

# Wildground Federation – Music Overview

**The units of music are moveable within each year group to accommodate the moveable timetable of Listen to me.**

<b>N – 2-3yrs</b>	Make eye contact when they hear music or when someone sings to them. Show a response eg. gesture, smile, clap ,movement, word	Join in with songs and rhymes making some sounds Begin to explore a range of soundmakers and instruments – try playing them in different ways	Continue joining in with songs and rhymes Take part in action songs eg twinkle twinkle, wheels on the bus Begin to show a preference for particular songs using gesture or words. Continue exploring soundmakers and instruments – talk about the different ways they can be used
<b>N- 3-4yrs</b>	Listen to songs and music and respond verbally to what they have heard expressing their thoughts and feelings eg this music is sad Begin to Play, share and perform music and songs from different cultures and historical periods	Practice singing short phrases of a song in tune. Continue playing, sharing and performing music and songs from different cultures and historical periods	Sing a range of correct lyrics with ease and enjoyment. Sing a range of short phrases and full songs in tune Sing the melodic shape of familiar songs Begin to create their own songs or improvise around a known tune
<b>Year R</b>	<b>Controlling sounds through singing and playing (performing)</b> Join in with singing in a group/independently Experiment with instruments,( listen to me) matching the sound to the instrument Repeat long and short sounds back using voices or instruments Sing a range of well-known nursery rhymes and songs. Create their own songs or improvise around a known tune. Listen to Me	<b>Creating and developing musical ideas (composing)</b> Explore a short sequence of sounds using voice and body Listen attentively, move to and talk about music expressing their feelings and response sing in a group or in their own increasingly matching the pitch and following melody	<b>Responding and reviewing (appraising)</b> Join in with clapping along to music or using pots and pans Say if the music makes them feel happy or sad. Explore and engage in music making and dance performing solo or in a group Explore and engage in music making and dance performing solo/in groups learn all about a music instrument
	<b>Future Learning:</b> Follow instructions on how and when to sing/play an instrument.	<b>Prior Learning:</b> Listen to songs and music and respond verbally to what they have heard expressing their thoughts and feelings eg this music is sad Begin to Play, share and perform music and songs	<b>Future Learning:</b> Clap longer rhythms by imitating. Make different sounds (high and low–pitch; loud and quiet–dynamics; fast and slow–tempo; quality of the sound–smooth, crisp, scratchy, rattling, tinkling
		<b>Prior Learning:</b> Practice singing short phrases of a song in tune. Continue playing, sharing and performing music and songs from different cultures and historical periods	<b>Future Learning:</b> Identify one sound or several sounds together? Hear the pulse in music. Identify sounds that represent different things (e.g. rain shaker for sad.)
			<b>Prior Learning:</b> Sing a range of correct lyrics with ease and enjoyment. Sing a range of short phrases and full songs in tune Sing the melodic shape of familiar songs

