



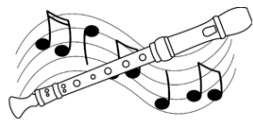
LOVE • COURAGE • COMMUNITY



# Music at Ropley Church of England Primary School



Intent - we aim to



Enable every child to use their voices to sing and learn to play a tuned music instrument over their journey with us



Provide opportunities for children to listen to and appreciate music across a range of historical periods, genres, styles and traditions, including the works of great composers and musicians



To deliver the Music National Curriculum to a good standard



Provide the opportunity for extra curricular music experiences and enrichments for children to immerse themselves as an audience and a participant through performance

## EYFS Music Learning Journey

<b>Pitch</b>	Explore, use and respond to high and low sounds
<b>Duration</b>	Explore, use and respond to long and short sounds and recognise the steady beat in music heard and performed
<b>Dynamics</b>	Explore, use, respond to and recognise loud, quiet and silence
<b>Tempo</b>	Explore, use, respond to and recognise fast and slow
<b>Timbre</b>	Explore, use and respond to a range of sounds and sound makers including vocal sounds
<b>Texture</b>	Explore, use and respond to one sound and many sounds
<b>Structure</b>	Explore, use and respond to sequences of events and stories, distinguish between same and different

<b>Autumn 1</b>	<ul style="list-style-type: none"> <li>• Join in with songs and rhymes</li> <li>• Listen to music and say how it makes you feel</li> <li>• Be able to take it in turns when playing an instrument</li> <li>• Be able to play a variety of percussion instruments during independent learning</li> </ul>
<b>Autumn 2</b>	<ul style="list-style-type: none"> <li>• Listen to music and make their own dances in response</li> <li>• Be able to play a variety of percussion instruments during independent learning</li> </ul>
<b>Spring</b>	<ul style="list-style-type: none"> <li>• Making junk model percussion instruments</li> <li>• Know which type of instrument they are trying to make and the sound it should make</li> </ul>
<b>Summer 1</b>	<ul style="list-style-type: none"> <li>• Learn some songs from other countries and perform them</li> <li>• Encourage children to create their own music</li> <li>• Learn a range of body sounds e.g. clap, stamp, click, rub hands together</li> </ul>
<b>Summer 2</b>	<ul style="list-style-type: none"> <li>• Learn a range of songs and sing in unison with other members of the class and a backing track</li> <li>• Make choices about what sounds could be used for different minibeasts or animals</li> </ul>

### EYFS Sticky Knowledge

- Sing a range of familiar songs and rhymes
- Be able to perform in front of a small audience
- Listen and respond to music
- Perform actions to rhymes or songs
- Sing in unison
- To join in with a steady beat
- Know the difference between loud, quiet and silent
- Know how to make a sound using a range of percussion instruments

## Year 1

<b>Pitch</b>	Explore, use and respond to high and low sounds
<b>Duration</b>	Explore, use and respond to long and short sounds and recognise the steady beat in music heard and performed
<b>Dynamics</b>	Explore, use, respond to and recognise loud, quiet and silence
<b>Tempo</b>	Explore, use, respond to and recognise fast and slow
<b>Timbre</b>	Explore, use and respond to a range of sounds and sound makers including vocal sounds
<b>Texture</b>	Explore, use and respond to one sound and many sounds
<b>Structure</b>	Explore, use and respond to sequences of events and stories, distinguish between same and different

### Autumn Objectives

- Tap along to a steady beat
- Learn chants to sing in unison
- Listen to music and think about what image we picture and how the music makes us feel
- Play un-tuned percussion instruments
- Learn, sing and perform songs (Christmas) in unison

### Spring Objectives

- Recognise and describe loud and quiet dynamics in music
- Recognise and describe fast and slow tempo in music
- Tap along to a steady beat with changes in tempo and dynamics
- Learn to sing using actions to help
- Listen and move to music in time with the beat
- Recognise the sound of some music instruments (e.g. clarinet in Promenade, bass)
- Invent simple musical patterns to perform in time to the music
- Use un-tuned percussion instruments to play a simple musical pattern
- Use simple pictures to represent musical notation

### Summer Objectives

- Play un-tuned percussion instruments following a conductor
- Respond and play to changes in tempo and dynamics
- Use voice and percussion instruments to create sound linked to a theme.
- Use symbols to notate the different instruments or sounds created.
- Use a tuned percussion instrument (boomwhackers).
- Start and stop playing following a conductor.
- Copy and repeat simple rhythms.

