



2022-23

Early Years Curriculum – Summary Goal: Expressive Arts and Design – being imaginative and expressive

Children should be able to:

Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

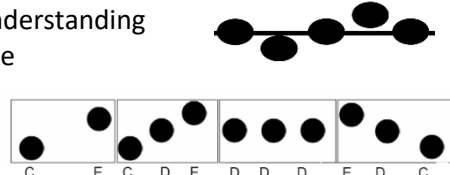
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
F1	Play instruments with increasing control to express their feelings and ideas. Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Listen with increased attention to sounds.	Sing the pitch of a tone sung by another person ('pitch match').	Remember and sing entire songs.		Use drawing to represent ideas like movement or loud noises. Respond to what they have heard, expressing their thoughts and feelings.	Create their own songs or improvise a song around one they know.
F2		Create collaboratively, sharing ideas, resources and skills. Explore and engage in music making and dance, performing solo or in groups.	Sing in a group or on their own, increasingly matching the pitch and following the melody.	Listen attentively, move to and talk about music, expressing their feelings and responses.		

Year Group	Root Skills	Branch Knowledge	Leaf Knowledge
Year 1	Performing	Use voices expressively and creatively; singing songs and speaking chants and rhymes	<i>Using songs from the MMC repertoire list or songs with an equivalent purpose:</i> • Sing simple songs, chants and rhymes from memory: • singing collectively and at the same pitch • keeping a steady pulse • conveying different moods (happy, sad, angry) • responding to simple visual directions (e.g. stop, start, loud, quiet) and counting in • Sing simple songs: a) with a very small range of 3 notes mi-so (e.g. Hello, how are You) b) with a slightly wider range (e.g. Bounce High, Bounce Low) c) pentatonic songs (e.g. Dr Knickerbocker). • Control vocal pitch and match the pitch they hear with accuracy in call and response songs (eg Pretty Trees around the world, Kye Kule) • Start to engage at a basic level with principles of good singing including warm-ups; breathing; posture; dynamics; phrasing; context and vocal health (see appendix) 
		Play tuned and un-tuned instruments musically	Use classroom percussion, tuned and un-tuned, to: • Explore the different sounds (timbre) that can be produced from a range of instruments • Control playing to produce the longest/shortest (duration), quietest, loudest (dynamics) sound • Follow hand signals for start/stop and quieter/louder • Play in time to a steady beat/pulse • Learn to play together in a band or ensemble. • Practise, rehearse and present performances.  
	Creating/ composing	Experiment with, create, select and combine sounds using the inter-related dimensions of music.	• Improvise simple vocal chants, using question and answer phrases. • Explore the different sounds that can be produced from voice, body percussion and classroom instruments – timbre. • Control playing to produce the longest, shortest (duration), quietest, loudest (dynamics) sound. • Create musical sound effects and short sequences of sounds in response to stimuli, e.g. a rainstorm or a train journey. • Combine sounds to make a story, choosing and playing classroom instruments (e.g. rainmaker) or sound-makers (e.g. rustling leaves). See 'Musicianship' section. • Understand the difference between creating a rhythm pattern and a pitch pattern. • Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns. • Use music technology, if available, to capture, change and combine sounds • Recognise how graphic notation can represent created sounds. Explore and invent own symbols.

