Music
Curriculum Rationale

Year	Term	Rationale	Prior Knowledge/ Connections
Early Years	**Autumn 1**	**Topic – An Introduction to Music** **Rationale…** The aim of 'An introduction to Music' is allow the children to be exposed to sound. The children will begin to understand that different instruments can often make various different sounds and they will have some understanding of these instruments work. They will quickly be able to name instruments from the percussion and woodwind family whilst being introduced to the terms beat, pulse, or rhythm. By the end of the half term, they will be able to sing an increasing number of nursery rhymes. They will also be able to different genre of music, expressing their feeling and creating movement to different songs. They should be also begin to use key musical vocabulary such as quick, slow, loud and quiet.	**Expressive Art and Design – Behaving Imaginatively & Expressive** • Uses movement and sounds to express experiences, expertise, ideas and feelings. • Experiments and creates movement in response to music. • Sings to self and makes up simple songs. • Notices what adults do, mirroring what is observed, adding variations and then doing it spontaneously. **Expressive Art and Design - Creating with Materials** • Explores and learns how sounds and movements can be change. • Enjoys joining in with moving, dancing and ring games. • Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home. • Taps out simple repeated rhymes. • Develops a understanding of how to create and uses sounds intentionally
	Autumn 2	**Topic – Exploring Music** **Rationale…** The aim of the 'Exploring Music' unit is to allow the children to be exposed different to sound which percussion instruments make. They will also begin to understand how instruments can be play to make different sounds. They will also investigate how different body parts make different sounds whilst beginning to sing songs as a small group/groups. The will begin to understand key musical vocabulary including pattern and rhythm. The children should be able to play, taking into account the listener.	**Expressive Art and Design – Behaving Imaginatively & Expressive** • Uses movement and sounds to express experiences, expertise, ideas and feelings. • Experiments and creates movement in response to music. • Sings to self and makes up simple songs. • Notices what adults do, mirroring what is observed, adding variations and then doing it spontaneously. **Expressive Art and Design - Creating with Materials** • Explores and learns how sounds and movements can be change. • Enjoys joining in with moving, dancing and ring games. • Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home. • Taps out simple repeated rhymes. Develops a understanding of how to create and uses sounds intentionally
	Spring 1	**Topic – Music Appreciation** **Rationale…** The aim of this unit is to expose the children to different music genres and encourage them to move along with a steady beat. They will be able to distinguish the different instrumental sounds and understand how they are made and how they can change. Investigating how different body parts make different sounds. By the end of the unit they will be able to sing songs from memory, move in time to a pulse and perform together as a small group.	**Expressive Art and Design – Behaving Imaginatively & Expressive** • Uses movement and sounds to express experiences, expertise, ideas and feelings. • Experiments and creates movement in response to music. • Sings to self and makes up simple songs. • Notices what adults do, mirroring what is observed, adding variations and then doing it spontaneously. **Expressive Art and Design - Creating with Materials** • Explores and learns how sounds and movements can be change. • Enjoys joining in with moving, dancing and ring games. • Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home. • Taps out simple repeated rhymes. Develops a understanding of how to create and uses sounds intentionally
	Spring 2	**Topic – Chants and Rhymes** **Rationale…**	**Expressive Art and Design – Behaving Imaginatively & Expressive** • Uses movement and sounds to express experiences, expertise, ideas and feelings.

