



Crossflatts Music Curriculum- Musical Activities

Musical Activities	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocab.	instrument sound song	pulse rhythm high low loud soft fast slow long short pitch	pulse rhythm pitch melody, high low loud soft fast slow long short compose	pulse rhythm timbre pitch dynamics tempo melody high low forte piano allegro adagio compose	pulse rhythm timbre pitch dynamics tempo melody high low forte piano allegro adagio staccato legato ostinato accompaniment compose	pulse rhythm timbre pitch dynamics tempo melody high low forte piano crescendo diminuendo allegro adagio staccato legato ostinato accompaniment mood texture structure compose	pulse rhythm timbre pitch dynamics tempo melody high low fortissimo forte mezzo forte mezzo piano piano pianissimo crescendo diminuendo allegro allegretto andante adagio largo staccato legato ostinato accompaniment mood texture structure compose
N.C. Objectives	<p>To be able to sing the melodic shape (moving melody, eg up and down, down & up) of familiar songs.</p> <p>To sing entire songs.</p> <p>To perform solo and or in groups.</p> <p>To internalise music,(eg sing songs inside his or her head).</p>	<p>To begin to understand how pulse, rhythm and pitch work together to create music through warm up games.</p> <p>To use glockenspiels, recorders or band instruments.</p> <p>Start to learn to play in a band or ensemble.</p> <p>To start and sing songs and raps together in a group.</p>	<p>To begin to understand how pulse, rhythm and pitch work together to create music through warm up games.</p> <p>To begin to learn that improvisation is when you make your own tune or rhythm. An improvisation is not written down or notated, if recorded, it becomes a composition.</p> <p>Use glockenspiels, recorders or band instruments.</p> <p>To start and learn to play in a band or ensemble.</p> <p>To start and sing songs and raps together in a group.</p>	<p>To understand how pulse, rhythm and pitch work together to create music.</p> <p>To perform as part of a band/ensemble, by ear or notation (symbols or musical notation) and can play pieces in unison and in two parts.</p> <p>To continue to understand that improvisation is making up your own tune or rhythm.</p> <p>To understand that Improvisation is not written down or notated as that would be a composition.</p> <p>To explore a range of vocal activity e.g. rapping, beatboxing.</p> <p>To learn and understand more about preparing to sing.</p>	<p>To understand how pulse, rhythm and pitch work together to create music.</p> <p>To understand more about preparing to sing.</p> <p>Explore a range of vocal activity e.g. rapping, beatboxing.</p> <p>To perform as part of a band/ensemble, by ear or notation (symbols or musical notation) and can play pieces in unison and in two parts.</p> <p>To understand that improvisation is making up your own tune or rhythm.</p> <p>To understand that improvisation is not written down or notated as that would be a composition.</p>	<p>To understand how pulse, rhythm and pitch work together to create music.</p> <p>To understand more about preparing to sing.</p> <p>To explore a range of vocal activity e.g. rapping, beatboxing.</p> <p>To perform as part of a band/ensemble, by ear or notation (symbols or musical notation) and can play pieces in unison and in two parts.</p> <p>To understand that improvisation is making up your own tune or rhythm.</p> <p>To understand that improvisation is not written down or notated as that would be a composition.</p>	<p>To understand how pulse, rhythm and pitch work together to create music.</p> <p>To understand more about preparing to sing.</p> <p>Explore a range of vocal activity e.g. rapping, beatboxing. Some may sing as soloists or as part of a larger group.</p> <p>Children perform as part of a band/ensemble, by ear or notation (symbols or musical notation) and can play pieces in unison and in two parts.</p> <p>Children understand that improvisation is making up your own tune or rhythm.</p> <p>To understand that improvisation is not written down or notated as that would be a composition.</p>

<p>Key Learning <i>Evidence of working at the expected standard</i></p>	Take part in a teacher-led activity, finding the pulse of shorter songs/pieces of music.	Identify the pulse in different pieces of music and join in getting faster and slower together.	Identify long and short sounds in music.	Recognise rhythmic patterns.	Identify and recall rhythmic and melodic patterns.	Identify different speeds of pulse (tempo) by clapping and moving.	Identify the metre of different songs through recognising the pattern of strong and weak beats.
	To find sources of sound in the classroom.	Perform a rhythm to a given pulse.	Perform a rhythm to a given pulse.	Perform a repeated pattern to a steady pulse.	Identify repeated patterns used in a variety of music. (Ostinato).	Improvise rhythm patterns.	Subdivide the pulse while keeping to a steady beat.