	Listening	Listen with concentration and understanding to a range of high-quality live and recorded music <i>Through active listening to a range of music from different cultures and traditions, as in the MMC foundation listening lists or suitable alternatives:</i> • Show a very basic understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. • Listen to a piece of music and move or clap in time to the pulse/beat • Begin to identify the difference between pulse and rhythm • Begin to identify differences in tempo (slow, fast) dynamics (loud, quiet) and pitch (high/low sounds) • Listen for signals for stop and start • Respond to the mood and character of music through movement/dance/art • Show awareness when the mood or character of a piece changes • Say how a range of music makes them feel			
	Musicianship	<table><tr><td> Pulse/Beat 1. Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. 2. Use body percussion and classroom percussion, maintaining a steady beat to play: a) repeated rhythm patterns (ostinato) b) short, pitched patterns on tuned instruments 3. Respond to the pulse in recorded/live music through movement and dance, eg ○ <i>Stepping (e.g. Mattachine from Capriol Suite by Warlock)</i> ○ <i>Jumping (e.g. Trepak from The Nutcracker by Tchaikovsky)</i> ○ <i>Walking on tiptoes (e.g. Scherzo from Stravinsky's Firebird)</i> </td><td> Rhythm 4. Perform short copycat rhythm patterns accurately, led by the teacher. 5. Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat. 6. Perform word-pattern chants (e.g. ca-ter-pil-lar crawl, fish and chips); create, retain and perform their own rhythm patterns.   </td><td> Pitch 7. Listen to sounds in the local school environment, comparing high and low sounds 8. Sing familiar songs in both low and high voices and talk about the difference in sound Other 9. Follow pictures and symbols to guide singing and playing, e.g. 4 dots = 4 taps on the drum. •••• 10. Explore percussion sounds to enhance storytelling, e.g. • <i>ascending xylophone notes to suggest Jack climbing the beanstalk</i> • <i>quiet sounds created on a rainstick/shakers to depict a shower</i> • <i>regular strong beats on a drum to replicate menacing footsteps</i> </td></tr></table>	Pulse/Beat 1. Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. 2. Use body percussion and classroom percussion, maintaining a steady beat to play: a) repeated rhythm patterns (ostinato) b) short, pitched patterns on tuned instruments 3. Respond to the pulse in recorded/live music through movement and dance, eg ○ <i>Stepping (e.g. Mattachine from Capriol Suite by Warlock)</i> ○ <i>Jumping (e.g. Trepak from The Nutcracker by Tchaikovsky)</i> ○ <i>Walking on tiptoes (e.g. Scherzo from Stravinsky's Firebird)</i>	Rhythm 4. Perform short copycat rhythm patterns accurately, led by the teacher. 5. Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat. 6. Perform word-pattern chants (e.g. ca-ter-pil-lar crawl, fish and chips); create, retain and perform their own rhythm patterns.  	Pitch 7. Listen to sounds in the local school environment, comparing high and low sounds 8. Sing familiar songs in both low and high voices and talk about the difference in sound Other 9. Follow pictures and symbols to guide singing and playing, e.g. 4 dots = 4 taps on the drum. •••• 10. Explore percussion sounds to enhance storytelling, e.g. • <i>ascending xylophone notes to suggest Jack climbing the beanstalk</i> • <i>quiet sounds created on a rainstick/shakers to depict a shower</i> • <i>regular strong beats on a drum to replicate menacing footsteps</i>
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Key Concepts Pitch – higher and lower sounds Quiet and loud sounds – dynamics Pulse/beat Repeating rhythm patterns (ostinato) Pictures and symbols to represent sound - dot notation ● ● ● ●					

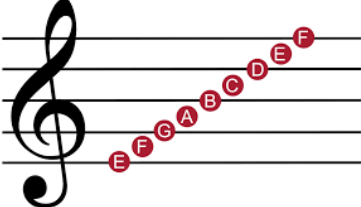
Year 2	Performing	Use voices expressively and creatively; singing songs and speaking chants and rhymes	<i>Using songs from the MMC repertoire list or songs with an equivalent purpose:</i> - Sing songs with a pitch range of 5 notes (do-so) with increasing vocal control. - Control pitching accurately in songs with a small pitch range and short phrases (e.g. Rain, Rain Go Away). - Sing a range of songs: a) with clear words appropriate to age and ability b) with understanding of when to breathe c) with coordinated actions - Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to: a) the leader's directions b) visual symbols (e.g. crescendo, decrescendo, pause) - Copy back short phrases from a song and identify where pitch rises, falls, or stays the same - Demonstrate a basic understanding of principles of good singing including warm-ups; breathing; posture; dynamics; phrasing; context and vocal health (see appendix)
		Play tuned and un-tuned instruments musically 	- Play with control – getting louder/quieter (dynamics); faster/slower (tempo); keeping a steady beat at different tempi - Perform in a smaller group to the rest of the class - Copy back a rhythm pattern on one note on tuned percussion; identify which pitch (out of a choice of two) is being played - Use tuned instruments to perform a two-note repeated pattern to accompany a song - Follow hand signals from a leader for pitch getting higher and lower or staying the same - Perform from a simple pictorial/graphic score, interpreting visual representations for changes in duration and dynamics
	Creating/ Composing	Experiment with, create, select and combine sounds using the inter-related dimensions of music.	- Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch). - Create a sequence of different sounds, varying pitch, duration, dynamics, tempo and timbre to accompany the changing moods in a story 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 create a record/basic music map for composed pieces. - Use music technology, if available, to capture, change and combine sounds

