CRST Primary Curriculum

Music Long - Term Sequence			
EYFS Foundational Knowledge: • **Using voices** • **Playing instruments** • **Listening with concentration** • **Experimenting with sounds** • **Response, discussion and evaluation**		**Substantive Concepts and Disciplinary Knowledge:** • **Sing, Play and Perform.** • **Explore and compose.** • **Listen and appraise.**	
	Autumn	**Spring**	**Summer**
Nursery	**Using voices:** join in with songs and rhymes. **Listening:** listen and respond to sounds and music. **Experimenting with sounds:** explore voice, body and instrument sounds.	**Using voices:** remember and sing familiar songs. **Playing instruments:** explore instruments and different sounds. **Response and discussion:** listen and begin to talk about music.	**Playing instruments:** play with increasing control. **Exploring sounds:** create simple sounds and rhythms. **Listening:** listen and respond to music.
Reception	**Using voices:** sing familiar songs with increasing confidence. **Listening & responding:** listen carefully and talk about music and performance.	**Using voices:** sing and perform with increasing control. **Playing instruments:** play instruments and explore different sounds. **Exploring sounds:** create and combine sounds. **Listening & responding:** listen and explain responses.	**Playing instruments:** play with increasing control and purpose. **Exploring sounds:** choose and combine sounds and rhythms. **Listening & responding:** listen, describe and respond to music.
Year 1	**<u>PULSE / TEMPO</u>** **Sing, Play and Perform:** sing songs and rhymes, move in time to a steady pulse, and perform using voices, bodies and instruments. **Explore and Compose:** experiment with pulse and tempo through movement, body percussion and simple musical storytelling activities.	**<u>DYNAMICS / PATTERNS</u>** **Sing, Play and Perform:** use voices, body percussion and percussion instruments to perform soundscapes and rhythmic patterns, demonstrating control of loud and quiet sounds. **Explore and Compose:** create seaside soundscapes and fairy-tale inspired compositions, selecting and sequencing	**<u>PITCH / MUSICAL SYMBOLS</u>** **Sing, Play and Perform:** sing and perform simple melodies, explore high and low pitches using voices and tuned percussion, and use instruments to represent ideas and characters. **Explore and Compose:** create simple tunes and melodic patterns, combining different pitches to represent superheroes and underwater themes. Use musical

	Listen and Appraise: listen and respond to different pieces of music, identify the beat and tempo, and discuss how speed affects the character and mood of music.	sounds to represent settings, characters and events. **Listen and Appraise:** listen carefully to identify dynamics and simple rhythmic patterns, discussing how music can create atmosphere, tell stories and represent different environments.	symbols to support music-making and composition. **Listen and Appraise:** listen to and identify differences in pitch, recognise high and low sounds, and interpret musical symbols to understand how music can communicate and represent ideas.
Year 2	**CALL AND RESPONSE / INSTRUMENTS** **Sing, Play and Perform:** perform chants, rhythms and call-and-response patterns with increasing accuracy, maintaining a steady pulse and responding to others when performing as a group. **Explore and Compose:** create and develop their own sound patterns and story soundscapes using voices and untuned percussion, selecting sounds to represent characters, actions and events. **Listen and Appraise:** listen to longer pieces of music, identify rhythmic patterns and pulse, and explore how different sounds and instruments can be used to tell a story and create meaning.	**DYNAMICS / SINGING** **Sing, Play and Perform:** sing songs linked to different environments and perform using voices, body percussion and instruments, demonstrating control of dynamics. **Explore and Compose:** create and refine soundscapes that represent contrasting settings, selecting and combining sounds to convey atmosphere, character and place. **Listen and Appraise:** listen to and compare pieces of music that depict different environments, discussing how dynamics and other musical elements are used to create mood and imagery.	**STRUCTURE / PITCH** **Sing, Play and Perform:** sing and perform songs using voices and instruments, matching melodies to specific pitches and recreating simple tunes with increasing accuracy. **Explore and Compose:** create and perform sound patterns within simple musical structures, using pitch and instruments to represent characters, events and stories**.** **Listen and Appraise:** listen to and analyse how music is organised, identify patterns and changes in pitch, and begin to interpret musical symbols as a way of recording and communicating musical ideas.
Year 3	**BALLADS / COMPOSING** **Sing, Play and Perform:** perform ballads and songs with increasing expression, considering how vocal delivery can convey mood, character and emotion. **Explore and Compose:** create lyrics, sound patterns and original compositions inspired by stories and animation, making purposeful choices about pitch, tempo and dynamics.	**SINGING TECHNIQUES / PENTATONIC** **Sing, Play and Perform:** develop singing technique, maintain a steady pulse, perform rhythmic patterns accurately and participate in group performances with increasing confidence and control. **Explore and Compose:** create and develop pentatonic melodies, compose layered pieces inspired by Chinese New	**JAZZ / IMPROVISATION** **Sing, Play and Perform:** sing and perform songs in a range of styles, including ragtime and traditional Indian music, using voices and instruments with increasing accuracy and expression. **Explore and Compose:** create jazz-inspired rhythms and melodies, experiment with improvisation, and

	Listen and Appraise: Listen to and analyse narrative music, identifying how musical elements change throughout a piece and discussing how composers use music to represent characters, actions and emotions.	Year, and experiment with combining musical ideas within a group composition. **Listen and Appraise:** listen to and discuss musical features including rhythm, pitch and melody, using musical vocabulary to identify how music is structured and performed.	develop original musical ideas using features of ragtime and Indian music. **Listen and Appraise:** listen to and compare music from different cultures and traditions, identifying musical features such as rhythm, pitch and structure, and discussing how these contribute to the character and purpose of the music.
Year 4	**BODY AND TUNED PERCUSSION / ROCK AND ROLL** **Sing, Play and Perform:** perform rhythms, songs and instrumental parts with increasing accuracy, including learning and performing a whole-class rock and roll piece. **Explore and Compose:** create layered rainforest soundscapes and rhythmic compositions using body percussion and tuned percussion, experimenting with texture and structure. **Listen and Appraise:** listen to and discuss the features of rock and roll and other musical styles, identifying rhythms, instrumental patterns and how different musical elements contribute to the overall effect of the music.	**PITCH, TEMPO, DYNAMICS / HAIKU, MUSIC PERFORMANCE** **Sing, Play and Perform:** perform rhythmic and vocal ostinato patterns with increasing accuracy and confidence, contributing to group performances that combine singing, speech and instrumental accompaniment. **Explore and Compose:** create musical representations of rivers and Haiku poetry using layered rhythms, percussion and sound effects, making thoughtful choices to develop atmosphere, texture and structure. **Listen and Appraise:** listen to, analyse and discuss how composers use rhythm, texture and structure to create musical imagery, identifying how different musical elements contribute to the overall effect of a piece.	**SAMBA / MOTIFS** **Sing, Play and Perform:** perform samba rhythms and ensemble pieces with control and accuracy, maintaining pulse and contributing confidently to group performances. **Explore and Compose:** create original samba breaks, experiment with syncopated rhythms, and develop motifs by adapting and transposing musical ideas to create their own compositions. **Listen and Appraise:** listen to and discuss the features of samba and other rhythmic music, identifying repeating patterns, motifs and rhythmic structures, and evaluating how these elements contribute to a successful performance.