

Music pathway

Summer 2
Reflect, Rewind and Replay

Summer 1
Big Bear Funk

Expressive Arts and Design:

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Explore and engage in music making and dance, performing solo or in groups.

Spring 2
Our World

Spring 1
Everyone!

Physical Development: Combine different movements with ease and fluency.

Communication and Language:

- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.

Autumn 2
My Stories

Autumn 1
Me

Year R

Expressive Arts and Design:

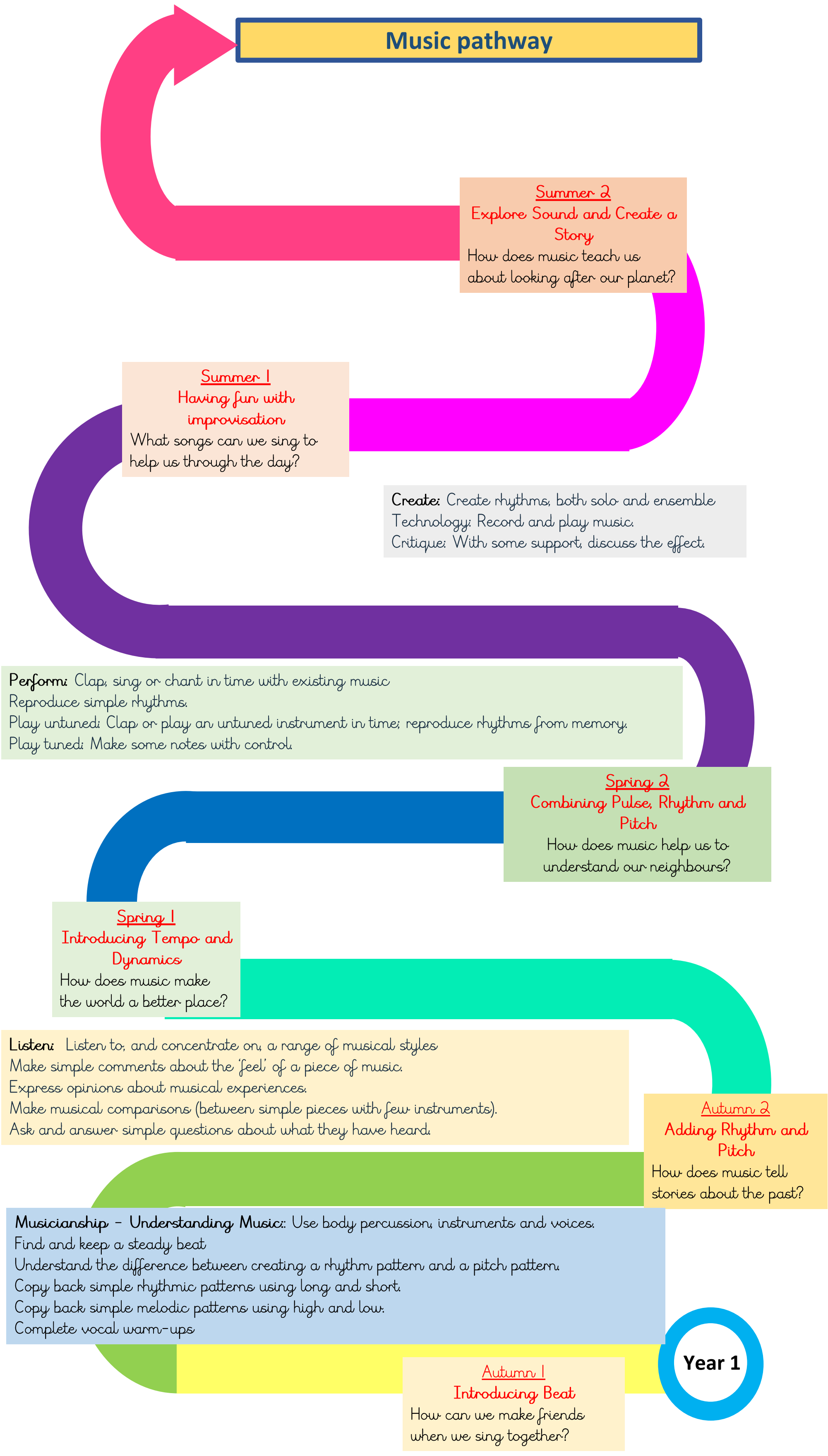
- Listen with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person ('pitch match').
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- Create their own songs, or improvise a song around one they know.
- Play instruments with increasing control to express their feelings and ideas.

