



Dovedale Primary School

Music Curriculum



Listening

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To know a song off by heart. To know something related to the song. To know that different instruments make different sounds and have their own names. To move to music in a number of different ways e.g. dancing, marching, jumping.	To move and dance with the music, and find the steady beat. To talk about feelings created by the music/song. Recognise some instruments are used in bands and some are used in orchestras. Describe tempo as fast or slow and dynamics as loud and quiet. Begin to understand that music is made in different countries in the world. Begin to understand about that there are different styles of music.	To know some songs have a chorus or a call/answer part, and join in sections e.g. call and response. To know that songs have a musical style and to talk about the style. Recognise some band and orchestral instruments. To move and dance with the music confidently and talk about how the song makes them feel. Find different steady beats and <i>describe the tempo as fast or slow and the dynamics as loud and quiet.</i>	To find the beat or <i>groove</i> (swing) of the music. To talk about the style of the songs. Invent different actions to move in time with the music. To think about what the words of a song mean and what the song means overall. To take it in turns to discuss how the song/music makes you feel and share your thoughts about it. To identify if it's a male or female voice.	To find and demonstrate the steady beat and identify 2/4, 3/4, 4/4 metre. To recognise the style of music they are listening to, including the distinguishing features of: Disco, Funk, Hip Hop, Calypso Folk, Mariachi Gospel, Klezmer Pop, Rock, Sea Shanty Salsa, Reggae To discuss the structure of the songs, and know what a musical introduction is and its purpose. To identify the tempo as fast, slow or steady and describe legato (smooth) and staccato (crisp) singing or note articulation.	Recognise the following styles and distinguishing musical features of: Funk (repeat Y4) Folk (repeat Y4) Gospel (repeat Y4) Klezmer (repeat Y4) Pop (repeat Y4) Sea Shanty (repeat Y4) + Musicals, + rapping. To discuss the structure of music with reference to verse, chorus, bridge, call and response, repeat signs, chorus and final chorus, improvisation and AB. Explain a bridge passage and its position in the song. Recall by ear memorable phrases heard in the music.	To identify the musical style of a song using some musical vocabulary to discuss its musical concepts. Identify the following instruments by ear and through a range of media: Bass, electric guitar, percussion, sections of the orchestra such as brass, woodwind and strings, steel pans, congas, pianos, synthesizers and vocal techniques such as cackles. To name some instruments and which part of the orchestra they belong to. To discuss the structure of the songs with reference to verse, chorus, bridge and instrumental break.

		To start to talk about which country music might come from.		Identify: Call and response A solo vocal or instrumental line and the rest of the ensemble, a change in texture, articulation on certain words. Recognise the difference between major and minor tonality. Recognise the sound and notes of the pentatonic scale (five notes) by ear and from notation. To talk about the words of a song and discuss why it was written. Explain what a main theme is and identify when it is repeated.	Identify major and minor tonality. Recognise the sound and notes of the pentatonic and blues scales by ear and from notation. To talk about feelings created by the song and justify a personal opinion with reference to musical concepts. To identify 2/4, $\frac{3}{4}$ (repeated Y4) 6/8 and 5/4 metre. Identify instruments by ear and through a range of media.	Know and understand what a musical introduction and outro is and its purpose. Recognise the following styles and distinguishing musical features of: Gospel choir and soloist Rock band Symphony orchestra A cappella groups To talk about music and how it makes you feel, and justify a personal opinion with reference to musical concepts. To identify 2/4, 3/4, 4/4 6/8 and 5/4 metre. Identify major and minor tonality + triads I, IV and V, and intervals within a major scale.
Key Music Appreciation Pieces (Y1 – Y6)	Wolfgang Amadeus Mozart (Piano Sonata No. 11 - III. Rondo Alla Turca) Lullaby (Rock-a-bye baby) Dance hall waltz (Daisy Bell, bicycle made for two by Harry Dacre)	Bolero (orchestral) by Maurice Ravel Eye of the tiger (rock) by Survivor Brass band (for the beauty of the Earth) by John Rutter Let's twist again (rock n roll) by Chubby Checker	Hallelujah chorus from Messiah by George Frideric Handel (baroque) Loco-motion by Carole King (pop) Jaws film sound track by John Williams	Scarborough Fair sung by Ewan MacColl (folk) Mambo from Westside story by Leonard Bernstein (musical) Frere Jacques (nursery rhyme) Symphony no. 5 by Ludwig Van Beethoven (classical)	Joyful, joyful (gospel) Star wars – A new hope film track by John Williams Dances in the canebrakes by Florence Price (orchestral) The Lark by Ralph Vaughan Williams (20th)	Fanfare for the common man by Aaron Copland (20th and 21st century orchestral) The Rite of Spring by Igor Stravinsky (Avant-Garde) 1812 overture by Tchaikovsky (Romantic)