	Listening	Listen with concentration and understanding to a range of high-quality live and recorded music  <i>Through active listening to a range of music from different cultures and traditions, as in the MMC foundation listening lists or suitable alternatives, and by revisiting pieces heard in earlier years:</i> • Know something of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing • Clap, walk or move in time with the beat in music at different speeds: a) matching movement to the mood or style of the music b) co-ordinating movement with the rest of the class c) distinguishing between music grouped in 2s and in 3s, by marking the first (strongest) beat • Recognise when something changes in a piece of music eg tempo (slow/fast), dynamics (loud/soft) and pitch (high/low) • Memorise a particular musical idea and recognise when it is heard • Recognise the sound made by some of the main instruments in the pieces listened to, and how that sound is produced (eg hitting, bowing, plucking/strumming, blowing or digital means) • Start to distinguish aurally between pieces of music from different times, places and traditions			
	Musicianship	<table border="1"> <tr> <td> 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 (e.g. Bolero by Ravel) by tapping or clapping and recognising tempo as well as changes in tempo. • Walk in time to the beat of a piece of music. Know the difference between left and right to support coordination and shared movement. • Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats. • Identify beat groupings in music that they sing or listen to regularly eg in 2 Maple Leaf Rag by Joplin; in 3 The Elephant by Saint-Saëns </td><td> 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; represent them with stick notation including crotchets, quavers and crotchet rests. • Create and perform their own chanted rhythm patterns with the same stick notation. </td><td> Pitch • Play singing games based on the cuckoo interval (so-mi, e.g. Little Sally Saucer) matching voices accurately, supported by a leader playing the melody. • Sing short phrases independently within a singing game/short song • Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g. stand up/sit down, hands high/hands low). • Recognise dot notation and match it to 3-note tunes on tuned percussion. </td></tr> </table>	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 (e.g. Bolero by Ravel) by tapping or clapping and recognising tempo as well as changes in tempo. • Walk in time to the beat of a piece of music. Know the difference between left and right to support coordination and shared movement. • Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats. • Identify beat groupings in music that they sing or listen to regularly eg in 2 Maple Leaf Rag by Joplin; in 3 The Elephant by Saint-Saëns	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; represent them with stick notation including crotchets, quavers and crotchet rests. • Create and perform their own chanted rhythm patterns with the same stick notation.	Pitch • Play singing games based on the cuckoo interval (so-mi, e.g. Little Sally Saucer) matching voices accurately, supported by a leader playing the melody. • Sing short phrases independently within a singing game/short song • Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g. stand up/sit down, hands high/hands low). • Recognise dot notation and match it to 3-note tunes on tuned percussion.
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		Key Concepts Pitch and pitch changes (getting higher, lower, stays the same) Dot notation  Beats in groups of 2 and 3 Changes in speed of beat - tempo (music with a slow pulse; with a fast pulse) Changes in dynamics (getting louder/quieter) Stick notation  Timbre (different sounds created by hitting, blowing plucking, bowing, through digital technology)			

