



### EYFS and KS1 LONG TERM MUSIC

*“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.”*

National Curriculum Music (2014)

Through the Musical School programme the children develop their understanding, make musical judgements, apply their new learning, develop their aural memory, express themselves physically, emotionally and through discussion and create their own musical ideas. The wide range of core resources has been developed specifically to motivate and capture each individual’s personal interest.

The children not only learn about music; they become musicians who are able to share and perform using their new skills.

There are 6 main units spread over 2 years designed to cover the whole curriculum expectations described below.

In EYFS, music early learning goals are embedded within the Expressive Arts and Design Framework.

EYFS		
Age	Area of learning and development	Skill
3-4 year olds	ELG: Creating with Materials	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>
	ELG: Being imaginative and Expressive	<p>Invent, adapt and recount narratives and stories with peers and their teacher;</p> <p>Sing a range of well-known nursery rhymes and songs;</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>



	End of Key Stage 1 curriculum expectations	End of Key Stage 2 curriculum expectations
	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• Play tuned and untuned instruments musically</li> <li>• Listen with concentration and understanding to a range of high quality live and recorded music</li> <li>• Experiment with, create, select and combine sounds using the inter-related dimensions of music</li> </ul>	<p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• Improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>• Listen with attention to detail and recall sounds with increasing aural memory</li> <li>• Use and understand staff and other musical notations</li> <li>• Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• Develop an understanding of the history of music</li> </ul>

YEAR 1	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
	Pulse and rhythm (Theme: All about me)	Musical Vocabulary (Theme:Under the sea) Timbre and rhythmic patterns (Theme: Fairy Tales)	Pitch and tempo (Theme:Superheroes)
YEAR 2	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
	West African call and response song (Theme:Animals)	Orchestral instruments (Theme:Traditional stories) Musical Me	Myths and legends



	Year 1 Outcomes		Year 2 Outcomes
Pulse and rhythm (Theme: All about me)	<p>Clap the rhythm of their name.</p> <p>Clap in time to music.</p> <p>Sing the overall shape of a melody.</p> <p>Play in time to music.</p> <p>Copy and create rhythms based on word patterns.</p> <p>Play on the pulse.</p>	West African call and response song (Theme:Animals)	<p>Use tempo, dynamics and timbre in their piece.</p> <p>Play in time with their group.</p> <p>Use instruments appropriately.</p> <p>Successfully sing back the melody line in time and at the correct pitch.</p> <p>Play either a call and/or response role in time with another pupil.</p> <p>Perform their composition.</p>
Musical Vocabulary (Theme: Under the sea)	<p>Make movements that are appropriate to the pulse and tempo of a piece of music.</p> <p>Choose instruments with appropriate timbre to represent sparkling fishes.</p> <p>Respond to dynamic changes in a piece of music.</p> <p>Create pitches and rhythms.</p> <p>Perform a layer of the music within an overall piece.</p> <p>Define all the musical terms from this unit.</p>	Orchestral instruments (Theme:Traditional stories)	<p>Make plausible descriptions of the music.</p> <p>Identify a few instruments and the sounds of different sections of the orchestra.</p> <p>Explain what is happening in the music using language relating to emotion.</p> <p>Create a piece of music with some appropriate tempo, dynamic and timbre changes.</p> <p>Suggest appropriate musical timbres for each of the characters and tempo changes for the actions.</p> <p>Perform confidently using appropriate instrumental sounds.</p>
Timbre and rhythmic patterns (Theme: Fairy Tales)	<p>Chant the well-known phrase, "I'll huff..."</p> <p>Make changes to their voices to represent a character.</p> <p>Choose a suitable sound to represent a specific point in a story.</p> <p>Play a rhythmic pattern along with their spoken words.</p> <p>Identify and hold up the correct sign to correspond to some music.</p> <p>Play/chant along with the elements of a story with prompting from the teacher.</p>	Musical Me	<p>Clap the rhythm of their name.</p> <p>Sing the melody accurately while playing their instrument in time.</p> <p>Show a range of emotions using their voices.</p> <p>Describe the dynamics and timbre of their pieces.</p> <p>Play a known melody from letter notation in the right order, if not with the right rhythms.</p> <p>Play a new melody from letter notation in the right order, if not in time.</p> <p>Invent a melody, write it down and play it back.</p> <p>Select instruments with different timbres.</p> <p>Compose and perform a piece using different dynamic levels.</p>
Pitch and tempo (Theme:Superheroes)	<p>Explain what pitch means.</p> <p>Identify whether a note is higher or lower.</p> <p>Create a pattern using two pitches, then play or sing it.</p> <p>Explain what tempo means.</p> <p>Identify simple tempo changes in music.</p> <p>Perform a pattern that gradually gets faster (accelerando).</p> <p>Contribute to a group composition and performance by creating, selecting, combining and performing sounds.</p> <p>Suggest improvements to their work.</p>	Myths and legends	<p>Create rhythms and arrange them in a particular order or structure.</p> <p>Identify the structure of a piece of music and write it down.</p> <p>Describe whether a musical texture is thick or thin.</p> <p>Explore ways of writing down different textural layers.</p> <p>Follow a given structure for a composition.</p> <p>Write a structure score accurately.</p> <p>Compose music with several layers.</p> <p>Perform their composition accurately, following the structure score.</p>



**Inter-related dimensions of music**

**PULSE**

The steady beat of a piece of music

**PITCH**

The melody and the way the notes change from low to high and vice versa

**RHYTHM**

Or duration is the pattern of long and short sounds in a piece of music

**DYNAMICS**

Loud and soft

**TEMPO**

Fast and slow

**TIMBRE**

The type of sound – whisper/hum/sing/talk (examples with the voice) or twinkly/hard/soft (examples with instruments)

**TEXTURE**

Layers of sound (number of instruments or voices playing together)

**STRUCTURE**

The way the music is laid out, e.g. verse, chorus, verse