

At Valence Primary School the intention is that all children grow into competent musicians. Through singing, playing, evaluating, analysing and composing music, children can explore a range of music including a diverse variety of musical periods, styles, traditions and musical genres. We encourage the children to use the musical language they learn through lessons to take part in discussions around a variety of music. Children are encouraged to value the importance of music in the wider community and as a way to express themselves in the experiences they take part in, in a variety of different contexts. We hope that children will leave Valence valuing music as part of their culture, history and wellbeing whilst keeping it authentic to themselves and their future.

P.R.A.I.S.E Pride Respect Achievement Independence Success Enjoyment

EYFS	Year 1	Year 2	Year3	Year4	Year 5	Year 6
Key Vocabulary						
sound	pulse	keyboard	structure	improvise	bridge	style indicators
music	rhythm	drums	introduction	compose	backbeat	melody
song	pitch	bass	verse	appraising	amplifier	compost
rhyme	rap	electric guitar	chorus	note values	chorus	improvise
sing	improvise	saxophone	improvise	note names	riff	rhythm
loud	compose	trumpet	compose	pulse	hook	pitch
quiet	melody	pulse	pulse	rhythm	improvise	tempo
instruments	bass guitar	rhythm	rhythm	solo	compose	dynamics
drum	drums	pitch	pitch	ballad	appraising	timbre
maraca	perform	improvise	tempo	verse	note values	texture
tambourine	singers	compose	dynamics	interlude	note names	structure
high	keyboard	question and	synthesizer	strings	pulse	dimensions of
low	percussion	answer	hook	piano	rhythm	music
pulse	trumpet	melody	melody	synthesizer	solo	producer
beat	saxophones	dynamics	texture	backing loops	ballad	melody
rhythm		tempo	organ	scratching	verse	riff solo
melody		Reggae	backing vocals	unison	interlude	ostinato
humming		glockenspiel	riff	melody	strings	phrases



EYFS	Year 1	Year 2	Year3	Year4	Year 5	Year 6
singing pitch call-and-response folk music nursery rhymes musician music			pentatonic scale Disco	pitch tempo dynamics timbre texture groove brass section	melody pitch tempo dynamics timbre texture groove riff brass section harmony melody	unison harmony groove Blues Jazz Motown Neo Soul
Musicianship		1				
Introduction of different genres of music	 Use body percussion, instruments and voices. In the key centres of: C major, F major, G major and A minor. Find and keep a steady beat together. Understand the difference between creating a rhythm pattern and a pitch pattern. Copy back simple rhythmic patterns using long and short. 	 Use body percussion, instruments and voices. In the key centres of: C major, G major and A minor. Find and keep a steady beat. Copy back simple rhythmic patterns using long and short. Copy back simple melodic patterns using high and low. 	 Know how to find and demonstrate the pulse. Know the difference between pulse and rhythm. Know how pulse, rhythm and pitch work together to create a song. Know that every piece of music has a pulse/steady beat. Know the difference between a musical 	 Know and be able to talk about: How pulse, rhythm and pitch work together Pulse: Finding the pulse – the heartbeat of the music. Rhythm: the long and short patterns over the pulse. Know the difference between pulse and rhythm 	 Know and be able to talk about: How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song. How to keep the internal pulse. Musical Leadership: creating musical ideas for the group to copy or respond to. 	Know and be able to talk about: How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music.How to keep the internal pulse.Musical Leadership: creating musical ideas for the group to copy or respond to.The instruments they might play or be played in a band or



EYFS	Year 1	Year 2	Year3	Year4	Year 5	Year 6
	Copy back simple melodic patterns using high and low. Complete vocal warm- ups with a copy back.	Complete vocal warm- ups with a copy back. Sing short phrases independently.	question and an answer.	 Pitch: High and low sounds that create melodies. How to keep the internal pulse. Musical Leadership: creating musical ideas for the group to copy or respond to. 		orchestra or by their friends
Listening – Respond an	d Analyse					
Respond to music through movement. E.g to express different aspects such as pace a pitch.	Move and dance with the music. Find the steady beat. Talk about feelings created by the music. Recognise some band and orchestral instruments. Describe tempo as fast or slow. Describe dynamics as loud and quiet.	Mark the beat of a listening piece by tapping or clapping and recognising tempo, as well as changes in tempo. Walk in time to the beat of a piece of music. Identify the beat groupings in the music you sing and listen, eg 2-time, 3-time etc. Move and dance with the music confidently.	To know five songs from memory and who sang them or wrote them. To know the style of the five songs. To choose one song and be able to talk about: Its lyrics: what the song is about Any musical dimensions featured in the song, and where they	Knowledge: To know five songs from memory and who sang them or wrote them.To know the style of the five songs.To choose one song and be able to talk about:Some of the style indicators of that song (musical characteristics that give the song its style).	 <u>Knowledge:</u> To know five songs from memory, who sang or wrote them, when they were written and, if possible, why? To know the style of the five songs and to name other songs from the Units in those styles. To choose two or three other songs and be able to talk about: 	Knowledge:To know five songsfrom memory, whosang or wrote them,when they werewritten and why?To know the style ofthe songs and toname other songsfrom the Units inthose styles.To choose three orfour other songs andbe able to talk about:o The style indicatorsof the songs (musicalcharacteristics that