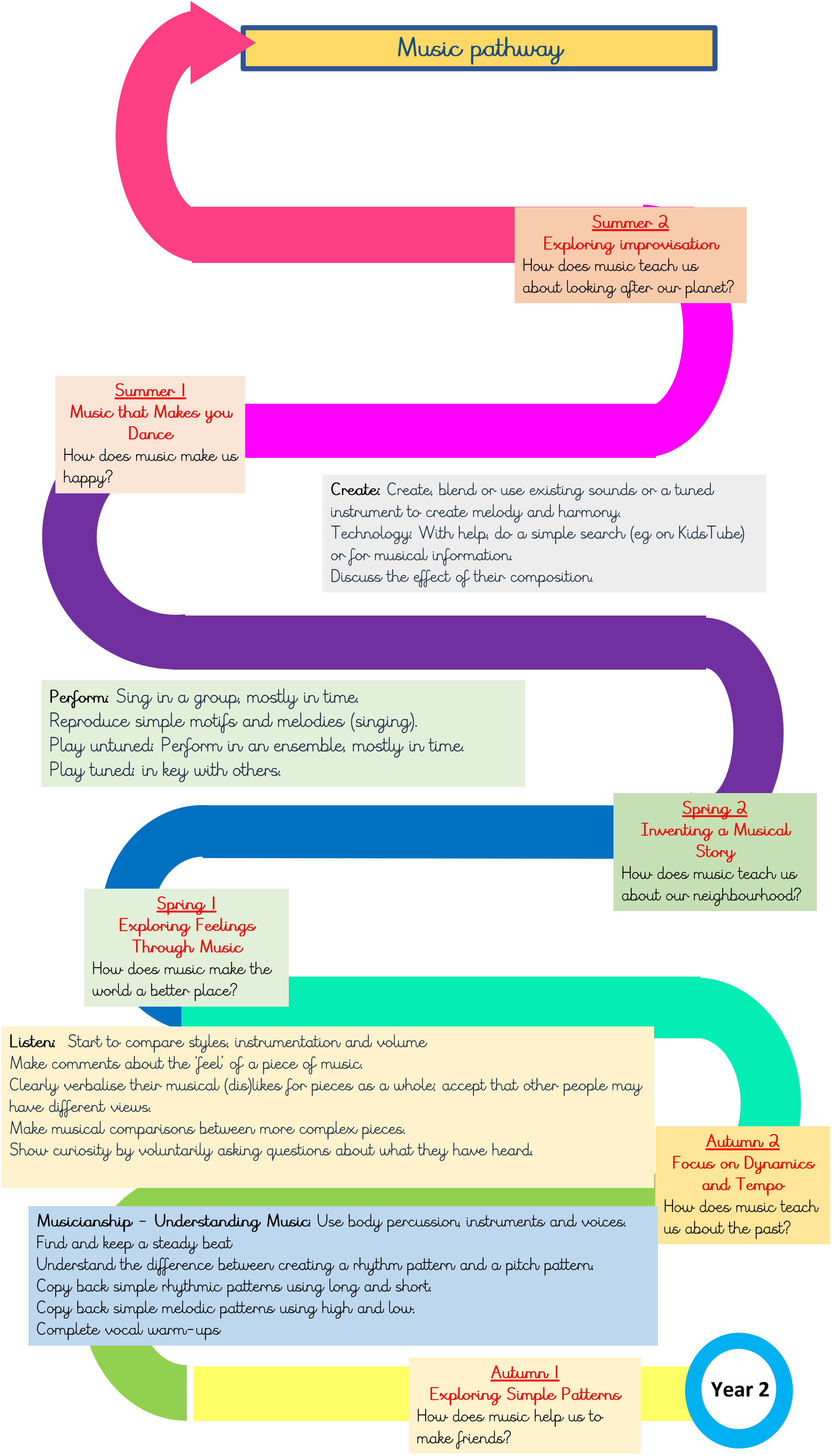
Physical Development:

- Use large-muscle movements to wave flags and streamers, paint and make marks..

Communication and Language: Sing a large repertoire of songs.

3 & 4 Year
-Olds





Music pathway

Recognising Different Sounds

How does music connect us with our planet?

Learning more about Musical Styles

How does music make a difference to us every day?

Create: Improvise music around a given genre or theme.
Technology: Use simple software to experiment with editing sounds (eg automated software.
Critique: Politely discuss the effect of their peers' compositions.

Perform: Sing as a solo or in a group, in tune where possible. Reproduce simple motifs on tuned instruments, and longer phrases in singing.
Play - untuned: Play with increasing control in an ensemble, eg in time and with some dynamic range.
Play - tuned: Perform solo and in an ensemble, perhaps with some errors of time or pitch.

Sharing Musical Experiences

How does music help us get to know our community?

Spring 1
Composing Using your Imagination

How does music make the world a better place?

Listen: Listen for and describe specific instrumentation of a piece. Start to identify musical themes, and how they might be represented by the 'feel' of the piece. Start to describe the musical aspects (eg instrument or genre) that they like or dislike. Start to link music to its historical and geographical context. Start to frame questions and answers in musically valid ways.

Autumn 2
Enjoying Improvisation

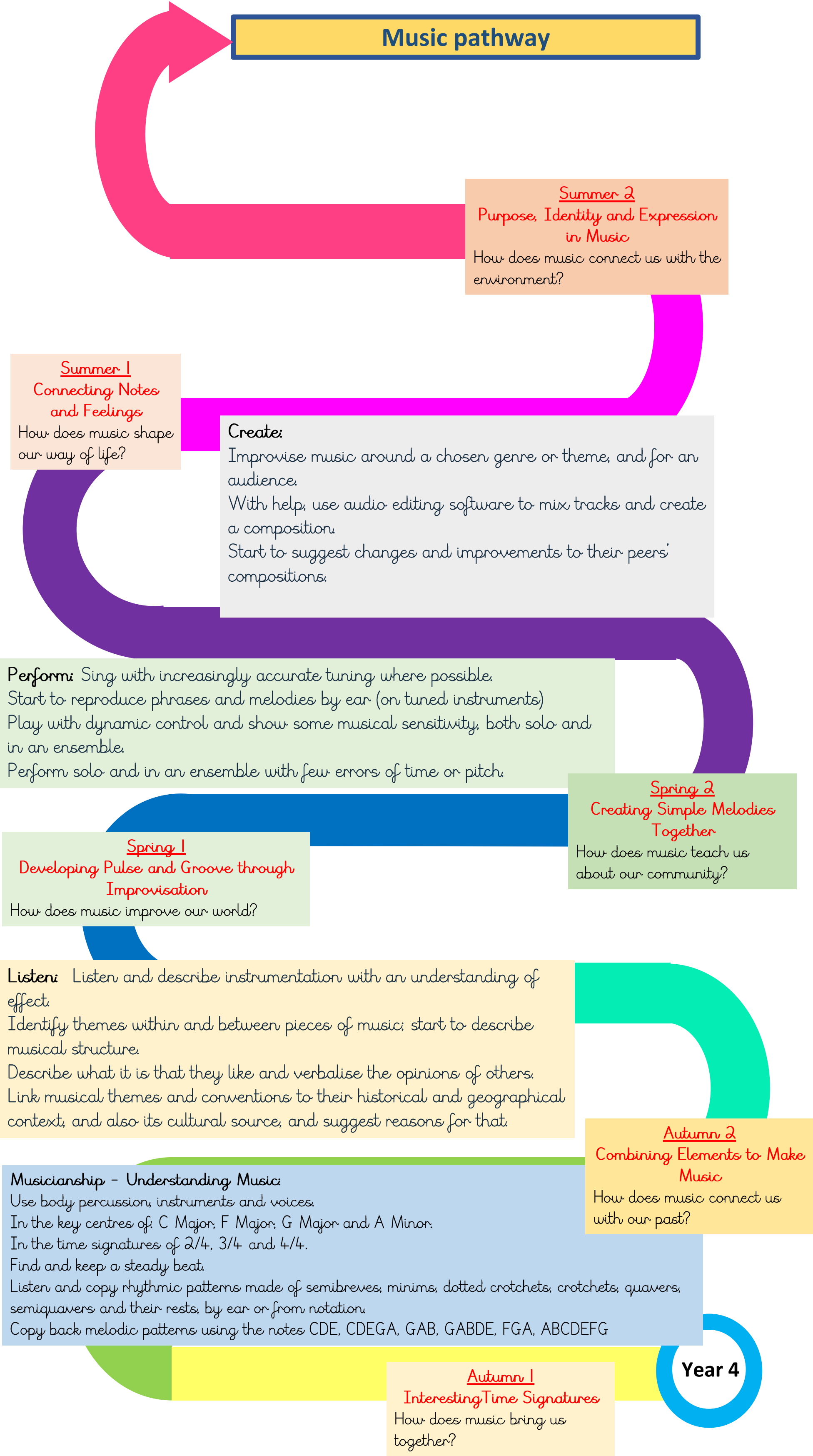
What stories does music tell us about the past?

