

Music at Eversley

"Music is a moral law. It gives soul to the universe, wings to the mind, and life to everything....Without music, life would be an error"
Plato.



At Eversley Primary School, we recognise that children are musical and creative beings prior to their arrival at school. This development continues to grow and evolve through their experiences and education. Our aim is for all children to leave Eversley Primary School appreciating music as a vital tool to every pupil's development in order to foster self-esteem, self-motivation, self-belief and self-satisfaction.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p>Exploring Music</p> <p>Speak, chant and sing chant. Co-ordinate actions to go with songs. Explore instruments with a sense of enjoyment, working towards playing and stopping together.</p>	<p>Performing Music</p> <p>Find their singing voice and begin to develop an awareness of pitch. Sing a variety of songs, both accompanied and unaccompanied in a performance setting.</p>	<p>Exploring Music</p> <p>Speak, chant and sing chant, co-ordinating actions to go with songs. Listen to sounds and respond by talking about them or physically with movement or dance. Recognise different percussion sounds. Respond to different classroom songs.</p>	<p>Exploring Music</p> <p>Speak, chant and sing chant, co-ordinating actions to go with songs. Add sound effects at an appropriate moment in a story or song Begin to sort and name different instruments</p>	<p>Exploring Music</p> <p>Speak, chant and sing chant, co-ordinating actions to go with songs. Create a sequence of different sounds in response to a given stimuli</p>	<p>Exploring Music</p> <p>Speak, chant and sing chant, co-ordinating actions to go with songs. Play along to music showing a developing awareness of beat.</p>
Year 1	<p>Pulse and Timbre</p> <p>Play percussion instruments to a pulse. Explore timbre. Add sound effects to a story. Move to a pulse. Name some percussion instruments.</p>	<p>On-Going Skills</p> <p>Speak and chant together. Sing songs showing increasing vocal control with enjoyment. Co-ordinate actions to go with songs. Sing in time to a pulse. Perform an action or a sound on the beat while singing.</p>	<p>Patterns</p> <p>Imitate a rhythm pattern on an instrument. Play a repeated pattern. Explore rhythmic patterns. Explore tempo of music.</p>	<p>Pitch</p> <p>Explore high and low sounds (pitch). Explore pitch shapes of music. Play limited notes accurately on a tuned instrument.</p>	<p>Reading Scores</p> <p>Choose sound effects to follow a story line or to match to pictures. Sequence sounds to make a simple structure. Follow hand Begin to use musical terms - louder, quieter, faster, slower.</p>	<p>Creating Scores</p> <p>Use symbols to portray the sounds they have chosen. Compose and perform a sequence of sounds. Recognise different percussion sounds.</p>

Year 2	<p>Pulse & Controlling sounds</p> <p>Explore the ways in which sounds are made and can be changed. Explore duration, tempo and dynamics. Recognise and play instruments with control of: pulse, tempo and dynamics and recognise this. Play an ostinato.</p>	<p>Patterns</p> <p>Play an ostinato to accompany a song. Explore the rhythmic patterns of words. Compose rhythm patterns from words. Compose music in a group. Recognise, describe and name different percussion sounds.</p>	<p>Pitch</p> <p>Explore high and low sounds (pitch). Play patterns accurately on pitched instruments. Compose short melodic phrases.</p>	<p>On-Going Skills</p> <p>Sing a variety of songs showing increasing accuracy of pitch, sense of control of dynamics and tempo. Sing an echo of a melodic phrase. Work towards singing rounds. Sing songs which have increasing length.</p>	<p>Reading Scores</p> <p>Explore and perform sounds on a score in 4 time. Perform from symbols a piece of music. Work together and perform in smaller groups.</p>	<p>Creating Scores</p> <p>Compose a sequence of sounds. Work together and perform music in groups. Use pulse, pattern, tempo and dynamics in created music.</p>
Year 3	<p>Whole Class – Recorders</p> <p>Learn to play the recorder with control of the pulse. Be able to read musical notation, treble clef, B, A from a score. Be able to read crotchets, quavers, minims. Sing a variety of songs with increasing accuracy of pitch and confidence. Understand that posture, breathing and diction are important to music.</p>	<p>Whole Class – Recorders</p> <p>Play clean sounds from G to C. Perform music from a score with control of the pulse. Demonstrate some confidence in performing with awareness of others. Be able to read musical notation, treble clef, C to G, crotchets, quavers, minims and semibreve.</p>	<p>Whole Class – Recorders</p> <p>Play the recorder with control of the pulse. Perform music from a score with control of pulse. Be able to read musical notation, treble clef, B, A, G, C and E. Be able to read crotchets, quavers, minims and semibreves. Sing songs with a sense of control of dynamics and tempo.</p>	<p>Whole Class – Recorders</p> <p>Play the recorder with control of the pulse, performing from a score. Be able to read musical notation, treble clef, B, A, G, C, E and D(high). Be able to read crotchets, quavers, minims and semibreves. Sing songs which have increasing length and a recognised structure, verse/chorus/verse/chorus.</p>	<p>Whole Class – Recorders</p> <p>Play the recorder with control of the pulse. Perform music from a score reading musical notation, treble clef, D to E, reading crotchets, quavers, minims and semibreves. Maintain an ostinato while others play a different ostinato. Play an ostinato to accompany a song. Compose short ostinato Chant and sing in two parts.</p>	<p>Whole Class – Recorders</p> <p>Play the recorder with control of the pulse. Perform music from a score reading musical notation, treble clef, D to D, reading crotchets, quavers, minims and semibreves. Explore the structure of music (ABA, ABBA, ABCA, etc). Compose Music in a structure, notating the rhythm patterns in 4 time.</p>
Year 4	<p>Ostinato patterns</p> <p>Maintain two or more different ostinato patterns in a small group to a common pulse.</p>	<p>Pentatonic</p> <p>Explore the pentatonic scale. Play and compose a melody in a pentatonic scale.</p>	<p>Organising Music</p> <p>Explore choosing sounds for their timbre. Understand and identify how dynamics, tempo, structure and timbre can</p>	<p>Performance</p> <p>Sing songs in a variety of styles with confidence. Show an increasing accuracy of pitch, tone and melody shape</p>	<p>Painting with Sound</p> <p>Explore the different timbres that one instrument can produce. How musical elements can be combined to</p>	<p>Ukulele</p> <p>Holding and controlling the instrument, Identifying the instrument's parts. Reading chord notation</p>

