



National Curriculum for Music

Overview **Scheme of Work** in Stages



Shropshire Music Service

National Curriculum for Music

Overview Scheme of Work in Stages

Draft 1.0

November 2019

Early Years Foundation Stage

Statements for Music in the Early Years Foundations Stage are taken from Department for Education document 'Early Years Outcomes' (September 2013) and the Sounds of Intent Framework (University of Roehampton, 2002).

National Curriculum Links

KS1	Pupils should be taught to:
1a	Use their voices expressively and creatively by singing songs and speaking chants and rhymes
1b	Play tuned and untuned instruments musically
1c	Listen with concentration and understanding to a range of high-quality live and recorded music
1d	Experiment with, create, select and combine sounds using the inter-related dimensions of music.
KS2	Pupils should be taught to:
2a	Play and perform in solo and ensembles context, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
2b	Improvise and compose music for a range of purposes using the inter-related dimensions of music.
2c	Listen with attention to detail and recall sounds with increasing aural memory.
2d	Use and understand staff and other musical notations
2e	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
2f	Develop and understanding of the history of music.

Music Curriculum Scheme of Work for Early Years Foundation Stage or Stage A

SINGING		PLAYING	
S.1 Engagement and Using the Voice	Enjoys joining in with familiar rhymes and songs.	P.1 Creating and Exploring Sound	Makes sounds confidently in different contexts by banging, shaking or blowing using body and objects.
	Makes a variety of vocal sounds including speaking and singing.		P.2 Controlling Sounds on Instruments
S.2 Pitch Skills	Sings cuckoo notes (3 rd)		Makes regular beats.
	Sings a widening range of notes (5 th), following the melodic shape of a familiar song.		Shows control in holding and playing instruments.
	Imitates vocal sounds and melodic shapes.		Learns how sounds can be changed and plays instruments in a variety of ways.
S.3 Singing with Control and Expression	Begins to enjoy experimenting with changing a song (e.g. dynamics, tempo)	P.3 Rhythm Skills (playing a pattern, etc)	Makes rhythmic patterns by repeating sounds deliberately.
		P.4 Pitch Skills	Plays chunks of rhythms or syllables of names/words.
S.4 Ensemble skills and part-singing	Makes own sounds to get a response. Enjoys taking turns.	P.5 Ensemble skills	Makes melodic patterns by repeating sounds deliberately.
	Enjoys singing with others, gradually more in time and in tune.		Plays with others.
	Starts and stops to a variety of signals.		Can start and stop to a variety of signals. Follows directions.
S.5 Performing	May enjoy singing solo and in a group.	P.6 Playing from Notation	Deliberately copies sounds, words or vocal noises others make and plays sounds for others to copy.
		P.7 Performing	Can change how they play when following 2 pictures (e.g. loud for a lion and quiet for mouse)
S.6	Internalises songs and makes up alternative endings.	P.8	Plays with others and follows directions.
			Identifies and match instrumental sounds.

Understanding song structure	Grasps simple structures (e.g. verse & chorus AB)	Understanding instruments and how they are played	Describes the sounds of instruments.
-------------------------------------	---	--	--------------------------------------

Music Curriculum Scheme of Work for Early Years Foundation Stage or Stage A (Continued)

IMPROVISING AND COMPOSING		CRITICAL ENGAGEMENT	
IC.1 Exploring Sounds	Makes sounds with voice, body & objects.	CE.1 Listening to a Range of Live, Recorded and own Music.	Follows with eyes/turns head to a sound source. Attend to music all the way through.
IC.2 Choosing and Organising Sounds	Uses sounds to symbolise things or chooses the sound they want e.g. loud or quiet	CE.2 Differentiating between Sounds	Identifies sounds as, e.g. environmental sounds or those that match instruments
IC.3 Creating music within structures	Fills in missing word from a rhyme or song	CE.3 Recognising and Recalling	Recognises distinctive chunks of music and accurately anticipates changes. Increasingly joins in with regular songs or rhymes.
IC.4 Improvising to demonstrate musical ideas	Improvises different ways to play instruments. Makes suggestions.	CE.4 Responding through movement	Responds to a wide variety of different sounds, regular beats and patterns of regular change in sound.
IC.5 Communicating ideas or moods	Uses sounds to symbolise ideas. Uses facial expressions or vocal changes to indicate moods or emotions.	CE.5 Describing and appraising	Describes e.g. the mood of music (e.g. happy) or sounds of instruments
IC.6 Improvising rhythms & tunes	Improvise new pieces in time and in tune		
IC.7 Creating and Performing own music in a group	Responds to others by making own sound Makes sounds to get a response.		