Year 3	Performing	Perform in solo and ensemble contexts, using their voices. 	Using songs from the MMC repertoire list or songs with an equivalent purpose: - Sing a widening range of unison songs of varying styles and structures with a pitch range of a 5th (do–so) tunefully and with expression. - Copy back phrases of a song with accuracy of rhythm and pitch. - Sing with awareness of: - the shape of a melody - phrases in a song - the character and style of the song - Sing forte (but without shouting) and piano, loud and soft. - Perform actions confidently and in time to a range of action songs (e.g. Heads and Shoulders). - Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. - Perform as a choir in school assemblies. - Demonstrate a growing understanding of principles of good singing including warm-ups; breathing; posture; dynamics; phrasing; context and vocal health (see appendix)
		Play musical instruments with increasing accuracy, fluency, control and expression; Listen with attention to detail and recall sounds with increasing aural memory (performer focus)	- Show a basic facility in playing tuned percussion or a melodic instrument such as a recorder, with control of: - simple instrumental technique eg, control of beater; breathing, tonguing, hand positions on recorder - playing at different dynamic levels (eg loud, soft) - Play and perform melodies following staff notation on a 1-line stave, understanding how pitch rises or falls in relation to dots being on, above or below a line - Use listening skills to identify or put in order phrases using a one-line stave or dot notation, showing different arrangements of notes such as C-D-E/do-re-mi - Individually copy rhythms and stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow. 
	Composing/Improvising	Improvise and compose music for a range of purposes using the inter-related dimensions of music . Use and understand staff and other musical notations	<i>Improvising</i> - Invent short ‘on-the-spot’ responses* using a limited note-range eg in short gaps in a backing track or drum circle, or by making up an ‘answer’ to a musical ‘question’ (* using voices, tuned and untuned percussion and/or instruments) - Structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end. - Explore the timbre (different sounds) that one instrument can make, choosing suitable sounds to accompany a verse, painting, photograph or story <i>Composing</i> Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi). Compose: - song accompaniments on untuned percussion using crotchets, minims and paired quavers - a song or chant over a repeated rhythm pattern (ostinato) on instruments or body percussion

			<i>Suggested music ICT apps to support this (see appendix for descriptions)</i> • iPad: • Garageband sampler function • Monkeydrum • PC: onlinesequencer.net
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	Listening	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians; listen with attention to detail and recall sounds with increasing aural memory (listener focus); develop an understanding of the history of music 	Through <i>active listening</i> to a range of music from different cultures and traditions, as in the MMC foundation listening lists or suitable alternatives, and by <i>revisiting</i> pieces heard in earlier years: • Demonstrate understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. • Show, through movement or simple conducting gestures, that they can hear the pulse/beat; difference between music with 2 beats in a bar and 3 beats in a bar and feel where the strong downbeat (first beat of the bar) comes. • Recognise when the texture of a piece of music is solo, unison or layered. • Identify when the dynamics of a piece of music are loud (forte) or quiet (piano). • Identify the difference between high and low pitch, and when pitch is rising or falling • Identify key instruments across different styles of music listened to eg violin, flute, trumpet, trombone, sitar, tabla, guitar, drum kit. • Move to music changing between walks/running/stride to identify the difference between quavers, crotchets and minims. • Listen attentively to music from a range of cultures and traditions, including those represented by communities in Nottingham, using simple musical vocabulary to describe some of the detail heard. • Memorise musical ideas (eg a melody, a chorus, a rhythmic idea) and identify when, or how many times it is heard in a piece.
	Notation	Notation • Understand the concepts of stave, lines and spaces, and clef • Use dot notation and a 1-line stave to show higher or lower pitch (within range of a 3rd – eg on, above or below a line) • Understand the differences between crotchets, minims and paired quavers and perform these accurately in time with a beat using body or untuned percussion • Apply word chants to rhythms, understanding how to link each syllable to one musical note.	Key Concepts Rhythm, Metre and Tempo: Downbeat, pulse, beat Beats in a bar (1-2,1-2 or 1-2-3, 1-2-3) Pitch and Melody: High, low, rising, falling Structure and Form: Call and response; question phrase, answer phrase, echo, ostinato Harmony: Drone Texture: Unison, layered, solo Dynamics: loud (forte) and quiet (piano) Instruments: Key instruments in foundation listening Notation: • <i>Rhythm</i> Crotchets (walk), paired quavers (running), minims (stride) • <i>Pitch</i> Stave, lines and spaces, clef. Differences between higher and lower sounds represented by dot notation being on, above or below a line – range of a 3rd, do-re-mi • <i>Other</i> Fast (allegro), slow (adagio), loud (forte) quiet (piano)