	Make different sounds by experimenting with ways of changing them.	Begin to internalise and create rhythmic patterns.	Begin to internalise and create rhythmic patterns.	Identify ways sounds are used to accompany a song.	Analyse and comment on how sounds are used to create different moods.	Perform an independent part keeping to a steady beat.	Identify and control different ways percussion instruments make sounds.
	Play instruments to make a sound.	Accompany a chant or song by clapping or playing the pulse or rhythm.	Accompany a chant or song by clapping or playing the pulse or rhythm.	Explore and perform different types of accompaniment.	Explore and perform different types of accompaniment.	Identify and control different ways percussion instruments make sounds.	Play accompaniments with control and accuracy.
	Handle and play instruments with control.	Explore different sound sources.	Create and choose sounds in response to a given stimulus.	Explore and select different melodic patterns.	Recognise and explore different combinations of pitch sounds.	Create different effects using combinations of pitched sounds.	Create different effects using combinations of pitched sounds.
	Make music and dance using different tools, materials and techniques.	Make sounds and recognise how they can give a message.	Identify how sounds can be changed.	Recognise and explore different combinations of pitch sounds.	Select instruments to describe visual images.	Use ICT to change and manipulate sounds.	Use ICT to change and manipulate sounds.
	Join in when singing a song as a group.	Identify and name classroom instruments.	Change sounds to reflect different stimuli.	Create textures by combining sounds in different ways.	Choose instruments on the basis of internalised sounds.	Identify different starting points or composing music.	Identify different starting points of composing music.
	Sing a melody at their own pitch.	Play instruments in different ways and create sound effects.	Play instruments in different ways and create sound effects.	Compose music in pairs and make improvements to their own work.	Create music that describes contrasting moods/emotions.	Explore, select combine and exploit a range of different sounds to compose a soundscape.	Explore, select combine and exploit a range of different sounds to compose a soundscape.
	Sing a song as a group, broadly singing in time.	Identify different groups of instruments.	Handle and play instruments with control.	Create an accompaniment to a known song.	Improvise simple tunes based on the pentatonic scale.	Write lyrics to a known song.	Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition.
	Sing with an awareness of other performers.	Contribute to the creation of a class composition.	Identify different groups of instruments.	Create descriptive music in pairs or small groups.	Continue to compose and perform using symbols and dot notation.	Compose a short song to own lyrics based on everyday phrases.	Perform using staff notation.
	Adds sound effects to stories using instruments.	Perform long and short, high and low, loud and soft sounds in response to symbols.	Contribute to the creation of a class composition.	Continue to compose and perform using symbols and dot notation.	Begin to read staff notation – in conjunction with learning the recorder.	Perform using staff notation.	Sing songs with staff notation.
	Leads or is led by other children in their music making, i.e. being a conductor.	Compose and perform using symbols and dot notation.	Perform long and short, high and low, loud and soft sounds in response to symbols.	Begin to read staff notation – in conjunction with learning the recorder.	Begin to compose using a wider variety of note names and dot notation to represent rhythms.	Begin to compose using a variety of note names, dot notation and words/symbols to represent dynamics.	Compose using a variety of note names, dot notation and words/symbols to represent dynamics and tempo.
	Listens and responds to others in pair/group music making.	Find their singing voice and use their voices confidently.	Compose and perform using symbols and dot notation.	Begin to compose using note names and dot notation to represent rhythms.	Sing with confidence using a wider vocal range.	Sing songs with increasing control of breathing, posture and sound projection.	Sing songs with increasing control of breathing, posture and sound projection.
	Plays instruments with control to play loud/ quiet, (dynamics), fast/slow (tempo).	Sing a melody accurately at their own pitch.	To find their singing voice and use their voices confidently.	Sing a melody accurately at their own pitch.	Sing in tune, beginning to show awareness of other parts.	Sing songs in tune and with an awareness of other parts.	Sing songs in tune and with an awareness of other parts.
	Shows control to hold and play instruments to produce a musical sound, (e.g. holding a triangle in the air by the string with one hand and playing it with a beater with the other).	Recognise phrase lengths and know when to breathe.	Sing a melody accurately at their own pitch.	Recognise phrase lengths and know when to breathe.	Identify phrases through breathing in appropriate places.	Identify phrases through breathing in appropriate places.	Identify phrases through breathing in appropriate places.
Creates his or her own songs, often with a real sense of	Begin to sing with control of pitch (e.g. following the shape of the melody).	Begin to sing with control of pitch (e.g. following the shape of the melody).	Begin to sing with control of pitch (e.g. following the shape of the melody).	Sing with awareness of pulse and control of rhythm.	Sing with expression and rehearse with others.	Sing with expression and rehearse with others.	

