



## Music at The Dales Federation

Our curriculum is designed to develop each child within mixed year classes.

As such, teachers cover skills from a range of year groups each year, developing each child progressively from their individual starting points. This allows children to revisit and secure learning, moving learning from working memory to long-term memory.

Early Years Foundation Stage	
Key Vocabulary	Key Knowledge/Skills
<p>Begin to introduce:</p> <p><b>Sounds:</b> a thing that can heard</p> <p><b>Instrument:</b> an object or device for producing musical sounds.</p> <p><b>Pulse/beat:</b> like a heartbeat, a steady beat underlying the music</p> <p><b>Pitch:</b> high sounds, low sounds</p> <p><b>Tempo:</b> speed</p> <p><b>Genre:</b> the type of music, e.g. pop, jazz, folk, classical</p>	<p><b>Nursery</b></p> <p><b>NC1</b> (relating to):</p> <ul style="list-style-type: none"> <li>-Sing songs and perform movements (e.g. clapping/ body percussion) begin to think about a steady beat (pulse).</li> <li>-Begin to explore singing at different speeds (tempo) and high/low (pitch) to create moods and feelings.</li> <li>-Begin to discover how to use the voice to create loud/quiet and soft, spikey sounds.</li> </ul> <p><b>NC2</b> (relating to):</p> <ul style="list-style-type: none"> <li>-Play instruments to music, beginning to think about a steady beat.</li> <li>-Understand how to hold and play an instrument with care.</li> <li>-Explore the different sounds instruments (loud, quiet, soft, smooth, spikey) make.</li> <li>-Choose an instrument to begin to create sounds and learn the names of four percussion instruments (tambourine, claves, triangle and drum).</li> </ul> <p><b>NC3</b> (relating to):</p> <ul style="list-style-type: none"> <li>-Begin to express feelings in music by responding to different moods in a piece of music.</li> <li>-Begin to listen to different genres of music</li> </ul> <p><b>NC4</b> (relating to):</p> <ul style="list-style-type: none"> <li>-Begin to investigate a variety of ways to create sound with different materials.</li> <li>-Experiment performing songs and music together with body movements.</li> </ul>
<p>Please refer to Pre-school Vocabulary and also include:</p> <p><b>Rhythm:</b> pattern of sound</p> <p><b>Dynamics:</b> loud, quiet, getting louder, getting quieter</p>	<p><b>Reception</b></p> <p><b>NC1</b> (relating to):</p> <ul style="list-style-type: none"> <li>-Sing songs and perform movements (e.g. clapping/ body percussion) to a steady beat, learn the word pulse.</li> <li>-Explore singing at different speeds (tempo) and high/low (pitch) to create moods and feelings.</li> <li>-Discover how to use the voice to create loud/quiet (dynamics) and soft, smooth, spikey (timbre) sounds.</li> </ul> <p><b>NC2</b> (relating to):</p>

