



## Music: Year 1

**Teachers:** In schools, lessons on music should feature activities and works that illustrate important musical concepts and terms, and should introduce important composers and works. When appropriate, topics in music may be linked to topics in other disciplines. The following guidelines focus on content, not performance skills, though many concepts are best learned through active practice such as singing, clapping rhythms, playing instruments, etc.

### I. ELEMENTS OF MUSIC

- Through participation, become familiar with some basic elements of music rhythm, melody, harmony, form, timbre, etc.).
  - Recognise a steady beat; begin to play a steady beat.
  - Recognise that some beats have accents (stress).
  - Move responsively to music (marching, walking, hopping, swaying, etc.).
  - Recognise short and long sounds.
  - Discriminate between fast and slow.
  - Discriminate between obvious differences in pitch: high and low.
  - Discriminate between loud and soft.
  - Recognise that some phrases are the same, some different.
  - Sing unaccompanied, accompanied and in unison.

### II. LISTENING AND UNDERSTANDING

**Teachers:** To encourage listening skills and the beginnings of understanding, play various kinds of music often and repeatedly. In the Year 1 classroom, music can be played for enjoyment, to accompany activities, to inspire creative movement, etc. Expose children to a wide range of music, including children's music, popular instrumental music and music from various cultures.

#### A. INSTRUMENTS

- Recognise the following instruments by sight and sound:
  - Guitar
  - Piano
  - Trumpet
  - Flute
  - Violin
  - Drum

#### B. WORKS OF MUSIC

- Become familiar with the following works:
  - Edvard Grieg, 'Morning Mood' and 'In the Hall of the Mountain King' from *Peer Gynt*. This is a good work to illustrate dynamics (loud and quiet), as well as tempo (slow and fast).
  - Pyotr Tchaikovsky, 'The Nutcracker'
  - Victor Herbert, 'March of the Toys' from *Babes in Toyland*
  - Richard Rodgers, 'March of the Siamese Children' from *The King and I*
  - Camille Saint-Saëns, *Carnival of the Animals*

### III. SONGS

**Teachers:** Children should become familiar with many of the works below. See also Year 1 Language and Literature's Mother Goose poems, since a number of these poems may be sung to familiar melodies.

#### A. WORKS OF MUSIC

- The Bear Went Over the Mountain
- The Farmer in His Den
- Head, Shoulders, Knees and Toes
- Here We Go Round the Mulberry Bush
- The Hokey Cokey
- Hush, Little Baby
- If You're Happy and You Know It
- Jingle Bells
- Kumbaya (also Kum Ba Ya)
- London Bridge is Falling Down
- The Muffin Man
- My Bonnie Lies over the Ocean
- Pop! Goes the Weasel
- Old MacDonald Had A Farm
- One Man Went to Mow
- Row, Row, Row Your Boat
- This Old Man
- Twinkle Twinkle Little Star
- The Wheels on the Bus

#### B. ADDITIONAL WORKS OF MUSIC

**Teachers:** You may wish to supplement the songs listed above with other songs, such as those below.

- Eensy, Weensy Spider
- Five Little Ducks That I Once Knew
- Happy Birthday to You
- How Much is that Doggie in the Window?
- I Had a Little Nut Tree
- I'm a Little Teapot
- Kookaburra
- Lavender's Blue
- Oh Where, Oh Where, Has My Little Dog Gone?
- One Potato, Two Potato
- Polly Put the Kettle On
- Ring-a-Ring Of Roses
- Teddy Bears' Picnic
- There Was an Old Woman Who Swallowed a Fly
- You Are My Sunshine



## Music: Year 2

**Teachers:** In schools, lessons on music should feature activities and works that illustrate important musical concepts and terms, and should introduce important composers and works. When appropriate, topics in music may be linked to topics in other disciplines.




The following guidelines focus on content, not performance skills, though many concepts are best learned through active practice (singing, clapping rhythms, playing instruments, etc.).

