



## 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.

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



<p><b>Year 2</b></p>	<p><b>Recorders – Enchanted Forest</b> (Beat, rhythm, pitch)</p> <p><b>Carnival of the animals</b> (Timbre, tempo, dynamics, pitch, classical music.)</p> <p><b>Composing music inspired by birdsong</b> (Composing using a non-musical stimulus, creating music inspired by birds and birdsong, improvising and playing a solo on instruments.)</p>	<p><b>Grandma Rap</b> (Duration (crotchet, quavers, crotchet rest), unison, round)</p> <p><b>Recorders – Enchanted Forest</b> (Beat, rhythm, pitch)</p> <p><b>Trains</b> To create music inspired by train travel, volume/dynamics (crescendo, diminuendo), speed/ tempo (accelerando, ritenuto).</p>	<p><b>Swing-a-long with Shostakovich</b> (2- and 3-time, beat, beat groupings, 20th century classical music.)</p> <p><b>Recorders – Enchanted Forest</b> (Beat, rhythm, pitch)</p> <p><b>Charlie Chaplin</b> (To create music to accompany a short film featuring Charlie Chaplin, pitch (high and low), duration (long and short), dynamics/volume (loud and soft).</p> <p><b>Tan’ czymy labada</b> (Singing games, traditional Polish dances, follow a changing beat and tempo, playing a percussion accompaniment, body percussion patterns, progression snapshot 3.)</p>
<p><b>Year 3</b></p>	<p><b>Latin dance (Ukulele)</b> Holding, strumming and picking the ukulele, tapping percussively on the body of the ukulele. Chords A minor and F major, compose a short piece for ukulele using different techniques, salsa and Cuban music.</p> <p><b>Nao chariya de/Mingulay boat song</b> (Bengali/Scottish folk songs, comparing songs from different parts of the world, beat, tempo, 3/4, 4/4.)</p> <p><b>Sound symmetry</b> (Structure (symmetry and pattern in melody, ternary form), melody, accompaniment.)</p>	<p><b>Latin dance (Ukulele)</b> Salsa, beat, clave rhythm, timbre, chords, rhythm pattern.</p> <p><b>‘March’ from The nutcracker</b> (Rondo structure, beat, higher/lower, staccato, call-and-response, romantic ballet music.)</p> <p><b>From a railway carriage</b> Structure (repetition, round, pattern), texture (layers, unison), timbre beat, classical music.</p>	<p><b>Just three notes</b> (Pitch (notes C-D-E), durations (crotchet, quaver, semiquaver, crotchet rest), rhythm patterns, structure, minimalism, score, dot notation.)</p> <p><b>Samba with Sérgio</b> (Samba, carnival, fanfare, call-and-response, beat, percussion, word rhythms, music and community.)</p> <p><b>Fly with the stars (Ukulele)</b> Notes A, E and C, chords A minor, C major, up and down strum, picking notes, mi-re-do, improvise, question-and-answer, phrase, durations used for strumming: crotchet, quavers, minim, semibreve.</p>
<p><b>Year 4</b></p>	<p><b>The Pink Panther theme</b></p>	<p><b>Recorders – Monsters, Monsters!</b> Introducing the notes C, high D and low E</p>	<p><b>Global pentatonics</b></p>



	<p>(Timbre, tempo, rhythm, dynamics, atmosphere, music from a film.)</p> <p><b>Composing with colour</b> (Creating music inspired by colour and art, composing using a non-musical stimulus, timbre, dynamics, rhythm, texture, suite, graphic score.)</p> <p><b>Recorders – Monsters, Monsters!</b> Introducing the notes C, high D and low E Articulation (staccato and slurs), improvisation, group composition, note reading on staff notation, understand how pitch and rhythm are notated, read a variety of note values.</p>	<p>Articulation (staccato and slurs), improvisation, group composition, note reading on staff notation, understand how pitch and rhythm are notated, read a variety of note values.</p> <p><b>Fanfare for the common man</b> (Fanfare, timbre, dynamics, texture, silence.)</p> <p><b>Spain</b> (To create music inspired by Spain, habanera rhythm, triplet rhythm, fitting two rhythms together, count musically, structure ideas.)</p>	<p>(Pentatonic scale, different music traditions and cultures, graphic/dot notation.)</p> <p><b>The horse in motion</b> (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><b>Recorders – Monsters, Monsters!</b> Introducing the notes C, high D and low E Articulation (staccato and slurs), improvisation, group composition, note reading on staff notation, understand how pitch and rhythm are notated, read a variety of note values.</p>
<b>Year 5</b>	<p><b>What shall we do with the drunken sailor?</b> (Sea shanties, beat, rhythm, chords, bass, dot notation) Glockenspiels</p> <p><b>Ukulele – Doot Doot Song</b> C major, A minor, F major Singing, playing, improvising, composing, listening, duration, pitch, structure, timbre.</p> <p><b>Why we sing</b> (Gospel music, instruments, structure, texture, vocal decoration.)</p>	<p><b>Madina tun Nabi</b> (Nasheed (Islamic song), drone, melody, harmony, chords (G and D), vocal decoration, microtones)</p> <p><b>Ukulele – Favourite Song</b> C major, F major, A minor, G major Singing, playing, improvising, composing, listening, duration, pitch, structure, timbre.</p> <p><b>Building a Groove</b> Beat, rhythm, basslines, riffs, pitch, structure, timbre</p>	<p><b>Balinese gamelan</b> (Gamelan from Bali, interlocking rhythms, vocal chant, structure (musical cycles).</p> <p><b>Kisne banaaya - Glockenspiels</b> (A song from India and Pakistan, melody, accompaniment, four-part singing in a round, creating an arrangement.)</p> <p><b>Ukulele – Recap – Little Talks</b> C major, A minor, F major, G major</p>
<b>Year 6</b>	<p><b>Shadows</b> (country, electronic dance music, rock, classical, soul)</p> <p><b>Composing for protest!</b></p>	<p><b>Recorders - Earthlight</b> Introducing the notes low D, F# and C# Focus on the right hand low notes, practise slurred and staccato articulation, learn and practise the notes in the D major scale and the G pentatonic scale, note reading on staff notation,</p>	<p><b>Race!</b> (composing an extended melody and accompaniment)</p> <p><b>Recorders - Earthlight</b> Introducing the notes low D, F# and C#</p>



(To create music inspired by Ethel Smyth and a picture of the suffragettes.)

### **Recorders - Earthlight**

Introducing the notes low D, F# and C#  
Focus on the right hand low notes, practise slurred and staccato articulation, learn and practise the notes in the D major scale and the G pentatonic scale, note reading on staff notation, ensemble performance, improvisation, composition.

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### **You to me are everything**

(1970s soul music, comparing cover versions.)

### **Twinkle variations**

(To use Twinkle, twinkle little star as a composing tool, theme and variations form, passacaglia, improvisation.)

Focus on the right hand low notes, practise slurred and staccato articulation, learn and practise the notes in the D major scale and the G pentatonic scale, note reading on staff notation, ensemble performance, improvisation, composition.

### **Ame sau vala tara bal**

(Bhangra, Bollywood, Indian classical)