

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 percussive instruments. 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 long and	Pupils use singing skills learnt in Reception to sing in tune and prepare them for continued singing throughout the school. We learn songs such as Hey You!, Rhythm in the way we walk and banana rap (via Charanga) Singing regularly in lessons prepares pupils for their year 1 concert in the summer term and final musical performance in year 6.

	Listen with concentration and understanding to recorded music.	short sounds. By listening to recorded music and its theme, pupils begin to explore how music is created, produced and communicated.	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	Singing: Accurately follow the melody; recall and remember short songs and sequences and patterns of sounds; sing expressively.	Pupils develop their performance skills. They learn songs by heart, including actions. Pupils begin to learn about musical symbols and the importance of dynamics. They discovered that piano (italian term in music) means quiet and forte means loud. They also learnt the terms crescendo and diminuendo.	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. Pupils begin each lesson with musical warm ups including short songs from around the world and games to remember patterns and sounds. They also explore songs including in the groove and round and round (charanga) as well as minibeast party. 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.
	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.		
Year 1 Summer	Classical composers: Listen with concentration and understanding to a range of high quality recorded music.	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 songs from a variety of genres (including musicals) to prepare for a concert at the end of term to parents.	Pupils are introduced to classical composers Gustav Holst, Camille Saëns Saint and Sergei Prokofiev. Pupils also explore songs such as Your Imagination (charanga) as well as learning a variety of songs of different genres in preparation for a concert at the end of the summer term. Pupils learn to get ready to sing for a performance and use their voices expressively.
	Understand and explore how music is created, produced and communicated, including through inter-related dimensions: pitch, duration, tempo, structure and appropriate musical notations.		

	Vocal: Experiment with, create, select and combine sounds using the inter-related dimensions of music.	Pupils also begin to understand the meaning of tempo and pitch. They explore duration but learn this as 'long and short sounds'. They explore structure by knowing how to start and finish a piece of music using a signal.	Notation, tempo, duration, structure and pitch are recurring elements of music that are further developed each year. Pupils develop cultural capital by watching orchestra performances and discussing pitch, tempo and instruments they hear.
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'). They also learn 'hands feet heart' and 'ho ho ho' using charanga.	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. 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. 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 continue to learn songs on charanga including 'I wanna play in a band' and 'Zootime'	Pupils sing songs on charanga as well as learning pieces and notes on the glockenspiel. 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. Pupils continue to develop listening skills by being exposed to a variety of composers in the classical era.
	Identify the beat of a tune.		
	Sing songs expressively.		

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. Pupils learn the Friendship song via charanga.	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. 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 recorder songs in an end of term	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.	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/recap what some of the elements of music are: texture, dynamics, pitch, timbre, structure, pulse, duration, tempo. They reflect back to learning songs with verses and choruses including learning Bringing us Together (charanga) Pupils listen to classical music and identify orchestral instruments being played. They grow in understanding of how different instruments create different effects including using tuned percussive instruments. 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 orchestral performances continues to develop cultural capital. Year 3 enjoyed a trip to the LSO in Year 3 in 2020, a visit from Toscana Strings string quartet in 2021, 2022 and 2023.
	Listening to, evaluating and appreciating classical music and music from the 20th century.		
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.	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. Read a simple score of 2 -3 notes.	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 who learn clarinet 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 singing in the community. Pupils are invited to broaden their musical knowledge and skills by learning an instrument and can join the school orchestra.
	Play musical instruments with increasing accuracy, fluency, control and expression.		
	Specific instrument skills: <ul style="list-style-type: none"> • Develop basic understanding of dynamics • Play tunes with up to 4/5 notes (G, F, E, D, C) • Read and identify quaver notes/rests •Improvise using basic rhythms on select notes •Know how to put the clarinet together and take it apart. •Respond to written notation - recognise notes, notes lengths and rests. 		

Year 4 Spring	Have the opportunity to learn a musical instrument.	Children continue to improve their clarinet 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 and learn about the importance of practice, concentration and persistence in learning an instrument. 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 listening to classical music and learning about music from other countries.
	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 the glockenspiel and develop skills with tuned percussive instruments. Pupils increasingly understand the reasons behind warming up their voice and develop better ways to sing including breathing techniques. Pupils learn songs related to <i>'Brilliant Britain'</i> , with tuned and untuned classroom percussion instruments. They use and understand the terms chord, melody, accompaniment, drone, pulse and rhythm. Pupils focus on music from the Beatles, and learn Blackbird via Charanga. Pupils listen to a variety of folk music from different parts of Great Britain and Ireland. They compare this with modern British music.	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.		
	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.		
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 focus on rock music and jazz music using Charanga as a resource.	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

	Compose music (song lyrics) for a range of purposes using the inter-related dimensions of music.	Pupils become more familiar with European classical composers. They learn about Mozart, Beethoven, Strauss and others. They link this to previous learning about composers. 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.	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 and in the school orchestra.
	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 use keyboards to improvise melodies based on a contemporary composer.	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 gain confidence and enjoyment in singing in large numbers. This encourages them to join a choir or take a solo part in the Year 6 musical production. Pupils have the opportunity to perform in a choir festival in the summer at a local school. Pupils develop cultural capital by continuing to listen to classical music, analysing and reflecting on other performers .
	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.		
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 also	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
	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.	focus on music by Martha and the Vandellas on Charanga.	language. This is also preparation for secondary school.
	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 sharps and flats. They read a graphic score and some read a full music score. Pupils learn about different genres including jazz and pop on Charanga.	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 working with young children as a career in the future.
	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.		
	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. 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 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	Pupils' cultural capital develops as they learn about 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.
	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.		

	<p>Play instruments with increasing accuracy, fluency, control and expression.</p> <p>Combine a variety of musical devices, including melody, rhythm and chords - using classroom percussion and additional instruments.</p> <p>Use and understand simple time signatures.</p>	<p>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 enjoy learning songs including You've got a friend and a new year carol.</p>	<p>Pupils develop cultural capital by listening, analysing and reflecting on orchestral performances.</p>
<p>Year 6 Summer</p>	<p>Convey the relationship between the lyrics and the melody.</p> <p>Sing songs in tune and with an awareness of other parts.</p> <p>Perform solos or as part of an ensemble.</p> <p>Sing or play from memory with confidence.</p>	<p>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.</p>	<p>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.</p>