Music at GWP Spiral learning over the year.	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Charanga				WCET - external tutors		
Singing	Begin to build a repertoire of songs Sing to self and make up songs Sing a few familiar songs	Sing simple songs, chants and rhymes from memory. Follow instructions on how to sing. Imitate changes in pitch. Sing in high and low voices and talk about the difference in sound.	Sing songs with increasing vocal control and accurate pitch. Know the meaning of dynamics and tempo and be able to demonstrate these when singing by responding to the leader's directions and visual symbols. (crescendo, decrescendo, pause) Sing short phrases independently within a singing game or short song	Sing a wide range of unison songs of varying styles and structures. Sing tunefully and with expression, Perform forte and piano (loud and soft) Perform actions confidently and in time to a range of action songs. Pronounce the words within a song clearly.	Perform with control over voice and awareness of others, taking direction from a conductor. Sing rounds and partner songs in different time signatures (2, 3 and 4 time) Sing a simple second part to introduce vocal harmony.	Sing a broad range of songs with a sense of ensemble and performance. Sing with accurate pitching and appropriate style. Sing three-part rounds, partner songs and songs with a verse and chorus.	Sing a broad range of songs, including those that involve syncopated rhythms. Observe rhythm, phrasing, accurate pitching and appropriate style when singing, Sing Three and four-part rounds and partner songs. Experiment with positioning singers randomly i.e. no longer in discrete parts, to develop greater listening skills, balance between parts and vocal independence.
Listening	Explore the different sounds of instruments Tap out simple rhythms Explore how sounds can be changed	Identify the beat (pulse) of a tune. Recognise changes in pitch. Listen to rhythms and clap them back. Begin to identify some instruments by the sound that they make	Identify the beat (pulse) of a tune. Copy and also create rhythms for others to copy using names, colours, animals or other words. Recognise changes in pitch and dynamics. Identify more instruments by the sound that they make. Discuss how songs make you and others feel.	Use the terms: pitch, pulse, dynamics, rhythm confidently. Begin to recognise and describe changes in tempo and timbre. Identify more instruments by the sound that they make. Begin to think about what the words of a song mean.	Use the terms: pitch, pulse, dynamics, rhythm, timbre, tempo confidently when describing a piece of music. Recognise the style of music and important musical features of the style. Identify 2/4, 3/4 and 4/4 metre. Describe the texture and structure of a piece of music. Identify and describe instruments within a piece of music. Understand what a musical introduction is and its purpose. Identify major and minor tonality.	Identify and describe the sound of instruments within a piece of music, referring to the inter-related dimensions. Identify 2/4, 3/4, 6/8 and 5/4 metre. Recognise the style of music and important musical features of the style. Compare two songs in the same style. Think about the message of a song.	Describe how lyrics often reflect the cultural context of music and have social meaning. Understand what a musical outro is and its purpose. Identify and describe the sound of instruments within a piece of music, referring to the inter-related dimensions
Performing	Capture experiences and responses with a range of media, including music.	Follow instructions on how to play an instrument.	Play a musical part in time with a steady pulse. Listen to and follow musical instructions from a leader (conductor)	Perform as a choir in school assemblies. Play tuned percussion or a melodic instrument following staff notation using up to three notes as a whole class or in small groups. Copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio (fast and slow)	Perform a range of songs in school assemblies. Read and perform pitch notation using up to 5 notes. Develop the basic skills of a selected instrument over a sustained learning period. Play and perform melodies following staff notation using a small range of notes as a whole	Perform solos or as part of an ensemble. Perform a range of songs in school assemblies and in school performance opportunities. Communicate the words of a song effectively to convey meaning. Sing or play following staff notation written on one stave with confidence	Perform with controlled breathing (voice) and skilful playing (instrument) Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience. Play a melody following staff notation written on

				Play and sing with an awareness of the pulse	class or small groups. Perform in two or more parts (e.g. melody and accompaniment or a duet). Experience leading / conducting the playing of music.	Discuss what went well about a performance and what could have been better. Lead a performance section.	one stave. Make decisions about **dynamic range** including **ff, pp, mf** and **mp**.
