



# Music Curriculum



## Purpose of study

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

## Delivering music lessons at Brewster Avenue

- We use Charanga as the main resource for planning and delivering music lessons in school
- We have a music specialist visit for 10 weeks each year to teach Year 2 to play the ukulele
- We work with Peterborough Music Hub who assist us in providing a range of other opportunities and experiences e.g. live performance, instrument loan and staff CPD

Birth to Three	
PERFORM (Singing/Playing)	EXPLORE and COMPOSE
<ul style="list-style-type: none"> <li>• Anticipate phrases and actions in rhymes and songs, like 'Peepo'.</li> <li>• Join in with songs and rhymes, making some sounds.</li> <li>• Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.</li> <li>• Explore a range of soundmakers and instruments and play them in different ways.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore their voices and enjoy making sounds.</li> <li>• Make rhythmical and repetitive sounds.</li> </ul>
	<ul style="list-style-type: none"> <li>• Show attention to sounds and music.</li> <li>• Move and dance to music.</li> <li>• Listen to a range of different types of singing, sounds and music from diverse cultures, live and pre-recorded.</li> <li>• Listen to music with different dynamics (loud/quiet), tempo (fast/slow), pitch (high/low), rhythms (pattern of sound)</li> <li>• Respond emotionally and physically to music when it changes.</li> </ul>
<b>Key words</b>	Found Objects – pots and pans, material, paper or anything that can be manipulated to create sounds Singing Voice – the musical quality of the voice, unlike the speaking voice uses tonality or pitch and rhythm
<b>Musical Elements</b>	Duration – steady beat, short and long sounds; Pitch – high and low; Tempo – fast and slow; Dynamics – loud and quiet



Nursery (3 and 4 year olds)

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PERFORM (Singing/Playing)	EXPLORE and COMPOSE
<p><b>Children use their voices to:</b></p> <ul style="list-style-type: none"> <li>• Sing songs and rhymes</li> <li>• Sing the pitch of a tone sung by another person (pitch match)</li> <li>• Sing the melodic shape (such as up down, down up) of familiar songs (with and without words)</li> <li>• Create their own songs, or improvise on songs they know</li> </ul> <p><b>Children use classroom instruments to:</b></p> <ul style="list-style-type: none"> <li>• Play instruments with increasing control by shaking, scraping, rattling, tapping etc</li> <li>• Begin to develop a sense of beat, using instruments or body sounds</li> <li>• Play with a sense of purpose and enjoyment</li> </ul>	<p><b>Exploring:</b></p> <ul style="list-style-type: none"> <li>• Different sounds made by the voice, hands, found objects and conventional instruments (<i>timbre</i>)</li> <li>• High and low sounds (<i>pitch</i>)</li> <li>• Long and short sounds (<i>duration</i>)</li> <li>• Loud and quiet sounds (<i>dynamics</i>)</li> <li>• Fast and slow sounds (<i>tempo</i>)</li> </ul> <p><b>Composing:</b></p> <ul style="list-style-type: none"> <li>• Play instruments in ways that express their feelings and ideas</li> </ul>
	<p><b>LISTEN, REFLECT and APPRAISE</b></p> <p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>• Listen to sounds and respond by talking about them or physically with movement and dance</li> <li>• Listen to a wide variety of music and songs from different cultures and historical periods</li> <li>• Play sound matching games and begin to recognise the sounds of the percussion instruments used in the classroom</li> <li>• Respond appropriately to a range of classroom songs, e.g. tidy up songs, circle time songs, line up songs</li> </ul> <p><b>Appraising:</b></p> <ul style="list-style-type: none"> <li>• Express their feeling about the music they hear, with words, movement or dance</li> <li>• Begin to use musical terms (louder/quieter, faster/slower, higher/lower)</li> </ul>
<b>Key words</b>	Found Objects – pots and pans, material, paper or anything that can be manipulated to create sounds Singing Voice – the musical quality of the voice, unlike the speaking voice uses tonality or pitch and rhythm
<b>Musical Elements</b>	Duration – steady beat, short and long sounds; Pitch – high and low; Tempo – fast and slow; Dynamics – loud and quiet; Timbre – the tone quality of the sound (rough, smooth, scratch etc); Structure – phrases of a song, overall plan of a piece



