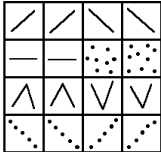


Music long-term knowledge growth

Rationale for content sequencing



Year N		Recurring themes, ideas and language	Contribution to wider musical knowledge and what later content this prepares for
	In Nursery children engage in daily music sessions that include singing familiar songs and rhymes, repeating simple patterns, and joining in with musical games. They explore rhythm and sound by playing percussion instruments, learning to keep a steady beat and taking turns in activities such as passing a shaker around the circle in time with the music. Through these playful and interactive experiences, children begin to listen attentively, anticipate actions, and coordinate their movements with sound, supporting their social, emotional, and expressive development.		
Year R		Recurring themes, ideas and language	Contribution to wider musical knowledge and what later content this prepares for
	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>	<p>listen to sounds</p> <p>join in with songs/rhymes/poems</p> <p>explore simple percussion</p> <p>tuning into sounds</p> <p>putting sounds together</p> <p>responding to music</p>	
Year 1	Substantive musical content: describing, notation composing, singing, playing instruments	Recurring themes, ideas and language	Contribution to wider musical knowledge and what later content this prepares for
Year 1 Autumn	<p>Explore beat: using movement, body percussion and instruments.</p> <p>Take part in singing, accurately following the melody.</p> <p>Make and control long and short sounds, using the voice, copying changes in pitch.</p>	Pupils develop their sense of pulse or rhythm using chanting and clapping. They develop instrument playing skills learning how and when to play an instrument. They make and control long and short sounds, using instruments to create different effects. Pupils learn to use their voice expressively, with a sense of awareness of pulse and control of rhythm. They make and control	Pupils will link the songs they are learning to their Learning Quest topics in the Autumn term for example <i>Incredible Inventors</i> . They use their singing skills learnt in Reception to sing in tune and to prepare them for continued singing lessons as they progress through school. This prepares pupils especially well for their Year 1 spring term

	Listen with concentration and understanding to recorded music.	long and short sounds. By listening to recorded music and its theme, pupils begin to explore how music is created, produced and communicated.	concert, a Christmas Around the World concert in Year 2 and a final musical performance in Year 6. Listening to music is a recurring skill, requiring more concentration over the next few years to prepare them to hear layers of music and individual instruments. Holding instruments correctly to get the best sound is a continued skill developed each year.
Year 1 Spring	<p>Singing: Accurately follow the melody; recall and remember short songs and sequences and patterns of sounds; sing expressively.</p> <p>Instrument playing: Experiment with, create, select and combine sounds using the inter-related dimensions of music. Begin to recognise musical symbols for loud and quiet.</p>	<p>Pupils develop their performance skills. They learn songs by heart, including actions. Pupils begin to learn about musical symbols:</p> <p>They discover that <i>p</i> means quiet and <i>f</i> means loud. They also learn the terms crescendo and diminuendo/decrescendo and the accompanying signs. They play the correct volume if shown <i>p</i> or <i>f</i> or < >.</p>	<p>Pupils continue to build on their performance singing skills started in Reception (Christmas Nativity production), learning about the importance of posture and facial expression when singing. Links to Wicked Weather in <i>Spring 2 Geography</i> are made through singing songs and playing music to match the sun and the wind.</p> <p>Reading music is next developed in Years 2 and 3 through reading basic rhythms (ta, te-te patterns, in Year 2 African drumming) and then note reading when learning recorder in Year 3.</p>
Year 1 Summer	<p>Classical composers: Listen with concentration and understanding to a range of high quality recorded music.</p> <p>Understand and explore how music is created, produced and communicated, including through inter-related dimensions: pitch, duration, tempo, structure and appropriate musical notations.</p> <p>Vocal: Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>Instrument playing: Pupils develop skills from previous terms, learning how and when to play an instrument. They make and control long and short sounds, using instruments to create different effects. Vocal development takes the form of exploring sound effects for a space composition. Musical elements revisited: music notations but in</p>  <p>non-standard form. Pupils also begin to understand the meaning of tempo and pitch. They explore duration but learn</p>	<p>Pupils are introduced to classical composers Gustav Holst, Camille Saëns Saint and Sergei Prokofiev. The theme of space and music is explored and children develop their understanding of composition. Pupils begin to learn about orchestral instruments in preparation for a KS2 trip to the orchestra and the opportunity for individual lessons. Notation, tempo, duration, structure and pitch are recurring elements of music that are further developed each year. Pupils develop cultural capital by watching a live performance by a string quartet Summer 2023.</p>