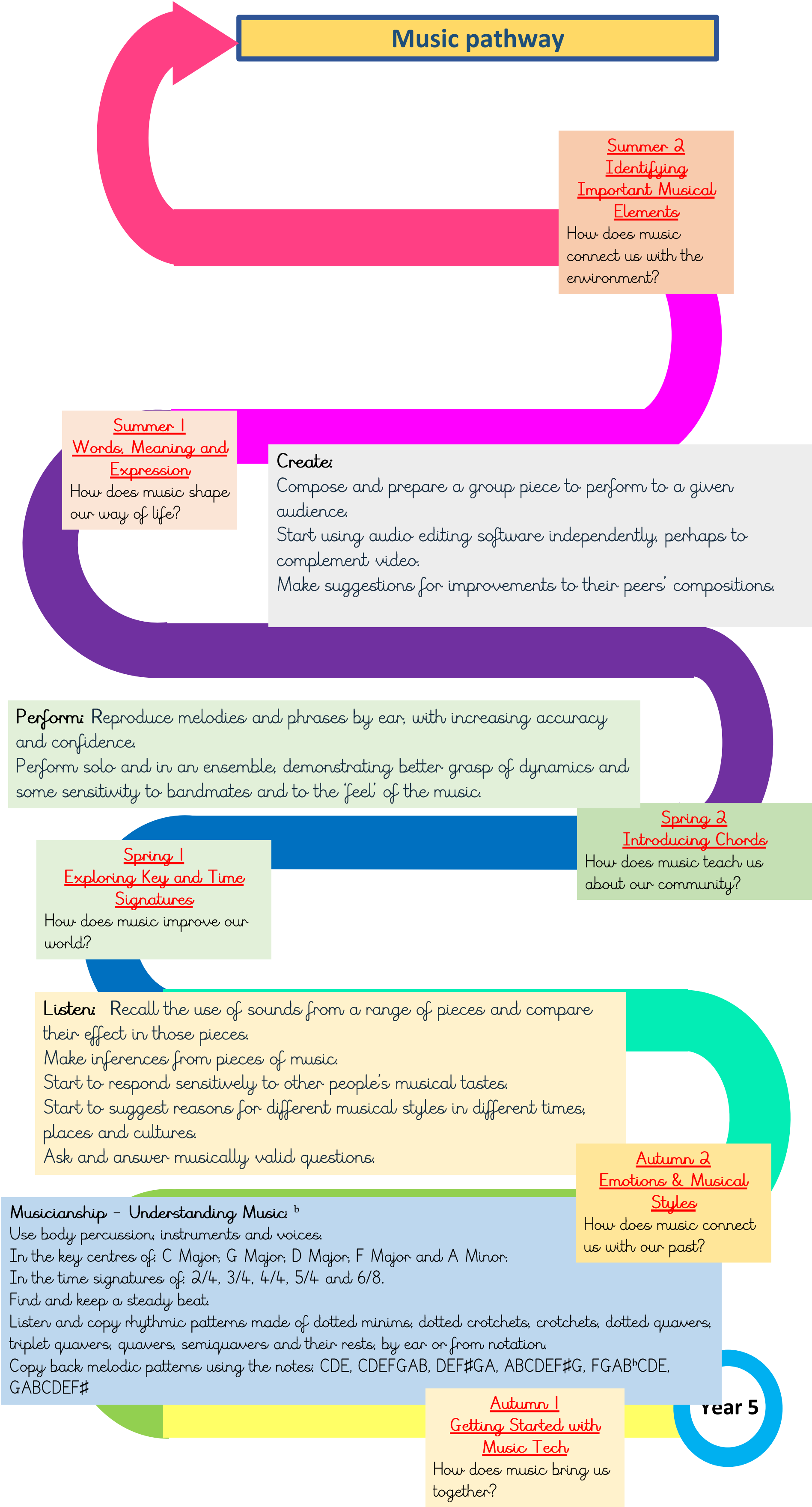
Musicianship - Understanding Music:
Use body percussion, instruments and voices.
-In the key centres of: C Major, F Major, G Major and A Minor
-In the time signatures of 2/4, 3/4 and 4/4.
Find and keep a steady beat.
Copy back and improvise - simple rhythmic patterns using minims, crotchets, quavers and their rests.
- simple melodic patterns using the notes: CDE, GAB, FGA, ABC