	The Planets, Op. 32: I. Mars, The Bringer Of War by Gustav Holst (orchestral) Sonata in C Major by Joseph Haydn Cinderella, Op.87: 37. Waltz-Coda by Sergei Prokofiev Pink Panther theme (Jazz)	Piano Trio in minor by Amy Beach (orchestral) The way you look tonight (swing) from musical film Flying theme E.T. film music by John Williams Moon river by Henry Mancini & Johnny Mercer (jazz fusion)	When the saints go marching in (New Orleans Jazz) Amazing grace (gospel) Summertime (Jazz) by George Gershwin Nutcracker suite op71A dance to the reed flutes by Tchaikovsky (Romantic) Firebird by Igor Stravinsky (20th century orchestral)	On the beautiful blue Danube by Johann Strauss (Romantic) Oh happy day (gospel) Romeo and Juliet by Tchaikovsky (Romantic)	& 21st century orchestral) Central Park in the dark by Charles Ives (Avant-Garde)	La Bamba rock n roll Mazurka in G minor by Frederic Chopin (Romantic) Danny Boy (folk) Down by the riverside (gospel) My Funny Valentine from the musical <i>Babes in Arms</i> (Jazz) Main title theme from Shindler's list by John Williams
	Y1 also listen to styles: Hip hop, pop, soul, reggae, nursery, funk, steel pan, swing and country	Y2 also listen to styles: Soul, orchestral, jazz, reggae, rock, brass band, brass, kwela, rock n roll, pop, Caribbean calypso, funk, swing and gospel	Y3 also listen to styles: Country, pop, soul, disco, jazz, folk, gospel, musicals, rock, Native American crow hop song, orchestral and hip hop	Y4 also listen to styles: 20th and 21st century orchestral, reggae, soul, R&B, electric dance, pop, folk, jazz, musicals, disco, gospel and funk	Y5 also listen to styles: 20th and 21st century orchestral music, gospel, pop, minimalism, rock n roll, South African pop, jazz, soul, reggae, K-pop, hip hop, R&B and funk	Y6 also listen to styles: Soul, orchestral, pop, soul, hip hop, jazz, rock n roll, Zimbabwean pop, rock, folk, gospel, R&B, salsa and reggae

Singing

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To sing a song from memory. To use the voice to make different types of sound, including different characters or animals.	To confidently sing 3 songs from memory. To demonstrate <i>good</i> singing posture by standing up straight and looking forward. Copy and singing back intervals of an octave (8 notes) and a fifth (5 notes).	To sing as part of a choir (an ensemble of singers) and sometimes sing parts of a song. To demonstrate <i>good</i> singing posture by standing up straight with the shoulders held back and chest held high.	To sing as part of an ensemble of singers, in unison as well as in parts, understanding that listening to others is an important part of singing as a group. To demonstrate a <i>good</i> singing posture by standing tall, good shoulder and chest position, and having	Sing as part of an ensemble with awareness of size: the larger, the thicker and the richer the musical texture. Rehearse and learn songs from memory and/or from notation. Sing in 2/4, 3 /4, 4/4 timing.	Sing in unison and as part of a smaller group as well as develop confidence as a soloist. Sing a second part in a song and self-correct if lost or out of time. Rehearse and learn songs from memory and/or from notation,	Rehearse and learn songs from memory and/or from notation, singing in 2/4, 3 /4, 4/4, 5/4 and 6/8 time. Lead a singing rehearsal. Sing with and without an accompaniment, demonstrating and maintain good posture