### I. ELEMENTS OF MUSIC

#### A. ELEMENTS

- Through participation become familiar with basic elements of music (rhythm, melody, harmony, form, timbre, etc.).
  - Recognise a steady beat, move to a beat, play a steady beat, recognise accents.
  - Move responsively to music (marching, walking, hopping, swaying, etc.).
  - Recognise short and long sounds.
  - Discriminate between fast and slow.
  - Discriminate between obvious differences in pitch: high and low.
  - Discriminate between loud and soft.
  - Understand that melody can move up and down.
  - Hum the melody while listening to music.
  - Echo short rhythms and melodic patterns.
  - Play simple rhythms and melodies.
  - Recognise like and unlike phrases.
  - Recognise that music has timbre or tone colour.
  - Sing unaccompanied, accompanied and in unison.

#### A. NOTATION

- Understand that music is written down in a special way and become familiar with the following notation:
  - Crotchet: one single beat 
  - Minim: the length of two crotchet beats 
  - Semi-breve: a long note, as long as four crotchet beats or two minims 

### II. LISTENING AND UNDERSTANDING

**Teachers:** Expose children to a wide range of music, including children's music, popular instrumental music, and music from various cultures.

#### A. MUSICAL TERMS AND CONCEPTS

- Composers
  - Know that a composer is someone who writes music.

- Become familiar with Wolfgang Amadeus Mozart as a composer who wrote what is known as classical music, and listen to the Allegro (first movement) from *A Little Night Music (Eine kleine Nachtmusik)*.
- Orchestra
  - Become familiar with the families of instruments in the orchestra: strings, brass, woodwinds, percussion [Children will review families of instruments and specific instruments in later years].
  - Know that the leader of the orchestra is called the conductor.
  - Listen to Sergei Prokofiev, *Peter and the Wolf*.

## B. MUSIC CAN TELL A STORY

- Opera
  - Understand that opera combines music, singing and acting.
  - Listening to selections from Humperdinck's *Hansel and Gretel*: 'Brother, Come Dance with Me', 'I am the Little Sandman' and 'Children's Prayer'.
- Instrumental Music
  - Listen to Paul Dukas, *The Sorcerer's Apprentice*.
- Ballet
  - Understand that ballet combines music and movement, often to tell a story.
  - Listen to Tchaikovsky's *Nutcracker Suite*.

[If resources are available, read aloud to students the story behind Tchaikovsky's *Nutcracker*, and either attend a performance or show scenes from the ballet, which is available on DVD. You may also wish to introduce children to the Suite from Tchaikovsky's *Sleeping Beauty*, in relation to the story in English Language and Literature, *Sleeping Beauty*.]

## C. MUSICAL TRADITIONS

- Jazz
  - Understand that jazz is a kind of music that developed in America, with African and African American roots, and that jazz musicians improvise.
  - Recognise Louis Armstrong as a great early jazz musician.

## III. SONGS

**Teachers:** You may also wish to teach children the song 'Brother, Come Dance with me' in connection with their introduction to the opera *Hansel and Gretel*:

- Billy Boy
- La Cucaracha
- Drunken Sailor (Sea Shanty, also known as 'What Should We Do with A Drunken Sailor?')
- Dry Bones
- For He's a Jolly Good Fellow
- Frère Jacques/Brother John
- I had a little Nut Tree
- The Grand Old Duke of York
- Lavenders Blue
- Michael Finnigan
- Michael, Row the Boat Ashore
- Oh, John the Rabbit
- On Top of Old Smoky
- Polly put the Kettle on
- Run Rabbit Run
- She'll Be Comin' Round the Mountain

- Skip to My Lou
- Ten Green Bottles
- There's a Hole in My Bucket
- When the Saints Go Marching In
- Yankee Doodle



## Music: Year 3

**Teachers:** In schools, lessons on music should feature activities and works that illustrate important musical concepts and terms, and should introduce important composers and works. When appropriate, topics in music may be linked to topics in other disciplines.

The following guidelines focus on content, not performance skills, though many concepts are best learned through active practice (singing, clapping rhythms, playing instruments, etc.).