		from different cultures and historical periods				Begin to create their own songs or improvise around a known tune
<b>KS1</b>						
<b>Year 1</b>	<b>Controlling sounds through singing and playing (performing)</b> Take part in singing. Follow instructions on how and when to sing/play an instrument. Take notice of others when performing. Make and control long and short sounds (duration). Imitate changes in pitch– high and low. <b>Listen to me – xylophone/ Glockenspiel</b> <b>Gamelan Day</b> <b>Staccato, legato.</b>		<b>Creating and developing musical ideas (composing)</b> Make a sequence of long and short sounds with support (duration). Clap longer rhythms by imitating. Make different sounds (high and low– pitch; loud and quiet– dynamics; fast and slow-tempo; quality of the sound-smooth, crisp, scratchy, rattling, tinkling etc.– timbre). <b>Forte, piano, diminuendo, compose</b>		<b>Responding and reviewing (appraising)</b> Hear different moods in music. Identify texture– one sound or several sounds together? Hear the pulse in music. Identify sounds that represent different things (e.g. rain shaker for sad.).  <b>Repetition, Pitch, Pause, Accelerando, Round</b>	
	<b>Prior Learning:</b> Experimented with instruments. Repeated long and short sounds back using voices or instruments	<b>Future learning:</b> Make and control long and short sounds using voices and instruments, playing by ear and including simple improvisation using the terms pianissimo, mezzo forte, articulation, marcato,	<b>Prior learning:</b> Explore a short sequence of sounds using voice and body	<b>Future learning:</b> Start to create short musical patterns and be able to describe pitch	<b>Prior Learning:</b> Joined in with clapping along to music or using pots and pans and able to say if the music makes them feel happy or sad	<b>Future Learning:</b> Able to identify steady beat, rounds, pause, accelerando and repetition and start to recognise changes in timbre.
<b>Year 2</b>	<b>Controlling sounds through singing and playing (performing- African Drumming)</b> Sing songs in ensemble following the tune (melody) well. Use voice to good effect understanding the importance of warming up first.		<b>Creating and developing musical ideas (composing- Aquarium)</b> Carefully choose sounds to achieve an effect (including use of ICT). Order sounds to create an effect (structure-beginnings/endings). Create short musical patterns.		<b>Responding and reviewing (appraising- Peter and the Wolf)</b>  Identify the pulse in music. Recognise changes in timbre (sound quality-smooth, crisp, scratchy, rattling, tinkling etc.), dynamics (loud and quiet), tempo (fast and slow) and pitch (high and low).	

	<p>Perform in ensemble (ukulele) with instructions from the leader. Make and control long and short sounds using voices and instruments, playing by ear and including simple improvisation (duration). <b>Listen to me – African drumming</b></p> <p><b>Dun, Djembe, Tek, Marcato, Mezzo forte, Pianissimo</b></p>	<p>Create sequences of long and short sounds-rhythmic patterns (duration). Use pitch changes to communicate an idea. Start to compose with two or three notes using keyboards.</p> <p><b>Tempo, rhythm, pulse, lento, melancholy</b></p>		<p>Start to recognise different instruments of the orchestra by sound.</p> <p><b>violin, viola, cello, double bass, harp, piccolo, flute, oboe, clarinet, bassoon, trumpet, french horn, trombone, tuba, membrances, metals, woods, shakers</b></p>		
	<p><b>Prior Learning:</b> Follow instructions on how and when to sing/play an instrument. Take notice of others when performing. Make and control long and short sounds (duration). Imitate changes in pitch– high and low.</p>	<p><b>Future Learning:</b> Maintain a simple part within an ensemble. Play notes on a keyboard clearly and including steps/ leaps in pitch</p>	<p><b>Prior Learning:</b> Make a sequence of long and short sounds with support (duration). Clap longer rhythms by imitating. Make different sounds (high and low– pitch; loud and quiet– dynamics; fast and slow.</p>	<p><b>Future Learning:</b> Create/ improvise repeated patterns (ostinati) with a range of instruments. Effectively choose, order, combine and control sounds (texture/ structure).</p>	<p><b>Prior Learning:</b> Hear different moods in music. Identify texture– one sound or several sounds together? Hear the pulse in music. Identify sounds that represent different things (e.g. rain shaker for sad.)</p>	<p><b>Future learning:</b> Know the difference between pulse and rhythm. Start to use musical dimensions vocabulary to describe music– duration, pitch, dynamics, e.g. crotchets, quavers, dotted rhythms</p>
KS2						
<p><b>Year 3</b></p>	<p><b>Controlling sounds through singing and playing (performing)</b></p> <p>Sing songs from memory with accurate pitch and in tune. Show control in voice and pronounce the words in a song clearly (diction). Maintain a simple part within an ensemble. Play notes on a keyboard clearly and including steps/ leaps in pitch <b>Listen to me - Keyboards</b></p>	<p><b>Creating and developing musical ideas (composing)</b></p> <p>Compose and perform melodies using two or three notes. Use sound to create abstract effects (including using ICT). Create/ improvise repeated patterns (ostinati) with a range of instruments. Effectively choose, order, combine, re-combine and control sounds (texture/ structure).</p>		<p><b>Responding and reviewing (appraising)</b></p> <p>Internalise the pulse in music. Know the difference between pulse and rhythm. Start to use musical dimensions vocabulary to describe music–duration, pitch, dynamics, tempo, texture, structure. Use these words to identify where music works well/ needs improving</p> <p><b>crotchet, quaver, beat ,tempo</b></p>		