## Reception

PERFORM (Singing/Playing)	EXPLORE and COMPOSE	LISTEN, REFLECT and APPRAISE
<p><b>Children use their voices to:</b></p> <ul style="list-style-type: none"> <li>• Speak and chant short phases together</li> <li>• Find their singing voice and begin to develop an awareness of pitch over a small range of notes</li> <li>• Make changes in their voices to express different moods/feelings</li> <li>• Co-ordinate actions to go with a song</li> <li>• Sing short phrases or responses on their own</li> <li>• Sing a variety of songs both accompanied and unaccompanied</li> </ul> <p><b>Children use classroom instruments to:</b></p> <ul style="list-style-type: none"> <li>• Play instruments by shaking, scraping, rattling, tapping etc</li> <li>• Start and stop together</li> <li>• Begin to develop a sense of beat, using instruments or body sounds</li> <li>• Respond to symbols or hand signals</li> <li>• Play loudly, quietly, fast, slow</li> <li>• Copy a simple rhythm pattern or number of beats played on an instrument</li> <li>• Play along to music showing a developing awareness of the beat</li> <li>• Play with a sense of purpose and enjoyment</li> </ul>	<p><b>Exploring:</b></p> <ul style="list-style-type: none"> <li>• Different sounds made by the voice, hands, found objects and conventional instruments (<i>timbre</i>)</li> <li>• High and low sounds (<i>pitch</i>)</li> <li>• Long and short sounds (<i>duration</i>)</li> <li>• Loud and quiet sounds (<i>dynamics</i>)</li> <li>• Fast and slow sounds (<i>tempo</i>)</li> <li>• Begin to be aware of the effect that different sounds have to convey mood or meaning</li> </ul> <p><b>Composing:</b></p> <ul style="list-style-type: none"> <li>• Begin to create and manipulate different effects on a sound source or instrument</li> <li>• Add chosen sound effects at an appropriate moment in a story or song</li> <li>• Sort and name different sounds</li> <li>• Create a sequence of different sounds in response to a given stimulus</li> </ul>	<p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>• Listen to sounds and respond by talking about them or physically with movement and dance</li> <li>• Recognise the sounds of the percussion instruments used in the classroom and identify and name them</li> <li>• Respond appropriately to a range of classroom songs, e.g. tidy up songs, circle time songs, line up songs</li> </ul> <p><b>Appraising:</b></p> <ul style="list-style-type: none"> <li>• Begin to identify and describe key features or extreme contrasts within a piece of music</li> <li>• Express their feeling about the music they hear</li> <li>• Begin to use musical terms (louder/quieter, faster/slower, higher/lower)</li> </ul>
<b>Key words</b>	Found Objects – pots and pans, material, paper or anything that can be manipulated to create sounds Singing Voice – the musical quality of the voice, unlike the speaking voice uses tonality or pitch and rhythm	
<b>Musical Elements</b>	Duration – steady beat, short and long sounds; Pitch – high and low; Tempo – fast and slow; Dynamics – loud and quiet; Timbre – the tone quality of the sound (rough, smooth, scratch etc); Structure – phrases of a song, overall plan of a piece	



Year 1

PERFORM (Singing/Playing)		EXPLORE and COMPOSE	LISTEN, REFLECT and APPRAISE
<p><b>Children use their voices to:</b></p> <ul style="list-style-type: none"> <li>• Speak and chant together</li> <li>• Sing songs showing increasing vocal control (singing more in tune, breathing deeply, singing words clearly)</li> <li>• Sing songs in different styles conveying different moods (happy, sad, angry etc)</li> <li>• Co-ordinate actions to go with a song</li> <li>• Sing in time to a steady beat</li> <li>• Perform an action or a sound (clapping, stamping, etc) on the steady beat whilst singing</li> </ul> <p><b>Children use classroom instruments:</b></p> <ul style="list-style-type: none"> <li>• Play instruments by shaking, scraping, rattling, tapping etc</li> <li>• Play in time to a steady beat, using instruments or body sounds</li> <li>• Play loudly, quietly, fast and slow</li> <li>• Imitate a rhythm pattern on an instrument</li> <li>• Play a repeated rhythmic pattern (<i>rhythmic ostinato</i>) to accompany a song</li> <li>• Play a single pitched note to accompany a song (<i>drone</i>)</li> <li>• Play with help the rhythmic pattern of a spoken sentence e.g. Hungry Caterpillar</li> <li>• Follow simple hand signals indicating: loud/quiet and start/stop</li> </ul>		<p><b>Exploring:</b></p> <ul style="list-style-type: none"> <li>• Different sounds made by the voice and hands (<i>timbre</i>)</li> <li>• High and low sounds (<i>pitch</i>)</li> <li>• Long and short sounds (<i>duration</i>)</li> <li>• Loud and quiet sounds (<i>dynamic</i>)</li> <li>• Fast and slow sounds (<i>tempo</i>)</li> <li>• Pitch shapes (moving up and down) and rhythmic patterns</li> </ul> <p><b>Composing:</b></p> <ul style="list-style-type: none"> <li>• Add sound effects to a story</li> <li>• Choose musical sound effects to follow a story line or match a picture</li> <li>• Use graphics/symbols to portray the sounds they have made</li> <li>• Sequence these symbols to make a simple structure (<i>score</i>)</li> <li>• Compose own sequence of sounds without help and perform</li> </ul>	<p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>• Listen to a piece of music and move in time to its steady beat</li> <li>• Recognise and respond through movement/dance to the different musical characteristics and identify and name them</li> </ul> <p><b>Appraising:</b></p> <ul style="list-style-type: none"> <li>• Begin to use musical terms (louder/quieter, faster/slower, higher/lower)</li> <li>• Begin to articulate how changes in speed, pitch and dynamics effect the mood</li> </ul>
<b>Key words</b>	Ostinato – repeated rhythmic pattern or melodic shape; Drone – pitched note played continuously throughout a piece of music; Steady Beat – regular pulse (in time); Score – a written form of musical composition		
<b>Musical Elements</b>	Duration – steady beat, short and long sounds; Pitch – high and low; Tempo – fast and slow; Dynamics – loud and quiet; Timbre – the tone quality of the sound, rough, smooth, scratch etc; Structure – phrases of a song, overall plan of a piece		