### I. ELEMENTS OF MUSIC

#### A. ELEMENTS

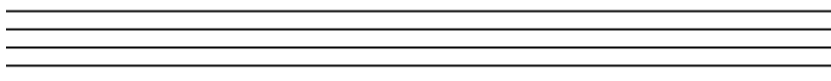
- Through participation, become familiar with basic elements of music (rhythm, melody, harmony, form, timbre, etc.).
  - Recognise a steady beat, accents, and the downbeat; play a steady beat.
  - Move responsively to music (marching, walking, hopping, swaying, etc.).
  - Recognise short and long sounds.
  - Discriminate between fast and slow; gradually slowing down and getting faster.
  - Discriminate between differences in pitch: high and low.
  - Discriminate between loud and soft; gradually increasing and decreasing volume.
  - Understand that melody can move up and down.
  - Hum the melody while listening to music.
  - Echo short rhythms and melodic patterns.
  - Play simple rhythms and melodies.
  - Recognise like and unlike phrases.
  - Recognise timbre (tone colour).
  - Sing unaccompanied, accompanied, and in unison.
  - Recognise verse and refrain.
  - Recognise that musical notes have names.
  - Recognise a scale as a series of notes.
  - Sing the C major scale using 'do re mi' etc.

#### B. NOTATION

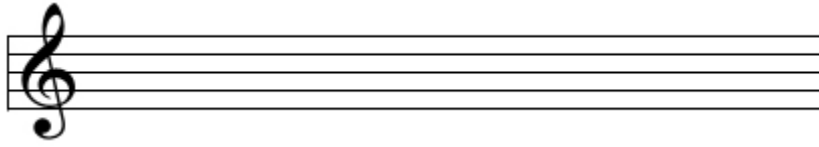
- Review the following notation:

- Crotchet 
- Minim 
- Semi-breve 

- Understand the following notation:
  - Stave



- Treble clef and names of lines and spaces in the treble clef



- Crotchet rest: silent for one beat



- Minim rest: silent for two beats



- Semibreve rest: silent for four beats



## II. LISTENING AND UNDERSTANDING

**Teachers:** Expose children to a wide range of music, including children's music, popular instrumental music, and music from various cultures. [In Year 4, students will take a closer look at the brass and woodwind families.]

### A. MANY KINDS OF MUSIC

- Patriotic music
- Folk Music
- Classical Music

### B. COMPOSERS AND THEIR MUSIC

**Teachers:** Provide brief, child-friendly biographical profiles of the following composers, and listen to representative works:

- Antonio Vivaldi, *The Four Seasons*
- Johann Sebastian Bach, *Minuet in G major* (collected by Bach in the *Anna Magdalena Notebook*); *Jesu, Joy of Man's Desiring*; *Tocatta and Fugue in D minor*
- Ludwig van Beethoven, *Symphony No. 6 ('Pastoral')*: first movement and from final movement, 'Thunderstorm' to end of symphony

### C. THE ORCHESTRA

- Review families of instruments: strings, brass, woodwinds, percussion.
- Become familiar with instruments in the string family—violin, viola, cello, double bass—and listen to
  - Camille Saint-Saëns, from *Carnival of the Animals*: 'The Swan' (cello) and 'Elephants' (double bass)
  - Antonio Vivaldi, *The Four Seasons* (see below, Composers and Their Music)
- Become familiar with instruments in the percussion family—for example, drums (timpani, snare), xylophone, wood block, maracas, cymbals, triangle, tambourine—and listen to Carlos Chavez, *Tocatta for percussion*, third movement.

[If you have recordings or other resources, also introduce African drumming and Latin American music with percussion.]

### D. KEYBOARD INSTRUMENTS

- Recognise that the piano and organ are keyboard instruments, and listen to a variety of keyboard music, including:
  - Wolfgang Amadeus Mozart, *Rondo Alla Turca* from *Piano Sonata K. 331*

- Ludwig van Beethoven, *Für Elise*
- Felix Mendelssohn, *Spring Song* from *Songs without Words*

[See also below, Composers and Their Music, Bach, *Toccatina and Fugue in D minor* (organ).]