	<b>C,D,E,F,G,A,B, Allegro</b>		<b>Didgeridoo, Clapsticks, Gum leaf Bullroarer, Rasp, Ostinato</b>			
	<b>Prior Learning:</b> Make and control long and short sounds using voices and instruments, playing by ear and including simple improvisation	<b>Future Learning:</b> Sustain a rhythmic ostinato/ drone/ melodic ostinato (riff) to accompany on a ukulele.	<b>Prior Learning:</b> Order sounds to create an effect (structure-beginnings/endings). Create short musical patterns.	<b>Future Learning:</b> Compose and perform melodies using three or four notes and begin to use the stave to record this.	<b>Prior Learning:</b> Identify the pulse in music.	<b>Future Learning:</b> Know how pulse, rhythm and pitch fit together. Listen to several layers of sound (texture) and talk about the effect on mood and feelings
<b>Year 4</b>	<b>Controlling sounds through singing and playing (performing)</b> Sing in tune, breathe well, pronounce words clearly, change pitch and dynamics. Sustain a rhythmic ostinato/ drone/ melodic ostinato (riff) to accompany on a ukulele. Perform with control and show awareness of what others are playing. Improvise within a group using more than 4 notes <b>Listen to me - ukuleles</b>  <b>C chord, F chord, G chord, A minor chord, D chord, neck, sound hole, frets, strum,</b>		<b>Creating and developing musical ideas (composing)</b> Compose and perform melodies using at least four notes. Make creative use of the way sounds can be changed, organised and controlled (including ICT). Create accompaniments for melodies using drones or melodic ostinati, riffs and a pentatonic scale. Create (dotted) rhythmic patterns with awareness of timbre and duration. Begin to use the stave.  <b>Stave, pentatonic, lines and spaces</b>		<b>Responding and reviewing (appraising-Music from the 60s)</b> Know how pulse, rhythm and pitch fit together. Listen to several layers of sound (texture) and talk about the effect on mood and feelings. Use more musical dimensions vocabulary to describe music—duration, pitch, dynamics, tempo, texture, structure, rhythm, metre, ostinato, melody, harmony. Identify family timbres e.g four piece band – guitar, bass, drums, voice Identify cyclic patterns.  <b>Cyclic, texture, improvise</b>	
	<b>Prior Learning:</b> Know the notes C,D,E,F,G,A and B (to then apply these to the ukulele)	<b>Future Learning:</b> Hold part in a round (pitch/structure).	<b>Prior Learning:</b> Compose and perform melodies using two or three notes. Use sound to create abstract effects (including using ICT). Create/ improvise repeated patterns (ostinati) with a range of instruments.	<b>Future Learning:</b> Use a variety of different musical devices including melody, rhythms and chords. Record own compositions. Create own songs using formal structures(modal scales/blues scales).	<b>Prior Learning:</b> Know the difference between pulse and rhythm. Start to use musical dimensions vocabulary to describe music—duration, pitch, dynamics, tempo, texture, structure	<b>Future Learning:</b> Use a range of words to describe music (eg. duration, timbre, pitch, dynamics, tempo, texture, structure, beat, rhythm, metre, silence, riff, ostinato, melody, harmony, chord, flat, sharp, dotted rhythm, staccato, legato,

