



Millbrook Music Overview



Year Group	Performing & Singing
R	Sing an entire song – nursery rhymes, pop songs, songs from programmes (very simple 2 pitches)
	Create sounds in vocal sound games
	Pitch match a 2 pitch song being sung
	Say which songs that they like and start to perform in small groups
	Play untuned instruments to match the structure of music – e.g. loud or quiet, and stopping at right place
	Keep a steady beat whilst playing instruments
	Tap a rhythm to accompany words
1	Sing simple songs, speak chants and rhymes from memory with increasing confidence and vocal accuracy
	Sing at the correct pitch in 2-5 pitches (Do-So) and pentatonic songs.
	Recall short rhythmic and melodic phrases
	Clap some short rhythmic phrases, keeping in time to the beat.
	Add some simple untuned accompaniments to songs, showing some control using instruments
2	Sing a range of songs from memory with increasing confidence and vocal accuracy, and expression -This should focus on 5 pitches Do-So
	Start to sing songs with different parts, or in rounds
	Sing at the correct pitch -focussing only on 5 pitches
	Recall short rhythmic and melodic phrases
	Clap or play some short rhythmic phrases
3	Sing with sensitivity, expression and control, becoming accurate with Do-So- performing Piano and Forte.
	Work within different groups as an ensemble and as part of a choir (voice and acoustic instruments)
	Maintain a part within a group and show awareness of other performers
	Play tune and untuned percussion in groups and as a whole class
	Use listening skills to correctly order phrases, showing different arrangements of notes.
	Become aware of an audience.
4	Sing in unison and 2-part songs, with sensitivity, expression and control particularly of pitch and pulse (Across the Octave)
	Sing and perform in parts with increasing confidence.
	Play and perform melodies from staff notation (Recorders)
	Develop ability in basic skills of playing selected instrument (Recorders).
	Read notation (see NC guidance for Y3&4) for performance.
	Perform with an increasing awareness of audience.
5	Sing in unison and 3-part songs developing expression and control
	Play melodies on tuned and untuned instruments, following staff notation- See Knowledge Organiser.
	Understand and perform Triads/Chords (Xylophones)
	Develop playing by ear.
6	Perform a range of pieces – combining acoustic instruments.
	Sing Syncopated 3-4 part songs in tune demonstrating control and musical expression.
	Play a variety of instruments with control and accuracy
	Practise, rehearse and present performances with an awareness of audience
	Play an instrument following notation (Uke tabs).
	Accompany a sung melody with block chords (Uke, Xylo)
Engage with others through an ensemble	



Millbrook Music Overview



Year Group	Composing
R	Improvise simple vocal chants (use a simple nursery rhyme as a base and change a word or a line – see Singing games and Rhymes EYFS).
	Experiment with making different sounds.
	Play along with a rhythm that they hear
1	Identify and organise sounds using simple criteria e.g. loud, soft, high low (using simple graphic scores – see Chetham’s Inset)
	Create simple musical ideas based on a theme- e.g rainforest or seaside soundscape for story-telling.
	To create a simple rhythm based upon ones that they have heard
	Improvise vocal chants (Q&A phrases with 2 pitches)and/or add to or alter nursery rhymes.
2	Create a simple rhythmic or melodic idea based upon one that they have heard. e.g using a simple tune or rhyme and changing an element of it.
	Create Music in response to a non-musical stimulus -e.g Rainforest soundscape
	Begin to experiment with dot and stick notation to keep a record of composed pieces (keep very simple- next step from graphic score)
	Create own chanted rhythmic pattern with the same stick notation (keep very simple- next step from graphic score)
3	Develop improvisation skills (voices, tuned and untuned instruments) inventing short “on the spot” responses using a limited note range. E.g Sing a question and they sing an answer back.
	Investigate or improvise on all parts of tuned and non –tuned instruments and explore the sounds that can be made or created.
	Understand graphic and verbal representations of notes and rhythms.
4	Make structural decisions about a composition.
	Improvise and use extended patterns on a range of tuned and untuned instruments
	Compose music to create a mood.
	Use simple musical staff notation for their own compositions (e.g. pentatonic scale) – se NC guidelines.
5	Introduce major and minor chords.
	Improvise rhythmic and melodic ideas (for example the pentatonic scale)
	Create music combining resources and elements to achieve an intended effect
6	Use simple musical notation for their compositions, including staff notation – see NC Guidance.
	Plan and compose an 8-16 beat phrase using the pentatonic scale. (Chime bars)
	Notate this melody.
	Improvise a melody and repeat it over a groove. (e.g 12 bar blues
	Use Chord changes as part of an improvised sequence. (e.g 12 bar blues)