Autumn 1
Developing Notation Skills

How does music bring us closer together?

Year 3





Music pathway

Summer 2
Respecting Each Other Through Composition
How does music connect us with the environment?

Summer 1
Using Chords and Structure
How does music shape our way of life?

Create:
Compose, using standard music notation, to prepare a solo or ensemble performance.
Using software to edit music and other audio with increasing sophistication.
Constructively critique their peers' compositions, and help bring about improvements.

Perform:
Perform with fluency, control and expression, and with sensitivity and very few errors.

Spring 2
Exploring Notation Further
How does music teach us about our community?

Spring 1
Gaining Confidence Through Performance
How does music improve our world?

Listen: Accurately describe timbre, pitch, melody, major and minor key, instrumentation and tempo, and the effect of each of these.
Make inferences from pieces of music and justify their views.
Explain how their own behaviour might affect the enjoyment of others.
Analyse their and others' responses to music, extrapolating from them and justifying their ideas with evidence.
Regularly ask and answer perceptive questions in musically valid ways.

Musicianship - Understanding Music: \flat \sharp
Use body percussion, instruments and voices.
In the key centres of: C Major, G Major, D Major, A Minor, D Minor.
In the time signatures of: 2/4, 3/4, 4/4, 5/4, 6/8.
Find and keep a steady beat.
Listen and copy rhythmic patterns made of dotted minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.
Copy back melodic patterns using the notes: DEFGA, CDEFGAB, GABCDEF \sharp
DEF \sharp GABC \sharp ABCDEFG

Autumn 2
Understanding Structure and Form
How does music connect us with our past?

Autumn 1
Developing Melodic Phrases
How does music bring us together?