Year 4	Performing	Perform in solo and ensemble contexts, using their voices.	Sing: • with awareness of breathing in order to support the voice in longer phrases • with an increasing awareness of tone of voice and the shape of melody • with musical expression • two-/three-part rounds with confidence and increasing pitch accuracy • confidently as part of a small group or solo being aware of posture and good diction
		Play musical instruments with increasing accuracy, fluency, control and expression; Listen with attention to detail and recall sounds with increasing aural memory (performer focus)	Play an orchestral/band instrument as part of the class, and: • Control basic instrumental technique (eg tonguing/bowing) • Pitch a range of notes accurately (eg open strings to 1st/2nd finger on violin, or 5-6 notes on brass/wind etc) • Develop the skills to play in time with a backing created through music ICT • Perform with confidence to an audience • Follow a conductor to understand the structure of a piece and make accurate entries and endings • Play music in a range of styles, from different cultures, countries and times • Play with expression at a simple level – eg by playing with appropriate choice of dynamics Develop aural memory • Copy back syncopated rhythms on instruments • Learn short melodies by ear with musical expression, and be able to reproduce them accurately later • Perform in an extended (eg 3-5 minute) piece from memory, playing musical ideas at the correct time in the structure of the piece
	Creating	Improvise and compose music for a range of purposes using the inter-related dimensions of music . Use and understand staff and other musical notations 	Compose, rehearse and record a group piece that: • is for a particular purpose (eg Creative Challenge) • uses a composing technique identified from an existing piece by a great composer or musician (examples in the Great Orchestra Experiment teacher pack) • creates melodic or other ideas played on orchestral/band instruments or music ICT and makes effective use of the musical resources/skills of the class • has different sections within a planned musical structure (eg verse/chorus; ABA; see Great Orchestra Experiment teacher pack for further ideas) • Improvise solo simple rhythmic or melodic ideas, using an orchestral/band instrument in a 1 or 2 bar gap that fit with the style of a groove, beat or backing track Use instruments to record a short musical phrase and manipulate the sound using music ICT <i>Suggested music ICT apps to support this</i> <i>iPad: GarageBand</i> <i>PC: Audacity; https://beautifulaudioeditor.appspot.com/</i>

	Listening and notation	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians; listen with attention to detail and recall sounds with increasing aural memory (listener focus); develop an understanding of the history of music 	Identify, across a range of music: - the time, place and cultural tradition the music comes from - some key musical features of that time period or tradition (eg instruments used, style of performing, use of notation) - Identify visually and aurally the instruments in an orchestra, and those played by children in schools across the city - Understand the role of a conductor, and be able to conduct in time with the beat, using standard conducting patterns - Listen attentively to live or recorded music, using aural memory to identify details eg when a memorised musical idea comes back; how often a notated rhythm pattern appears; which instruments play a specific feature; the number of bars before something changes - Link sound with symbol using standard staff rhythmic notation for four, two, one and half beat notes, and 1 beat rest - Play or clap simple rhythms from staff notation and identify which rhythm from a choice is being played - Understand concept of sharp, flat and natural notes; bar and barline; multiple bars' rests; 'note on a line' - Play/sing notes falling or rising in pitch in response to hand signs and to notes on a one-line stave
Year 5	Performing	Perform in solo and ensemble contexts, using their voices. Play musical instruments with increasing accuracy, fluency, control and expression; Listen with attention to detail and recall sounds with increasing aural memory (performer focus)	Perform with accuracy, fluency, control and expression: - Sing confidently in a wide variety of styles with increased control of longer phrases through breath support and good diction - Play or sing a short piece solo, in time with a backing track or accompaniment, with a sense of the relevant musical style - Hold a part in an instrumental ensemble and/or a 2-part song when others are performing different parts - Identify how to improve own performing - Follow a conductor to achieve accurate starts, endings Memorise, clap, sing and play back straightforward and syncopated rhythms and melodies, using 2 or more adjacent notes
	Creating	Improvise and compose music for a range of purposes using the inter-related dimensions of music . Use and understand staff and other musical notations	- Use instruments, voice and/or music technology to compose and record a group or class piece that: - is based on an initial stimulus from an existing piece of music and composing technique - arranges and combines musical ideas into a carefully planned musical structure - uses a variety of different textures and timbres - Suggest ways to refine the piece and help it communicate more effectively to an audience - Create a visual plan of the piece, combining accurate visual/graphic notation, with elements of traditional staff music notation where rhythms are simple - Improvise a more extended solo, eg over a blues chord pattern, using a limited range of notes <i>Suggested music ICT apps to support this</i> <i>iPad: GarageBand; Groovemaker Free; Loopsequ Lite; S4 Rhythm Composer</i> <i>PC: www.drumbit.app</i> 