		this as 'long and short sounds'. They explore structure by knowing how to start and finish a piece of composed space music using a signal.	
Year 2	Substantive musical content: describing, notation composing, singing, playing instruments	Recurring themes, ideas and language	Contribution to wider musical knowledge and what later content this prepares for
Year 2 Autumn	Take part in singing, accurately following the melody; copy changes in pitch.	Pupils build on their singing skills from Year 1 leading to a performance at Christmas. They also learn a rap by heart and learn about performing for the camera, making their words clear and actions to match. They evaluate the rap, learning how they could improve their rhythm and musicality. Pupils listen with concentration and understanding to a range of high-quality recorded music about London, including use of music in a stage show. They reflect on the change in the way music sounded in the 20th century and now. (Compare rap with 'Maybe it's because I'm a Londoner').	Introduction to rap and 'music hall' songs helps pupils understand that music has many genres. This prepares for work in KS2 which frequently revisits learning about music genres. Performing at Christmas prepares the children for future performances in Year 3. Holding instruments correctly to get the best sound is a continued skill developed each year.
	Follow instructions on how and when to play an instrument.		
	Recall and remember short songs and sequences and patterns of sounds.		
	Listen with concentration and understanding to a range of high quality live and recorded music.		
	Accompany a chant or song by clapping or playing the pulse or rhythm.		
Year 2 Spring	Have the opportunity to learn a musical instrument; recognise changes in timbre, dynamics and pitch.	Pupils begin to read a simple score and play the glockenspiel over a full half term. They learn about timing and speed - listening to the pulse of the introduction they play along to, so they know when to come in and how fast to play. Pupils improve on the control of their beater, their sitting position to play and awareness of timbre to create the best sound possible. They also develop their composing skills, reflecting on the way a sea creature moves and how this can be represented in music. They read graphic scores.	Pupils sing songs related to their <i>Learning Quest</i> topic on <i>Florence Nightingale</i> , which are rousing and uplifting - the lyrics of these songs help children understand, when combined with the melody and the pace of a song, that they need to sing expressively to reflect this. Pupils will learn how to read a score more fully in Year 3 , when learning recorder, so learning glockenspiel is good preparation for this. Pupils build on their composing skills learnt in year 1, selecting appropriate instruments and deciding an order in which to play. They use their knowledge of pitch to show the sea creature's movement. In Year 4 composing will be music further developed; children will draw on musical elements such as structure, timbre and texture to create a longer piece
	Identify the beat of a tune.		
	Sing songs expressively.		
	Compose a short piece of music and learn to read a graphic score.		

			Pupils develop cultural capital by watching a live performance by a string quartet in Summer 2023
Year 2 Summer	Accompany a chant or song by clapping or playing the pulse or rhythm - learn to play djembe drums.	Pupils revise that music is written down in different forms. They learn to read basic rhythm notation - ta and tete. Pupils learn the correct way to hold and play a drum to create different tones and timbres. They learn the difference between high, low and middle pitched sounds on the glockenspiel. Pupils learn how music has been recorded in the past: vinyl records, record players, cassettes, tape players, CDs, MP3s.	Ta and te-te rhythm patterns are used throughout KS2 and are a great preparation for reading real music scores including when to rest - silences in music . Pupils learn about music from different cultures by listening to and singing African drumming songs. This prepares them for learning about folk music as a genre in Year 4 . Pupils' understanding of music recording in the past will be developed in KS2 through the use of technology to record their own simple songs.
	Read basic rhythm notation		
	Explore and grow in understanding about pitch.		
	Increase in understanding about the history of recorded music.		
Year 3	Substantive musical content: describing, notation composing, singing, playing instruments	Recurring themes, ideas and language	Contribution to wider musical knowledge and what later content this prepares for
Year 3 Autumn	Know the difference between singing and chanting.	Pupils learn clapping games with chants and songs. They recall rapping in Year 2 as similar to chanting. Pupils learn to hold and play a recorder correctly over two terms. They recall playing glockenspiel and read music for this in Year 2. They build on this knowledge, learning how to create a good, clear sound on a recorder. Pupils begin to name notes by letter and length of note: minim and crotchet. They understand that each note has a different length value.	Pupils are encouraged to learn other instruments with Enfield Music Service to further their musical skills. This prepares them for using their own instruments in lessons when the opportunity arises. Pupils who have excelled at singing games become playground singing leaders , increasing their confidence, developing friendships and leadership skills and enjoyment of singing across the school. Children can become Playground Singing Leaders and improve their leadership and singing skills with their peers on the playground.
	Recognise the notes B A G on a stave.		
	Recognise the symbols for a minim and a crotchet and say how many beats they represent.		
	Play notes on an instrument with care so that they are clear.		
Year 3 Spring	Recognise the notes B A G and E on a stave.	Pupils build on their skills in Autumn 2 and increase their knowledge of note names and values, including other terms such as 'rest, stave, treble clef, repeat sign'. They improvise and compose their own short tunes on recorder and write them on a stave. Pupils perform a set of	Pupils are encouraged to continue recorder or other instruments with Enfield Music Service. This prepares them for using their own instruments in lessons when the opportunity arises, to join the school orchestra when they become more accomplished, and to perform as
	Recognise the symbols for a minim, a quaver, crotchet and semibreve and say how many beats they represent.		

