

Long Term Sequence of **Music**: Reception - Year 6

BIG IDEAS - SUBSTANTIVE KNOWLEDGE		
Pulse Pitch Duration	Dynamics Tempo Timbre	Texture Structure Appropriate musical notation

DISCIPLINARY KNOWLEDGE - Music			
Listening	Performing	Composing	The history of music

Music Overview						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Exploring sound	Pulse and rhythm (Theme: All about me)	West African call and response song (Theme: Animals)	Ballads	Body and tuned percussion (Theme: Rainforests)	Composition notation (Theme: Ancient Egypt)	Dynamics, pitch and tempo (Theme: Fingal's Cave)
Music and movement	Musical vocabulary (Theme: Under the sea)	Orchestral instruments (Theme: Traditional stories)	Pentatonic melodies and composition (Theme: Chinese New Year)	Adapting and transposing motifs (Theme: Romans)	Composition to represent the festival of colour (Theme: Holi festival)	Theme and variations (Theme: Pop Art) Baroque
Transport Big band	Timbre and rhythmic patterns (Theme: Fairy tales) Pitch and tempo (Theme: Superheroes)	Musical me Myths and legends	Developing singing technique (Theme: The Vikings) Traditional instruments and improvisation (Theme: India)	Changes in pitch, tempo and dynamics (Theme: Rivers) Samba and carnival sounds and instruments	South and West Africa Blues	Songs of WW2



Braeburn

EYFS: Expressive Arts and Design

Development matters

- Begins to build a repertoire of songs and dances.
- Explores the different sounds of instruments.
- Creates movement in response to music.
- Sings to self and makes up simple songs.
- Makes up rhythms.
- Captures experiences and responses with a range of media, such as music

Early Learning Goals

- Children sing songs, make music and dance, and experiment with ways of changing them.
- They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

NATIONAL CURRICULUM PROGRAMMES OF STUDY

KS1

In KS1, children should be taught:

- 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.

KS2

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.

Pupils should be taught:

- 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.