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. **'Sing up Musical Learning':** **I've got a Grumpy Face** Timbre, beat, pitch, contour. **The sorcerer's apprentice** Story-telling/louder/quieter/faster/slower/higher/lower timbre. **Witch witch** Call and response, pitch, (la,so,mi,do) timbre. **Row, row, row, your boat** Beat, pitch, step/leap timbre.	**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. **'Sing up Musical Learning':** **Bird Spotting; Cuckoo polka** Listening, beat, pitch (so, mi), vocal play **Shake my sillies out** Timbre, pitch- higher/lower, tempo- faster/slower, beat. **Up and Down** Pitch, contour, rising and falling, classical music.	**Playing instruments:** play with increasing control and purpose. **Exploring sounds:** choose and combine sounds and rhythms. **Listening & responding:** listen, describe and respond to music. **'Sing- up Musical Learning':** **Down there under the sea** Timbre, structure, active listening, tune and moving in step, soundscape. **It's oh so quiet** Dynamics, timbre, musical story- telling, improvising and composing, exploring instruments. **Slap clap clap** Music in 3-time beat, composing, and playing.

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		<u>Five fine bumble bees</u> Timbre, tempo, structure, active listening, call and response.	**<u>Bow, bow, bow Belinda</u>** Beat, active listening, instrumental accompaniment.
Year 1	**Singing** Being together in Music. Control the voice – Nursery Rhymes. **Untuned Percussion** Introducing rhythm and pulse. Representing sounds pictorially.	**Singing** Introducing pitch. Identify changes in sounds (high/low) **Untuned Percussion** Introducing tempo and dynamics Identify changes in sounds (Fast/slow, loud/soft)	**Singing** Exploring emotions through music. Responding to music. **Tuned Percussion** Experimenting with sounds (Duration). Representing sounds pictorially.
Year 2	**Untuned Percussion** Experimenting with sounds 2. Exploring ostinato. **Singing** Being together in music 2. Control the voice – sing as a choir.	**Untuned Percussion** Introducing rhythm and pulse 2. Compose short patterns. **Singing** Introducing pitch 2. Control and describe pitch.	**Tuned Percussion** Introducing tempo and dynamics 2. Control and describe tempo and dynamics. **Singing** Exploring emotions through music 2. Choose sounds to create and effect.
Year 3	**Singing** Introducing texture. Sing parts in an ensemble (E.g. rounds). **Untuned Percussion** Mastering rhythm. Recognise beats in a bar. **Music is taught in Year 3 by an external, specialist music teacher.**	**Singing** The history of singing. Singing for togetherness. (Folk songs, war chants, hymns). **Glockenspiel** Musical notation. Introduce the staff.	**Glockenspiel** Composition. Compose in pairs. **Range of instruments studied** Introducing timbre. Perform as an ensemble.
Year 4	**Untuned Percussion** Mastering rhythm 2 Follow beats in a bar. (Time signatures/metre). **Singing** Introducing texture 2 Sing parts in an ensemble. (Harmony). **Music is taught in Year 4 by an external, specialist music teacher.**	**Glockenspiel** Musical notation 2. Revisit the staff. **Singing** The history of singing 2. Singing for entertainment. (Opera, contemporary, musical theatre)	**Glockenspiel** Composition 2 Perform including an element of composition. **Range of instruments studied** Introducing timbre 2 Identify and describe how sounds are combined.