	Perform melodic songs.	recorder songs in an end of term concert. They understand that introductions are to prepare the player and must be listened to in silence. They learn to play expressively for different pieces.	part of a whole school production much later in Year 6.
	Improvise and compose music.		
Year 3 Summer	Exploring structure in music.	Pupils learn pentatonic scales and music from ancient Chinese traditions. Pupils learn/recap what some of the elements of music are: texture, dynamics, pitch, timbre, structure, pulse, duration, tempo. They focus on structure and learn an ABA pattern. They reflect back to learning songs with verses and choruses. Pupils listen to classical music and identify orchestral instruments being played. They grow in understanding of how different instruments create different effects. Pupils work in groups collaboratively to create short pieces of music to perform and evaluate in class.	Pupils use musical element language as they go through KS2 and beyond. Collaborative work on composing helps pupils listen to each other, develop leadership skills and critical language skills. Listening to classical music and seeing live performances (e.g. a trip to the LSO in Year 3 in 2020, a visit from Toscana Strings string quartet in 2021, 2022 and 2023) develops cultural capital.
	Listening to, evaluating and appreciating classical music and music from the 20th century.		
	Appreciate, understand, review and evaluate a wide range of high-quality live and recorded music drawn from different traditions.		
Year 4	Substantive musical content: describing, notation composing, singing, playing instruments	Recurring themes, ideas and language	Contribution to wider musical knowledge and what later content this prepares for
Year 4 Autumn	Have the opportunity to learn a musical instrument.	Autumn 2022 Children will begin to learn clarinet or saxophone with Enfield Music Service. They will be able to: Successfully name the main parts of the instrument. Be able to assemble and disassemble the instrument correctly including the correct positioning of the reed. Be able to make a clear note on the instrument.	Learning a musical instrument as a whole class is an important experience to help children play and sing in time together. There will be opportunities in year 5 and 6 to bring ukuleles into other music lessons as well as composing and performing together. Children learning clarinet or saxophone in 2022/23 are encouraged to continue with lessons with EMS and join the school orchestra. Musical vocabulary learnt will be used frequently in Year 5, 6 and beyond. Pupils have the opportunity to join the Year 4/5/6 choir in preparation for Christmas events and
	Play musical instruments with increasing accuracy, fluency, control and expression. Specific instrument skills: <ul style="list-style-type: none"> • Hold the ukulele properly whilst maintaining a good posture. • Strum the open strings • Play each of the open strings, CGEA • Play a chord • Find/pick a melody with one finger, or the thumb 		