EYFS	Year 1	Year 2	Year3	Year4	Year 5	Year 6
	Join in sections of the song, eg chorus.	Talk about how the music makes you feel.	are used (texture, dynamics, tempo, rhythm and pitch)	The lyrics: what the song is about.	 Some of the style indicators of the songs (musical 	give the songs their style) ○ The lyrics: what the songs are
	Begin to understand	Find different steady	Identify the main		characteristics that	about o Any musical
	where the music fits	beats.	, sections of the song	Any musical	give the songs their	, dimensions featured
	in the world.	Describe tempo as	(introduction, verse,	dimensions featured	style)	in the songs and
		fast or slow.	chorus etc.)	in the song and where	The lyrics: what the	where they are used
	Begin to understand		Name some of the	they are used	songs are about.	(texture, dynamics,
	about different styles	Describe dynamics as	instruments they	(texture, dynamics,		tempo, rhythm, pitch
	of music.	loud or quiet.	heard in the song.	tempo, rhythm and pitch).	Any musical dimensions featured	and timbre).
		Join in sections of the	To confidently		in the songs and	Identify the structure
		song, eg call and	identify and move to	Identify the main	where they	of the songs (intro,
		response.	the pulse.	sections of the song	are used (texture,	verse, chorus etc.).
				(introduction, verse,	dynamics, tempo,	
		Start to talk about the	To think about what	chorus etc).	rhythm and pitch).	Name some of the
		style of a piece of	the words of a song			instruments used in
		music.	mean.	Name some of the instruments they	Identify the main sections of the songs	the songs.
		Recognise some band	To take it in turn to	heard in the song.	(intro, verse, chorus	The historical context
		and orchestral	discuss how the song		etc.).	of the songs. What
		instruments.	makes them feel.	<u>Skills:</u>		else was going on at
				To confidently identify	Name some of the	this time, musically
		Start to talk about	Listen carefully and	and move to the	instruments they	and historically?
		where music might fit into the world.	respectfully to other people's thoughts	pulse.	heard in the songs.	Know and talk about
		into the world.	about the	To talk about the	The historical context	that fact that we each
			music.	musical dimensions	of the songs. What	have a musical
				working together in	else was going on at	identity.
				the Unit songs eg if	this time?	
				the song gets louder		Skills:
				in the chorus		To identify and move
				(dynamics).		to the pulse with ease.



EYFS	Year 1	Year 2	Year3	Year4	Year 5	Year 6
				Talk about the music and how it makes them feel. Listen carefully and respectfully to other people's thoughts about the music. When you talk try to use musical words.	 <u>Skills</u> To identify and move to the pulse with ease. To think about the message of songs. To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Listen carefully and respectfully to other people's thoughts about the music. When you talk try to use musical words. To talk about the musical dimensions working together in the Unit songs. 	To think about the message of songs. To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Listen carefully and respectfully to other people's thoughts about the music. Use musical words when talking about the songs. To talk about the musical dimensions working together in the Unit songs. Talk about the music and how it makes you feel, using musical language to describe the music.



