Music @MANDEVILLE

Music is my rhythm

Music feeds the soul and develops imagination, sensitivity, inventiveness, community, and enjoyment. It has more to do with the development of the whole child rather than simply teaching about music. With singing at its centre, the music curriculum is built on the premise that every child has a voice. Through developing the use of that voice a sense of community and achievement are being developed. Alongside this composing, performing, listening, self-confidence, memory, wellbeing, communication skills and preparation for performance are developed as skills for life.	
FS Curriculum	**KPI**
Recognise and explore how sounds can be changed. Sing simple songs from memory. Recognise repeated sounds and sound patterns and match movements to music.	To explore sounds (including the voice) and how they can be changed.
To be able to make a variety of sounds using instruments, body parts and other objects	
To recognise specific tunes or rhythm patterns	
To be able to use instruments, body parts, voice, other resources creatively and with expression	
To perform with others using a variety of instruments	
To be able to hold and use instruments properly	
To perform with others using a variety of instruments	

Music @MANDEVILLE

Music is my rhythm

Progression of vocabulary
EYFS Beater, chime bar, tambourine, drum, claves, wood block, jingles, maraca Year 1 Instruments, songs, dance, pulse, fast, slow, loud, quiet, high, low, rhythm Year 2 Percussion, string, woodwind, brass, orchestra, composers, musicians, conductor, melody, rhythm, notes, improvise, pitch, tempo, dynamics Year 3 Melody, tuned & untuned percussion, rhythm, pulse, ostinato, pitch, pentatonic, crotchet, quaver, minim, semibreve, rest, treble clef, scale, phrase, treble clef, stave, “across a line”, “in a space” Year 4 Treble clef, stave, “across a line”, “in a space”, crescendo, diminuendo, piano, forte, subito Year 5 Accompaniment, accelerando, crescendo, diminuendo, timbre, texture, chords, triad, major, minor, syncopation Year 6 Harmony, chords, triad, major, minor, syncopation

Music @MANDEVILLE

Music is my rhythm

Music feeds the soul and develops imagination, sensitivity, inventiveness, community, and enjoyment. It has more to do with the development of the whole child rather than simply teaching about music. With singing at its centre, the music curriculum is built on the premise that every child has a voice. Through developing the use of that voice a sense of community and achievement are being developed. Alongside this composing, performing, listening, self-confidence, memory, wellbeing, communication skills and preparation for performance are developed as skills for life.	
Year 1 Curriculum	**KPI**
Children use their voices by singing songs and speaking chants and rhymes.	Find and develop the singing voice through building up a song repertoire.
They play tuned and untuned instruments musically.	
They begin to make and combine sounds.	Compose simple patterns with attention to rhythm and pulse. Use graphic symbols to help with a performance.
They listen with concentration to a range of high-quality live and recorded music.	Listen with a focus and justify an opinion

Music @MANDEVILLE

Music is my rhythm

Progression of vocabulary
EYFS Beater, chime bar, tambourine, drum, claves, wood block, jingles, maraca Year 1 Instruments, songs, dance, pulse, fast, slow, loud, quiet, high, low, rhythm Year 2 Percussion, string, woodwind, brass, orchestra, composers, musicians, conductor, melody, rhythm, notes, improvise, pitch, tempo, dynamics Year 3 Melody, tuned & untuned percussion, rhythm, pulse, ostinato, pitch, pentatonic, crotchet, quaver, minim, semibreve, rest, treble clef, scale, phrase, treble clef, stave, “across a line”, “in a space” Year 4 Treble clef, stave, “across a line”, “in a space”, crescendo, diminuendo, piano, forte, subito Year 5 Accompaniment, accelerando, crescendo, diminuendo, timbre, texture, chords, triad, major, minor, syncopation Year 6 Harmony, chords, triad, major, minor, syncopation

Music @MANDEVILLE

Music is my rhythm

Music feeds the soul and develops imagination, sensitivity, inventiveness, community, and enjoyment. It has more to do with the development of the whole child rather than simply teaching about music. With singing at its centre, the music curriculum is built on the premise that every child has a voice. Through developing the use of that voice a sense of community and achievement are being developed. Alongside this composing, performing, listening, self-confidence, memory, wellbeing, communication skills and preparation for performance are developed as skills for life.	
Year 2 Curriculum	**KPI**
Children should be given opportunities to use their voices expressively by singing songs and speaking chants and rhymes.	Use the singing voice with increasing confidence and accuracy.
They should play tuned and untuned instruments with increasing musicality.	
Children listen with concentration and understanding to a range of high-quality live and recorded music.	Recognise changes in dynamics, pitch, tempo and rhythm.
They make and combine sounds using the inter-related dimensions of music.	Choose and sequence sounds for a range of purposes.
	Use symbols to represent a composition and help with performance