<p><b>Timbre:</b> the character of a sound, e.g. smooth sound, spikey sound, scratchy sound</p> <p><b>Texture:</b> layers in the music, e.g. one sound or several sounds</p>	<p>-Play instruments to a steady beat.</p> <p>-Understand how to hold and play an instrument with care.</p> <p>-Explore the different sounds instruments make (dynamics, timbre).</p> <p>-Choose an instrument to create specific sounds and learn the names of seven percussion instruments (four previous, plus: bells, guiro and egg shaker) and begin to investigate a tuned instrument (xylophone).</p> <p><b>NC3</b> (relating to):</p> <p>-Express feelings in music by responding to different moods in a piece of music.</p> <p>-Listen to different genres of music and confidently respond with voice and movement (hand and whole body movements).</p> <p><b>NC4</b> (relating to):</p> <p>-Investigate a variety of ways to create sound with different materials and make your own instruments.</p> <p>-Experiment performing songs and music together with body movements to a steady beat/pulse.</p>
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<h2 style="text-align: center;">Key Stage 1</h2>	
<p><b>Key Stage 1</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Use their voices expressively and creatively by singing songs and speaking chants and rhymes NC1.1</li> <li>• Play tuned and untuned instruments musically NC1.2</li> <li>• Listen with concentration and understanding to a range of high-quality live and recorded music NC1.3</li> <li>• Experiment with, create, select and combine sounds using the inter-related dimensions of music. NC1.4</li> </ul>	
<h3><u>Key Vocabulary</u></h3>	<h3><u>Key Knowledge/Skills</u></h3>
<p>As Early Years and including:</p> <p><b>Allegro:</b> performed at a brisk speed.</p> <p><b>Moderato:</b> at a moderate speed.</p> <p><b>Largo:</b> in a very slow speed.</p> <p><b>Bar:</b> (also called a measure) is one small segment of music that holds a certain number of beats.</p> <p><b>Percussion:</b> a musical instrument played by striking with hand, stick or beater, or by being shaken.</p> <p><b>Tuned (pitched) percussion instrument:</b> instrument used to produce musical notes of one or more pitches.</p> <p><b>Melody:</b> a sequence of single notes that is musically satisfying: a <b>tune</b>.</p> <p><b>Rhythm:</b> a strong, regular repeated pattern of movement or sound.</p>	<p><b>Year 1</b></p> <p><b>NC1:</b></p> <p>-Discover how the voice can produce rhythm and pulse, high and low pitch to create different effects.</p> <p>-Sing with expression, confidence and creativity to an audience.</p> <p>-Explore the use of the voice in different ways such as speaking, singing and chanting.</p> <p><b>NC2:</b></p> <p>-Play instruments to a steady beat/pulse showing an awareness of others.</p> <p>-Understand how to play an instrument with care and attention</p> <p>-Repeat and investigate simple beats and rhythms.</p> <p>-Play instruments to create specific sounds and learn the names of ten percussion instruments (seven previous, plus: Indian bells, woodblocks and maracas) and continue to play a tuned instrument (chime bars/xylophone/ glockenspiel).</p> <p>-Learn to play sounds linking with symbols.</p> <p><b>NC3:</b></p> <p>-Reflect on music and say how it makes people feel, act and move.</p> <p>-Respond to different composers and discuss different genres of music.</p> <p><b>NC4:</b></p> <p>-Investigate making sounds that are very different (loud and quiet, high and low etc.).</p> <p>-Create a sequence of long and short sounds with help, including clapping longer rhythms.</p> <p>-Explore own ideas and change as desired</p>

<p><b>Composer:</b> a person who writes music, especially as a professional occupation.</p>	
<p>As previous years and including:</p> <p><b>Melodic shape:</b> this is a little like the outline of the song or piece of music, picture a line that goes up steeply when the melody suddenly jumps to a much higher sound, or that goes down slowly when the melody gently falls. This “line” gives the contour or shape of the melodic line.</p> <p><b>Perform:</b> to carry out or accomplish an action, task or function. To play music to an audience.</p> <p><b>Performance:</b> an act of performing.</p> <p><b>Notation:</b> a series or system of written symbols used to represent elements in music.</p>	<p><b>Year 2</b></p> <p><b>NC1:</b></p> <ul style="list-style-type: none"> <li>-To improvise in making sounds with the voice.</li> <li>- Perform songs using creativity and expression and create dramatic effect</li> <li>-Sing with a sense of the shape of a melody (melodic shape).</li> </ul> <p><b>NC2:</b></p> <ul style="list-style-type: none"> <li>-Perform simple patterns (rhythm) and accompaniments keeping to a steady pulse.</li> <li>-Understand how to control playing a musical instrument so that they sound, as they should.</li> <li>-Play instruments (tambourine, woodblocks and maracas) to create specific sounds and continue to learn to play chime bars/xylophone or glockenspiel (tuned instrument).</li> <li>-Play from symbol/ early notation (e.g. note names/symbols: B, A, G notes, crotchet rest and repeat symbol).</li> </ul> <p><b>NC3:</b></p> <ul style="list-style-type: none"> <li>-Notice how music (different composers and genres) can be used to create different moods and effects and to communicate ideas.</li> <li>-Sort instruments into different types (shakers, wooden, metal etc).</li> </ul> <p><b>NC4:</b></p> <ul style="list-style-type: none"> <li>-Use sounds to achieve an effect. (including use of ICT)</li> <li>-Choose carefully and order sounds in a beginning, middle and end.</li> <li>-Create short musical patterns (rhythms). Investigate long and short sounds</li> <li>- Explore changes in pitch to communicate an idea.</li> </ul>

## Key Stage 2

**Key Stage 2**  
Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.  
Pupils should be taught to:

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression NC2.1
- Improvise and compose music for a range of purposes using the inter-related dimensions of music NC2.2
- Listen with attention to detail and recall sounds with increasing aural memory NC2.3
- Use and understand staff and other musical notations NC2.4
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians NC2.5
- Develop an understanding of the history of music. NC2.6

