don't know, and how it is planned differently for this</p> <p>It involves communicating feelings, thoughts and ideas about the music/song.</p> <p>To communicate the meaning of the words and clearly articulate them.</p> <p>To consider position and posture when performing.</p> <p>To perform, record and evaluate their performance and the performance of others.</p>	<p>A performance can just be from one person to another Performance requires practice!</p> <p>A performance can be for a special occasion and involve an audience with people who you don't know, and how it is planned differently for this</p> <p>It involves communicating feelings, thoughts and ideas about the music/song.</p> <p>To communicate the meaning of the words and clearly articulate them.</p> <p>To perform and record their performance and compare it to a previous performance.</p> <p>To evaluate their performance and the performance of their peers musically.</p>	<p>A performance can just be from one person to another Performance requires practice!</p> <p>A performance can be for a special occasion and involve an audience with people who you don't know, and how it is planned differently for this</p> <p>It involves communicating feelings, thoughts and ideas about the music/song.</p>
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## Impact

Our children have access to a varied programme, which allows them to discover areas of strength, as well as areas they might like to improve upon. The nature of music and the learner creates an enormously rich palette from which a pupil may access fundamental abilities such as: achievement, self-confidence, interaction with and awareness of others, and self-reflection. Music will also develop an understanding of culture and history, both in relation to individuals, as well as ethnicities from across the world. Children are able to enjoy music, in as many ways as they choose- either as listener, creator or performer. They can evaluate different music and comprehend its parts. They can sing and feel a pulse. They have an understanding of how to further develop skills less known to them, should they be inspired to develop an interest of music in their lives.