Year 2

PERFORM (Singing/Playing)		EXPLORE and COMPOSE	LISTEN, REFLECT and APPRAISE
<p><b>Using their voices:</b></p> <ul style="list-style-type: none"> <li>• Sing a variety of songs with more accuracy of pitch</li> <li>• Sing words clearly and breathing at the end of phrases</li> <li>• Convey the mood or meaning of the song</li> <li>• Sing with a sense of control of dynamics (volume) and tempo (speed)</li> <li>• Echo sing short melodic phrases</li> <li>• Identify if the pitch is getting higher or lower, or is staying the same and copy with their voices</li> <li>• Follow a leader (teacher) starting and stopping together</li> </ul> <p><b>Using Instruments:</b></p> <ul style="list-style-type: none"> <li>• Play with control: maintaining steady beat, getting faster or slower, getting louder or quieter</li> <li>• Perform a repeated two note melodic ostinato to accompany a song</li> <li>• Perform a rhythm accompaniment to a song</li> <li>• Perform a sequence of sounds using a graphic score</li> <li>• Work and perform in smaller groups</li> <li>• Follow a leader (teacher) starting and stopping together</li> <li>• Demonstrate some confidence in performing as a group and as an individual</li> </ul>		<p><b>Exploring:</b></p> <ul style="list-style-type: none"> <li>• Ways in which sounds are made (tapped, blown, scraped, shaken) and can be changed</li> <li>• Long and short sounds (<i>rhythm – duration</i>)</li> <li>• Changes in <i>pitch</i> (higher and lower)</li> <li>• Sequences of sound (<i>structure</i>)</li> <li>• Sounds in response to a stimulus (<i>visual or aural</i>)</li> <li>• How sounds can be manipulated to convey different effects and moods</li> </ul> <p><b>Composing:</b></p> <ul style="list-style-type: none"> <li>• Short melodic phrases</li> <li>• Short repeated rhythmic patterns (<i>ostinato</i>)</li> <li>• Rhythm patterns from words</li> <li>• A piece of music that has a beginning, middle and end (<i>structure</i>)</li> <li>• Music that has long and short sounds, and/or changes in temp, timbre and dynamics, in small groups</li> <li>• Music that conveys different moods</li> </ul>	<p><b>Listening and Appraising:</b></p> <ul style="list-style-type: none"> <li>• Listen with increased concentration</li> <li>• Recognise the sounds of the percussion instruments used, their names, how they are played and which ones can make high and low sounds</li> <li>• Recognise how sounds are made – tapping, rattling, scarping, blowing etc</li> <li>• Identify different qualities of sound such as smooth, scratchy, clicking, ringing (<i>timbre</i>)</li> <li>• Recognise and respond to different changes of speed (<i>tempo</i>)/volume (<i>dynamics</i>) and <i>pitch</i></li> <li>• Respond through movement/dance to different musical characteristics and moods (<i>angrily, sadly, cheerfully, daintily etc</i>)</li> <li>• Recognise and respond to the mood of a piece of music. Begin to use music terminology when describing how the mood is created (i.e. the mood is sad because the music is played very slowly and quietly)</li> </ul>
<b>Key words</b>	Phrase – short section of a melody; Sequence – one after another; Ostinato – short repeated rhythmic pattern or melodic shapes; Drone – continuous or repeated pitch or pitches; Graphic Score – notation using picture or symbols; Steady Beat – regular pulse; Rhythmic Pattern – a group of long and short sounds		
<b>Musical Elements</b>	Pitch – high, low, getting higher, getting lower; Dynamics – loud, quiet, getting louder or quieter; Tempo – fast, slow, getting faster or slower; Structure – phrases of a song, overall plan of a piece of music; Timbre – the tone quality of the sound i.e. smooth, scratchy, heavy, light, cold, warm, dull, bright; Duration – long and short sounds, beat, rhythm		