Music Curriculum Scheme of Work for Key Stage One or Stage B

SINGING	NC		PLAYING	NC	
S.1 Engagement and Using the Voice	1a	Enjoys joining in with chants, rhymes and singing simple songs.	P.1 Creating and Exploring Sound	1b 1d	Enjoys playing and exploring sounds.
	1a	Uses own voice in a variety of ways, with growing confidence, exploring the sounds a speaking and singing voice make.		P.2 Controlling Sounds on Instruments	1b
S.2 Pitch Skills	1a	Sings broadly in tune within a limited pitch range (octave) and with the sense of the shape of a melody or intervals jumps.	1b		Controls and demonstrates changes in dynamics and tempo
	1a	Imitates melodic patterns in echoes.	1b 1d		Shows control, playing clearly and with increasing confidence Selects instrumental timbres to create sound effects
S.3 Singing with Control and Expression	1a	Begins to control steady expressive changes in songs and chants (e.g. dynamics, tempo).	P.3 Rhythm Skills (playing a pattern, etc)	1b 1c	Responds to sounds of different duration
				1b	Recognises difference between long and short sounds
				1b	Recognises and copies simple patterns of long/short sounds
S.4 Ensemble skills and part-singing	1a	Sings in unison, in small and large groups, and may sing solo.	P.4 Pitch Skills	1b 1d	Identifies and selects high/low high/low ascending/ descending pitches where appropriate. Plays simple melodic patterns
	1a	Sings in time with others, with or without an accompaniment.		1b	
	1a	Follows simple musical instructions (e.g. start and stop).	P.5 Ensemble skills	1b	Follows instructions on when to play
S.5 Performing	1a	Performs in a group with a good sense of pulse and rhythm, knowing when to start and stop.	P.6 Playing from Notation	1b	Plays from a picture score
	1a	Beginning to be aware of an audience during special performances.			
S.6 Understanding song structure	1c	Recognises the sections of a song may be the same or different (e.g. verse and chorus, cumulative song).	P.7 Performing	1b	Performs in a group with good sense of pulse and rhythm

			P.8 Understanding instruments and how they are played	1b 1d 1b 1d	Matches selected sounds with their pictured source Uses sound words or phrases to describe selected sounds and the ways in which they are produced
--	--	--	--	----------------------	--

Music Curriculum Scheme of Work for Key Stage One or Stage B (Continued)

IMPROVISING AND COMPOSING	NC		CRITICAL ENGAGEMENT	NC	
IC.1 Exploring Sounds	1a 1b 1d	Explores sounds with voice, body or instruments	CE.1 Listening to a Range of Live, Recorded and own Music.	1c	Listens with growing focus to a range to high quality live and recorded music.
IC.2 Choosing and Organising Sounds	1d	Selects sounds to represent ideas and feelings.	CE.2 Differentiating between Sounds	1c	Listens out for, and responds to, sounds that differ, e.g. in dynamics, pitch, timbre, tempo, etc.
IC.3 Creating music within structures	1a 1d	Improvises within given songs, chants or ostinati.	CE.3 Recognising and Recalling	1c	Recalls simple rhythmic and melodic phrases.
IC.4 Improvising to demonstrate musical ideas	1b 1d	Improvises to demonstrate a simple musical idea (loud/quiet, fast/slow, high/low).	CE.4 Responding through Movement	1c	Responds to sounds or music through physical movements.
IC.5 Communicating ideas or moods	1b 1d	Improvises or composes to communicate ideas or moods.	CE.5 Describing and appraising	1c	Listens and shares comments and opinions about music, including to own work.
IC.6 Improvising rhythms & tunes	1b 1d	Improvises simple rhythms or tunes			
IC.7 Creating and Performing own music in a group	1d	Contributes ideas to a composition and perform this solo or as a class or group.			