						pentatonic, crescendo, diminuendo).
<b>Year 5</b>	<b>Controlling sounds through singing and playing (performing)</b> Show control, phrasing and expression in singing. Hold part in a round (pitch/structure). Perform in solo and ensemble contexts using legato/staccato, forte/piano, confidently, expressively and in tune on a violin Improvise on own with increasing aural memory. <b>Listen to me - violins</b>  <b>Up bow, down bow, pizzicato, col legno</b>		<b>Creating and developing musical ideas (composing)</b> Compose and perform melodies using at least five notes. Use a variety of different musical devices including melody, rhythms and chords. Record own compositions. Create own songs using modal scales/blues scales). Identify where to place emphasis and accents in a song to create effects (duration).  <b>Flats, sharps, Blues scale, 4 bar blues</b>		<b>Responding and reviewing (appraising)</b> Describe how pulse stays the same but rhythm changes in a piece of music. Use a range of words to describe music (eg. duration, timbre, pitch, dynamics, tempo, texture, structure, beat, rhythm, metre, silence, riff, ostinato, melody, harmony, chord, flat, sharp, dotted rhythm, staccato, legato, pentatonic, crescendo, diminuendo). Use these words to identify strengths and weaknesses in own and others' music.  <b>Crescendo, diminuendo, col-legno, time signature (5 beats in a bar)</b>	
	<b>Prior Learning:</b> Know the notes C,D,E,F,G,A and B on the ukulele to then apply to the violin (ukulele strings EADGBE Violins GDAE)	<b>Future Learning:</b> Know all the notes on the keyboard , including flats, sharps and enharmonic equivalents	<b>Prior Learning:</b> Compose and perform melodies using at least four notes. Create accompaniments for melodies using drones or melodic ostinati, riffs and a pentatonic scale.	<b>Future Learning:</b> Create music reflecting given intentions and record using standard notation.	<b>Prior Learning:</b> Explain what a riff is Name the four piece band – guitar, bass, drums, voice Identify cyclic patterns.	<b>Future Learning:</b> Explain how harmonies are used and how drones and melodic ostinati (riffs) are used to accompany singing. Use knowledge of how lyrics reflect cultural context and have social meaning to enhance own compositions.
<b>Year 6</b>	<b>Controlling sounds through singing and playing (performing)</b> Sing or play from memory with confidence. Take turns to lead a group. Maintain own part in a round/ sing a harmony/ play accurately with awareness of what others are playing. Play more complex instrumental parts.		<b>Creating and developing musical ideas (composing)</b> Compose and perform melodies using five or more notes. Show confidence, thoughtfulness and imagination in selecting sounds and structures to convey an idea. Create music reflecting given intentions and record using standard notation.		<b>Responding and reviewing (appraising)</b> Know how the other dimensions of music are used through songs and pieces of music. Use musical vocabulary confidently to describe music. Work out how harmonies are used and how drones and melodic ostinati (riffs) are used to accompany singing.	

<p>Improvise using 5 notes of the pentatonic scale</p> <p><b>Enharmonic, chromatic scale, sharps, flats</b> <b>Bass clef</b></p>		<p>Use ICT to organise musical ideas (where appropriate). (Combine all musical dimensions).</p> <p><b>Audacity, MP3, transpose,</b></p>		<p>Use knowledge of how lyrics reflect cultural context and have social meaning to enhance own compositions. Refine and improve own/ others' work.</p> <p><b>Chromaticism, semitones, bass clef,</b></p>	
<p><b>Prior Learning:</b> Already know CDEFGAB on the keyboard - now apply this to find the sharps and flats</p>	<p><b>Year 7 Curriculum</b></p>	<p><b>Prior Learning:</b> Used a variety of different musical devices including melody, rhythms and chords, modal scales/blues scales – now use ICT to manipulate these</p>	<p><b>Year 7 Curriculum</b></p>	<p><b>Prior Learning:</b> Use a range of words to describe music (eg. duration, timbre, pitch, dynamics, tempo, texture, structure, beat, rhythm, metre, silence, riff, ostinato, melody, harmony, chord, flat, sharp, dotted rhythm, staccato, legato, pentatonic, crescendo, diminuendo.</p>	<p><b>Year 7 Curriculum</b></p>