

KS1

Year 1 Song: <i>Rain is falling down</i> Units: <i>Menu song</i> <i>Football</i> <i>Come dance with me</i>	Aim: Year 1 children develop skills of pitch matching consecutive notes, showing the beat as they sing and clapping the rhythm of the melody (tune). They are happy to sing independently and with a partner.		
	September Outcome: Sing as a group (in echo format), then with pitch/rhythm actions to match the consecutive pitches of the song.	February Outcome: Sing as a group (in echo format) while tapping the pulse. They can clap the rhythm of the words as they sing.	June Outcome: Each child sings an echoing line on their own with teacher leading, then move on to pair singing in echo format.
Year 2 Song: <i>Hi lo chicka lo</i> Units: <i>Tony Chestnut</i> <i>Grandma rap</i> <i>Tańczymy labada</i>	Aim: Year 2 children can sing a song with larger intervals ('jumps' between notes) with accurate pitch. They can feel the beat and demonstrate it with actions and confidently clap the rhythm of the song.		
	September Outcome: Sing the song and mark the beat with actions.	February Outcome: Learn a clapping game that shows the rhythm.	June Outcome: Children make up their own body percussion sounds to the rhythm of the melody.

Lower KS2

Year 3 Song: <i>Tongo</i> Units: 1. <i>I've been to Harlem</i> 2. <i>Latin dance</i> 3. <i>Fly with the stars</i>	Aim: Year 3 children begin to develop the skills of singing in harmony by holding a note while another part sings. Children will sing smoothly and gently, and accompany themselves with a drone.		
	September Outcome: Sing the call-and-response song in half-class groups, holding the notes at the ends of the phrases.	February Outcome: Sing the call-and-response in groups adding a drone accompaniment.	June Outcome: Sing the call-and-response with solo parts accompanied by a drone.
Year 4 Song: <i>I wanna sing scat</i> Units: 1. <i>This little light of mine</i> 2. <i>The doot doot song</i> 3. <i>Favourite song</i>	Aim: Year 4 children are able to sing a part with accurate pitch and rhythm in a partner song (a contrapuntal texture) and adopt a rhythmic movement or accompaniment.		
	September Outcome: Sing Part 1 of the song rhythmically.	February Outcome: Sing Part 2 of the song rhythmically. Adopt a rhythmic accompaniment while singing.	June Outcome: Sing a part in the partner song, rhythmically and from memory.

Upper KS2

Year 5 Song: <i>Hey, ho! Nobody home</i> Units: <i>1. What shall we do with the drunken sailor?</i> <i>2. Madina tun nabi</i> <i>3. Kis nay banaayaa</i>	Aim: Year 5 children are able to sing a part in a round with a pitched ostinato, and perform with a sense of ensemble.		
	September Outcome: Sing in unison while playing an instrumental beat (untuned).	February Outcome: Sing in a two-part round while playing an instrumental beat (untuned).	June Outcome: Sing in a four-part round accompanied with a pitched ostinato.
Year 6 Song: <i>Throw catch</i> Units: <i>1. Hey, Mr Miller</i> <i>2. Dona nobis pacem</i> <i>3. Nobody knows (The Lumineers)</i>	Aim: Year 6 children can hold a part in three-part harmony, while dancing in time with the music and each other. Children sing with a sense of the ensemble.		
	September Outcome: Sing in unison with dancing.	February Outcome: Sing the chorus in two parts with dancing.	June Outcome: Sing the chorus in three parts with dancing.

Formal notation and reading in introduced from Year 2 – Holmer Aims		
Y2	• Introduce staves. • Introduce treble clef • Notion of notes sitting on or between line and meaning. • All pupils can recognise 2/4	
Y3	• Introduce EGBDF and FACE. • All pupils to be able to read and play BAG confidently by end of year. • All pupils can recognise a 2/4 and a 3/4 piece.	
Y4	• Introduce Bass clef and understand purpose. • All pupils to be able to read and play BAGECD confidently by the end of the year. • Pupils can recognise a 2/4, a 3/4 and a 4/4 piece	
Y5	• Pupils to revisit understanding of classic music notation weekly through singing curriculum. • Introduce to ukulele. All pupils to name parts of ukulele and be able to read and play: C,D,Em • Pupils can recognise a 2/4, a 3/4 and a 4/4 piece. Introduce 6/8	Pupils wishing to continue recorder and ukulele can do so at our school recorder and ukulele club.
Year 6	• Pupils to revisit understanding of classic music notation weekly through singing curriculum. • Pupils to name parts of ukulele and be able to read and play: C,D,Em, F, Am and G • Pupils can recognise a 2/4, a 3/4, a 4/4 piece and a 6/8 piece.	Pupils wishing to continue recorder and ukulele can do so at our school recorder and ukulele club.