Music Curriculum Scheme of Work for Lower Key Stage Two (Years 3 & 4) or Stage C

SINGING	NC		PLAYING	NC	
S.1 Engagement and Using the Voice	2a 2e 2f	Sings, with increasing confidence, fluency and expression, songs from different traditions, genre and times.	P.1 Creating and Exploring Sound	2a 2b	Confidently explores and creates sounds.
	2a	Uses own voice in a variety of ways, including vocal warm ups.		P.2 Controlling Sounds on Instruments	2a 2c
S.2 Pitch Skills	2a 2c	Sings accurately in tune within a limited pitch range, following a melody or interval jumps.			2a 2b
S.3 Singing with Control and Expression	2a	Sings songs and speaks chants with increasing expression (e.g. dynamics, tone, phrasing).	P.3 Rhythm Skills (playing a pattern, etc)	2a	Performs simple rhythmic patterns and ostinati to an internalised pulse
	2a	Sings with clear diction and breathing.	P.4 Pitch Skills	2a	Performs simple melodies and pitched ostinati to an internalised pulse
S.4 Ensemble skills and part-singing	2a	Sings in unison and in short solos.	P.5 Ensemble skills	2a	Follows a leader directing changes and start/stops.
	2a 2c	Maintains a simple part in a large group with two or more layers (rounds, drones and ostinato).		2a 2b 2c	Maintains own part in a group piece playing rhythm on rhythm and holding a beat
	2a 2c	Follows musical instructions (e.g. dynamic changes).		2a 2c	Recognises the melodic line and an accompaniment in a texture
S.5 Performing	2a	Performs confidently in a group and may occasionally perform a solo.	P.6 Playing from Notation	2d	Plays using various notation as support (Graphic scores, rhythm notation e.g. crotchets and quavers)
	2a	Shows an awareness of audience and a sense of occasion during special performances.	P.7 Performing	2a	Performs with an awareness of a group and to an audience
S.6 Understanding song structure	2a 2c	Recognises different song structures (call and response, verse and chorus, cumulative).	P.8 Understanding instruments and how they are played	2b	Selects appropriate instruments and plays in a variety of ways

--	--	--	--	--	--

Music Curriculum Scheme of Work for Lower Key Stage Two (Years 3 & 4) or Stage C (Continued)

IMPROVISING AND COMPOSING	NC		CRITICAL ENGAGEMENT	NC	
IC.1 Exploring Sounds	2a 2b	Explores and improvises sounds or musical patterns with voice, body or instruments.	CE.1 Listening to a Range of Live, Recorded and own Music.	2c 2e 2f	Listens to, and comments on, high quality live and recorded music from different traditions, genre, styles and times with increasing focus and attention to detail.
IC.2 Choosing and Organising Sounds	2b	Selects and orders sounds effectively to represent ideas or feelings, or to tell a story.	CE.2 Differentiating between Sounds	2c	Listens to several layers of sound, identifying musical elements or features and discussing their effect.
IC.3 Creating music within structures	2a 2b	Creates rhythms, melodies, lyrics or accompaniments within simple or given musical structures.	CE.3 Recognising and Recalling	2c	Listens and recalls simple tunes, played or notated rhythms with increasing accuracy
IC.4 Improvising to demonstrate musical ideas	2a 2b	Improvises, with growing confidence and control with voice or instruments to demonstrate musical changes or contrasts.	CE.4 Responding through movement	2c	Responds to music through movement to show understanding of mood, ideas, or musical features (e.g. beat, crescendos).
IC.5 Communicating ideas or moods	2a 2b	Improvises and composes effectively to communicate ideas or moods	CE.5 Describing and appraising	2c	Listens to own music, commenting on it in order to improve it.
IC.6 Improvising rhythms & tunes	2a 2b	Improvises with growing confidence rhythms or simple tunes within musical structures (e.g. a beat, ostinato or chord sequence)			
IC.7 Creating and Performing own music in a group	2a 2b	Composes and performs solo or with class or group, contributing ideas to create songs, chants or pieces.			