<b>Key Vocabulary</b>	<b>Key Knowledge/Skills</b>
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<p>As previous years and including:</p> <p><b>Chord:</b> a group of (typically three or more) notes sounded together, as a basic harmony.</p>	<p><b>Year 3</b></p> <p><b>NC1:</b></p> <ul style="list-style-type: none"> <li>-Sing in tune.</li> <li>-Perform simple melodic and rhythmic parts.</li> <li>-Beginning to understand the importance of pronouncing the words in a song well.</li> <li>-Start to show control in voice. Perform with confidence.</li> <li>-To learn the basic chords on the guitar to be able to perform simple song.</li> </ul>
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<p><b>Musician:</b> a person who plays a musical instrument, especially as a profession, or is musically talented.</p> <p><b>Compose:</b> write or create (a work of art, especially music)</p> <p><b>Orchestra:</b> a group of instrumentalists.</p> <p><b>Solo:</b> a piece played or sung featuring single performer.</p>	<p>-Continue to learn to play chime bars/ xylophone/ glockenspiel (notes CDEF).</p> <p>-Beginning to read from basic musical notation (crotchet, quaver, semiquaver, crotchet rest) still using colour coding if necessary.</p> <p><b>NC2:</b></p> <p>-Create a short musical pattern lasting 4 bars for an untuned instrument to achieve a satisfactory musical effect (link this to your topic e.g. fanfare, or sound recreating a type of weather, carnival rhythm, sounds from a coal pit)</p> <p>Compose a simple tune using known notes. Composition to be recorded using the note names (e.g. C, D, E, F, G, A, B etc.) and the musical note values (crotchet, quaver, semiquaver, crotchet rest).</p> <p><b>NC3:</b></p> <p>-To notice and explore the way sounds can be combined and used expressively.</p> <p>-Listen to different types of composers and musicians.</p> <p><b>NC4:</b></p> <p>-Learn to read chord notation when playing the guitar.</p> <p>-Introduce how many beats in a crotchet, quaver and semiquaver and recognise their symbols.</p> <p>-Know the symbol for a crotchet rest in music and use silence for effect in music.</p> <p><b>NC5:</b></p> <p>-Begin to recognise and identify instruments being played.</p> <p>-Comment on likes and dislikes.</p> <p>-Recognise how musical elements can be used together to compose music.</p> <p><b>NC6:</b></p> <p>-Begin to learn about The History of Music (Timeline) Set pieces to use for this: A range of composers from different genres, times and cultures used in assembly on weekly basis. When looking at any composer refer to the Music Period chart to put them in context with other music and the rest of the world.</p>
<p>As previous years and including:</p> <p><b>Ensemble:</b> a group of musicians who perform together.</p> <p><b>Minim:</b> a note having the time value of two crotchets, or half a semibreve, represented by a ring with a stem.</p> <p><b>Crotchet:</b> a note having the time value of a quarter of a semibreve or half a minim, represented by a large solid dot with a stem.</p> <p><b>Semibreve:</b> a note having the time value of two minims or four crotchets, represented by a ring with no stem. It is the longest note now in common use.</p> <p><b>Ostinato:</b> a continually repeated musical phrase or rhythm.</p> <p><b>Forte:</b> play strongly and louder</p>	<p><b>Year 4</b></p> <p><b>NC1:</b></p> <p>-Sing simple melodic phrases in tune</p> <p>-Sing songs from memory with accurate pitch.</p> <p>-Maintain a simple part within a group.</p> <p>-Understand the importance of pronouncing the words in a song well.</p> <p>-Show control in voice.</p> <p>-Play notes on instruments with care so they sound clear.</p> <p>-Perform with control and awareness of what others in the group are singing or playing</p> <p>-Perform a song as part of an ensemble, providing own accompaniment on the guitar</p> <p>-Play the chime bars/xylophone/ glockenspiel (Using all major notes in the octave).</p> <p>- Continue to learn to read from basic musical notation (semibreve, dotted minim, minim)</p> <p><b>NC2:</b></p> <p>-Compose a simple tune starting and ending on C. Composition to be recorded using the note names (e.g. C, D, E, F, G etc.) and the musical note values (semibreve, minim, dotted minim, crotchet, quaver, semiquaver) This could include the use of IT. Length should be 4 bars.</p> <p>-Use sound to create abstract effects to achieve a satisfactory musical effect (link with topic as in Y3)</p> <p>-Recognise and create repeated patterns (ostinato) lasting 4 beats with a range of instruments. (Have groups of 4 children. One person to play theirs, gradually creating layers of sound by adding another player after 4 beats)</p> <p><b>NC3:</b></p> <p>-To notice, analyse and explore the way sounds can be combined and used expressively.</p> <p>-To comment on musicians use of technique to create effect.</p> <p><b>NC4:</b></p> <p>-Learn to read chord notation during guitar lessons</p>