Millbrook Music Overview



Year Group	Appraising & Listening
R	Expresses themselves physically or verbally e.g. This music sounds like a boat on water.
	Distinguishes and describes changes in music e.g. this starts slowly and then gets faster.
	Identify the mood of the music and link with characters in stories.
	Listen to and respond to a range of music from a range of cultures – see New National Curriculum guidelines
1	Think about and make simple suggestions about what could make their own work better. E.g: play faster or louder
	Begin to identify simple repeated patterns and follow basic musical instructions (graphic score).
	Begin to understand that musical elements (see musicianship) can be used to create different moods and effects.
	Talk about how music makes you feel or want to move. E.g. it makes me want jump/run/shout/sleep etc.
	Listen to short, simple pieces of music and talk about when and why they may hear it. e.g. a lullaby or Wedding march- See New National Curriculum guidelines for Y1
2	Identify what improvements could be made to own work and make these changes, including altering use of voice and choice of instruments
	Identify and recognise repeated patterns.
	Understand and talk about how musical elements (see musicianship) can create different moods and effects for different purposes.
	Respond to different moods in music and explain thinking about the changes in sound
	Listen to a wide range of music – see NC guidelines for Y2
3	Identify and talk about how they could improve a performance or composition.
	Recognise what is similar and what is different about a variety of Music.
	To begin to use musical vocabulary to describe music (see musicianship)
	Listen to a wide range of music see NC guidelines for Y3
4	Understand that they need to make improvements to their work to ensure they create their intended effect
	Listen to a wide range of music see NC guidelines for Y4.
	Use a wider range of musical vocabulary to describe music (e.g. pitch, dynamics, timbre- see musicianship) and explain how these elements combine to communicate different moods and effects
	Understand how music can be represented through signs and symbols using musical notation (semi-breave, crotchet, quaver, rest – see Y4 NC guidance)
5	Listen to a wide range of music – see NC guidelines for Y5
	To recognise and analyse similarities and differences between different music, using a wider vocabulary.
	Comment on their own and others' work in relation to achieving an intended effect
	Listen to music with attention to detail and internalise and recall sounds and phrases
	Recognise how the musical elements (see musicianship) can be used to achieve a particular effect or mood... layering...play louder/softer/higher /lower.
6	Listen to a wide range of music – see NC guidelines for Y6
	Suggest improvements to others' and own work, commenting on how intentions have been achieved
	Use extensive musical vocabulary (see Musicianship) to describe and compare music, understanding how the combined musical elements can be organised within musical structures to communicate moods and atmospheres and effects.