EYFS	Year 1	Year 2	Year3	Year4	Year 5	Year 6
					Talk about the music and how it makes you feel.	
Singing				1		
Sing a range of well- known nursery rhymes and songs. Learning and singing nursery rhymes (to develop an understanding of timing, rhyme and repetition) Counting and alphabet songs linking to other ELGs	 Sing, rap, rhyme, chant and use spoken word. Demonstrate good singing posture. Sing songs from memory. Copy back intervals of an octave and fifth (high, low). Sing in unison. 	 Sing as part of a choir. Demonstrate good singing posture. Sing songs from memory and/or from notation. Sing to communicate the meaning of the words. Sing in unison and sometimes in parts, and with more pitching accuracy. Understand and follow the leader or conductor. Add actions to a song. Move confidently to a steady beat. 	 Knowledge: To know and be able to talk about: Singing in a group can be called a choir. Leader or conductor: A person who the choir or group follow. Songs can make you feel different things e.g. happy, energetic or sad Singing as part of an ensemble or large group is fun, but that you must listen to each other. To know why you must warm up your voice. Skills: 	Knowledge:To know and be ableto talk about:Singing in a group canbe called a choir.Leader or conductor:A person who thechoir or group follow.Songs can make youfeel different thingse.g. happy, energeticor sad.Singing as part of anensemble or largegroup is fun, but thatyou must listen toeach other.Texture: How a solosinger makes athinner texture than alarge group	Knowledge: To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.To choose a song and be able to talk about: Its main features.Singing in unison, the solo, lead vocal, backing vocals or rapping.To know what the song is about and the meaning of the lyrics.To know and explain the importance of warming up your voice.Skills:	Knowledge: To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.To know about the style of the songs so you can represent the feeling and context to your audience.To choose a song and be able to talk about: o Its main features o Singing in unison, the solo, lead vocal, backing vocals or rapping o To know what the song is about and the meaning of the lyrics o To know and explain the importance of



Talk about feelings created by the music/song.To sing in unison and in simple two-parts.To know why you must warm up you voice.To sing in unison and to enjoy exploring singing solo.warming up your voice.warming up your voice.Recognise some band and orchestral instruments.To follow a leader when singing.To confidently identify and move to the pulse.To listen to the group when singing.To follow a leader when singing.To listen to each other and sol singing.To sing with awareness of being 'in tune'.To sing with awareness of being 'in tune'.To sing with awareness of being 'in tune'.Begin to talk about and understand they by the style of the music.Know the meaning of dy awarius (loud/quiet)To know the music.To sing with awareness of being 'in tune'. <td< th=""><th>EYFS</th><th>Year 1</th><th>Year 2</th><th>Year3</th><th>Year4</th><th>Year 5</th><th>Year 6</th></td<>	EYFS	Year 1	Year 2	Year3	Year4	Year 5	Year 6
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decrescendo, pause).			decrescendo, pause).				



EYFS	Year 1	Year 2	Year3	Year4	Year 5	Year 6
Notation						
Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.	Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.	Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. Explore standard notation, using crotchets, quavers, minims and semibreves, and simple combinations of: C, D, E, F, G, A, B G, A, B, C, D, E, F [#] F, G, A, B [↓] , C, D, E A, B, C, D, E. Identify hand signals as notation, and recognise music notation on a stave of five lines.	Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).		To know and be able to talk about: Different ways of writing music down – e.g. staff notation, symbols. The notes C, D, E, F, G, A, B + C on the treble stave. Notation: recognise the connection between sound and symbol. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).	To know and be able to talk about: Different ways of writing music down – e.g. staff notation, symbols. The notes C, D, E, F, G, A, B + C on the treble stave. Notation: recognise the connection between sound and symbol. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).
Playing instruments						
Musical instruments – to develop beat, pace, speed, volume	Rehearse and learn to play a simple melodic instrumental part by	Rehearse and learn to play a simple melodic instrumental part by	<u>Knowledge:</u> To be able to talk about the instruments used on class.	<u>Knowledge</u> : To know and be able to talk about:	Knowledge: The instruments they might play or be played in a band or	<u>Skills:</u> Play a musical instrument with the



ear or from simple notation, in C major, P major, D major and D minor.ear or from notation, in C major, F major and G major.Skills: To treat instruments carefully and with respect.The instruments used in class (a glockenspiel, recorder or xlyophone).orchestra or by their friends.correct technique within the context of the Unit song.Other instruments instrument a one- note, simple or medium part or the melody of the song from memory or using notation.The instruments used in class (a glockenspiel, recorder or xlyophone).orchestra or by their friends.Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts - a one-note, simple or medium parts - a one-note, simple or medium part or the melody of the Unit song.To rehearse and perform their part within the context of the Unit song.To rehearse and perform their part within the context of the Unit song.To rehearse and perform their part within the context of the Unit song.To rehearse and perform their part within the context of the Unit song.To listen to and follow musical instructions from a leader.To lada a reheared the Unit song.To lada a reheared	EYFS	Year 1	Year 2	Year3	Year4	Year 5	Year 6
To rehearse and perform their part within the context of the Unit song. To lead a rehearsal session. To lead a rehearsal session.	EYFS	ear or from simple notation, in C major, F major, D	ear or from notation, in C major,	Skills:To treat instrumentscarefully and withrespect.Play any one, or all offour, differentiatedparts on a tunedinstrument – a one-note, simple ormedium part or themelody of the song)from memory or usingnotation.To rehearse andperform their partwithin the context ofthe Unit song.To listen to and followmusical instructions	The instruments used in class (a glockenspiel, recorder or xylophone). Other instruments they might play or be played in a band or orchestra or by their friends. <u>Skills:</u> To treat instruments carefully and with respect. Play any one, or all four, differentiated parts on a tuned instrument – a one- note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of	orchestra or by their friends. <u>Skills:</u> Play a musical instrument with the correct technique within the context of the Unit song. Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To lead a rehearsal	correct technique within the context of the Unit song. Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To lead a rehearsal