### III. SONGS

- Bobby Shaftoe
- Clementine
- Do-Re-Mi (Richard Rodgers and Oscar Hammerstein II, for the musical *The Sound of Music*)
- The Happy Wanderer (words by Florenz Siegesmund, English translation by Antonia Ridge, music by Friedrich Wilhelm Möller)
- The Hippopotamus Song (also known for its chorus: Mud, Mud, Glorious Mud) (Michael Flanders and Donald Swann)
- Oranges and Lemons
- Who Killed Cock Robin?





## Music: Year 4

**Teachers:** In schools, lessons on music should feature activities and works that illustrate important musical concepts and terms, and should introduce important composers and works. When appropriate, topics in music may be linked to topics in other disciplines.

The following guidelines focus on content, not performance skills, though many concepts are best learned through active practice (singing, clapping rhythms, playing instruments, etc.).




### I. ELEMENTS OF MUSIC

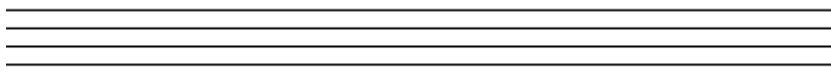
#### A. ELEMENTS

- Through participation, become familiar with basic elements of music (rhythm, melody, harmony, form, timbre, etc.).
  - Recognise a steady beat, accents, and the downbeat; play a steady beat.
  - Move responsively to music.
  - Recognise short and long sounds.
  - Discriminate between fast and slow; gradually slowing down and getting faster.
  - Discriminate between differences in pitch: high and low.
  - Discriminate between loud and soft; gradually increasing and decreasing volume.
  - Understand that melody can move up and down.
  - Hum the melody while listening to music.
  - Echo short rhythms and melodic patterns.
  - Play simple rhythms and melodies.
  - Sing unaccompanied, accompanied, and in unison.
  - Recognise harmony; sing rounds.
  - Recognise verse and refrain.
  - Continue work with timbre and phrasing.
  - Review names of musical notes; scale as a series of notes; singing the C major scale using 'do re mi' etc.

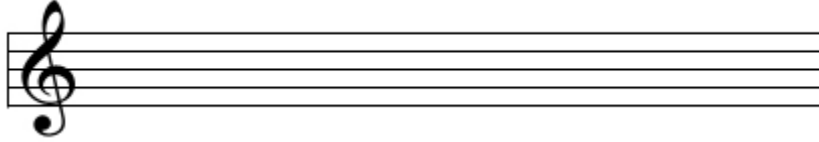
#### B. NOTATION

- Review the following notation

- Crotchet 
- Minim 
- Semi-breve 
- Stave




- Treble clef and names of lines and spaces in the treble clef



- Crotchet rest 


- Minim rest 

- Semibreve rest 

- Understand the following notation

- Bar line, dividing the staff into measures



- Quaver: the length of half a crotchet 

- Time signature:  $\frac{4}{4}$  quadruple time, as in four crotchet beats



- Time signature:  $\frac{2}{4}$  duple time, as in two crotchet beats



- Time signature:  $\frac{3}{4}$  triple time, as in three crotchet beats



- Soft: *p*
- Very soft: *pp*
- Loud: *f*
- Very loud: *ff*

## II. LISTENING AND UNDERSTANDING

**Teachers:** Expose children to a wide range of music, including children's music, popular instrumental music, and music from various cultures.

[See below, *re* brass instruments, Composers and Their Music: Aaron Copland's *Fanfare for the Common Man*, and Edward Elgar, *Pomp and Circumstance March No. 4*. See also English Language and Literature 4: William Tell.]