	<p>-Introduce how many beats in a semibreve, dotted minim and minim recognise their symbols.          -Know the symbols for these beats' rest in music, and use silence for effect in music</p> <p><b>NC5:</b>          -Begin to recognise and identify instruments being played.          -Compare music and express growing tastes in music.</p> <p><b>NC6:</b>          -Begin to understand The History of Music (Timeline)          A range of composers from different genres, times and cultures used in assembly on weekly basis.          When looking at any composer refer to the Music Period chart to put them in context with other music and the rest of the world.</p>
<p>As previous years and including:</p> <p><b>Unison:</b> simultaneously performance.</p> <p><b>Accompaniment:</b> a musical part which supports an instrument, voice, or group (e.g. They sang to a guitar accompaniment).</p> <p><b>Round:</b> a song which can be sung by two or more groups of people. One group starts off and the next group start to sing the same song a bit later.</p> <p><b>Staff:</b> or stave is a set of five horizontal lines and four spaces that represent a different musical pitch.</p> <p><b>Solo:</b> a piece played or sung featuring single performer.</p>	<p><b>Year 5:</b></p> <p><b>NC1:</b>          -Breathe well and pronounce words and show control in singing.          -Perform songs with an awareness of the meaning of the words.          -Hold a part in a round.          -Sustain a drone or melodic ostinato to accompany singing.          -Play a tune or an accompaniment on an instrument (e.g. glockenspiel, drum) reading from basic musical notation (semibreve, minim, dotted minim, crotchet, quaver, semiquaver).          -Compose a simple tune of 8 bars in length. Composition to be recorded using drawing the names on the staff and using the correct notes i.e. crotchet, minim, semibreve.          This could include the use of IT.</p> <p><b>NC2:</b>          -Notice and explore the relationship between sounds.</p> <p><b>NC3:</b>          -Notice and explore how music reflects different intentions.          -Compare and evaluate different kinds of music using appropriate musical vocabulary.</p> <p><b>NC4:</b>          -Know and use standard musical notation of semibreve, minim, dotted minim, crotchet, quaver, semiquaver and the rest symbols for these beats.</p> <p><b>NC5:</b>          -Indicate how many beats are in a bar.          -Draw a treble clef at the correct position on the stave.          -Learn the position of notes on the staff (5 lines and 4 spaces) by learning Every Green Bus Drives Fast and FACE)</p> <p><b>NC6:</b>          -Understand the History of Music          A range of composers from different genres, times and cultures used in assembly on weekly basis.          When looking at any composer refer to the Music Period chart to put them in context with other music and the rest of the world.</p>
<p>As previous years and including:</p> <p><b>Harmony:</b> a combination of simultaneously sounded musical notes to produce a pleasing effect.</p> <p><b>Crescendo:</b> an indication to gradually increase the volume of a song until otherwise noted (&lt;).</p>	<p><b>Year 6</b></p> <p><b>NC1:</b>          -Sing a harmony part confidently and accurately.          -Refine and improve my own work.          -Sing or play from memory with confidence, expressively and in tune.          -Play a tune and an accompaniment on tuned and untuned percussion instruments following musical notation.</p> <p><b>NC2:</b>          -Create my own musical patterns.          -Use a variety of different musical devices including melody and rhythms to write a composition including dynamic choices.</p> <p><b>NC3:</b>          -the use of musical devices.</p>

<p><b>Diminuendo:</b> an indication to gradually decrease the volume of a song until otherwise noted (&gt;).</p>	<p>-Notice, comment on and compare the relationship between sounds.</p> <p><b>NC4:</b></p> <p>-Notice, comment on, compare and explore how music reflects different intentions. -Analyse and compare musical features choosing appropriate musical vocabulary.</p> <p><b>NC5:</b></p> <p>-Explain and evaluate how musical elements, features and styles can be used together to compose music. -Use of a variety of notation when performing and composing. -Read notes and know how many beats they represent. -Use a range of words to help describe their own music. (e.g. pitch, duration, dynamics, tempo, timbre, texture, and silence).</p> <p><b>NC6:</b></p> <p>-Understand and talk about the History of Music A range of composers from different genres, times and cultures used in assembly on weekly basis. When looking at any composer refer to the Music Period chart to put them in context with other music and the rest of the world.</p>
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## Curriculum Enrichment

To enrich our Music curriculum, we also offer the following:

- All children have the chance to learn to play the recording during Year 3 or 4.
- Pupils in Key Stage 2 may participate in instrument tuition from Durham Music Service's peripatetic teachers.
- Pupils participate in annual Big Sing/ Big Play events.
- Pupils experience live music first-hand from Durham Music Service's musicians.
- Pupils experience live music by local musicians.
- Work with outside agencies such as the Royal Northern Sinfonia and Middleton Silver Band.