### KSI Sticky Knowledge

- Know what a beat is
- Be able to follow a range of steady beats
- Know what a conductor is
- Be able to follow the conductor and stop playing/singing when instructed
- Know what a percussion instrument is and to be able to name some
- Be able to play a selection of percussion instruments
- Know what volume is
- Be able to play or sing at different volumes

### Ropley Words

Steady Beat

Dynamics

Tempo

Conductor

Chant

## Year 2

<b>Pitch</b>	Explore, use, respond to and recognise high, middle and low sounds
<b>Duration</b>	Explore, use, respond to and recognise patterns of long and short sounds and to steady beats
<b>Dynamics</b>	Explore, use, respond to, recognise and identify loud, moderate, quiet and silence
<b>Tempo</b>	Explore, use, respond to, recognise and identify fast, moderate and slow
<b>Timbre</b>	Use and identify families of school percussion instruments, their sound properties and explore how they could be played. Use and identify different vocal sounds and explore how they could be used
<b>Texture</b>	Explore, use, respond to and recognise solo sounds and layers of sounds
<b>Structure</b>	Explore, use, respond to and recognise simple structures including openings and endings (AB), beginning-middle-end, echoes and responses

### Autumn Objectives

- Tap along to a steady beat
- Recognise and identify repetition and different structures within songs (e.g. verse and chorus)
- Learn a song and sing in unison
- Use symbols as graphic notation for music
- Create music using tuned and un-tuned percussion to represent a theme
- Create a song that follows a typical structure e.g. Verse, chorus, verse etc.

### Spring Objectives

- Play and stop following a conductor
- Play tuned percussion instruments (boomwhackers)
- Recognise notes that are higher or lower (pitch)
- Follow simple musical notation (coloured dots to represent different notes)
- Listen and respond to music
- Use body percussion to make a range of different sounds
- Explore how to change the timbre (character or feel) by changing the type of instrument, tempo and dynamics
- Create a soundscape using an A-B-A structure

### Summer Objectives

- Chant rhythmically to a steady beat
- Use different vocal timbres (high, humming, pinched noses)
- Listen and learn a song to sing in unison
- Recognise instruments in music (voice, guitar, trumpet, trombone)

### Sticky Knowledge

- Know what a beat is
- Be able to follow a range of steady beats
- Know what a conductor is
- Be able to follow the conductor and stop playing/singing when instructed
- Know what a percussion instrument is and to be able to name some
- Be able to play a selection of percussion instruments
- Know what volume is
- Be able to play or sing at different volumes

### Ropley Words

Tempo

Dynamics

Timbre

Conductor

Soundscape

Structure Unison

### Year 3

<b>Pitch</b>	Respond to, use, recognise and identify higher and lower sounds and the general shape of melodies. Begin to recognise steps, leaps and repeated notes
<b>Duration</b>	Respond to, use, recognise and distinguish between steady beat and rhythm pattern and how they fit together
<b>Dynamics</b>	Respond to, use, recognise and identify getting louder and quieter
<b>Tempo</b>	Respond to, use, recognise and identify getting faster and slower
<b>Timbre</b>	Identify, choose and use the way sounds are made and can be used
<b>Texture</b>	Respond to and begin to recognise and use different layers including simple accompaniments
<b>Structure</b>	Respond to, use, recognise and identify a range of repetition and contrast structures including Q and A, verse and chorus, ABA

#### Autumn Objectives

- Listen to music and describe what it sounds like
- Learn a song to sing in unison
- Listen and recognise a repeated melody
- Respond to music with movement
- Learn a chant to keep to a steady beat for 2 bars at a time (8 counts)
- Consider dynamics when performing
- Count beats in a bar (1234/1234)

#### Spring Objectives

- Learn the different parts of a Ukulele
- Learn how to hold and play a ukulele correctly
- Learn that the strings on a ukulele are notes (GCEA) and a chord is when we play a series of notes altogether
- Play the chord of C and F
- Strum the Ukulele in time with the music
- Recognise music that is beat in 2, tap along to that beat
- Create a chant in the style of a march that is beat in 2
- Compose music