	Copy and sing back high and low notes (high, low) within an octave. To sing in unison.	Sing songs from memory and/or from notation, and join in sections of the song e.g. chorus. Sing to communicate the meaning of the words and talk about feelings created by the music/song. Understand that the leader or conductor tells us when to start and stop at the right time. Add actions to a song and move confidently to a steady beat.	feet slightly apart with the body weight slightly forward. Sing songs from memory and/or from notation (from Y3) and to copy back simple melodic phrases. Sing with awareness of following the beat and with attention to clear diction. Sing expressively, showing the meaning of words.	Demonstrate vowel, blended sounds, and consonants, and sing expressively, with attention to staccato and legato Sing “on pitch” and “in time”, and expressively, with attention to breathing and phrasing. Talk about the different styles of singing used for different styles of song.	in 2/4, 3 /4, 4/4 and 6/8 timings. Sing “on pitch” and “in time”, expressively, with attention to breathing, phrasing, dynamics and articulation. Respond to a leader or conductor.	and breath control whilst singing (as Y3, with hands relaxed at the side and knees not locked. Sing expressively, with attention to breathing, phrasing, dynamics and articulation. Sing syncopated melodic patterns. Talk about the different styles of singing used for different styles of songs, and discuss how the songs and styles are connected to the world.
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Musicianship: Understanding Music and Musical Notation

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To recognise music is written differently to words. To know there are different types of music. To enjoy moving and making sounds along with the pulse (heart beat) of pieces of music.	To find and keep a steady beat. To copy back simple rhythmic patterns using long and short. To copy back simple melodic patterns using high and low. Use body percussion, instruments and voices in the key centres of: C	To find and keep a steady beat. To copy back simple rhythmic patterns using long and short. To copy back simple melodic patterns using high and low. Use body percussion, instruments and voices in the key centres of: C	To find and keep a steady beat. To use instruments and voices in the time signatures of: 2/4, 3 /4, 4/4. Use body percussion, instruments and voices in the key centres of: C major, F major, G major and A minor.	To use instruments and voices in the time signatures of: 2/4, 3 /4, 4/4 (repeated Y3). To find and keep a steady beat (repeat Y1). Use body percussion, instruments and voices in the key centres of: C major, F	To use instruments and voices in the time signatures of: 2/4, 3 /4, 4/4, + 5/4, 6/8. Use body percussion, instruments and voices in the key centres of: C major, F major and A minor + D major.	To use instruments and voices in the time signatures of: 2/4, 3 /4, 4/4, 5/4, 6/8 (repeated Y5). Use body percussion, instruments and voices in the key centres of: C major, D major, F major, G major and A minor + D minor.