	Listening and notation	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians; listen with attention to detail and recall sounds with increasing aural memory (listener focus); develop an understanding of the history of music 	Show a basic understanding of the history of western classical music by: - Distinguishing, through attentive listening to detail, between music from 17th/18th century 19th century 20th/21st century - Identifying how developments in musical instrument design and technology have influenced how composers create music Recognise types of ensembles from different countries and traditions, identifying instruments combinations and key features that give them their unique sound <i>eg String quartet, orchestra, wind band, brass band, jazz band, bhangra band, samba band, mariachi band</i> Understand 5-line stave as way of representing pitch: - Link sound with symbol for rises and falls of pitch with note position on the stave, working up and down from one chosen home note - Identify notes on specific lines or spaces on the stave with the relevant letter names for pitch - Recognise signs for sharp, flat and natural notes Understand how rhythm and pitch can both be represented on a 5-line stave.
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Year 6	Performing	Perform in solo and ensemble contexts, using their voices. Play musical instruments with increasing accuracy, fluency, control and expression; Listen with attention to detail and recall sounds with increasing aural memory (performer focus)	Perform with confidence and communicate the essence of the music to an audience: - Sing songs and play pieces from a variety of different countries and traditions: - with accuracy of notes, rhythms and tuning - with expression and a sense of shape and direction - holding harmony parts and independent parts - Adjust performing styles, techniques and expression as appropriate to music from different genres, cultures, and traditions - Show awareness of blending and balancing with other performers - Hold own part in an instrumental ensemble - Perform pieces from musical notation and from memory - Follow hand signals from a conductor, responding with accurate timing, entries and with expression 
	Creating	Improvise and compose music for a range of purposes using the inter-related dimensions of music . Use and understand staff and other musical notations	Compose and record an original piece (individually, or in a small group) that: - is suitable for a particular purpose - uses voices, instruments, music technology (or a combination) inventively - that shows creativity in musical thinking and a sense of character - is well structured, with a good balance of repetition and contrast - uses a variety of different textures and timbres Analyse the effectiveness of an initial recording, using musical language to suggest ways of refining the piece for a final version. <i>Suggested music ICT apps to support this</i> <i>iPad: GarageBand</i> <i>PC: Tracktion; Audacity</i>

	Listening and notation	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians; listen with attention to detail and recall sounds with increasing aural memory (listener focus); develop an understanding of the history of music • Use musical vocabulary confidently and accurately to identify key features of music from a wide range of different genres, cultures and traditions • Select a piece of music that they identify with and listen attentively to identify unique musical features to justify why it is special • Work out how to play simple musical phrases from notation • Memorise simple musical phrases by ear, and work out how to play them on an instrument • Be able to follow simple sheet music for a song or instrumental piece, understanding the link between sound and symbols for: ○ Time signatures ○ Clefs (different clefs for different instruments - treble, bass, alto) ○ Rests for whole bars and multiple bars ○ Repeat signs ○ Rehearsal marks (Figure 1, 2 etc) ○ Dynamic markings (pp,p,mp,mf,f,ff) ○ Expression marks (staccato/legato, crescendo/diminuendo)
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Colour coding for links to Nottingham Music Hub initiatives

