



At Ashford Park Primary School we are aspiring singers, composers and musicians!

In Reception, children learn through curiosity, exploration, experience, experiment and practice.

The EYFS Framework is structured differently to the National Curriculum in KS1 and KS2 as it is organised across seven areas of learning rather than subject areas.

Outlined below, are the most relevant statements from **Development Matters** for Reception-aged children as well as statements from within the **Early Learning Goals (ELGs)** which feed into the **KS1 programmes of study for music**.

These are just a few of the exciting learning activities we get to experience throughout the year:

- We Listen attentively, move to and talk about music, expressing our feelings and responses.
- We watch and talk about dance and performance art, expressing our feelings and responses.
- We sing in a group or on our own, increasingly matching the pitch and following the melody.
- We explore and engage in music making and dance, performing solo or in groups.
- We sing a range of well-known nursery rhymes and songs.
- We perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

| | Autumn | Spring | Summer |
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| Year 1 | <p>Menu Song (Active listening (movement), beat, (echo singing, showing pitch moving), progression snapshot 1.)</p> <p>Colonel Hathi's March (Timbre, tempo, dynamics, pitch, classical music.)</p> <p>Magical Musical Aquarium (Timbre, pitch, structure, graphic symbols, classical music.)</p> | <p>Football (Beat, ostinato, pitched/unpitched patterns, mi-re-do (notes E-D-C), progression snapshot 2.)</p> <p>'Dawn' from Sea Interludes (Beat, active listening (singing game, musical signals, movement), 20th century classical music.)</p> <p>Musical conversations (Question-and-answer, timbre, graphic score.)</p> | <p>Dancing and drawing to Nautilus (Active listening (musical signals, internalising beat, draw to music, movement/actions) electronic music.)</p> <p>Cat and mouse (Mood, tempo, dynamics, rhythm, timbre, dot notation.)</p> <p>Come dance with me (Call-and-response, echo singing and playing, playing percussion, crotchet, quavers, crotchet rest, developing beat skills, progression snapshot 3.)</p> |
| Year 2 | <p>Recorders (Beat, rhythm, pitch)</p> | <p>Recorders (Duration (crotchet, quavers, crotchet rest), unison, round.)</p> | <p>Swing-a-long with Shostakovich (2- and 3-time, beat, beat groupings, 20th century classical music.)</p> |



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| | <p>Carnival of the animals (Timbre, tempo, dynamics, pitch, classical music.)</p> <p>Composing music inspired by birdsong (Composing using a non-musical stimulus, creating music inspired by birds and birdsong, improvising and playing a solo on instruments.)</p> | <p>Orawa (Duration (crotchet, quavers, crotchet rest), unison, round.)</p> <p>Trains (To create music inspired by train travel, volume/dynamics (<i>crescendo</i>, <i>diminuendo</i>), speed/ tempo (<i>accelerando</i>, <i>ritenuto</i>).</p> | <p>Recorders (Develop facility in the basic skills of the instrument over a sustained learning period. Play and perform short melodies following staff notation. Perform in two parts, Compose simple question and answer phrases and make a written record.)</p> <p>Tan' Czymy Labada (Singing games, traditional Polish dances, follow a changing beat and tempo, playing a percussion accompaniment, body percussion patterns, progression snapshot 3.)</p> |
| Year 3 | <p>Play Ukulele (Develop facility in the basic skills of the instrument (Play and perform short melodies following simple notation). Perform simple rhythmic scores)</p> <p>Nao Chariya De/Mingulay Boat Song (Bengali/Scottish folk songs, comparing songs from different parts of the world, beat, tempo, 3/4, 4/4.)</p> <p>Sound symmetry (Structure (symmetry and pattern in melody, ternary form), melody, accompaniment.)</p> | <p>Play Ukulele (Develop facility in the basic skills of the instrument over a sustained learning period. Play and perform short melodies following staff notation. Perform in two parts. Copy short phrases.)</p> <p>'March' from The Nutcracker (Rondo structure, beat, higher/lower, staccato, call-and-response, romantic ballet music.)</p> <p>From a railway carriage Structure (repetition, round, pattern), texture (layers, unison), timbre beat, classical music.</p> | <p>Just Three Notes (Pitch (notes C-D-E), durations (crotchet, quaver, semiquaver, crotchet rest), rhythm patterns, structure, minimalism, score, dot notation.)</p> <p>Samba with Sérgio (Samba, carnival, fanfare, call-and-response, beat, percussion, word rhythms, music and community.)</p> <p>Play Ukulele (Develop facility in the basic skills of the instrument over a sustained learning period. Play and perform short melodies following staff notation. Perform in two parts. Copy short phrases played to them. Minor and major chords (Am, C, F, G majors)</p> |
| Year 4 | <p>Play Toots (Develop facility in the basic skills of the instrument (Play and perform short melodies following simple notation). Perform simple rhythmic scores.)</p> | <p>Play Toots (Develop facility in the basic skills of the instrument over a sustained learning period. Play and perform short melodies following staff notation. Perform in two parts. Copy short phrases played to them)</p> | <p>Global Pentatonics (Pentatonic scale, different music traditions and cultures, graphic/dot notation.)</p> |