	<ul style="list-style-type: none"> • Follow instructions to start and stop together as a group. • Sing a song and round and strum the ukulele at the same time. 	Read a simple score of 2 -3 notes.	singing in the community. Pupils are once again invited to broaden their musical knowledge and skills by learning an instrument privately or join a recorder club which can lead to playing in the school orchestra or performing at Christmas and other times during the school year. Children can become Playground Singing Leaders and improve their leadership and singing skills with their peers on the playground.
Year 4 Spring	Have the opportunity to learn a musical instrument.	Children continue to improve their clarinet/saxophone skills. They build their repertoire of notes and work towards the goal of a performance to peers and parents/carers at the end of the spring term. Perform fluently and with an awareness of the style of the music and stage etiquette. They read notes on a stave. They know the duration of notes: crotchet, minim, semibreve, rests.	Pupils develop their growth mindset as they learn that practice, concentration and persistence in learning an instrument produces fruit. They work towards a performance at the end of term. This prepares them for concerts in year 5 and 6, helping them to understand that getting to concert level takes time and practice. Pupils develop cultural capital by watching a live performance by a string quartet in Summer 2021, 2022 and 2023.
	Play musical instruments with increasing accuracy, fluency, control and expression.		
	Play and perform with musical instruments in ensemble contexts.		
	Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.		
Year 4 Summer	Sing expressively with awareness and control of the expressive elements e.g. timbre, tempo, dynamics.	Pupils use keyboards and become familiar with the terms 'voice, tempo, style' as settings to create different effects. They learn to play chords and drones, and sing a round using the chords and drones, linked to their Romans topic.	Pupils continue to widen their knowledge and experience of different genres of music and traditions which contributes to their understanding, tolerance and appreciation of other cultures. They also develop cultural capital as they learn about music from other countries and how this enriches and represents the lives of its inhabitants. They take the next step in their development and understanding of music technology. Pupils also compose their own lyrics and learn that constructive criticism is good for both improving the final outcome and for their sense of self worth.
	Sing songs and create different vocal effects.		
	Use drones as accompaniments.	Pupils increasingly understand the reasons behind warming up their voice and develop better ways to sing including breathing techniques. Pupils accompany songs related to 'Brilliant Britain', with tuned and untuned classroom percussion instruments. They use and understand the terms chord, melody, accompaniment, drone, pulse and rhythm. Pupils listen to a variety of folk music	
	Appreciate, understand, review and evaluate a wide range of high-quality live and recorded music drawn from different traditions, live and recorded music drawn from great composers and musicians.		
	Develop understanding of the history of music.		

		from different parts of Great Britain and Ireland. They compare this with modern British music.	
Year 5	Substantive musical content: describing, notation composing, singing, playing instruments	Recurring themes, ideas and language	Contribution to wider musical knowledge and what later content this prepares for
Year 5 Autumn	Use voices with increasing accuracy, fluency, control and expression.	Pupils will improve singing at the correct pitch, breathing techniques and also rapping. They will change the lyrics to a Viking song and fit the correct syllables in new words to the rhythm. Pupils become more familiar with European classical composers. They learn about Mozart, Beethoven, Strauss and others. They link this to previous learning about composers. Pupils create digital compositions to famous classical works such as the Radetsky March by Johann Strauss Snr. They build on their knowledge of formal written music, and use staff notation to compose simple tunes. They edit and improve their work. Pupils study the music of the movies, evaluating how tension, humour, or emotions such as love and fear can be created in music. They use keyboards and classroom percussion to improvise and compose their own film music.	Pupils develop confidence through their enjoyment of composing music for themselves. This helps them take more risks in learning, to make mistakes but use these to build a Growth Mindset. Pupils take the next step in their development and understanding of music technology. It encourages them to compose music on their own instruments at home or begin keyboard lessons. Children can become Playground Singing Leaders and improve their leadership and singing skills with their peers on the playground. This can lead to singing with years 1 and 2 on the playground in the spring and summer term. Pupils will also have opportunities to take part in choirs, singing in the community.
	Compose music (song lyrics) for a range of purposes using the inter-related dimensions of music.		
	Use technology appropriately and have the opportunity to progress to the next level of musical excellence.		
	Appreciate, understand, review and evaluate a wide range of high-quality live and recorded music drawn from great composers and musicians.		
Year 5 Spring	Develop an understanding of the history of music.	Pupils sing and discuss lyrics in songs for a large concert (VIAM) and prepare to perform as an ensemble. Pupils are exposed to and use the following language of music when listening to and discussing music: Pitch, texture, timbre, dynamics, tempo, lyrics melody, sense of occasion, accompaniments, rhythm, pulse.	Pupils learning about composers and music connected to specific time periods gives them a greater understanding of history and the development of music over time. They increase their vocabulary, giving them confidence when talking about music. Pupils understand more about the technology behind music production in preparation for secondary school and using more complicated mixing programmes. Pupils gain confidence and enjoyment in singing in large
	Choose from a wider range of musical vocabulary to accurately describe and appraise music.		
	Use digital technologies to compose, edit and refine pieces of music.		

