Music at Eversley

"Music is a moral law. It gives soul to the universe, wings to the mind, and life to everything….Without music, life would be an error"
Plato.

At Eversley Primary School, we recognise that children are musical and creative beings prior to their arrival at school. This development continues to grow and evolve through their experiences and education. Our aim is for all children to leave Eversley Primary School appreciating music as a vital tool to every pupil's development in order to foster self-esteem, self–motivation, self-belief and self-satisfaction.

National Music Curriculum

Key stage 1 Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

Key stage 2 Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. They should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- 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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Exploring Music Speak, chant and sing. Co-ordinate actions to go with songs. Explore instruments with a sense of enjoyment, working towards playing and stopping together.	Performing Music Find their singing voice and begin to develop an awareness of pitch. Sing a variety of songs, both accompanied and unaccompanied in a performance setting.	Exploring Music Speak, chant and sing, co-ordinating actions to go with songs. Listen to sounds and respond by talking about them or physically with movement or dance. Recognise different percussion sounds. Respond to different classroom songs.	Exploring Music Speak, chant and sing, co-ordinating actions to go with songs. Add sound effects at an appropriate moment in a story or song Begin to sort and name different instruments	Exploring Music Speak, chant and sing, co-ordinating actions to go with songs. Create a sequence of different sounds in response to a given stimuli	Exploring Music Speak, chant and sing, co-ordinating actions to go with songs. Play along to music showing a developing awareness of beat.

Year 1	**Pulse and Timbre** Sing songs with limited note range. Play percussion instruments to a pulse. Explore timbre. Add sound effects to a story. Move to a pulse. Name some percussion instruments.	**On-Going Skills** Speak and chant together. Sing songs showing increasing vocal control with enjoyment. Co-ordinate actions to go with songs. Sing in time to a pulse. Perform an action or a sound on the beat while singing.	**Patterns** Sing songs with limited note range. Imitate a rhythm pattern on an instrument. Play a repeated pattern. Explore rhythmic patterns. Explore tempo of music.	**Pitch** Sing longer songs performing at the local Music Festival. Explore high and low sounds (pitch). Explore pitch shapes of music. Play limited notes accurately on a tuned instrument.	**Reading Scores** Sing songs with a greater note range. Choose sound effects to follow a story line or to match to pictures. Sequence sounds to make a simple structure. Begin to use musical terms - louder, quieter, faster, slower.	**Creating Scores** Sing songs with a greater note range. Use symbols to portray the sounds they have chosen. Compose and perform a sequence of sounds. Recognise different percussion sounds.
Year 2	**Pulse & Controlling sounds** Sing a variety of songs showing increasing accuracy. Explore the ways in which sounds are made and can be changed. Explore duration, tempo and dynamics. Recognise and play instruments with control of: pulse, tempo and dynamics and recognise this. Play an ostinato. Compose ostinato. Listen to a variety of music developing instrumental knowledge.	**Patterns** Sing a variety of songs showing increasing accuracy. Play an ostinato to accompany a song. Explore the rhythmic patterns of words. Compose rhythm patterns from words. Compose music in a group. Recognise, describe and name different percussion sounds. Listen to a variety of music developing instrumental knowledge.	**Pitch** Sing a variety of songs showing increasing accuracy. Explore high and low sounds (pitch). Play patterns and known songs accurately on pitched instruments. Compose short melodic phrases. Listen to a variety of music developing instrumental knowledge.	**On-Going Skills** Perform a variety of songs showing increasing accuracy of pitch and some control of dynamics. Sing an echo of a melodic phrase. Work towards singing rounds. Sing songs which have increasing length. Listen to a variety of music developing instrumental knowledge.	**Reading Scores** Work towards singing rounds. Sing songs which have increasing length. Explore and perform sounds on a score in 4 time. Perform from symbols a piece of music. Work together and perform in smaller groups. Listen to a variety of music using it to inspire composition.	**Creating Scores** Work towards singing rounds. Perform songs which have increasing length. Compose a sequence of sounds. Work together and perform music in groups Use pulse, pattern, tempo and dynamics in created music. Use tuned instruments in composed music. Listen to a variety of music using it to inspire composition
Year 3	**Whole Class – Recorders** Learn to play the recorder with control of the pulse. Be able to read musical notation, treble clef, B, A from a score.	**Whole Class – Recorders** Play clean sounds from G to B. Perform music from a score with control of the pulse.	**Whole Class – Recorders** Play the recorder with control of the pulse. Perform music from a score with control of pulse.	**Whole Class – Recorders** Play the recorder with control of the pulse, performing from a score. Be able to read musical notation, treble clef, B, A, G, C, and E	**Patterns to a Pulse** Play percussion instruments with control of the pulse. Perform music from a score reading crotchets, quavers, minims and semibreves.	**Patterns to a Pulse** Play percussion instruments with control of the pulse. Perform music from a score reading crotchets, quavers, minims and semibreves.