Year group	Opportunities
YR	Nativity
Y1	Carols around the Tree
Y2	Christmas Service
Y3	High School orchestra and Steel Pans
Y4	Steel Pans
Y5	Cathedral School Samba Composing and Easter Service
Y6	Production, Cathedral Leavers, Ukulele concert, Visit to Opera
Other	Choir – Christingle Cathedral Service Whole School – Musical Pantomime Club

Appendix 1 – Key Stages 1 and 2 Glossary

This glossary includes the musical terms that appear in the Model Music Curriculum.

As music is a subject rich in terminology and language (often not English) with which non-specialists may not initially be familiar, the glossary provides a single reference-point for all subject-specific words, whether instruments, musical periods, genres, terminology to denote musical components or non-English common musical terms.

Words appearing in the glossary are indicated in bold italics in the text for each Key Stage and Year the first time they appear.

Word	Definition
6/8 time	A time signature that shows to count 6 quavers in a bar. It will often look like this: 
<i>Accelerando</i>	Gradually growing faster
Adagio	At a slow speed
Allegro	At a brisk speed
Arrangement	A reworking of a piece of music so that it can be played by a different instrument or combination of instruments from the original.
Baroque period	Music written between c.1600 and c.1750. Periods and eras of music overlap and are not always distinct.
Bars	A segment of time corresponding to a specific number of beats.
Beat/Pulse	A basic unit of time marking out the speed at which the music is played.
Beat groupings	Collecting beats into recognised groups within the bar.
Body percussion	Sounds produced using fingers, hands and feet plus mouthed effects, e.g. cheek pops, tongue clicks, clapping, and a wide range of vocal sounds.
Brass band	A group of musicians playing brass instruments and sometimes including percussion.
Brass family	The instrument family that consists of Trumpet, Cornet, Flugelhorn, French Horn, Eb Horn, Baritone, Euphonium, Trombone, Bass Trombone and Tuba.
Call and response	Two distinct phrases, where the second phrase is heard as a direct response to the first.
Chants	Text spoken rhythmically, not sung.
Chord	Two or more notes played together to achieve harmony.
Chord progressions	A succession of chords, one after another.
Classical period	Music written between c.1750 and c.1830. Periods and eras of music overlap and are not always distinct.
Classroom percussion	Untuned and tuned percussion instruments specifically designed for use in the classroom (e.g. boomwhackers).
Clef	A symbol found at the beginning of a line of music to show how high or low the notes are.
Compound time	Music that is written in a metre of 2 but where each beat is subdivided into 3 quavers, providing a bouncy, skipping, jig-like rhythm, for example in Row, Row, Row your Boat. (e.g. 6/8)
Contemporary music ensemble	A group of musicians who play music written in the late 20th or 21st century. Instrumentation is decided by the music the group wish to perform.
<i>Crescendo</i>	Gradually getting louder. 
Crotchet	A note worth one beat, represented by a solid dot with a stem.
Crotchet rest	(See Rests)
Cuckoo interval	A pitch pattern of two notes found in many Early Years and KS1 songs, sounding exactly like a 'cuc-koo' call. (Also described as So-Mi interval in Solfege).

Online Music Glossy with audio demonstrations.