EYFS	Year 1	Year 2	Year3	Year4	Year 5	Year 6
				To listen to and follow musical instructions from a leader.		
				To experience leading the playing by making sure everyone plays in the playing section of the song.		
Improvising					·	
Experiment with, create, select and combine sounds using the inter-related dimensions of music.	Explore improvisation within a major and minor scale using the notes: C, D, E D, E, A F, G, A D, F, G Improvise simple vocal patterns using 'Question and Answer' phrases. Understand the difference between creating a rhythm pattern and a pitch pattern	Explore improvisation within a major scale using the notes: C, D, E C, G, A G, A, B F, G, A Work with a partner and in the class to improvise simple 'Question and Answer' phrases, to be sung and played on untuned percussion, creating a musical conversation.	To know and be able to talk about improvisation: Improvisation is making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. To know that using one or two notes confidently is better than using five.	To know and be able to talk about improvisation: Improvisation is making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. To know that using one or two notes confidently is better than using five.	To know and be able to talk about improvisation: Improvisation is making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. To know that using one or two notes confidently is better than using five.	To know and be able to talk about improvisation: Improvisation is making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. To know that using one, two or three notes confidently is better than using five.



EYFS	Year 1	Year 2	Year3	Year4	Year 5	Year 6
			To know that if you improvise using the notes you are given, you cannot make a mistake.	To know that if you improvise using the notes you are given, you cannot make a mistake. To know that you can use some of the riffs you have heard in the Challenges in your improvisations.	To know that if you improvise using the notes you are given, you cannot make a mistake. To know that you can use some of the riffs you have heard in the Challenges in your improvisations. To know three well- known improvising musicians	To know that if you improvise using the notes you are given, you cannot make a mistake. To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations. To know three well- known improvising musicians
Composing	1	1	1	1	1	1
Experiment with, create, select and combine sounds using the inter-related dimensions of music.	Explore and create graphic scores: Create musical sound effects and short sequences of sounds in response to music and video stimulus. Create a story, choosing and playing classroom instruments and/or soundmakers.	Explore and create graphic scores: Create musical sound effects and short sequences of sounds in response to music and video stimulus. Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.	Knowledge:To know and be ableto talk about:A composition: musicthat is created by youand kept in some way.It'slike writing a story. Itcan be played orperformed again toyourfriends.Different ways ofrecording	Knowledge: To know and be able to talk about: A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. Different ways of recording compositions (letter names, symbols,	Knowledge: To know and be able to talk about: A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. A composition has pulse, rhythm and pitch that work together and are shaped by tempo,	Knowledge: To know and be able to talk about: A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. A composition has pulse, rhythm and pitch that work together and are



EYFS	Year 1	Year 2	Year3	Year4	Year 5	Year 6
	Recognise how		compositions (letter	audio etc.)	dynamics, texture and	shaped by tempo,
	graphic notation can	Create a story,	names, symbols,		structure.	dynamics, texture and
	represent created	choosing and playing	audio etc.	<u>Skills:</u>		structure.
	sounds.	classroom		Help create at least	<u>Skills:</u>	
		instruments.	<u>Skills:</u>	one simple melody	Create simple	<u>Skills:</u>
	Explore and invent		Help create at least	using one, three or all	melodies using up to	Create simple
	your	Create and perform	one simple melody	five	five different notes	melodies using up to
	own symbols.	your own rhythm	using one, three or	different notes.	and simple rhythms	five different notes
		patterns with stick	five different notes.		that work musically	and simple rhythms
	Use music technology,	notation, including		Plan and create a	with the style of the	that work musically
	if available, to	crotchets, quavers	Plan and create a	section of music that	Unit song.	with the style of the
	capture, change and	and minims.	section of music that	can be performed		Unit song.
	combine sounds		can be performed	within the	Explain the keynote or	
		Use music technology,	within the	context of the unit	home note and the	Explain the keynote or
		if available, to	context of the unit	song.	structure of the	home note and the
		capture, change and	song.	Talk about how it was	melody.	structure of the
		combine sounds.		created.	Listen to and reflect	melody.
			Talk about how it was		upon the developing	
			created.	Listen to and reflect	composition and	Listen to and reflect
				upon the developing	make musical	upon the developing
			Listen to and reflect	composition and	decisions about how	composition and
			upon the developing	make	the melody connects	make musical
			composition and	musical decisions	with the song.	decisions about how
			make musical	about pulse, rhythm,		the melody connects
			decisions about pulse,	pitch, dynamics and		with the song.
			rhythm, pitch,	tempo.		
			dynamics and tempo.			