	major, F major and A minor. To recognise standard notation using crotchets, quavers and minims, and simple combinations of: C D E F G F G A D E F# G A Explore representing high and low sounds, as well as long and short sounds. Explore musical symbols and an appropriate means of notation.	major, G major and A minor. To recognise standard notation using crotchets, quavers and minims, + semibreves and simple combinations of: C D E F G A B G A B D E F# F G A Bb CDE Explore ways of representing high and low sounds, as well as long and short sounds. Identify hand signals as notation and recognise music notation on a stave of five lines.	To copy back and improvise simple rhythmic patterns using minims, crotchets, quavers and their rests. To copy back and improvise simple melodic patterns using the notes: CDE GAB FGA ABC. To recognise standard notation using crotchets, +dotted crotchets, quavers and +semiquavers, minims, semibreves and simple combinations of: C D E F G A B (r Y2) F G A Bb C (r Y3) G A B C D E F# D E F# G A B C Reading and responding to minims, crotchets and quavers.	major, G major and A minor (repeated Y3). Listen and copy simple rhythmic patterns using semibreves, minims, dotted crotchets, crotchets, quavers and their rests by ear and notation. To copy back simple melodic patterns using the notes: CDE GAB FGA ABC + CDEGA GABDE To recognise standard notation using crotchets, dotted crotchets, quavers and semiquavers, minims and simple combinations of: C D E F G A B (r Y2) F G A Bb C D E G A B C D E F# (r Y4) Ab Bb C Db Eb F G G G# A Bb C D E F G A B C Explore ways of representing pitch, note length through musical symbols.	Listen and copy simple rhythmic patterns using semibreves, dotted minims, minims, dotted crotchets, crotchets, dotted quavers, semiquavers, quavers and their rests by ear and notation. To copy back melodic patterns using notes: CDE DEF#GA DEF#GABC# ABCDEFG# FGABb GABCDEF# To recognise standard notation using crotchets, dotted crotchets, quavers and semiquavers, minims and simple combinations of: C D E F G A B (r Y2) F G A Bb C D E (r Y5) F G Ab Bb CDEb G A Bb C D E F G A B C D E F# (r Y4) D E F G A (r Y5) D E F# A B C# E F# G G# A B C C#	Listen and copy simple rhythmic patterns using minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, semiquavers, quavers and their rests by ear and notation. To copy back simple melodic patterns using the notes: DEFGA CDE CDEFGAB DEF#GABC# ABCDEFG FGABb GABCDEF# To recognise standard notation using crotchets, dotted crotchets, quavers and semiquavers, minims + dotted minims and + semibreves and simple combinations of: C D E F G A B (r Y2) F G A Bb C D E (r Y5) F G Ab Bb CDEb G A Bb C D E F G A B C D E F# (r Y4) D E F G A (r Y5) D E F# A B C# E F# G G# A B C C#
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			Identify: Stave Treble clef, Time signature	Reading and responding to minims, crotchets and quavers (r Y3). Identify: Stave Treble clef Time signature (r Y3).	semiquavers and quavers. Recognising how notes are grouped when notated. Identify the stave and symbols on the stave such as the treble clef, name of the notes on lines and in spaces, bar lines, a flat sign and a sharp sign.	E $\flat$ F G A $\flat$ B $\flat$ C D Reading and responding to minims , crotchets , dotted quavers semiquavers and quavers (r Y5). Identify the stave and symbols on the stave such as the treble clef, name of the notes on lines and in spaces, bar lines, a flat sign and a sharp sign (r Y5).
Playing instruments						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Untuned percussion instruments To know a note relates to music. To name some musical objects and relate them to making a sound. To join in music using an untuned instrument.	Recorders Rehearse and learn to play a simple melodic instrumental part by ear or from simple notation in C major, F major and D major.	Recorders Rehearse and learn to play a simple melodic instrumental part by ear or from simple notation in C major, F major and G major .	Glockenspiels Rehearse and learn to play a simple melodic instrumental part by ear or from simple notation in C major, F major, G major and E major .	Glockenspiels (& Violin via Derbyshire Music Hub) Rehearse and learn to play a simple melodic instrumental part by ear or from simple notation in C major, F major, G major and D major .	Glockenspiels Rehearse and learn to play a simple melodic instrumental part by ear or from simple notation in C major, F major, G major and A$\flat$ major and D minor .	Glockenspiels Rehearse and learn to play one of four differentiated instrumental parts in the tonal centres of C major, F major, G major, D major , E major , A major and E$\flat$ major D minor and F minor by ear or from notation.

Improvising

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To enjoy and play along to music using tuned and untuned instruments.	To know improvisation is about making up your own tunes on the spot. To improvise by clapping, singing, and playing instruments to one or two notes. Start to improvise within a major scale using notes: C D E or F G A	To know that everyone can improvise, and you can use one or two notes. To improvise within a major scale using the notes: C D E + C G A + G A B F G A	To know that using one or two notes confidently is better than using five. To improvise within a major scale using the notes: C D E + C D E G A G A B + G A B D E F G A	To improvise within a major scale using the notes: C D E C D E G A + C D E F G + D E F# A B + D E F G A	To improvise within a major scale using the notes: + C D E♭ F G C D E G A C D E F G D E F G A + F G A B♭ C	To know that using one, two or three notes confidently is better than using five. To improvise within a major scale using the notes: C D E F G + C D E♭ F G + G A B♭ C D + G A B C D + F G A C D