### A. THE ORCHESTRA

- Review families of instruments: strings, brass, woodwinds, percussion.
- Become familiar with brass instruments—trumpet, French horn, trombone, tuba—and listen to:
  - Gioacchino Rossini, *William Tell Overture*, finale (trumpet)
  - Wolfgang Amadeus Mozart, selections from the *Horn Concertos* (French horn)
- Become familiar with woodwind instruments—flute and piccolo (no reeds), clarinet, oboe, bassoon (with reeds)—and listen to:
  - Claude Debussy, *Prelude to the Afternoon of a Faun* (flute)
  - Opening of George Gershwin, *Rhapsody in Blue* (clarinet)
  - Jean Sibelius, *The Swan Of Tuonela* (cor anglais)

### B. COMPOSERS AND THEIR MUSIC

**Teachers:** Provide brief, child-friendly biographical profiles of the following composers, and listen to representative works:

- Peter Tchaikovsky, *Suite from Swan Lake*
- Edward Elgar, *Pomp and Circumstance March No. 4*
- Gustav Holst, *Mars, Jupiter and Neptune* from *The Planets Suite*

### C. MUSICAL CONNECTIONS

**Teachers:** Introduce children to the following in connection with topics in other disciplines:

- Nikolai Rimsky-Korsakov, part one: *The Sea and Sinbad's Ship* from *Scheherazade*,

## III. SONGS

- Aiken Drum
- All Through the Night
- Alouette
- Annie Laurie
- Cockles and Mussels
- London's Burning
- On Ilkley Moor Baht 'At



## Music: Year 5

**Teachers:** In schools, lessons on music should feature activities and works that illustrate important musical concepts and terms, and should introduce important composers and works. When appropriate, topics in music may be linked to topics in other disciplines.

The following guidelines focus on content, not performance skills, though many concepts are best learned through active practice (singing, clapping rhythms, playing instruments, etc.).




### I. ELEMENTS OF MUSIC

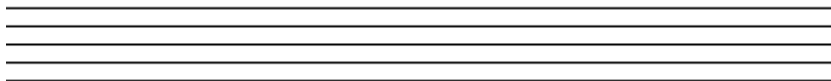
#### A. ELEMENTS

- Through participation, become familiar with basic elements of music (rhythm, melody, harmony, form, timbre, etc.).
  - Recognise a steady beat, accents, and the downbeat; play a steady beat and a simple rhythm pattern.
  - Discriminate between fast and slow; gradually slowing down and getting faster.
  - Discriminate between differences in pitch: high and low.
  - Discriminate between loud and soft; gradually increasing and decreasing volume.
  - Understand *legato* (smoothly flowing progression of notes) and *staccato* (crisp, distinct notes).
  - Sing unaccompanied, accompanied, and in unison.
  - Recognise harmony; sing simple rounds and canons.
  - Recognise verse and chorus
  - Continue work with timbre and phrasing.
  - Recognise theme and variations, and listen to Mozart, *Variations on 'Ah vous dirai-je Maman'* (familarly known as 'Twinkle Twinkle Little Star').
  - Sing or play simple melodies.

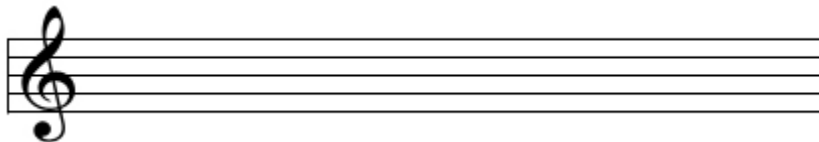
#### A. NOTATION

- Review the following notation

- Crotchet 
- Minim 
- Semi-breve 
- Stave



- Treble clef and names of lines and spaces in the treble clef



- Crotchet rest 

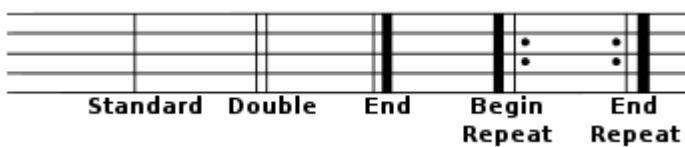
- Minim rest 


- Semibreve rest 


- Bar line





- Double bar line, bar, repeat signs



- Quaver 

- Time signature:  $\frac{4}{4}$  quadruple time 

- Time signature:  $\frac{2}{4}$  duple time 

- Time signature:  $\frac{3}{4}$  triple time 

- Soft: *p*



- Very soft: *pp*

- Loud: *f*

- Very loud: *ff*

- Understand the following notation:
  - Moderately soft: *mp*
  - Moderately loud: *mf*
  - Middle C in the treble clef



- Tied notes 
- Dotted notes 

- Sharps 

- Flats 

- *Da Capo* (*D.C.*): meaning 'from the beginning'
- *Da Capo al fine* (*D.C. al fine*): meaning 'repeat from beginning to the *fine* (end) mark'

## II. LISTENING AND UNDERSTANDING

**Teachers:** Expose children to a wide range of music, including children's music, popular instrumental music, and music from various cultures.