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		The aim of this unit is to expose the children to different chants and rhymes and encourage them to move along with a steady beat. By the end of the unit they will be able to more confidently sing songs from memory move in time to a pulse and perform together as a small group.	• Experiments and creates movement in response to music. • Sings to self and makes up simple songs. • Notices what adults do, mirroring what is observed, adding variations and then doing it spontaneously. **Expressive Art and Design - Creating with Materials** • Explores and learns how sounds and movements can be change. • Enjoys joining in with moving, dancing and ring games. • Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home. • Taps out simple repeated rhymes. Develops a understanding of how to create and uses sounds intentionally
	Summer 1	**Topic – Boom- whackers** **Rationale…** The children will start exploring tuned instruments. Through exploring the Boom-whackers, we want the children to build on their musical knowledge and enjoy music from a different aspect using tuned percussion. They will start building knowledge of musical notes and their length value by learning tuned percussions. They will also begin to use increasing complex musical vocabulary to describe pieces of music and improvising their own music.	**Expressive Art and Design – Behaving Imaginatively & Expressive** • Uses movement and sounds to express experiences, expertise, ideas and feelings. • Experiments and creates movement in response to music. • Sings to self and makes up simple songs. • Notices what adults do, mirroring what is observed, adding variations and then doing it spontaneously. **Expressive Art and Design - Creating with Materials** • Explores and learns how sounds and movements can be change. • Enjoys joining in with moving, dancing and ring games. • Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home. • Taps out simple repeated rhymes. Develops a understanding of how to create and uses sounds intentionally
	Summer 2	**Topic – Ocarinas** **Rationale…** Expose the children to sound. The different types of sounds, which instruments make them and how they are made and how they can change. Investigating how different body parts make different sounds.	**Expressive Art and Design – Behaving Imaginatively & Expressive** • Uses movement and sounds to express experiences, expertise, ideas and feelings. • Experiments and creates movement in response to music. • Sings to self and makes up simple songs. • Notices what adults do, mirroring what is observed, adding variations and then doing it spontaneously. **Expressive Art and Design - Creating with Materials** • Explores and learns how sounds and movements can be change. • Enjoys joining in with moving, dancing and ring games. • Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home. • Taps out simple repeated rhymes. Develops a understanding of how to create and uses sounds intentionally
Year 1	**Autumn 1** **Autumn 2**	**Topic – Ocarinas** **Rationale…** During this unit, the children will be Introduced to a basic musical instrument (the ocarina). Following on from a range of musical experiences within the Early Years environment, Ocarinas will provide the opportunity for the children to explore music and create their own	**Expressive Art and Design – Behaving Imaginatively & Expressive** • Chooses particular movements, instruments/sounds, colours and materials for their own imaginative purposes. • Uses combinations of art forms, e.g. moving and singing. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, and stories with others and – when appropriate – try to move in time with music. **Expressive Art and Design - Creating with Materials**

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Year	Term	Rationale	Prior Knowledge/ Connections
		music piece. By the end of the term, they will be able to correctly hold the instrument, They will focus on exploring musical notation and understanding the lengths of given notes. They will continue to learn, sing, and perform new songs to build up their repertoire.	• Begins to build a collection of songs. • Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to. • Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama and music.
	Spring 1 **Spring 2**	**Topic – Samba Drumming** **Rationale…** The children will start exploring tuned instruments during this unit. Through exploring the Boom-whackers, we want the children to build on their musical knowledge and enjoy music from a different aspect using tuned percussion.	**Expressive Art and Design – Behaving Imaginatively & Expressive** • Chooses particular movements, instruments/sounds, colours and materials for their own imaginative purposes. • Uses combinations of art forms, e.g. moving and singing. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, and stories with others and – when appropriate – try to move in time with music. **Expressive Art and Design - Creating with Materials** • Begins to build a collection of songs. • Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to. • Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama and music.
	Summer 1 **Summer 2**	**Topic – Boomwhackers/Glockenspiels** **Rationale…** Children start building knowledge of musical notes and their length value by learning tuned percussions. Children will begin to use increasing complex musical vocabulary to describe pieces of music, sounds and the rhythms they are learning, playing and hearing. The introduction of solfege will help children sing in tune.	**Expressive Art and Design – Behaving Imaginatively & Expressive** • Chooses particular movements, instruments/sounds, colours and materials for their own imaginative purposes. • Uses combinations of art forms, e.g. moving and singing. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, and stories with others and – when appropriate – try to move in time with music. **Expressive Art and Design - Creating with Materials** • Begins to build a collection of songs. • Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to. Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama and music.
Year 2	**Autumn 1** **Autumn 2**	**Topic – Recorders** **Rationale…** During this unit the children will develop an initial understanding of musical instruments and their features. They will also begin to understand how different sounds are created on musical instruments and be able to recognise these notes, as well as note length. Children will also begin to use basic music terminology to describe what they are playing and when appraising different pieces of music.	The children will build upon their knowledge from the Ocarina Unit taught in Autumn during Year 1. • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select, and combine sounds using the inter-related dimensions of music
	Spring 1	**Topic – Boom-whackers**	• use their voices expressively and creatively by singing songs and speaking chants and rhymes