PURPLE = expectations that can be fulfilled or supported through Whole Class Ensemble/In Harmony programmes or the area band network

BLUE = expectations that can be fulfilled or supported by engagement with events such as The Great Orchestra Experiment, Music Camp, Christmas in the City, Summer Sing, Creative Challenge

ORANGE = areas identified as helpful for the music hub and Nottingham Schools Trust to develop resources for

RED = musical vocabulary that they children should be exposed to and understand

Key concepts/Inter-related dimensions of music - Year 1 ○ 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 concepts/Inter-related dimensions of music - year 2 ○ Pitch (getting higher, lower, stays the same) ○ Changes in dynamics (getting louder/quieter) ○ Ostinato (repeated pattern) ○ Graphic score (visual representation of sound) ○ Tuned percussion (instruments that can play different pitches) ○ Timbre (different sounds created by hitting, blowing plucking, bowing, through digital technology) ○ Difference between pulse and rhythm ○ Tempo (music with a slow pulse; with a fast pulse)	Key concepts/Inter-related dimensions of music - year 3 ○ Pitch – differences between higher and lower sounds represented by music being vertically higher or lower on a board ○ Duration - notes lasting for different numbers of beats - walk (1), stride (2), sleep (4), running (½ beats) ○ Rests of one beat (shh) or more, or whole bars ○ Beats in a bar (1-2,1-2 or 1-2-3, 1-2-3) ○ Dynamics - gradations from very quiet through to very loud
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Key concepts/Inter-related dimensions of music – year 4 <i>Rhythm notation (duration)</i> • 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; letter names to represent specific pitches; sharp, natural, flat • Conductor - standard conducting hand movements • Orchestral families (strings, brass, woodwind, percussion) • Staccato (short, detached)/legato (smooth)	Key concepts/Inter-related dimensions of music - year 5 ○ 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 ○ Texture (the way different layers of music are laid out eg single line melody, as with monks chanting; tune with chords accompanying; different musical lines interweaving, as in a round)	Key concepts/Inter-related dimensions of music – year 6 ○ Chord/Chord sequence ○ Signs and symbols in a band/orchestra part ○ Sight reading from notation ○ Musical features characteristic of different styles, cultures and traditions
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Resources Nottingham Music Hub www.nottinghammusichub.org.uk/ ABRSM Classical 100 https://gb.abrsm.org/en/classical100/ BBC 10 pieces https://www.bbc.com/teach/ten-pieces Great Orchestra Experiment Teacher Pack http://www.nottinghammusichub.org.uk/resources/music-resources Charanga https://charanga.com/site/ Voices Foundation (free ‘Songs of Home’ resource) https://www.voices.org.uk/ Sing Up https://www.singup.org/	Music Technology <i>(thanks to Dan Gardner, Scotholme School, for these suggestions)</i> <i>iPad apps</i> GarageBand Singing Fingers Mini musical monsters Monkeydrum Groovemaker free (remix and layer loops, add effects) Loopseque Kids Loopseque lite S4 Rhythm Composer <i>PC resources</i> www.voicechanger.io (apply effects to any pre-recorded sound) Purplemash 2sequence (if school subscribes to Purplemash) https://tonematrix.audiotool.com/
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www.onlinesequencer.net

www.drumbit.app (online drum machine – introduces the idea of step sequencing, quick and easy to get good results)

Tracktion (free MIDI / audio sequencer, requires registration)

Audacity (free audio editor – not very ‘musical’, but can record / edit / add effects)

<https://beautifulaudioeditor.appspot.com/> (fewer creative audio effects than Audacity, but has useful tooltips that explain most of the functions)

<https://musiclab.chromeexperiments.com/> - needs Chrome browser

www.bandlab.com