	Describe how lyrics often reflect the cultural context of music and have social meaning. Perform songs in solo and ensemble contexts.	Pupils use keyboards to improvise melodies based on a contemporary composer.	numbers. This encourages them to join a choir or take a solo part in the Year 6 musical production. Year 5 choir children have the opportunity to join 'Together with Music', an intergenerational singing group, linking with Elizabeth Lodge Care Home. This can foster understanding of how music bridges generations. Pupils develop cultural capital by watching a live performance by a string quartet in Summer 2021 2022 and 2023.
Year 5 Summer	Have the opportunity to learn a musical instrument.	Pupils learn drumming patterns from both African and South American cultures. They develop their ability to play different syncopated rhythms in groups. They develop their understanding of the need for a strong pulse to hold the piece together. Pupils compose their own lyrics based on music listened to and performed as a class.	Pupils build on their cultural capital, as they understand more about national music and the people and culture it represents. Their listening skills are highly developed as they learn to perform a drumming piece, requiring excellent timing and concentration. This prepares them well for future concerts in Year 6. Writing music formally introduces children to another written language. This is also preparation for secondary school.
	Play and perform with musical instruments in solo and ensemble contexts.		
	Compose music for a range of purposes using the inter-related dimensions of music.		
	Use and understand staff and other musical notations (when playing instruments).		
Year 6	Substantive musical content: describing, notation composing, singing, playing instruments	Recurring themes, ideas and language	Contribution to wider musical knowledge and what later content this prepares for
Year 6 Autumn	Listen with attention to detail and recall sounds with increasing aural memory.	Pupils revise and improve singing techniques. They learn about the genre of rock music, sing a rock song and compose their own instrumental section on <i>Charanga</i> with their Chromebooks. Pupils build on their knowledge of film music from Year 5 and how music can be emotive in war films, creating a great sense of sadness or victory. Pupils explore the use of keyboards in composing their own war film theme music. They use and understand key vocabulary. Pupils use a fuller range of the keyboard/ glockenspiel to include	Pupils' musical vocabulary increases, as does their whole English vocabulary in turn. This prepares them for increased verbal and written expression in other subjects too. Pupils' singing develops and they are encouraged to join the Year 4/5/6 choir which increases their confidence in preparation for the end of Year 6 concert. Year 6 children are offered the chance to be Singing Playground leaders with years 1 and 2 at lunchtime. This develops their leadership skills and confidence and can foster an interest in
	Use voices with increasing accuracy, fluency, control and expression. Hold a part within a round.		
	Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: <i>pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</i>		

	Combine a variety of musical devices, including melody, rhythm and chords using classroom percussion and keyboards.	sharps and flats. They read a graphic score and some read a full music score.	working with young children as a career in the future.
	Thoughtfully select elements for a piece in order to gain a defined effect.		
	Understand and use the # (sharp) and ♭ (flat) symbols.		
Year 6 Spring	Use drones and melodic ostinati.	Pupils develop their skills in selecting instruments and structuring a full piece of music, using drones and melodic ostinati. They understand how two songs can be sung together and that listening skills are key to the timing so that the song lyrics and rhythms sound clear. Pupils work in groups to achieve a well balanced accompaniment to a song linked to their History topic 'Way out West'. Pupils listen to Boléro by Ravel and build on their knowledge of composers. They recall using ostinati in other units of work and during samba drumming in Year 5. They understand the importance of listening to one another to keep in time and not speed up. Pupils read basic scores and time signatures to understand the importance of time in music.	Pupils' cultural capital develops as they learn songs from North America - indigenous Americans, and also famous classical works by Ravel. Pupils develop listening skills which in turn increases their musicality and performance. They improve their collaborative skills and some develop leadership skills. Pupils develop cultural capital by watching a live performance by a string quartet in Summer 2021, 2022 and 2023.
	Sustain a drone or a melodic ostinato to accompany singing.		
	Appreciate, understand, review and evaluate a wide range of high-quality live and recorded music drawn from great composers and musicians.		
	Play instruments with increasing accuracy, fluency, control and expression.		
	Combine a variety of musical devices, including melody, rhythm and chords - using classroom percussion and additional instruments.		
	Use and understand simple time signatures.		
Year 6 Summer	Convey the relationship between the lyrics and the melody.	Pupils use their previous school experience to perform songs to the highest standard. They use breathing techniques and correct posture, warm ups and lots of rehearsals to convey the lyrics and melody well. Pupils use past experience of performing to show confidence in solo and small group singing.	Pupils see the process of making a musical production from start to finish and the work that is involved. This helps them to appreciate preparation time needed to present an excellent polished performance and prepares them for performances at secondary school . Pupils gain confidence and pride when standing in front of an audience.
	Sing songs in tune and with an awareness of other parts.		
	Perform solos or as part of an ensemble.		
	Sing or play from memory with confidence.		