<i>Decrescendo</i>	Gradually getting quieter.
Do, Re, Mi, Fa, So, La, Ti, Do (Solfege)	Many people would use Solfege before introducing written notation. Syllables are assigned to the notes of the scale, often used in sight-singing. Solfege can be used with hand signals to distinguish pitch visually. It can be used to learn to mentally hear the pitches of music before playing or singing them.
Dot Notation	Visual symbols used to represent musical notes and chords.
Dotted crotchet	A note value lasting one and a half beats.
Downbeat	The accented first beat of a group of notes in any metre, e.g. in 1 2 3 1 2 3 .
Drone	A sustained sound, which could be a single note or a chord.
Duet	A piece played or sung by two performers.
Dynamics	Volume: very soft (<i>pianissimo</i>) (<i>pp</i>) soft (<i>piano</i>) (<i>p</i>) moderately soft (<i>mezzo-piano</i>) (<i>mp</i>) moderately loud (<i>mezzo-forte</i>) (<i>mf</i>) loud (<i>forte</i>) (<i>f</i>) very loud (<i>fortissimo</i>) (<i>ff</i>)
Echo-playing	Repeating a given phrase.
Ensemble	i) A group of players of any size and instrumental mix. ii) 'A sense of ensemble' describes a musical performance in which players keep together rhythmically and maintain a balance between parts.
Flutter tongue	A tonguing technique for woodwind and brass players, in which a performer flutters their tongue to make a 'frrrr' sound.
Folk band	A group of players who play music in a folk style/genre.
Full diatonic scale	A scale which is traditional in European classical music (e.g. C-D-E-F-G-A-B).
Genre	Music that shares a certain style or particular tradition is said to belong to a genre, e.g. 'Avant-garde' or 'Gospel Blues'.
Graphic notation, symbols or scores	Images or a mark that can signify a particular musical action.
Groove	Persistent repeated units, giving a feel of swing or togetherness.
Harmony	A musical effect created by combining two or more notes played or sung simultaneously.
Improvisation/Improvise	Creating and inventing music in real time, i.e. 'on the spot'.
Interval	The pitch difference between two notes.
Layered texture	A piece of music with more than one contrasting part, 'layering' the music.
Legato	Smooth.
Major and Minor	A simple major scale can be played using all the white notes on the piano starting and ending on C, and minor scale from A to A. An example major chord is C-E-G, and minor A-C-E. Often music in major keys or using major scales is referred to as happy with minor meaning sad.
Melodic phrase	A musical 'sentence' that makes sense played or sung on its own.
Melody and accompaniment	A melodic tune which is accompanied by another line of music.
Metre	The different groupings of beats, most commonly occurring in 2, 3 and 4 time.
Middle C	The note C in the middle of the keyboard. If a keyboard has 88 keys, like a standard piano, this is where Middle C is found, i.e. C4.
Minim	A note worth two beats, represented by a hollow dot with a stem.

Moving and static parts	A static part of music might be a drone or a repeated pattern. A moving part might be a long phrase that changes more frequently than the accompaniment. It's another way of describing Melody and Accompaniment.
Note values	A semibreve is worth 4 beats A minim is worth 2 beats A crotchet is worth 1 beat A quaver is worth half a beat A semiquaver is worth a quarter of a beat 1 semibreve = 2 minims = 4 crotchets = 8 quavers = 16 semiquavers
Octave	The musical alphabet is A-B-C-D-E-F-G, which then repeats. For example, A to the next A is a distance of 8 notes (Oct = 8) therefore an octave is the range between an A and the next A.
Orchestra	An ensemble of instruments, usually combining string, woodwind, brass and percussion.
Ostinato/Ostinati	A musical phrase or rhythm which is repeated.
Paired quaver	A quaver is a note value that is worth half a beat. Paired quavers are 2 quavers next door to each other, with a horizontal line joining the two note stems together.
Partner songs	Songs with two (or more) complete melodies that can be sung separately but go together because they are the same length and follow the same harmony (e.g. <i>She'll Be Comin' Round the Mountain</i> , and <i>When the Saints</i>).
Pause	The note or rest that the pause is assigned to should be prolonged.
Pentatonic scale	A scale with five notes, e.g. C D E (F) G A (B) , very common in folk music.
Percussion family	The instrument family that consists of untuned (e.g. snare drum) and tuned (e.g. xylophone) percussion instruments, i.e. instruments that make a sound or note when struck with a mallet, beater or stick.
Phrasing	Connecting or grouping several notes or rhythms to create a sequence of sounds that make sense musically and satisfy both performer and listener. Phrasing in a song indicates where the singer should breathe.
Pitch	How high or low a note is.
Pizzicato	Plucking the string on a violin, viola, cello or double bass.
Playing by ear	The skill of 'picking out' a phrase or melody on a pitched instrument without the support of written music: this skill may require dedicated practice.
Playing/singing at sight (sight-read)	The skill of reading and playing or singing notation without preparation time.
Quaver	A note worth half a beat (half a crotchet), represented by a solid dot, a stem and a tail.
Question and answer	Two distinct phrases usually written in different parts of the music, but which operate like a conversation, with the second phrase answering the first.
<i>Rallentando</i>	Gradually growing slower.