Music Curriculum Scheme of Work for Upper Key Stage Two (Years 5 and 6) or Stage D

SINGING	NC		PLAYING	NC	
S.1 Engagement and Using the Voice	2a 2e 2f	Sings confidently, fluently and maintaining a strong pulse, songs from a range of traditions, genre and times	P.1 Creating and Exploring Sound	2a 2b	Creates and performs sounds with accuracy
	2a	Understands why and how to warm up the voice.		P.2 Controlling Sounds on Instruments	2a 2c
S.2 Pitch Skills	2a	Sings accurately in tune within a wider pitch range (*octave and half*) and appropriate individual vocal range.			2a 2b 2c
S.3 Singing with Control and Expression	2a	Uses dynamics, phrasing, emphasis and accents to create intended effects.	P.3 Rhythm Skills (playing a pattern, etc)	2a 2b	Performs complex rhythmic patterns to an internalised pulse
	2a	Sings with an awareness of breathing, posture and diction.		2a 2c	Recognises a metre of 3 & 4
				2a 2c	Recognises a change in metre
			P.4 Pitch Skills	2a 2c	Performs complex melodies and pitched accompaniments to an internalised pulse
S.4 Ensemble skills and part-singing	2a	Sings confidently in unison and solo.	P.5 Ensemble skills	2a	Leads a group and follows a leader directing changes in musical expression
	2a 2c	Maintains an independent part in a small group with several layers and being aware of other parts (rounds, drones, ostinato and harmony).		2a 2b 2c	Maintains an independent part in an ensemble
	2a	Follows more complex musical instructions (e.g. in part singing).		2c	Understands how the texture might vary
S.5 Performing	2a	Performs confidently in a group and solo with expression and variety.	P.6 Playing from Notation	2d	Plays using notation as support (Staff & rhythm notation, graphic scores)
	2a	Performs in a way that reflects the meaning and impact of the lyrics to an audience.	P.7 Performing	2a	Performs confidently in a group and solo, with expression and variety.

S.6 Understanding song structure	2a 2c	Understands more complex song structures.	P.8 Understanding instruments and how they are played	2a 2b	Organises sounds effectively using a variety of instruments and styles
---	----------	---	--	----------	--

Music Curriculum Scheme of Work for Upper Key Stage Two (Years 5 and 6) or Stage D (Continued)

IMPROVISING AND COMPOSING	NC		CRITICAL ENGAGEMENT	NC	
IC.1 Exploring Sounds	2b	Selects and use instruments, creative sound-makers or playing techniques to improvise sounds or patterns.	CE.1 Listening to a Range of Live, Recorded and own Music.	2c 2e 2f	Listens to and evaluates a range of high quality live and recorded music from different traditions, genre, styles and times with concentration and discernment, and share opinions, using musical language.
IC.2 Choosing and Organising Sounds	2a 2b	Selects, orders, combines and changes sounds, imaginatively and with expression, to represent ideas, moods or feelings, or tell a story.	CE.2 Differentiating between Sounds	2c	Listens to several layers of sound, identifying musical elements or features, discussing their effect and justifying ideas.
IC.3 Creating music within structures	2a 2b	Creates and combines rhythms, melodies, harmonies or lyrics within own musical pieces effectively.	CE.3 Recognising and Recalling	2c	Listens and accurately recalls melodies, rhythms, notated music or separate parts in a group.
IC.4 Improvising to demonstrate musical ideas	2a 2b	Improvise imaginatively and expressively with voice or instruments using inter-related dimensions of music.	CE.4 Responding through movement	2c	Responds to music through movement to show understanding of mood, ideas, or musical features (e.g. beat, crescendos).
IC.5 Communicating ideas or moods	2b	Improvise and composes imaginatively to communicate ideas & moods	CE.5 Describing and appraising	2c	Listens to own work and others with discernment, and share opinions, using these ideas to improve own work.
IC.6 Improvising rhythms & tunes	2a 2b	Improvise rhythms and tunes within musical structures (e.g. a beat, ostinato or chord sequence) confidently and imaginatively.			
IC.7 Creating and Performing own music in a group	2a 2b	Composes and perform solos and with others effectively and imaginatively to create songs, chants or pieces			

--	--	--