	Be able to read crotchets, quavers, minims. Sing a variety of songs with increasing accuracy of pitch and confidence. Listen to a variety of music, including a variety of instrumental and recorder music. Develop a sense of musical history. Develop the aural memory through singing and playing.	Be able to read musical notation, treble clef, C to G, crotchets, quavers, minims and semibreve. Sing a variety of songs with increasing accuracy of pitch and confidence. Listen to a variety of music, including a variety of instrumental and recorder music. Develop a sense of musical history. Develop the aural memory through singing and playing.	Be able to read musical notation, treble clef, B, A, G and C. Be able to read crotchets, quavers, minims and semibreves. Sing songs with a sense of control of dynamics and tempo. Listen to a variety of music, including a variety of instrumental and recorder music. Develop a sense of musical history. Develop the aural memory through singing and playing.	Be able to read crotchets, quavers, minims and semibreves. Sing songs which have increasing length and a recognised structure, verse/ chorus/verse/chorus. Listen to a variety of music, including a variety of instrumental and recorder music. Develop a sense of musical history. Perform as an ensemble. Develop the aural memory through singing and playing.	Maintain an ostinato while others play a different ostinato. Play an ostinato to accompany a song. Compose short ostinato Chant and sing in two parts. Listen to a variety of music, including a variety of instrumental and recorder music. Develop a sense of musical history. Develop the aural memory through singing and playing.	Explore the structure of music Compose Music in a structure, notating the rhythm patterns in 4 time. Listen to a variety of music, including a variety of instrumental and recorder music. Develop a sense of musical history. Develop the aural memory through singing and playing.
Year 4	**Ostinato patterns** Sing a variety of age-appropriate songs developing range, pitch accuracy and detail. Maintain two or more different ostinato. patterns in a small group to a common pulse. Play music that includes rests. Be able to read crotchets, quavers, minims and notate using them. While composing, combine several layers of sound to achieve a desired effect. Listen to a variety of music, including a variety of instrumental develop	**Pentatonic** Sing a variety of age-appropriate songs developing range, pitch accuracy and detail. Explore the pentatonic scale. Play and compose a melody in a pentatonic scale. Compose music that has a recognisable structure. Use tuned instruments with increasing confidence to accompany songs and improvise. Listen to a variety of music, Gamelan music and use it as inspiration for composing.	**Organising Music** Sing a variety of age-appropriate songs developing range, pitch accuracy and detail. Explore choosing sounds for their timbre. Understand and identify how dynamics, tempo, structure and timbre can be used / are used in music. Play by ear phrases from known songs. Listen to a variety of music, including a variety of instrumental develop a sense of musical history. Develop the aural memory through singing and playing.	**Performance** Perform a variety of songs that show increasing pitch accuracy, and complexity. Sing rounds in 2 parts. Sing a second, partner melody to a song. Listen to a variety of music, including a variety of instrumental develop a sense of musical history. Develop the aural memory through singing and playing.	**Painting with Sound** Sing a variety of age-appropriate songs developing range, pitch accuracy and detail. Explore the different timbres that one instrument can produce. How musical elements can be combined to compose descriptive music. Compose music that has a recognisable structure. Listen to their own music compositions and be able to comment on them. Compose using graphic a score. Discuss about contrasting styles of	**Composing** Sing a variety of age-appropriate songs developing range, pitch accuracy and detail. Play music in simple compound time(6/8) Read music in simple compound time Read and compose music in simple compound time Compose music where sounds are chosen because it fits the task. Listen to descriptive music. Develop the aural memory through singing and playing.