Composing	Make up simple rhythms. Represent their own ideas, thoughts and feelings through music	**Whole Class** Create musical sound effects and short sequences of sounds in response to a stimuli (e.g. rainstorm or train journey) Understand the difference between creating a rhythm pattern and a pitch pattern. Recognise how graphic notation can represent created sounds. Explore and invent own symbols. Improvisation Improvise simple vocal chants using question and answer phrases.	**Whole Class** Create music in response to a non-musical stimulus (e.g. car race, storm, rocket launch) Create short, pitch patterns up to three notes. Create short, rhythm patterns and represent with stick notation including crotchets, minims and crotchet rests. Use symbols to keep a record of composed pieces. Improvisation Work with a partner to improvise simple question and answer phrases to be sing and play	**Small groups** Compose in response to different stimuli (e.g. stories, poetry, images) Compose music that has a beginning, middle and an end. Help to plan and create at least one simple melody using three notes, using dot notation to show higher and lower pitch, Combine rhythmic notation with letter names. Compose song accompaniments on untuned percussion using known rhythms and note values. (crotchets and minims) Make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Improvisation Improvise using voices, tuned and untuned percussion using up to three notes.	**Small groups** Compose music to create a specific mood, for example creating music to accompany a short film clip. Combine rhythmic notation with letter names to create short pentatonic phrases (5 notes). Create sequences of 2, 3 and 4 beat phrases using known note values (minim, crotchet, crotchet rest and paired quavers). Include smooth (legato) and detached (staccato) sounds within compositions. Use rhythm notation and stick notation to capture and record compositions.dot Improvisation Improvise using voices, tuned and untuned percussion using up to three notes.	**Small groups or pairs** Compose to evoke a specific atmosphere, mood or environment or to accompany a silent film or a scene in a book. Work in pairs to compose a short ternary piece. (A – B – A) Create simple melodies using up to 5 notes and simple rhythmic patterns that work with the style of the song. Experiment with a wider range of dynamics. Record the composition using time signatures, staff notation or technology. Improvisation Improvise with rhythm, using voice and instruments (up to three notes) Improvise freely over a drone or groove using tuned percussion and melodic instruments.	Plan and compose an 8 or 16 beat melodic phrase using the pentatonic scale (C D E G A) and use notation to record. Compose a **ternary** piece; using music software apps to create and record it. <u>Improvisation</u> Use chord changes as part of an improvised sequence. Extend improvised melodies beyond 8 beats over a fixed **drone** or **groove**
Musicianships		Walk, move or clap a steady beat, changing the speed of the beat as the speed (tempo) of the music changes. Use body percussion and class percussion to play repeated rhythm patterns. Use tuned instruments to play pitched patterns while maintaining a steady beat. Perform word-pattern chants; create, retain and perform own rhythm chants.	Mark the beat of a piece of music by tapping or clapping, and respond to changes in tempo. Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats. Respond independently to pitch changes heard in short melodic phrases, indication with actions (stand up / sit down,	Introduce the stave, lines and spaces, and clef. Introduce and understand the differences between crotchets and paired quavers. Apply word chants to rhythms, understanding how to link each syllable to one musical note.	Recognise the notes EGBDF and FACE on the musical stave. Recognise and understand the symbols for a minim, crotchet, paired quavers and rests and say how many beats they represent. Understand major and minor chords. Follow simple rhythmic scores to a steady beat, maintain individual parts accurately within the rhythmic texture	Further understand the symbols for semibreves, minims, crotchets, crotchet rests, paired quavers and semiquavers and say how many beats they represent. Understand the difference between 2/4,3/4 and 4/4 time signatures. Read and perform pitch notation within an octave. Read and play short rhythmic phrases at sight, using conventional symbols for	Further understand the symbols for semibreves, minims, crotchets, crotchet rests, paired quavers and semiquavers and their equivalent rests, and say how many beats they represent. Further develop the skills to read and perform pitch notation within an octave. Read and play confidently from rhythmic scores in up to 4 parts that contain known note durations. Read and

		Explore percussion sounds to enhance story telling. Follow pictures and symbols to guide singing and playing. E.g. 4 dots = 4 taps on a drum	hands high- hands low) Recognise dot notation and match it to 3-note tunes played on tuned percussion.			known note durations. Understand how triads (chords) are formed and play them on tuned percussion, melodic instruments or keyboards.	play from notation a four-bar phrase, identifying note names and durations.
Vocabulary	music sound instrument nursery rhyme action song beat	Pulse Pitch Rhythm Genre Instrument Tuned Untuned Body percussion Untuned percussion Symbols	Previous Year's plus… Dynamics Crescendo Decrescendo Pause Stick notation Dot notation Crotchet Quaver Rest	Previous Year's plus… Tempo Timbre Forte Piano Staff notation Allegro Adagio Stave Lines Spaces Clef Unison	Previous Year's plus… Texture Structure Rounds Partner Song Silence Time Signature Harmony Melody Accompaniment Conductor Pentatonic Minim Previous Year's plus… Style Three-part Ensemble Ternary Fortissimo Pianissimo Mezzo Forte Mezzo Piano Drone Groove Semibreve Semiquaver Previous Year's plus… Phrasing Four-part Four-bar phrase Syncopated rhythm Legato Staccato Major Minor	Previous Year's plus… Style Three-part Ensemble Ternary Fortissimo Pianissimo Mezzo Forte Mezzo Piano Drone Groove Semibreve Semiquaver Triad	Previous Year's plus… Phrasing Four-part Four-bar phrase Syncopated rhythm