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<p>structure, (e.g. a beginning and an end).</p> <p>Can often sing an entire song; songs could be nursery rhymes, pop songs, songs from TV programmes, songs from home.</p> <p>Merges elements of familiar songs with improvised singing.</p> <p>Creates sounds in vocal sound games.</p> <p>Changes some or all of the words of a song.</p> <p>Has strong preferences for songs he or she likes to sing and/or listen to.</p>	<p>Sing with an awareness of other performers. Begin to find and internalise the pulse with support.</p> <p>Clap the rhythm of their name.</p> <p>Knows that a leader/conductor can stop/start music using cues.</p> <p>Know of the words dynamic and pitch but are unsure of their meaning.</p> <p>Start to create own simple melodies with support.</p> <p>With support, can start to record their own composition.</p> <p>Sing/play in a group with an adult leading.</p> <p>Listen to and respond to warm up vocal activities.</p>	<p>Follow pitch movements with their hands and use high, low and middle voices.</p> <p>Demonstrate a simple understanding of dynamics (getting louder or quieter) and pitch (high or low).</p> <p>Make long and short sounds.</p> <p>Start to perform their own rhythms and melodies with growing confidence and understanding.</p> <p>Understand that improvisation means making up your own tune using a couple of notes.</p> <p>Begin to respond to leader/conductor with basic musical cues (stop/start).</p> <p>Record a composition in any way appropriate.</p> <p>Begin to play classroom instruments as part of a group.</p> <p>Explore and create simple musical sounds with voices and instruments within context of song being learnt.</p> <p>Create own vocal warm-ups following an input.</p>	<p>the expressive elements. e.g. timbre, tempo, dynamics.</p> <p>Understand how mouth shapes can affect voice sounds.</p> <p>Find and internalise the pulse with some support.</p> <p>Have some understanding of how pulse, rhythm and pitch, dynamics and tempo work together and are sprinkled through the song.</p> <p>Knows some musical notes.</p> <p>Know that symbols and musical staves show us what to play.</p> <p>Know how to record their composition.</p> <p>Is starting to describe their own compositions and improvisations using musical vocabulary.</p> <p>Perform own rhythms in front of others.</p> <p>Sometimes follow a conductor/leader.</p> <p>Is beginning to understand how to work as part of a group and the importance of this when performing.</p> <p>With support, can demonstrate how pulse and pitch work together – copy a simple rhythm over the pulse and sing/play back.</p> <p>Discuss why it is important to warm up voices before singing.</p> <p>Understand that our position helps us sing.</p>	<p>Sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics.</p> <p>Demonstrate how you find/feel the pulse.</p> <p>Have a deeper understanding of how pulse, rhythm and pitch, dynamics and tempo work together and are sprinkled through the song.</p> <p>Understand that lyrics in songs mean something and projects the meaning of the song.</p> <p>Create symbols to know when to play and rest.</p> <p>Understand that notes EGBDF and FACE sound different when played.</p> <p>Discuss that there are different symbols for minim, crotchet and semibreve and they indicate different lengths.</p> <p>Write own lyrics to a song/composition with some meaning.</p> <p>Make comparisons between improvisations created and discuss this using the correct vocabulary.</p> <p>Play classroom instruments as part of a group and as part of a song being learnt.</p> <p>Follow the leader/conductor and responds appropriately.</p> <p>Continue to understand the importance of warming up their voices.</p> <p>Has an understanding about their singing position and why this is important.</p>	<p>Sing a round in two parts and identify the melodic phrases and how they fit together.</p> <p>Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice.</p> <p>Compare how pulse, rhythm and pitch, dynamics and tempo are working through different songs.</p> <p>Clap/play simple rhythm/copy more than two note pitches confidently and create their own rhythm when asked.</p> <p>Identify notes EGBDF and FACE on a musical staff.</p> <p>Recognise minims, crotchets and semibreves in music and know how many beats they represent.</p> <p>Write own lyrics to a song/composition with some meaning.</p> <p>Make comparisons between improvisations created and discuss this using the correct vocabulary.</p> <p>Compare compositions made using correct vocabulary.</p> <p>Create compositions in different styles taught.</p> <p>Independently starts to warm up voice at the start of each singing session.</p>	<p>Sing a round in two parts and identify the melodic phrases and how they fit together.</p> <p>Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice.</p> <p>Demonstrate a fast and slow pulse.</p> <p>Perform and interpret a song stylistically and as musically as they can.</p> <p>Be led/conducted in a group situation.</p> <p>Can sometimes lead groups themselves.</p> <p>Play instruments with confidence and ease.</p> <p>Explore and create musical improvisations with voices or instruments.</p> <p>Improvise using more than 3 notes with instruments or voices.</p> <p>Create complex melodies independently using more than 3 different notes.</p> <p>Use voice, sounds, technology and instruments in a creative way.</p> <p>Record compositions.</p>
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					Sing with a good sense of pulse internally and sing together and in time with a group.		
