

NEWHAM BRIDGE PRIMARY SCHOOL  
FOUNDATION SUBJECTS  
CURRICULUM AND ASSESSMENT  
DOCUMENT



MUSIC



## Y1 Music Curriculum

### Vocabulary

Sing, voice, sound, shake, strike, stroke, instrument, high, low, note, beat, pulse, perform, drum, tambourine, triangle

### Skills

Identify different sound sources (fire engine, doorbell, dog barking).  
Identify pulse by moving body parts to the beat.  
Contribute to the creation of a class composition.  
State something that was liked about a performance.  
Handle and play instruments with controls and treat them with respect.  
Use high, low and middle voices.  
Use singing voices confidently.

### Knowledge and Understanding

Know the names of drum, tambourine and triangle.  
Know the techniques used to make the instrument play.  
Recall and remember short songs.



## Y1 Music A.R.E

### A Y1 musician can....

- use their voice to speak, sing and chant
- use instruments to perform
- recall and remember short songs
- repeat short patterns of beat
- respond to different moods of music
- talk about what they like about a particular piece of music
- follow instructions
- identify different sound sources
- contribute to a class composition



## Y2 Music Curriculum

### Vocabulary

Sing, voice, sound, shake, strike, stroke, instrument, high, low, note, beat, pulse, perform, drum, tambourine, triangle, guiro, chime bars, maraca, sequence, pitch, tone

### Skills

Identify long and short sounds in music.  
Recall and remember short songs and sequences.  
Identify the pulse in different pieces of music.  
Perform using instruments.  
Handle and play instruments with control and respect.  
Contribute to the creation of a class composition.  
Say how a piece of music makes them feel.

### Knowledge and Understanding

Know the names of drum, tambourine, triangle, guiro, chime bars, maraca.  
Know the techniques used to make the instrument play.  
Recall and remember short songs.  
Know that instruments make different sounds if played in different ways.



## Y2 Music A.R.E

### A Y2 musician can....

- sing and follow a melody
- clap along to the pulse in different pieces of music
- play simple rhythmic patterns on an instrument
- sing/clap to an increasing/decreasing tempo
- respond to different moods of music
- talk about what they like about a particular piece of music
- follow instructions
- identify a range of instruments
- contribute to a class composition



## Y3 Music Curriculum

### Vocabulary

high, low, note, beat, pulse, perform, drum, tambourine, triangle, guiro, chime bars, maraca, sequence, pitch, tone, pulse, rhythm, glockenspiel, cymbals, claves, symbols, tempo

### Skills

Recognise rhythmic patterns  
Identify when pulse gets faster and slower.  
Perform long and short sounds in response to symbols.  
Create long and short sounds on instruments.  
Create a short performance in small groups of pairs.  
Identify something that could be changes to enhance the performance.

### Knowledge and Understanding

Know the names of drum, tambourine, triangle, guiro, chime bars, maraca, glockenspiel, cymbals, claves.  
Know the techniques used to make the instrument play.  
Recall and remember songs.  
Know that mouth shapes can affect vowel sounds.  
Understand and use the terms pitch and tempo.



## Y3 Music A.R.E

### A Y3 musician can....

- sing a song tunefully
- create long and short sounds on instruments
- identify when a pulse gets faster or slower
- sing/clap to an increasing/decreasing tempo
- talk about how a piece of music makes them feel
- perform as part of a small group
- evaluate their performance
- identify and use a greater range of instruments
- understand and use the terms pitch and tempo



## Y4 Music Curriculum

### Vocabulary

high, low, note, beat, pulse, perform, drum, tambourine, triangle, guiro, chime bars, maraca, sequence, pitch, tone, pulse, rhythm, glockenspiel, cymbals, claves, xylophone, descant recorder, symbols, tempo, timbre, accompaniment,

### Skills

Explore and perform different sounds of accompaniment.  
Choose instruments on the basis of the sound it achieves.  
Perform long and short sounds in response to symbols.  
Record ideas using basic symbols.  
Perform a repeated pattern to a steady pulse.  
Sing with increased confidence.

### Knowledge and Understanding

Know the names of drum, tambourine, triangle, guiro, chime bars, maraca, glockenspiel, cymbals, claves, xylophone, descant recorder,  
Know that music can reflect different intentions.  
Know that mouth shapes can affect vowel sounds.  
Understand and use the terms pitch and tempo.  
Recognise the work of at least one famous composer.



## Y4 Music A.R.E

### A Y4 musician can....

- sing songs from memory with increased confidence
- choose instruments on the basis of internalised sounds
- perform a repeated pattern to a steady pulse
- use simple music notation
- talk about the different purposes/moods of music
- perform as part of a small group
- evaluate their performance
- identify and use a greater range of instruments
- recognise the work of at least one famous composer



## Y5 Music Curriculum

### Vocabulary

high, low, note, beat, pulse, perform, drum, tambourine, triangle, guiro, chime bars, maraca, sequence, pitch, tone, pulse, rhythm, glockenspiel, cymbals, claves, cabasa, snare drum xylophone, descant recorder, symbols, tempo, timbre, accompaniment, notation

### Skills

Identify different moods of music and how the composer has tried to achieve this.  
Sing songs from memory with increasing control of breathing.  
Sing a round in two parts.  
Play accompaniments with control.  
Demonstrate respect when using the instruments.  
Control the way the instruments make sounds.  
Explore lyrics.  
Compare the work of composers.  
Use musical vocabulary.

### Knowledge and Understanding

Know the names of drum, tambourine, triangle, guiro, chime bars, maraca, glockenspiel, cymbals, claves, xylophone, descant recorder, cabs, snare drum.  
Know that music can reflect different intentions.  
Understand that music and lyrics can be created separately.  
Recognise the work of at least two famous composers.



## Y5 Music A.R.E

### A Y5 musician can....

- sing songs from memory with increased control of breathing
- perform as part of a round
- change sounds on an instrument to create mood
- use and follow music notation
- suggest improvements to my own and others work
- discuss lyrics to a studied song
- choose an appropriate tempo
- identify and use a greater range of instruments
- compare the work of at least two famous composers



## Y6 Music Curriculum

### Vocabulary

beat, pulse, perform, drum, tambourine, triangle, guiro, chime bars, maraca, sequence, pitch, tone, pulse, rhythm, glockenspiel, cymbals, claves, cabasa, snare drum xylophone, descant recorder, symbols, tempo, timbre, accompaniment, notation, crotchet, minim, semibreve

### Skills

Recognise standard musical notation.  
Sing songs with expression.  
Use breathing techniques.  
Perform as part of a round.  
Present performances effectively with awareness of audience.  
Write lyrics for a song.  
Compose music individually or as part of a small group.  
Improve work through analysis and evaluation.

### Knowledge and Understanding

Know the names of drum, tambourine, triangle, guiro, chime bars, maraca, glockenspiel, cymbals, claves, xylophone, descant recorder, cabs, snare drum.  
Know that music can reflect different intentions.  
Understand that music and lyrics can be created separately.  
Recognise and compare the work of modern and historic composers (i.e John Williams, Ludovico Einaudi, Beethoven and Bach).



## Y6 Music A.R.E

### A Y6 musician can....

- sing songs in harmony with increased control of breathing
- perform as part of a round
- play accompaniments with control and accuracy
- use and follow music notation
- identify standard musical notation
- write some simple lyrics
- create music which reflects the occasion and mood
- analyse features within different pieces of music
- compare the work of composers over time