

## XII Apostles RCPS – Music Curriculum Outcomes

Year Group	Concept	Topic	Key Outcomes	Key Vocabulary	Further Vocabulary
<b>Reception</b>	<b>Listening Responding Singing Exploring and creating Performing</b>	<b>My stories</b>  <b>Everyone</b>  <b>Our world</b>  <b>Big bear funk</b>  <b>Music themed week</b>	Perform nursery rhymes with actions and by adding a simple instrumental part Move to music by dancing and marching Find the pulse Copy basic rhythmic patterns of simple words Explore high and low using voices Invent a pattern using a one pitched note Record a performance to talk about with others	Pulse Rhythm Note High Low	Pattern, rhyme, invent, copy
<b>Year 1</b>	<b>Listening Singing Musicianship Composing Performing</b>	<b>My musical heartbeat</b>  <b>Dance, sing and Play</b>  <b>Exploring sounds</b>  <b>Learning to Listen</b>  <b>Having fun with improvisation</b>  <b>Music themed week</b>	Sing simple songs, chants, call and response and rhymes from memory, singing collectively and at the same pitch Invent, retain and recall rhythm and pitch patterns and perform these. Recognise how graphic notation can represent created sounds-explore and invent own graphic symbols. Use body percussion/classroom percussion playing repeated rhythm patterns Explore percussion sounds to enhance storytelling Follow pictures and symbols to guide singing and playing Perform short copycat rhythm patterns accurately, led by the teacher. Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat.	Chant, Pitch, sequence, beat, ostinati	Appreciate, dynamics, Loud, quiet, soft, textured

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<b>Year 2</b>	<b>Listening</b> <b>Singing</b> <b>Musicianship</b> <b>Composing</b> <b>Performing</b>	<b>Playing in an orchestra</b>  <b>Inventing a musical story</b>  <b>Recognising different sounds</b>  <b>Exploring improvisation</b>  <b>Music themed week</b>	Sing songs regularly with a pitch range of do-so with increasing vocal control. Know the meaning of dynamics and tempo and be able to demonstrate these when singing by responding to visual symbols Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. Understand that the speed of the beat can change, creating a faster or slower pace. Begin to group beats in twos and threes by tapping knees on the first beat and clapping the remaining beats. Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion. Create rhythms using word phrases as a starting point. Respond independently to pitch changes heard in short melodic phrases, indicating with actions Recognise dot notation and match it to 3-note tunes played on tuned percussion.	Tempo, crescendo, decrescendo, dynamics, notation	Appreciate, dynamics. Compose, perform, listen, texture and structure
<b>Year 3</b>	<b>Listening</b> <b>Singing</b> <b>Musicianship</b> <b>Composing</b> <b>Performing</b>	<b>Writing Music down</b>  <b>Playing in a band</b>  <b>Compose using your imagination</b>  <b>More musical styles</b>  <b>Ukuleles</b>  <b>Music themed week</b>	Sing a widening range of unison songs of varying styles and structures with a pitch Perform forte and piano, loud and soft. Structure musical ideas - compose in response to stimuli Compose song accompaniments on untuned percussion using known rhythms and note values. Develop facility in playing tuned percussion or a melodic instrument such as ukulele or recorder. Play and perform melodies following staff notation Use listening skills to correctly order phrases using dot notation Know the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch. Understand the differences between crotchets/paired quavers.	Stave, clef, crotchet, quaver, adagio	Call and response; question phrase, answer phrase, echo Unison, layered, solo

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<b>Year 4</b>	<b>Listening</b> <b>Singing</b> <b>Musicianship</b> <b>Composing</b> <b>Performing</b>	<b>Chetham's School of Music workshops</b>  <b>Exploring feelings when you play</b>  <b>Compose with your friends</b>  <b>Feelings through music</b>  <b>Ukeleles</b>  <b>Music themed week</b>	Sing rounds and partner songs in different time signatures and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony. Improvise on a limited range of pitches on tuned instruments/ the ukelele / recorder making use of musical features including smooth (legato) and detached (staccato). Develop knowledge of musical components by composing music to create a specific mood. Understand the differences between minims, crotchets, paired quavers and rests. Develop facility in the basic skills of a ukelele. Play and perform melodies following staff notation using a small range. Copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A).	Minim, rest, legato, staccato, pentatonic	Getting faster (accelerando), Getting slower (rallentando), Bar, metre Pentatonic scale, major and minor tonality,
<b>Year 5</b>	<b>Listening</b> <b>Singing</b> <b>Musicianship</b> <b>Composing</b> <b>Performing</b>	<b>Sing and play in different styles</b>  <b>Composing and chords</b>  <b>Enjoying musical styles</b>  <b>Ukuleles</b>  <b>Music themed week</b>	Sing a broad range of songs from an extended repertoire: three-part rounds, partner songs, and songs with a verse and a chorus. Play melodies on tuned percussion. Improvise over a simple groove- experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano). Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the ukelele / recorder/ tuned instrument. Use chords to compose music to evoke a specific atmosphere, mood or environment. Understand how triads are formed and play them on tuned percussion / melodic instruments. Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles. Understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers. Understand the differences between 2/4, 3/4 and 4/4 time signatures.	Semibreve, semiquaver, triad, fortissimo, pianissimo	Ternary form, verse and chorus form, Wider range of dynamics including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet)

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Year 6	Listening Singing Musicianship Composing Performing	<b>Samba Music</b>  <b>Developing ensemble skills</b>  <b>Creative composition</b>  <b>Musical styles</b> <b>Connect us</b>  <b>Ukeleles</b>  <b>Music themed week</b>	<p>Sing a broad range of songs and three- and four-part rounds</p> <p>Use chord changes as part of an improvised sequence.</p> <p>Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale and incorporate rhythmic variety and interest.</p> <p>Notate a melody.</p> <p>Play a melody following staff notation written on one stave and using notes within an octave make decisions about dynamic range.</p> <p>Understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests.</p> <p>Demonstrate the skills to read and perform pitch notation within an octave</p> <p>Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations.</p> <p>Read and play from notation a four-bar phrase, confidently identifying note names and durations.</p>	Syncopated, pentatonic, octave, simple/ compound time.	Instruments used in Foundation Listening including playing techniques and effects, for example pizzicato (e.g. mysterious) and tremolo (e.g. dark and expectant)
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