<i>Possible evidence of greater depth understanding</i>	<p>Creates music based on a theme (e.g. creates the sounds of the seaside). Plays instruments (including imaginary ones such as air guitar) to match the structure of the music, (e.g. playing quietly with quiet parts within music, stopping with the music when it Stops).</p> <p>Keeps a steady beat whilst playing instruments – his or her own steady beat in his or her creative music making.</p> <p>Taps rhythms to accompany words, (e.g. tapping the syllables of names/objects/ animals/lyrics of a song). Creates rhythms using instruments and body percussion.</p> <p>May play along to the beat of the song they are singing or music being listened to.</p> <p>May play along with the rhythm in music, (e.g. may play along with the lyrics in songs they are singing or listening to).</p> <p>Pitch matches, with his or her voice the pitch of a tone sung by another. Able to sing the melodic shape (moving melody, e.g. up and down, down & up) of familiar songs. Sings entire songs.</p> <p>May enjoy performing, solo and or in groups. Internalises music, (e.g. sings songs inside his or her head).</p>	<p>Begin to find and internalise the pulse independently.</p> <p>Clap the rhythm of their name, favourite food and colour etc.</p> <p>Start to perform their own rhythms and melodies with growing confidence and understanding.</p> <p>Understands that improvisation means making up your own tune using a couple of notes.</p> <p>Create their own simple melodies (usually in a group) using one or two notes.</p> <p>Record the composition in any way appropriate.</p> <p>Explore and create simple musical sounds with voices and instruments within context of song being learnt.</p>	<p>Discuss their own compositions with an adult.</p> <p>Create their own melody using more than two notes.</p> <p>Start to perform their own compositions and improvisations.</p> <p>Create their own melodies using both instruments and their voices.</p> <p>Explore and create simple musical sounds with voices and instruments within context of song being learnt.</p>	<p>Demonstrate how you find/feel the pulse.</p> <p>Have a deeper understanding of how pulse, rhythm and pitch, dynamics and tempo work together and are sprinkled through the song.</p> <p>Understand that notes EGBDF and FACE sound different when played.</p> <p>Discuss that there are different symbols for minim, crotchet and semibreve and they indicate different lengths.</p> <p>Perform own rhythms and melodies with confidence and an understanding in the group.</p> <p>Describe their composition using musical vocabulary such as: dynamics, pitch and tempo.</p> <p>Move between differentiated parts as required.</p> <p>Create symbols to know when to play and rest.</p> <p>Sing with a good sense of pulse internally and sing together and in time with a group.</p> <p>Improvise using very simple patterns on own instrument or voice.</p>	<p>Compare how pulse, rhythm and pitch, dynamics and tempo are working through different songs.</p> <p>Explore and create musical improvisations with voices or instruments.</p> <p>Improvise using more than 3 notes with instruments or voices.</p> <p>Create complex melodies independently using more than 3 different notes.</p> <p>Use voice, sounds, technology and instruments in a creative way.</p> <p>Independently starts to warm up voice at the start of each singing session and can also lead a warm-up session.</p> <p>Always stands in correct singing position.</p>	<p>Demonstrate a fast and slow pulse. Understand # and b symbols. Use simple time signatures when reading music.</p> <p>Read some notes on a musical stave and start to write some of own. Discuss difference of bass and treble clef.</p> <p>Can sometimes lead groups themselves.</p> <p>Play instruments with confidence and ease.</p> <p>Explore and create musical improvisations with voices or instruments.</p> <p>Improvise using more than 3 notes with instruments or voices.</p> <p>Create complex melodies independently using more than 3 different notes.</p> <p>Use voice, sounds, technology and instruments in a creative way.</p> <p>Sing with a good sense of pulse and sing together and in good time with a group.</p>	<p>Confidently show how pulse, rhythm and pitch work together. Lead others to play/clap rhythms. Have a firm understanding of pulse, rhythm, pitch, dynamics and tempo and how they all work together in music.</p> <p>Create own compositions using standard notation and can use musical stave to write own music. Write their own compositions and discuss use of treble and bass clef. Use sharp and/or flat symbol in own composition.</p> <p>Create their own round composition.</p> <p>Create own harmony part to accompany a song.</p> <p>Evaluate the effect created from different compositions and why this is the case.</p> <p>Perform their compositions confidently and discuss using appropriate vocabulary.</p> <p>Lead a warm-up session</p> <p>Always has the correct posture when singing.</p> <p>Sing with a good sense of pulse and sing together and in good time with a group.</p> <p>Understand the importance of clear diction and tuning.</p>