#### Summer Objectives

- Learn to hold a recorder correctly
- Know that the musical notes are ABCDEFG and that they are written on a staff
- Know that musical notes can be played for different amount of time and these are represented by different notation symbols
- Play B, A, G, E, D, F on the recorder
- Identify and replicate a steady beat within music
- Hear and identify steps and leaps within music (e.g. different notes/ pitch)
- Know what an ostinato is

#### LKS2 Sticky Knowledge

- Know what pitch is and know that there are different notes that sound different
- Know the names of music notes (A, B, C, D, E, F, G)
- Be able to copy and sing back a song in the correct pitch
- Know that notes can last different durations
- Be able to describe different dynamics (changes in volume) in music
- Know the basic 4 chords on a ukulele (C, F, Am, G)
- Know some notes on the recorder (B, A, G, E, D, F)

#### Ropley Words

Melody

Dynamics

Tempo

Chord

Composition

Staff

Pitch

## Year 4

<b>Pitch</b>	Identify melodic shape and explore different scale patterns including pentatonic, major and minor
<b>Duration</b>	Identify and understand how rhythm patterns fit to a steady beat using 2, 3 and 4 metre
<b>Dynamics</b>	Explore how to use dynamics for expressive effect
<b>Tempo</b>	Explore how to use tempi for expressive effect
<b>Timbre</b>	Identify voice types and a wider range of non-percussion instruments by family and name; further extend the use of voices and percussion instruments
<b>Texture</b>	Identify and use different types of texture including solo, unison, ostinato parts and simple harmony e.g. drone, melodic ostinati parts
<b>Structure</b>	Develop understanding of extended conventional structures including Rondo (ABACADA) and identify the more subtle development of musical ideas – similar but not the same e.g. simple theme and variations. Further develop use of ostinati

### Autumn Objectives

- Learn to hold a recorder correctly
- Know that the musical notes are ABCDEFG and that they are written on a staff
- Know that musical notes can be played for different amount of time and these are represented by different notation symbols
- Play B, A, G, E, D, F on the recorder
- To learn a song and sing in unison

### Spring Objectives

- Know the basic 4 chords on a ukulele (C, F, Am, G)
- To strum the Ukulele in time with the music
- To listen and respond to music
- Listen to and repeat a rhythm
- Know that a crotchet is a single beat and a quaver is made up of 2 notes (quarter note)
- To learn how to play a xylophone correctly
- To identify and describe tempo and dynamic changes in music
- Know the notes on a staff and how the pitch changes depending where the note is placed (closer to the top = higher)

### Summer Objectives

- Explore and describe timbre (character) changes in a song
- Listen to different themes or variations of music and compare considering tempo, pitch and dynamic changes
- Explore the difference between major and minor and create music using the notes of a minor scale
- Copy and repeat rhythms and patterns
- Use body percussion to create a short music motif
- Explore the texture of music by layering different sounds
- Follow simple musical notation

### Sticky Knowledge

- Know what pitch is and know that there are different notes that sound different
- Know the names of music notes (A, B, C, D, E, F, G)
- Be able to copy and sing back a song in the correct pitch
- Know that notes can last different durations
- Be able to describe different dynamics (changes in volume) in music
- Know the basic 4 chords on a ukulele (C, F, Am, G)
- Know some notes on the recorder (B, A, G, E, D, F)

### Ropley Words

Crotchet	Quaver	Tempo	Pitch	Octave
	Dynamics	Stave	Major/Minor	motif

## Year 5

<b>Pitch</b>	Explore, recognise and identify a range of different scale patterns including pentatonic, major and minor and could extend to: raga, chromatic, modes, and how they influence music
<b>Duration</b>	Identify and begin to understand more complex rhythm patterns and metres including counting in 8 and possibly 6
<b>Dynamics</b>	Understand how a wide range of dynamics can be used and manipulated for expressive effect
<b>Tempo</b>	Understand how a wide range of tempi can be used and manipulated for expressive effect
<b>Timbre</b>	Identify instruments within families and different instrumental / vocal combinations: refine the use of voices and percussion instruments
<b>Texture</b>	Extend the use of simple harmony to include consonant and dissonant clusters of notes and simple chords as accompaniments
<b>Structure</b>	Explore and use a wider range of developmental structures (e.g. ABA, Rondo, 12 bar blues, theme and variations) and expressive structures e.g. Leitmotif