Composing

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To enjoy making simple tunes using the voice and objects to make different sounds/pitches.	To know that composing is like writing a story with music. To help to create a simple melody using two or three notes, using crotchets and minims: C D C D E C D E F C D E F G Start and ending on the note C. F G	To learn how the notes of the composition can be written down in notes and changed if necessary. To create a simple melody using, using crotchets and minims: C D C D E C D E F C D E F G Start and ending on the note C (C major).	To create a simple melody using, using crotchets and minims: C D C D E C D E G C D E G A Start and ending on the note C (Pentatonic on C). C D C D E C D E F C D E F G	To create a simple melody using, using crotchets and minims: C D C D E C D E G C D E G A Start and ending on the note C (Pentatonic on C). C D C D E C D E F C D E F G Start and ending on the note C (C major).	To create a simple melody using, using crotchets, minims: C D C D E C D E G C D E G A Start / ending on the note C (Pentatonic on C). F G (Pentatonic F) F G A F G A B♭ F G A B♭ C Start / ending on F	To create a simple melody using, using crotchets and minims: C D C D E C D E F C D E F G Start and ending on the note C (C major). G A G A B G A B D G A B D E Start and ending on the note G (Pentatonic G)

	F G A F G A C F G A C D Start and ending on the note F. To learn that a composition can be written down and changed if necessary. To start to compose with the notes of C, D and E.	G A G A B G A B D G A B D E Start and ending on the note G (Pentatonic on G) F G F G A F G A C F G A C D Start and ending on the note F (Pentatonic on F)	Start and ending on the note C (C major). G A G A B G A B C G A B C D Start and ending on the note G (G major) F G F G A F G A B$\flat$ F G A B$\flat$ C Start and ending on the note F (F major)	G A G A B G A B C G A B C D Start and ending on the note G (G major) D E D E F D E F G D E F G A Start and ending on the note D (D minor)	G A (G major) G A B G A B C G A B C D Start / ending on G G A G A B G A B D G A B D E Start / ending on G (Pentatonic on G) D E (D minor) D E F D E F G D E F G A Start / end on D	D E D E F D E F G D E F G A Start and ending on the note D (D minor) F G F G A F G A B $\flat$ F G A B $\flat$ C Start and ending on the note F (Pentatonic F) F G F G A$\flat$ F G A$\flat$ B$\flat$ F G A$\flat$ B$\flat$ C Start/ending on F
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Performing

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To enjoy sharing music and singing with others. To take part in group and class singing or musical performances.	To perform to a well-known audience. To enjoy and have fun performing. Prepare a song to perform. To communicate the meaning of the song. Add actions to the song.	To practise, rehearse and share a song that has been learned in the lesson, from memory or with notation and with confidence. Decide on any actions, instrumental parts/improvisatory ideas/composed passages to be practised and included in the performance.	To practise, rehearse and share a song that has been learned in the lesson, from memory or with notation and with confidence. Include actions, instrumental parts/improvisatory ideas/composed passages to be practised and included in the performance.	To rehearse and enjoy what has been learned in the lessons. Perform, with confidence, a song that has been learned in the lesson, with confidence. Include instrumental parts/improvisatory sections/composed passages in the performance.	To create, rehearse and present a holistic performance for a specific purpose, for a friendly but unknown audience. Perform with confidence and accuracy. Include instrumental parts/improvisatory sections/composed passages within the	To create, rehearse and present a holistic performance for a specific purpose, for an unknown audience. To create, rehearse and present a holistic performance with a detailed understanding of the musical, cultural and historical contexts. Perform from memory or notation.