Music @MANDEVILLE

Music is my rhythm

Progression of vocabulary
EYFS Beater, chime bar, tambourine, drum, claves, wood block, jingles, maraca Year 1 Instruments, songs, dance, pulse, fast, slow, loud, quiet, high, low, rhythm Year 2 Percussion, string, woodwind, brass, orchestra, composers, musicians, conductor, melody, rhythm, notes, improvise, pitch, tempo, dynamics Year 3 Melody, tuned & untuned percussion, rhythm, pulse, ostinato, pitch, pentatonic, crotchet, quaver, minim, semibreve, rest, treble clef, scale, phrase, treble clef, stave, “across a line”, “in a space” Year 4 Treble clef, stave, “across a line”, “in a space”, crescendo, diminuendo, piano, forte, subito Year 5 Accompaniment, accelerando, crescendo, diminuendo, timbre, texture, chords, triad, major, minor, syncopation Year 6 Harmony, chords, triad, major, minor, syncopation

Music @MANDEVILLE

Music is my rhythm

Music feeds the soul and develops imagination, sensitivity, inventiveness, community, and enjoyment. It has more to do with the development of the whole child rather than simply teaching about music. With singing at its centre, the music curriculum is built on the premise that every child has a voice. Through developing the use of that voice a sense of community and achievement are being developed. Alongside this composing, performing, listening, self-confidence, memory, wellbeing, communication skills and preparation for performance are developed as skills for life.	
Year 3 Curriculum	**KPI**
Children should be given opportunities to play and perform in solo and ensemble contexts, beginning to develop accuracy in singing and playing instruments.	Maintain a simple part within a group.
They improvise and compose music using some of the inter-related dimensions of music separately.	Use sounds to create different effects.
They listen with attention to detail.	
Children begin to use standard rhythmic musical notations.	Begin to recognise the notes GAB and begin to use musical notation to show quavers, crotchets, minims and semibreves.
They are guided to appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.	Understand layers of sounds and discuss their effects on mood and feelings.

Music @MANDEVILLE

Music is my rhythm

Progression of vocabulary
EYFS Beater, chime bar, tambourine, drum, claves, wood block, jingles, maraca Year 1 Instruments, songs, dance, pulse, fast, slow, loud, quiet, high, low, rhythm Year 2 Percussion, string, woodwind, brass, orchestra, composers, musicians, conductor, melody, rhythm, notes, improvise, pitch, tempo, dynamics Year 3 Melody, tuned & untuned percussion, rhythm, pulse, ostinato, pitch, pentatonic, crotchet, quaver, minim, semibreve, rest, treble clef, scale, phrase, treble clef, stave, “across a line”, “in a space” Year 4 Treble clef, stave, “across a line”, “in a space”, crescendo, diminuendo, piano, forte, subito Year 5 Accompaniment, accelerando, crescendo, diminuendo, timbre, texture, chords, triad, major, minor, syncopation Year 6 Harmony, chords, triad, major, minor, syncopation

Music @MANDEVILLE

Music is my rhythm

Music feeds the soul and develops imagination, sensitivity, inventiveness, community, and enjoyment. It has more to do with the development of the whole child rather than simply teaching about music. With singing at its centre, the music curriculum is built on the premise that every child has a voice. Through developing the use of that voice a sense of community and achievement are being developed. Alongside this composing, performing, listening, self-confidence, memory, wellbeing, communication skills and preparation for performance are developed as skills for life.	
Year 4 Curriculum	**KPI**
Children should be given opportunities to play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy and control.	Perform with control and awareness of others.
They improvise and compose music showing some awareness of the inter-related dimensions of music.	Create repeated patterns with a range of instruments.
They listen with attention to detail.	
Children begin to use and understand the basics of the stave and other musical notations.	Recognise the notes EGBDF and FACE on the musical stave.
They listen with guidance to a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.	Evaluate music using musical vocabulary to identify areas of likes and dislikes.
They begin to develop an understanding of the history of music.	