	<p>Play music that includes rests. Be able to read crotchets, quavers, minims and notate using them. Combine several layers of sound to achieve a desired effect.</p>	<p>Compose music that has a recognisable structure. Use tuned instruments with increasing confidence to accompany songs and improvise.</p>	<p>be used / are used in music. Play by ear phrases from known songs.</p>	<p>Sing songs showing musical expressions; dynamics. Sing rounds in 2/3 parts with confidence. Sing a second part of a song, where the second part is a complimentary melody.</p>	<p>compose descriptive music. Compose music that has a recognisable structure. Listen to their own music compositions and be able to comment on them. Discuss about contrasting styles of music using musical language.</p>	<p>Basic strumming and picking. Playing to the pulse and a rhythm.</p>
Year 5	<p>Whole Class - Ukulele</p> <p>Holding and controlling the instrument, Identifying the instrument's parts. Reading chord notation Using basic strumming and picking techniques to a pulse. Playing 2 chords and changing between them.</p>	<p>Whole Class - Ukulele</p> <p>Reading chord notation confidently for 3 chords. Playing with others and vocalising whilst playing. Swapping between picking and strumming and playing a music where there are a variety of parts.</p>	<p>Structure and Scores</p> <p>Explore music that has a recognisable structure. Use tuned instruments with increasing confidence to perform from a score and improvise. Maintain own part on a pitched instrument in a small ensemble. Develop ideas, using musical devises such as repetition, question and answer, ostinato.</p>	<p>Performing – singing</p> <p>Sing songs in a variety of styles with confidence showing accuracy and expression. Sing rounds in 3 parts with confidence. Sing a second part of a song, where the second part is either a complimentary melody or harmony part with increasing confidence.</p>	<p>Performing – singing</p> <p>Sing songs in a variety of styles with confidence showing accuracy and expression. Sing rounds in 3 parts with confidence. Sing a second part of a song, where the second part is either a complimentary melody or harmony part with increasing confidence.</p>	<p>Graphic Scores</p> <p>Composing music with an identifiable structure, music that creates an atmosphere or tells a story. Maintain a pulse and rhythm patterns in these compositions, including deliberate and planned use of the interrelated components of music.</p>
Year 6	<p>Young Voices</p> <p>Learn the songs for Young Voices Concert with accuracy, attention to detail, confidence, tuning, and a sense of performance. Sing a second part to a song, understanding how the parts fit</p>	<p>Young Voices</p> <p>Learn the songs for Young Voices Concert with accuracy, attention to detail, confidence, tuning, and a sense of performance. Sing a second part to a song, understanding how the parts fit</p>	<p>Samba Music</p> <p>Understand musical vocabulary; repetition, question and answer, ostinato and breaks. Maintain an ostinato part in a complex structure to a common pulse (including syncopated part).</p>	<p>Blues Music</p> <p>Understand the structure of the music and be able to play a score, improvise and compose in the style of the music. Listen to live and recorded music a with musical comprehension.</p>	<p>Performance - Production</p> <p>Learn the songs for end of year performance with accuracy, attention to detail, confidence, tuning, and a sense of performance. Sing a second part to a song, understanding how the parts fit</p>	<p>Graphic Scores</p> <p>Following a graphic score. Compose descriptive music. Refine music after discussion. Listen to their own music compositions and be able to comment on them.</p>

	together (round or harmony).	together (round or harmony).	Be able to read the rhythms from notation Be able to move through the different sections of a musical score. Be able to improvise in the genre of the music.	Appreciate the need to obey and work within the chord structure of the music.	together (round or harmony). Have confidence to sing the solo parts of a part.	
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