	a sense of musical history. Develop the aural memory through singing and playing.	Develop the aural memory through singing and playing.			music using musical language. Listen to a variety of music, including a variety of instrumental develop a sense of musical history. Develop the aural memory through singing and playing.	
Year 5	Whole Class - Ukulele Sing longer and more complex songs with a better understanding of vocal dynamics. Songs to include; bridge, counter melody or descant. Holding and controlling the instrument, Identifying the instrument's parts. Reading chord notation Using basic strumming and picking techniques to a pulse. Playing 2 chords and changing between them. Listen to a variety of music, including ukulele music. Develop the aural memory through singing and playing.	Whole Class - Ukulele Sing longer and more complex songs with a better understanding of vocal dynamics. Songs to include; bridge, counter melody or descant. Reading chord notation confidently for 3 chords. Playing with others and vocalising whilst playing. Swapping between picking and strumming and playing a music where there are a variety of parts. Listen to a variety of music, including ukulele music. Develop the aural memory through singing and playing.	Structure and Scores Sing longer and more complex songs with a better understanding of vocal dynamics. Songs to include; bridge, counter melody or descant. Explore music that has a recognisable structure. Use tuned instruments with increasing confidence to perform from a score and improvise. Maintain own part on a pitched instrument in a small ensemble. Be able to read; crotchet, mini, semi breve and staff notation. Compose using a recognisable structure. Listen to a variety of music developing a sense of musical history. Develop the aural memory through singing and playing.	Performing – singing Sing songs in a variety of styles with confidence showing accuracy and expression. Sing rounds in 3 parts with confidence. Sing a second part of a song, where the second part is either a complimentary melody or harmony part with increasing confidence. Listen to a variety of music developing a sense of musical history. Develop the aural memory through singing and playing.	Performing – singing Sing songs in a variety of styles with confidence showing accuracy and expression. Sing rounds in 3 parts with confidence. Sing a second part of a song, where the second part is either a complimentary melody or harmony part with increasing confidence. Listen to a variety of music developing a sense of musical history. Develop the aural memory through singing and playing.	Graphic Scores Sing longer and more complex songs with a better understanding of vocal dynamics. Songs to include; bridge, counter melody or descant. Composing music with an identifiable structure, music that creates an atmosphere or tells a story. Maintain a pulse and rhythm patterns in these compositions, including deliberate and planned use of the interrelated components of music. Compose using graphic a score. Listen to a variety of music developing a sense of musical history. Develop the aural memory through singing and playing.

Year 6	**Young Voices** Learn the songs for Young Voices Concert with accuracy, attention to detail, confidence, tuning, and a sense of performance. Sing a second part to a song, understanding how the parts fit together (round or harmony). Listen to a variety of vocal music related to the YV material. Develop the aural memory through learning the songs.	**Young Voices** Learn the songs for Young Voices Concert with accuracy, attention to detail, confidence, tuning, and a sense of performance. Sing a second part to a song, understanding how the parts fit together (round or harmony). Listen to a variety of vocal music related to the YV material. Develop the aural memory through learning the songs.	**Samba Music** Understand musical vocabulary; repetition, question and answer, ostinato and breaks. Maintain an ostinato part in a complex structure to a common pulse (including syncopated part). Be able to read the rhythms from notation Be able to move through the different sections of a musical score. Be able to improvise in the genre of the music. Listen to Samba music. Develop the aural memory through playing the Samba.	**Blues Music** Understand the structure of the music and be able to play a score, improvise and compose in the style of the music. Listen to live and recorded music a with musical comprehension. Appreciate the need to obey and work within the chord structure of the music. Be able to read chords.	**Performance - Production** Learn the songs for end of year performance with accuracy, attention to detail, confidence, tuning, and a sense of performance. Sing a second part to a song, understanding how the parts fit together (round or harmony). Have confidence to sing the solo parts of a part. Listen to a variety of vocal music related to the Y6 production. Develop the aural memory through learning the songs.	**Composing** Following a graphic score. Compose descriptive music. Refine music after discussion. Listen to their own music compositions and be able to comment on them. Use technology to compose music. Develop the aural memory through learning the songs.