### Autumn Objectives

- Know the basic 4 chords on a ukulele (C, F, Am, G)
- To strum the Ukulele in time with the music
- To use the ukulele strumming pattern (DDU UDU)
- To listen and respond to music

### Spring Objectives

- Learn to hold a recorder correctly
- Know that the musical notes are ABCDEFG and that they are written on a staff
- Know that musical notes can be played for different amount of time and these are represented by different notation symbols
- Play B, A, G, E, D, F on the recorder
- Discuss how a minor scale sounds different and the effect that it has on the listener
- Explore a more complex structure in music e.g. A A+, B B+, C C+
- Know the different parts of a xylophone and how to use the beaters correctly
- Play a D natural minor scale on a xylophone

### Summer Objectives

- Listen and respond to music and identify instruments that can be heard
- Choose un-tuned percussion based on the sound that they make
- Explore symmetrical patterns in music (Palindromes)
- Use the xylophones to play major and minor scales
- Explore a pentatonic scale (5 notes)

### UKS2 Sticky Knowledge

- Be able to play different notes
- Know that music can be played at different speeds and the steady beat changes depending on the tempo
- Be able to hear and describe the timbre (character or quality) of an instrument or piece of music
- Know that music can be structured in different ways (e.g. chorus, verse)
- Understand that music is a series of notes written on a staff
- Know at least 6 chords on a ukulele including the 4 basic (C, F, Am, G) and be able to play them in time to music
- Know the classic ukulele strumming pattern (DDU UDU) and play in time with the music and the other children
- Know some notes on the recorder (B, A, G, E, D, F, High C, High D) and be able to play these in a song

### Ropley Words

Pitch	Tempo	Dynamics	Staff	Minor/Major
		Structure	Palindrome	Sharp/Flat

## Year 6

<b>Pitch</b>	Explore, recognise and identify a range of different scale patterns including pentatonic, major and minor and could extend to: raga, chromatic, modes, and how they influence music
<b>Duration</b>	Identify and understand more complex rhythm patterns and metres counting in 8 and 6 and possibly 5 and 7
<b>Dynamics</b>	Understand how a wide range of dynamics can be precisely used and manipulated for expressive effect
<b>Tempo</b>	Understand how a wide range of tempi can be precisely used and manipulated for expressive effect
<b>Timbre</b>	Identify voices / instruments within families and their role in a wider range of ensembles: refine the use of voices and percussion instruments with intended impact
<b>Texture</b>	Use simple harmony, including simple chords, with greater awareness and understanding
<b>Structure</b>	Use a broader range of developmental structures and expressive structures

### Autumn Objectives

- Recap the 4 chords on a ukulele (C, F, Am, G)
- To strum the Ukulele in time with the music
- To use the ukulele strumming pattern (DDU UDU)
- Play in unison in time with the music and change chords quickly

### Spring Objectives

- Listen and respond to music identifying instrument families and a steady beat within the music
- Explore minimalistic music
- Follow a steady beat in 2, 3 and 4 time
- Follow rhythmic patterns that contain crotchets, quavers, minims and semi breves
- Know that the musical notes are ABCDEFG and that they are written on a stave
- Know that musical notes can be played for different amount of time and these are represented by different notation symbols
- Play B, A, G, E, D, F on the recorder
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### Summer Objectives

- Recap the 4 chords on a ukulele (C, F, Am, G)
- To strum the Ukulele in time with the music
- To use the ukulele strumming pattern (DDU UDU)
- Play in unison in time with the music and change chords quickly

### Sticky Knowledge

- Be able to play different notes
- Know that music can be played at different speeds and the steady beat changes depending on the tempo
- Be able to hear and describe the timbre (character or quality) of an instrument or piece of music
- Know that music can be structured in different ways (e.g. chorus, verse)
- Understand that music is a series of notes written on a stave
- Know at least 6 chords on a ukulele including the 4 basic (C, F, Am, G) and be able to play them in time to music
- Know the classic ukulele strumming pattern (DDU UDU) and play in time with the music and the other children
- Know some notes on the recorder (B, A, G, E, D, F, High C, High D) and be able to play these in a song

### Ropley Words

Steady Beat

Time signature (2, 3, 4)  
semi breve

Crotchet  
stave

quaver

minim