Millbrook Music Overview



Year Group	Musicianship
R	PULSE: the steady beat of a piece of a piece of music
	TEMPO: Fast and slow
1	PULSE: the steady beat of a piece of a piece of music
	TEMPO: Fast and slow
	PITCH: the melody and the way the notes change from low to high and vice versa
2	PULSE: the steady beat of a piece of a piece of music - Begin to recognise 2/4 and ¾ grouping
	TEMPO: Fast and slow – Indicate with actions
	PITCH: the melody and the way the notes change from low to high and vice versa- Begin to recognise crotchets, quavers and rests.
	RHYTHM: or duration is the pattern of long and short sounds in a piece of music – Indicate with actions or a graphic score.
3	PULSE: the steady beat of a piece of a piece of music – recognise this can be sung or played.
	TEMPO: Fast and slow – begin using vocabulary and actions/scores
	PITCH: the melody and the way the notes change from low to high and vice versa
	RHYTHM: or duration is the pattern of long and short sounds in a piece of music – using related vocabulary – Ostinato.
4	PULSE: the steady beat of a piece of a piece of music
	TEMPO: Fast and slow
	PITCH: the melody and the way the notes change from low to high and vice versa.
	RHYTHM: or duration is the pattern of long and short sounds in a piece of music
	STRUCTURE: The way the music is laid out –e.g. Verse, chorus, verse.
5	PULSE: the steady beat of a piece of a piece of music
	TEMPO: Fast and slow
	PITCH: the melody and the way the notes change from low to high and vice versa
	RHYTHM: or duration is the pattern of long and short sounds in a piece of music- Staff notation see NC guidance
	STRUCTURE: The way the music is laid out –e.g. Verse, chorus, verse
	DYNAMICS: Loud and soft – appropriate vocab – Forte, Piano – see guidance
	TEXTURE: Layers of sound (number of instruments or voices playing together)
6	PULSE: the steady beat of a piece of a piece of music
	TEMPO: Fast and slow
	PITCH: the melody and the way the notes change from low to high and vice versa
	RHYTHM: or duration is the pattern of long and short sounds in a piece of music
	STRUCTURE: The way the music is laid out –e.g. Verse, chorus, verse
	DYNAMICS: Loud and soft
	TEXTURE: Layers of sound (number of instruments or voices playing together)
	TIMBRE: The type of sound – whisper/hum/sing/talk (examples with the voice) or twinkly/hard/soft (examples with instruments)



Millbrook Music Overview



USEFUL WEBSITES

<https://www.bristolplaysmusic.org/teach/music-curriculum-bristol/curriculum/> - music lesson ideas.

https://www.classicsforkids.com/music/instruments_orchestra.php - interactive orchestra

<http://www.bbc.co.uk/orchestras/learn/guidetotheorchestra/> - bbc guide to the orchestra

https://www.classicsforkids.com/composers/composers_timeline.php - interactive music timeline

This link is the new guidance/model curriculum with songs and music recommended for each year.

It also includes recommended notation techniques from Y1 upwards.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974366/Model Music Curriculum Full.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974366/Model_Music_Curriculum_Full.pdf)



Millbrook Music Overview



The Western Classical Tradition up to the 1940s

Title	Composer	Period
O Euchari	Hildegard	Early
Hallelujah from <i>Messiah</i>	Handel	Baroque
Rondo alla Turca	Mozart	Classical
Symphony No. 5	Beethoven	Classical
1812 Overture	Tchaikovsky	Romantic
Night on a Bare Mountain	Mussorgsky	Romantic
Bolero	Ravel	20th Century
Symphonic Variations on an African Air	Coleridge-Taylor	20th Century
English Folk Song Suite	Vaughan Williams	20th Century
Mars from <i>The Planets</i>	Holst	20th Century

The Western Classical Tradition and Film beyond the 1940s

Title	Composer	Period
This Little Babe from Ceremony of Carols	Britten	20th Century
For the Beauty of the Earth	Rutter	20th Century
Jai Ho from <i>Slumdog Millionaire</i>	A.R. Rahman	21st Century
Connect It	Anna Meredith	21st Century
Night Ferry	Anna Clyne	21st Century

Popular Music

Style	Title	Artist(s)
Blues	Runaway Blues	Ma Rainey
Jazz	Take the 'A' Train	Duke Ellington Orchestra
Rock n Roll	Hound Dog	Elvis Presley
Pop	With A Little Help from My Friends	The Beatles
Funk	I Got You (I Feel Good)	James Brown
Disco	Le Freak	Chic
80s Synth/Pop	Smalltown Boy	Bronski Beat
90s Singer/Songwriter	Play Dead	Björk
90s RnB	Say My Name	Destiny's Child
Art Pop	Wild Man	Kate Bush
90s Indie	Wonderwall	Oasis
21st Century	Pupils should also be listening to more recent examples of popular music; this affords an opportunity for pupil engagement in the choice of repertoire.	



Millbrook Music Overview