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Year	Term	Rationale	Prior Knowledge/ Connections
		Rationale… Children will continue to build knowledge of musical notes and their length value by learning tuned percussions. Children will show and use increasing complex musical vocabulary to describe pieces of music, sounds and the rhythms they are learning, playing and hearing. The recapping of solfege will help children sing in tune.	• play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select, and combine sounds using the inter-related dimensions of music
	Spring 2	**Topic – Glockenspiel** **Rationale…** Children will continue to build knowledge of musical notes and their length value by learning tuned percussions. Children will show and use increasing complex musical vocabulary to describe pieces of music, sounds and the rhythms they are learning, playing and hearing. The recapping of solfege will help children sing in tune.	• use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music. • experiment with, create, select, and combine sounds using the inter-related dimensions of music
	Summer 1 **Summer 2**	**Topic – Samba Drumming** **Rationale…** During this term, the children will begin linking the style of samba music to basic ostinato rhythms. It will be very repetitive and simple, but effective sounding. The children will have a basic understanding of what an ostinato rhythm is and how it repeats and goes on and on. Children to begin using some basic music terminology and vocabulary when describing instruments, appraising music and composing simple rhythms.	• use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music. • experiment with, create, select, and combine sounds using the inter-related dimensions of music
Year 3	**Autumn 1**	**Topic – Boom-whackers** **Rationale…** During this Boom-whacker unit, Children will build upon knowledge of notes and their length value, as well as where and how they are represented on a musical stave. Understanding pitch is also a focus of this unit. Children will begin to use increasing complex musical vocabulary to describe pieces of music, sounds and the rhythms they are learning, playing, and hearing.	• use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music. • experiment with, create, select, and combine sounds using the inter-related dimensions of music
	Autumn 2	**Topic – Samba Drumming** **Rationale…** Begin to explore and develop an understanding of	• use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-

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Year	Term	Rationale	Prior Knowledge/ Connections
		samba music, and the different festivals and traditions which go with it. They will understand when to play by referring to a musical score. At the end of the unit the children will be able to play as part of a samba drum band and evaluate their performance.	quality live and recorded music. • experiment with, create, select, and combine sounds using the inter-related dimensions of music
	Spring 1 Spring 2	**Topic – Recorders** **Rationale…**Children use their prior knowledge of recorder and combine with their current learning to be able to be efficient learners. Children will begin to understand how notes are placed on a musical stave and also be able to recognise different note lengths, shown in a variety of ways. Children will also begin to use simple musical terminology to successfully describe music and their playing throughout lesson. The introduction of solfege will help children sing in tune.	• use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music. experiment with, create, select, and combine sounds using the inter-related dimensions of music
	Summer 1 Summer 2	**Topic – Glockenspiel** **Rationale…** Children begin to build knowledge of notes and their length value, as well as where and how they are represented on a musical stave. Children will begin to use increasing complex musical vocabulary to describe pieces of music, sounds and the rhythms they are learning, playing, and hearing. By the end of the unit the children will show a good understanding of glockenspiels and they will also feel confident to perform individually and within ensembles.	• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. • develop an understanding of the history of music.
Year 4	Autumn 1 Autumn 2	**Topic - Recorders** **Rationale…** The children will develop musical skills, understanding and knowledge through continuing to play the recorder. They should begin to feel more confident when playing all of the notes on a recorder and they will be able to play as part of an ensemble confidently and with expression. They will begin to read musical notation, gaining more confidence with their understanding of note length. Musical staves will also be the focus of their learning before performing as part of a musical ensemble.	• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. • develop an understanding of the history of music.
	Spring 1	**Topic – Boom-whackers**	• play and perform in solo and ensemble contexts, using their voices

