

XII Apostles RCPS – Music Curriculum Outcomes

Year Group	Concept	Topic	Key Outcomes	Key Vocabulary	Further Vocabulary
Reception	Listening + appraising Singing Playing Improvising Composing Performing	Me! My stories Fairytale Castles and Kings Minibeasts Seaside	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 from simple words Explore high and low using voices Record a performance to talk about with others	Pulse Rhythm Note High Low	Pattern, rhyme, invent, copy
Year 1	Listening + appraising Singing Musicianship Playing Improvising Composing Performing	My musical heartbeat Dance, sing and Play (BBC storyland) Exploring Sounds Learning to Listen Having fun with improvisation Let's perform together	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 / symbols 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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Year 2	Listening + appraising Singing Playing Improvising Composing Performing	Hands feet heart Ho ho ho I wanna play in a band Zootime Friendship song Reflect, rewind, replay	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 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	Tempo, crescendo, diminuendo, dynamics, notation	Appreciate, dynamics. Compose, perform, listen, texture and structure
Year 3	Listening + appraising Singing Playing Improvising Composing Performing	Let your spirit fly Glockenspiel Stage 1 3 little birds The Dragon Song Bringing us together Ukelele	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 Improvise on untuned percussion using known rhythms and note values. Develop facility in playing tuned percussion or a melodic instrument such as ukulele, glockenspiel or recorder. Play and perform melodies following staff notation Know the stave, lines and spaces, and clef. Understand the differences between crotchets/quavers.	Stave, clef, crotchet, quaver, adagio	Call and response; question phrase, answer phrase, echo Unison, layered, solo
Year 4	Listening + appraising Singing Playing Improvising Composing Performing	Mama Mia Glockenspiel Stage 2 Stop Lean on me	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 / glockenspiel making use of musical features including smooth (legato) and detached (staccato). Develop knowledge of musical components by composing music to create specific moods. Understand the differences between minims, crotchets, paired quavers and rests.	Minim, rest, legato, staccato, pentatonic	Getting faster (accelerando), Getting slower (rallentando), Bar, metre Pentatonic scale, major and minor tonality,

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		Blackbird Ukelele	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).		
Year 5	Listening + appraising Singing Playing Improvising Composing Performing	Living on a prayer Classroom Jazz Make you feel my love The fresh prince of Bel air Dancing in the street Ukelele	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. Improve 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 in a key suitable for the ukelele / recorder/ tuned instrument Compose music to evoke a specific atmosphere, mood or environment. 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, timbre, 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)
Year 6		Tropical rainforest (samba) Classroom Jazz 2 A New Year Carol You've got a friend Music and Me Ukelele	Sing a broad range of songs and three- and four-part rounds Use chord changes as part of an improvised sequence. Plan and compose a melodic phrase using the pentatonic scale and incorporate rhythmic variety and interest. Notate a melody. Play a melody following staff notation written on one stave and using notes within an octave make decisions about dynamic range. Understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests. Demonstrate the skills to read and perform pitch notation within an octave Read and play confidently in up to 4 parts that contain known rhythms and note durations.	Syncopated, pentatonic, octave, Groove (riff) triad	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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			Read and play from notation a four-bar phrase, confidently identifying note names and durations. Record their performance and suggest ways to improve their performance.		
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