Perform songs, Enjoy and have fun Practise, rehearse and <u>Knowledge</u> :	Knowledge: Knowledge: Knowledge:
rhymes, poems and stories with others, and (when appropriate) try to move in time with musicperforming.share a song that has been learned in the lesson, from memory or with notation, and with confidence.To know and be a to talk about: Performing is share a well- known audience.Prepare a song to perform.Prepare a song to perform.Decide on any actions, instrumental parts/improvisatory ideas/composed passages to be practised and included in the performance.A performance doesn't have to b drama! It can be one person or to other.Add actions to the song.Play some simple instrumental parts.Talk about what the song means and why it was chosen to share.You must sing or the words clearly play with confideTo know and be a to talk about:A performing is share a music with other or with notation, and with confidence.A performance doesn't have to b drama! It can be one person or to other.Add actions to the song.Play some simple instrumental parts.Talk about what the song means and why it was chosen to share.You must sing or the words clearly play with confideTalk about the difference between rehearsing a song and performing it.A performance ca a special occasion involve an audierTo knowK performanceA performance easing of the words clearly play with confideTalk about the different for each occasion.K performance ca a special occasion involve an audier	able to to know and be able to talk about:To know and be able to talk about:To know and be able to talk about:To know and be able to talk about:ring nce.Performing is sharing music with other people, an audience.To know and be able to talk about:To know and be able to talk about:To know and be able to talk about:Performing is sharing music with other people, an audience.Performing is sharing music with other people, an audience.Performing is sharing music with other people, an audience.Performing is sharing music with an audience with belief.e a to each one person or to each other.A performance doesn't have to be a drama! It can be to one person or to each other.A performance doesn't have to be a drama! It can be to one person or to each other.A performance doesn't have to be a drama! It can be to one person or to each other.A performance doesn't have to be a drama! It can be to one person or to each other.A performance doesn't have to be a drama! It can be to one person or to each other.A performad vou must sing or rap the words clearly and play with confidence. A performance can be a special occasion and involve an audience including of people you don't know.You must sing or rap the words clearly and play with confidence. A performance can be a special occasion and involve an audience including of people you don't know.To know and be able to talk about:Performing is sharing music with other people, an audience including people you don't know.To know and be able to talk about:To know and be a



EYFS	Year 1	Year 2	Year3	Year4	Year 5	Year 6
EYFS	Year 1	Year 2	Year3It involves communicating feelings, thoughts and ideas about the song/music.Skills: To choose what to perform and create a programme.To communicate the meaning of the words and clearly articulate them.To talk about the best place to be when performing and how to stand or sit.To record the performance and say how they were feeling, what they were pleased with what they would	Year4 It involves communicating feelings, thoughts and ideas about the song/music. Skills: To choose what to perform and create a programme. Present a musical performance designed to capture the audience. To communicate the meaning of the words and clearly articulate them. To talk about the best place to be when performing and how to stand or sit. To record the	Year 5 thoughts and feelings about the song/music. Skills: To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the venue and how to use it to best effect. To record the performance and compare it to a previous performance. To discuss and talk musically about it – "What went well?" and "It would have been even better if?	Year 6 Skills: • To choose what to perform and create a programme. • To communicate the meaning of the words and clearly articulate them. • To talk about the venue and how to use it to best effect. To record the performance and compare it to a previous performance. To discuss and talk musically about it – "What went well?" and "It would have been even better if?"
			what they would change and why.	To record the performance and say how they were feeling, what they		



EYFS	Year 1	Year 2	Year3	Year4	Year 5	Year 6
				were pleased with what they would change and why.		