



**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.

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas.

The table below outlines the statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for music.

The statements for music are taken from the following areas of learning:

- Communication and Language
- Physical Development
- Expressive Arts and Design

EYFS		
Age	Area of learning and development	Skill
3-4 year olds	Communication and Language	<ul style="list-style-type: none"> <li>• Sing a large repertoire of songs</li> </ul>
	Physical development	<ul style="list-style-type: none"> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks</li> </ul>
	Expressive Arts and Design	<ul style="list-style-type: none"> <li>• Listen with increased attention to sounds.</li> <li>• Respond to what they have heard, expressing their thoughts and feelings.</li> <li>• Remember and sing entire songs.</li> <li>• Sing the pitch of a tone sung by another person ('pitch match').</li> <li>• Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>• Create their own songs, or improvise a song around one they know.</li> <li>• Play instruments with increasing control to express their feelings and ideas. • Explore colour and colour mixing.</li> </ul>



Reception	Communication and Language		<ul style="list-style-type: none"> <li>• Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>• Learn rhymes, poems and songs.</li> </ul>
	Physical development		<ul style="list-style-type: none"> <li>• Combine different movements with ease and fluency</li> </ul>
	Expressive Arts and Design		<ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>• Explore and engage in music making and dance, performing solo or in groups.</li> </ul>
ELG	Expressive Arts and Design	Being imaginative and expressive	<ul style="list-style-type: none"> <li>• Sing a range of well-known nursery rhymes and songs.</li> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>



	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>• <u>Develop an understanding of the history of music</u></li> </ul>

### Year A

	TERM 1	TERM 2	TERM 3
YEAR 1	Pulse	Rhythm	Pitch
YEAR 2	Pulse	Rhythm	Pitch

### Year B

	TERM 1	TERM 2	TERM 3
YEAR 1	Voice	20th Century Music	Technology
YEAR 2	Voice	20th Century Music	Technology

	YEAR 1	YEAR 2
<b>Pulse:</b>	<ul style="list-style-type: none"> <li>• To understand the word "pulse" and demonstrate understanding using clapping technique</li> <li>• To be able to respond to music using body parts</li> <li>• To be able to play or sing long and short sounds</li> <li>• To be able to follow a pulse and perform simple rhythms</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to sing/play with a good sense of pulse</li> <li>• To respond to music using our body parts</li> <li>• To be able to sing/play with a good sense of pulse</li> <li>• To sing/play with a good sense of pulse</li> <li>• To be able to sing, play and perform with a good sense of pulse</li> </ul>



	<ul style="list-style-type: none"> <li>To be able to play a simple rhythm over a steady pulse</li> <li>To create and perform using instruments to keep the pulse and play the rhythm</li> <li>To review what we have learnt this unit</li> </ul>	<ul style="list-style-type: none"> <li>To create and perform a performance using instruments to keep the pulse or play a rhythm as part of a group.</li> <li>To review what we have learnt this unit</li> </ul>
<b>Voice:</b>	<ul style="list-style-type: none"> <li>To understand the importance of a vocal warm up</li> <li>To learn to recognise and repeat higher and lower sounds</li> <li>To understand and recognise basic graphic notation</li> <li>To explore "pause" and further graphic notation</li> <li>To recap pitch and explore dynamics &amp; melody</li> <li>To perform songs with a range of notes</li> <li>To recap what has been learnt in this unit and perform a song</li> </ul>	<ul style="list-style-type: none"> <li>To understand pitch and shape</li> <li>To understand the difference between the pulse and the rhythm</li> <li>To confidently change dynamics of a song</li> <li>To understand and recognise basic graphic notation</li> <li>To use "pause" in a piece of music and further explore graphic notation</li> <li>To learn to sing with accuracy within a range of notes</li> <li>To recap what has been learnt in this unit and perform a song</li> </ul>
<b>Rhythm:</b>	<ul style="list-style-type: none"> <li>To understand the difference between rhythm and pulse</li> <li>To maintain a pulse whilst performing a rhythm as a group</li> <li>To understand and perform movements to indicate rest</li> <li>To play rhythms using visual cues</li> <li>To perform rhythms at different tempos</li> <li>To play along with the rhythm of song</li> <li>To play crochets, quavers, minims and semibreves to the rhythm</li> </ul>	<ul style="list-style-type: none"> <li>To understand the difference between rhythm and pulse</li> <li>To maintain a pulse whilst performing a rhythm as a group</li> <li>To demonstrate understanding of rhythm</li> <li>To be able to recognise and perform rhythmic patterns in songs</li> <li>To perform parts of a song with a strong sense of pulse and rhythm</li> <li>To perform a rhythm with confidence</li> <li>To complete a series of activities to recap what we have learnt this term</li> </ul>
<b>Pitch:</b>	<ul style="list-style-type: none"> <li>To recap what pitch is and how we recognise different levels of pitch</li> <li>To learn to identify high and low pitch sounds</li> <li>To sing notes of different pitches</li> <li>To understand and create Glissandos</li> <li>To recognise and control changes in pitch vocally and when playing instruments</li> <li>To compose music combining rhythm, pitch, dynamics, timbre &amp; tempo</li> <li>To demonstrate understanding of pitch</li> </ul>	<ul style="list-style-type: none"> <li>To recap what pitch is and how we recognise different levels of pitch</li> <li>To identify pitches when performing and playing instruments</li> <li>To sing and perform notes of different pitches</li> <li>To create rhythmic patterns with a variety of pitch</li> <li>To use graphic notation to demonstrate changes in pitch</li> <li>To compose music combining rhythm, pitch, dynamics, timbre &amp; tempo</li> <li>To perform and provide feedback</li> </ul>
<b>Music Technology:</b>	<ul style="list-style-type: none"> <li>To explore and change sounds and music through play and technology</li> <li>To use technology to create and change sounds</li> <li>To further develop our knowledge on editing sounds using technology</li> <li>To edit a song</li> <li>To use technology to add sound effects</li> <li>To perform the story with our very own sounds</li> </ul>	<ul style="list-style-type: none"> <li>To understand 4/4 time</li> <li>To use technology to sequence our own patterns</li> <li>To create our own piece of music as a class</li> <li>To learn about musical structure</li> <li>To learn how to record our own music</li> <li>To edit our recorded music</li> </ul>



<p><b>20th Century Music:</b></p>	<ul style="list-style-type: none"> <li>• To understand and sing a melody from a 20th century song</li> <li>• To recognise differences between genres</li> <li>• To listen to pulse in a country song and recreate in groups</li> <li>• To listen to the way songs can change and develop to suit the times</li> <li>• To learn a genre specific song from 20th Century</li> <li>• To perform a genre specific song from 20th Century</li> </ul>	<ul style="list-style-type: none"> <li>• To understand and sing a melody from a 20th century song</li> <li>• To identify instruments used in a 20th century jazz song</li> <li>• To recognise the pulse of a 20th century jazz song and play the pulse whilst singing</li> <li>• To recognise differences between genres</li> <li>• To listen to the way songs can change and develop to suit the times</li> <li>• To learn and perform a blues song from 20th Century</li> </ul>
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**Inter-related dimensions of music**

**PULSE**

The steady beat of a piece 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