

**CLARENDON PRIMARY CENTRE MUSIC CURRICULUM**

Encountering	Foundation	Core	Development	Enrichment	Enhancement
<b>Listening</b>					
With some support they listen and attend to familiar musical activities.	Begin to follow and join in familiar musical routines.	Respond to and express an opinion about music played and sounds made in music sessions.	Listen to music and can describe music in simple terms, e.g. describing musical experiences using phrases or statements, combining a small number of words, signs, symbols or gestures.	Listen to and identify qualities in music - lively, scary, hollow, sad, celebratory, etc.	Listen carefully to music and can say how elements (pitch, dynamics, tempo) have been used to 'tell' the story.
Recall common environmental sounds - car, cow, aeroplane.	Be aware of beginning and end.	Identify the chorus in a song.	Identify the chorus and verse in a song.	Identify the bridge of a song.	Different forms - question and answer, repeating melody, round.
Identfy common environmental sounds - car, cow, aeroplane.	Identify animal sounds and begin to discriminate between them.	Use voices to imitate animal sounds.	Use voices and instruments to make animal sounds	Identify different sounds and place them in the correct context.	Begin to describe sounds in the environment using musical vocabulary.
Moves whole body to sounds they enjoy, such as music or a regular beat.	Begin to look for an instrument or noisemaker out of sight.	Listen to a familiar percussion instrument played behind a screen and match the correct instrument on a table.	Describe whether music is mainly slow or mainly fast. Name a range of classroom percussion instruments.	Describe obvious changes in music.	Recognise common instruments from different musical genres and cultural backgrounds.
<b>Playing</b>					
With some support they listen and attend to familiar musical activities and follow and join in familiar routines	Repeat, copy and imitate actions, sounds or words in songs and musical performances.	Take part in simple musical performances. Play instruments with an element of control.	Respond to prompts to play faster, slower, louder, softer.	Play untuned instruments musically and with increasing control. Play tuned instruments with an awareness of where high and low sounds are found.	Play tuned and untuned instruments musically to create an intended effect.
Be aware of cause and effect in familiar events e.g. that a sound can be started and stopped or linked to movement through sound beams.	Respond to signs given by a musical conductor to start or stop playing.	Explore a range of effects that can be made by an instrument or sound maker.	Categorise percussion instruments by how they can be played, e.g. striking or shaking.	Play in three different ways, following and responding to three symbols.	Follow simple graphic scores with symbols or pictures and play simple patterns or sequences of music.
Pupils use single words, gestures, signs, objects, pictures or symbols to communicate about familiar musical activities or name familiar instruments.	Play loudly/quietly and slowly/fast in imitation.	Play to the pulse of different speeds and genres of music.	Copy simple repeating rhythms accurately and play a number of times.	Copy musical patterns or phrases, including simple tunes, such as an ostinato.	Play own part with an awareness of other layers of music and of how parts fit together.
<b>Singing and Moving</b>					
	Join in with rhyming words in songs	Identify words that rhyme.	Make up rhyming strings of words.		
Begin to join in with songs and movement, using signs, props or equipment with support and prompts.	Repeat, copy and imitate actions, sounds or words in songs and musical performances.	Sing and sign known songs at the same time as others. Move to music freely.	Begin to play, sing and move expressively in response to the music or the meanings of words in a song.	Sing as part of a group in a round with others. Make up a simple, repeating movement sequences to match the mood of a range of music.	Use voices and/or signing expressively and creatively when singing a range of songs, speaking chants and performing rhymes or poems.
<b>Composing</b>					
Combine two objects together to create sound, e.g claves as a drum stick, running a stick along the fence.	Listen to and contribute with support to sound stories.	Choose a suitable sound from a choioce of two to match a particular part or action in a story.	Take part in simple improvisation and make basic choices about the sound and instruments used.	Create their own simple compositions, carefully selecting sounds for an intended purpose.	Experiment with, create, select and combine sounds using the inter-related dimensions (elements ) of music.

To explore body percussion and make a simple accompaniment to a song.	Freely explore musical software packages and apps to create sounds.	Draw symbols or pictures to represent the number of times an instrument is played.	Choosing symbol or picture cue cards and order them from left to right to make a pattern of sounds. Use software or apps to order and play sounds.	Create simple graphic scores using pictures or symbols or an app with increasing confidence and explanation for choices.	Record own compositions using software, apps or hand drawn symbols that demonstrate the different elements of music used. Example - use symbols in different ways to show loud/soft, fast/slow, high/low.
<b>Related to Long Term Plans</b>					
<b>Dynamics</b>					
Respond to loud and soft sounds, for example, cover ears or appear to listen more carefully.	Play loudly or quietly in imitation.	Listen to music and recognise loud and soft sounds.	Recognise when music gets louder or quieter.	Use loud and soft sounds to create a particular affect.	Listen carefully to music and can say how elements (pitch, dynamics, tempo) have been used to 'tell' the story.
<b>Sound Stories</b>					
Combine two objects together to create sound, e.g claves as a drum stick, running a stick along the fence.	Listen to and contribute with support to sound stories.	Choose a suitable sound from a choice of two to match a particular part or action in a story.	Take part in simple improvisation and make basic choices about the sound and instruments used.	Combine two sounds in a chosen way to create a sound effect.	Play tuned and untuned instruments musically to create an intended effect.
<b>Rhythm and Pulse</b>					
Move whole body in response to music.	Play to the pulse of music once modelled.	Independently play to the pulse of different speeds and genres of music.	Copy simple repeating rhythms accurately and play a number of times.	Copy musical patterns or phrases, including simple tunes, such as an ostinato.	Make up own repeating rhythms to accompany a song.
<b>Pitch</b>					
	Use voices to make high and low sounds and imitate them, such as imitating an ambulance siren.	Identify high and low sounds in music and	Recognise movement from high to low or low to high sounds.	Begin to track obvious changes in pitch.	Listen carefully to music and say how pitch has been used to 'tell' the story.
<b>Tempo</b>					
Play slowly or fast hand over hand.	Play slowly or fast in imitation.	Play slowly or fast independently.	Describe whether music is mainly slow or mainly fast.	Play fast music without getting louder and slow music without getting quieter.	Listen carefully to music and can say how tempo has been used to 'tell' the story.