	Play some simple instrumental parts.	Talk about what the song means and why it was chosen to share. Talk about the difference between rehearsing a song and performing it.	Talk about what the song means and why it was chosen to share. Reflect on feelings about sharing and performing e.g. excitement, nerves, enjoyment.	Explain why the song was chosen, including its composer and historical/cultural context. Communicate the meaning of the words and articulate them clearly. Use the structure of the song to communicate its mood and meaning in the performance. Talk about what the rehearsal and performance has taught you. Reflect on the performance and how well it suited the occasion. Discuss and respond to any feedback, consider how future performances might be different.	rehearsal and performance. Explain why the song was chosen, including its composer and historical/cultural context. A student leads part of the rehearsal and part of the performance. Record the performance and compare to a previous performance. Explain how well the performance communicated the mood of each piece. Discuss and talk musically about the strengths and weaknesses of a performance. Collect feedback from the audience and discuss how to improve the next performance.	Understand the value of choreographing any aspect of a performance. A student or a group of students rehearse and lead parts of the performance. Understand the importance of the performing space and how to use it. Record the performance and compare to a previous performance Collect feedback from the audience and reflect how the audience believed in the performance. Discuss how the performance might change if it was repeated in a larger/smaller performance space.
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Key vocabulary and focus genres

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pulse, rhythm, pitch, high sounds, low sounds, perform, phrase, unison, tempo. Rap Funk Nursery Rhyme	Band, orchestra, instrument, low sounds, high sounds, tempo, fast, slow, loud, quiet, chorus, verse, unison, recorder. Funk Hip-Hop Jazz Pop Reggae Funk Lullaby Swing Orchestral Blue text denotes the introduction of new genres of music	Pulse, beat, high notes, low notes, melody, body percussion, notes, steady, slow, fast, loud, quiet, singing voice, texture, chorus, response, recorder. Soul Jazz Kwela Pop Rock Calypso Blue text denotes the introduction of new genres of music	Beat, pulse, strong beat, minim, crotchet, melody, pitch, rhythm, stave, major scale, minor scale, pitched notes, steady, slow, fast, loud (forte), texture, solo. Country Pop Disco Jazz Musicals Rock Gospel Blue text denotes the introduction of new genres of music	Metres, offbeat, backbeat, steady beat, semibreves, minims, crotchets, quavers, semiquavers, dotted minims, dotted crotchets, rests, rhythm, melody, pitch, stave, major and minor scales, harmony, chords, crescendo, diminuendo, timbre (tone colour), unison, texture, vocal warm-up, orchestra sections: woodwind, brass, percussion and strings, bridge, repeat, instrumental break. Disco Folk Jazz R&B Gospel Electro. Dance Funk Blue text denotes the introduction of new genres of music	Metre, offbeat, backbeat, minims, dotted crotchets, crotchets, quavers, rest, triplet quavers, dotted quavers, steps, jumps and leaps in the pitch of a melody, instrumental part, stave, notes, flats, sharps, minor and major scales, melodies, chords, dynamics, forte, piano, mezzo forte, crescendo, diminuendo, ensembles made from gospel choirs, rock bands, symphony orchestras and a cappella groups, rapping, instrumental breaks, intervals, backing vocals, improvisation, phrases, bridge. Electric, acoustic and bass guitar, drum kit, trumpet, synthesizer, saxophone, keyboard, steel pans, synthesizer, saxophone, banjo, harmonica, accordion. Orchestral Gospel Pop 20th & 21st Century Orchestral South African pop Reggae Blue text denotes the introduction of new genres of music	Metre, syncopation, swing minims, dotted crotchets, crotchets, quavers, rest, triplet quavers, dotted triplet quavers, dotted rhythm, stave, notes, flats, sharps, minor, major, pentatonic and blues scales, melodies, chords, dynamics, forte, piano, mezzo forte, crescendo, diminuendo, ensembles made from gospel choirs, pop and a cappella groups, solo and backing vocals, riffs, ostinato melodic patterns, intervals, musical structure, verse, chorus, bridge, instrumental break. Band instruments: Electric and bass guitar, drum kit, trumpet, keyboard, synthesizer, saxophone, drum machine. Other instruments: banjo, harmonica, accordion, steel pans. Instruments from woodwind, brass, string and percussion families e.g. piano, cello, flute, clarinet, trumpet, trombone, double bass, saxophone, drums, violin, French horn and tuba. Soul Jazz Disco Rock n Roll

						Rock Pop Hip hop Salsa Reggae Blue text denotes the introduction of new genres of music
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