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| | <p>The Pink Panther Theme (Timbre, tempo, rhythm, dynamics, atmosphere, music from a film.)</p> <p>Composing with Colour (Creating music inspired by colour and art, composing using a non-musical stimulus, timbre, dynamics, rhythm, texture, suite, graphic score.)</p> | <p>Fanfare For The Common Man (Fanfare, timbre, dynamics, texture, silence.)</p> <p>Spain (To create music inspired by Spain, habanera rhythm, triplet rhythm, fitting two rhythms together, count musically, structure ideas.)</p> | <p>The Horse in Motion (To create music inspired by one of the first ever motion pictures showing the movement of a horse, composing to a moving image, graphic score, orchestration, ostinatos, dynamics.)</p> <p>Play Toots (Triads, chords: C, F, G major, A minor, chord structure, folk-rock styles, progression snapshot 3.)</p> |
| Year 5 | <p>Play Violin (Develop facility in the basic skills of the instrument. 20th-century orchestral music.)</p> <p>Why We Sing (Gospel music, instruments, structure, texture, vocal decoration.)</p> <p>Introduction to song writing (Structure (verse/chorus), hook, lyric writing, melody.)</p> | <p>Play Violin (Develop facility in the basic skills of the instrument. 20th-century orchestral music.)</p> <p>Building a Groove (Beat, rhythm, basslines, riffs.)</p> <p>Época (Texture, articulation, rhythm, tango.)</p> | <p>Balinese Gamelan (Gamelan from Bali, interlocking rhythms, vocal chant, structure (musical cycles).)</p> <p>Play Violin (Develop facility in the basic skills of the instrument. 20th-century orchestral music.)</p> <p>Kisne Banaaya (A song from India and Pakistan, melody, accompaniment, four-part singing in a round, creating an arrangement.)</p> |
| Year 6 | <p>Play Clarinet (Develop facility in the basic skills of the instrument (Play and perform short melodies following simple notation) Perform simple rhythmic scores.)</p> <p>Shadows (country, electronic dance music, rock, classical, soul)</p> <p>Composing for protest! (To create music inspired by Ethel Smyth and a picture of the suffragettes.)</p> | <p>Play Clarinet (Develop facility in the basic skills of the instrument (Play and perform short melodies following simple notation) Perform simple rhythmic scores.)</p> <p>You To Me Are Everything (1970s soul music, comparing cover versions.)</p> <p>Twinkle variations (To use Twinkle, twinkle little star as a composing tool, theme and variations form, passacaglia, improvisation.)</p> | <p>Race! (composing an extended melody and accompaniment)</p> <p>Play Clarinet (Develop facility in the basic skills of the instrument. Play and perform short melodies following notation. Perform rhythmic scores.)</p> <p>Ame sau vala tara bal (bhangra, Bollywood, Indian classical)</p> |