Music @MANDEVILLE

Music is my rhythm

Progression of vocabulary
EYFS Beater, chime bar, tambourine, drum, claves, wood block, jingles, maraca Year 1 Instruments, songs, dance, pulse, fast, slow, loud, quiet, high, low, rhythm Year 2 Percussion, string, woodwind, brass, orchestra, composers, musicians, conductor, melody, rhythm, notes, improvise, pitch, tempo, dynamics Year 3 Melody, tuned & untuned percussion, rhythm, pulse, ostinato, pitch, pentatonic, crotchet, quaver, minim, semibreve, rest, treble clef, scale, phrase, treble clef, stave, “across a line”, “in a space” Year 4 Treble clef, stave, “across a line”, “in a space”, crescendo, diminuendo, piano, forte, subito Year 5 Accompaniment, accelerando, crescendo, diminuendo, timbre, texture, chords, triad, major, minor, syncopation Year 6 Harmony, chords, triad, major, minor, syncopation

Music @MANDEVILLE

Music is my rhythm

Music feeds the soul and develops imagination, sensitivity, inventiveness, community, and enjoyment. It has more to do with the development of the whole child rather than simply teaching about music. With singing at its centre, the music curriculum is built on the premise that every child has a voice. Through developing the use of that voice a sense of community and achievement are being developed. Alongside this composing, performing, listening, self-confidence, memory, wellbeing, communication skills and preparation for performance are developed as skills for life.	
Year 5 Curriculum	**KPI**
Children play and perform in solo and ensemble contexts, using voice and playing instruments with some accuracy and control.	Sing or play from memory with confidence, solo and as part of an ensemble.
They are guided to improvise and compose music using the inter-related dimensions of music separately and in combination.	
They listen with attention to detail and begin to recall sounds.	
Children follow and use basic stave and other musical notations.	Read and create notes on the musical stave.
They appreciate a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.	
They begin to develop an understanding of the history of music.	Choose from a wide range of musical vocabulary to accurately describe and appraise music.

Music @MANDEVILLE

Music is my rhythm

Progression of vocabulary
EYFS Beater, chime bar, tambourine, drum, claves, wood block, jingles, maraca Year 1 Instruments, songs, dance, pulse, fast, slow, loud, quiet, high, low, rhythm Year 2 Percussion, string, woodwind, brass, orchestra, composers, musicians, conductor, melody, rhythm, notes, improvise, pitch, tempo, dynamics Year 3 Melody, tuned & untuned percussion, rhythm, pulse, ostinato, pitch, pentatonic, crotchet, quaver, minim, semibreve, rest, treble clef, scale, phrase, treble clef, stave, “across a line”, “in a space” Year 4 Treble clef, stave, “across a line”, “in a space”, crescendo, diminuendo, piano, forte, subito Year 5 Accompaniment, accelerando, crescendo, diminuendo, timbre, texture, chords, triad, major, minor, syncopation Year 6 Harmony, chords, triad, major, minor, syncopation

Music @MANDEVILLE

Music is my rhythm

Music feeds the soul and develops imagination, sensitivity, inventiveness, community, and enjoyment. It has more to do with the development of the whole child rather than simply teaching about music. With singing at its centre, the music curriculum is built on the premise that every child has a voice. Through developing the use of that voice a sense of community and achievement are being developed. Alongside this composing, performing, listening, self-confidence, memory, wellbeing, communication skills and preparation for performance are developed as skills for life.	
Year 6 Curriculum	**KPI**
Children play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression.	Sing or play expressively and in tune, holding a part in a round or harmony confidently and accurately.
They improvise and compose music using the inter-related dimensions of music separately and in combination.	Create rhythmic patterns with an awareness of timbre and duration.
They listen with attention to detail and recall sounds with increasing aural memory	
Children use and understand the basics of the stave and other musical notations.	
They appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.	Choose from a wide range of musical vocabulary to accurately describe and appraise music and recognising instruments of the orchestra with confidence
They develop an understanding of the history of music.	

Music @MANDEVILLE

Music is my rhythm

Progression of vocabulary
EYFS Beater, chime bar, tambourine, drum, claves, wood block, jingles, maraca Year 1 Instruments, songs, dance, pulse, fast, slow, loud, quiet, high, low, rhythm Year 2 Percussion, string, woodwind, brass, orchestra, composers, musicians, conductor, melody, rhythm, notes, improvise, pitch, tempo, dynamics Year 3 Melody, tuned & untuned percussion, rhythm, pulse, ostinato, pitch, pentatonic, crotchet, quaver, minim, semibreve, rest, treble clef, scale, phrase, treble clef, stave, “across a line”, “in a space” Year 4 Treble clef, stave, “across a line”, “in a space”, crescendo, diminuendo, piano, forte, subito Year 5 Accompaniment, accelerando, crescendo, diminuendo, timbre, texture, chords, triad, major, minor, syncopation Year 6 Harmony, chords, triad, major, minor, syncopation