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Year	Term	Rationale	Prior Knowledge/ Connections
	Spring 2	**Rationale…** The children will already have some musical knowledge; however, we want our children to feel confident with different musical instruments. Through exploring Boom-whackers, we want the children to build on their knowledge and enjoy music from a different aspect using tuned percussion.	and playing musical instruments with increasing accuracy, fluency, control, and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. • develop an understanding of the history of music.
	Summer 1 **Summer 2**	**Topic – Samba Drumming** **Rationale…** Children will begin linking the style of samba music to basic ostinato rhythms. It will be very repetitive and simple, but effective sounding. The children will have a basic understanding of what an ostinato rhythm is and how it repeats and goes on and on. Children will also begin using some basic music terminology and vocabulary when describing instruments, appraising music and composing simple rhythms.	• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. • develop an understanding of the history of music.
Year 5	**Autumn 1**	**Topic - Ukulele** **Rationale…** The children will already have some musical knowledge; however, we want our children to feel confident with different musical instruments. Through exploring Boom-whackers, we want the children to build on their knowledge and enjoy music from a different aspect using tuned percussion.	• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. • develop an understanding of the history of music.
	Autumn 2	**Topic - Glockenspiel** **Rationale…** The children will already have some musical knowledge; however, we want our children to feel confident with different musical instruments.	• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural

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Year	Term	Rationale	Prior Knowledge/ Connections
		Through exploring Boom-whackers, we want the children to build on their knowledge and enjoy music from a different aspect using tuned percussion. After recapping the correcting playing position of the instruments, they will continue to deep their understanding of musical knowledge when being able to keep a rhythm, play simple harmonies and composing their own piece and evaluating their work.	memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. • develop an understanding of the history of music.
	Spring 1 **Spring 2**	**Topic – Samba Drumming** **Rationale…** Children will begin linking the style of samba music to basic ostinato rhythms. This will be repetitive and simple, but effective sounding. The children will have a basic understanding of what an ostinato rhythm is and how it repeats and goes on and on. Children will also begin using some basic music terminology and vocabulary when describing instruments, appraising music and composing simple rhythms.	• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. • develop an understanding of the history of music.
	Summer 1 **Summer 2**	**Topic - Recorders** **Rationale…**During the first half of this recorder unit the children will begin to develop musical skills, understanding and knowledge through continuing to play the recorder. We want the children to feel confident play all of the notes on a recorder and to be able to play as part of an ensemble confidently and with expression.	• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. • develop an understanding of the history of music.
Year 6	**Autumn 1** **Autumn 2**	**Topic – Samba Drumming** **Rationale…** The children will begin to explore and develop an understanding of samba music, and the different festivals and traditions which go with it. Learning about samba music and origins in an important part of this unit. They will be able to play a complex rhythm, understanding the structure of piece of music. By the end of the unit the children should be able to follow a 4 part ostinato rhythm grid before creating their own and performing it with growing confidence.	• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.

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Year	Term	Rationale	Prior Knowledge/ Connections
			• develop an understanding of the history of music.
	Spring 1 Spring 2	**Topic – Recorders** **Rationale…** Children begin to use their prior knowledge of recorder and combine with their current learning to be able to be efficient learners. Children will begin to understand how notes are placed on a musical stave and also be able to recognise different note lengths, shown in a variety of ways. Children will also begin to use simple musical terminology to successfully describe music and their playing throughout lesson.	• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. • develop an understanding of the history of music.
	Summer 1	**Topic – Boom-whackers** **Rationale…** During this unit, the children will be able to use their existing knowledge of Boom-whackers, and other percussion instruments to continue and further their learning. They will become confident musicians in appraising, performing, and composing.	• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. • develop an understanding of the history of music.
	Summer 2	**Topic - Ukulele** **Rationale…**During this unit the children will be able to use their existing knowledge of glockenspiels to perform both individually and as a team. They will become confident musicians in appraising, performing, and composing.	• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. • develop an understanding of the history of music.