### A. THE ORCHESTRA

- Review the orchestra, including families of instruments and specific instruments, by listening to Benjamin Britten, *The Young Person's Guide to the Orchestra*.

### B. VOCAL RANGES

**Teachers:** Students should learn to recognise and name the different vocal ranges, and apply their knowledge by beginning part singing.

- Recognise vocal ranges of the adult female voice:
  - High = soprano
  - Middle = mezzo soprano
  - Low = alto
- Recognise vocal ranges of the male voice:
  - High = tenor

- Middle = baritone
- Low = bass

### C. COMPOSERS AND THEIR MUSIC

**Teachers:** Provide brief, child-friendly biographical profiles of the following composers, and listen to representative works.

- George Frederic Handel, 'Hallelujah Chorus' from *The Messiah*
- Franz Joseph Haydn, *Symphony No. 94* ('*Surprise*')
- Scott Joplin, *Maple Leaf Rag*
- Wolfgang Amadeus Mozart, *The Magic Flute*, selections, including:



## Music: Year 6

**Teachers:** In schools, lessons on music should feature activities and works that illustrate important musical concepts and terms, and should introduce important composers and works. When appropriate, topics in music may be linked to topics in other disciplines.

The following guidelines focus on content, not performance skills, though many concepts are best learned through active practice (singing, clapping rhythms, playing instruments, etc.).




### I. ELEMENTS OF MUSIC

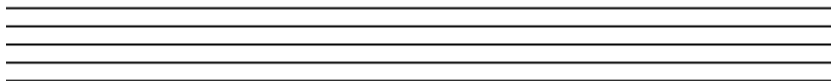
#### A. ELEMENTS

- Through participation, become familiar with basic elements of music (rhythm, melody, harmony, form, timbre, etc.).
  - Recognise a steady beat, accents, and the downbeat; play a steady beat, a simple rhythm pattern, and syncopation patterns.
  - Discriminate between fast and slow; gradually slowing down and getting faster; *accelerando* and *ritardando*.
  - Discriminate between differences in pitch: high and low.
  - Discriminate between loud and soft; gradually increasing and decreasing volume; *crescendo* and *diminuendo*
  - Understand *legato* (smoothly flowing progression of notes) and *staccato* (crisp, distinct notes).
  - Sing unaccompanied, accompanied, and in unison.
  - Recognise harmony; sing rounds and canons; two- and three-part singing.
  - Recognise verse and refrain.
  - Recognise theme and variations.

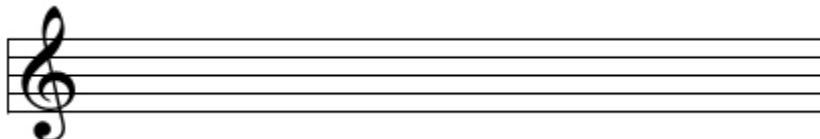
#### B. NOTATION

- Review the following notation

- Crotchet 
- Minim 
- Semi-breve 
- Stave




- Treble clef and names of lines and spaces in the treble clef





- Crotchet rest 

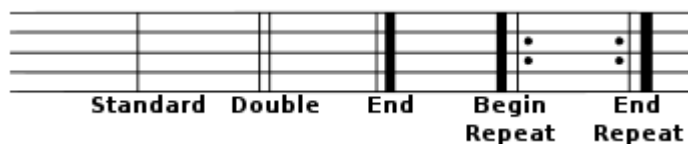
- Minim rest 


- Semibreve rest 


- Bar line





- Double bar line, bar, repeat signs



- Quaver 

- Time signature:  $\frac{4}{4}$  quadruple time 


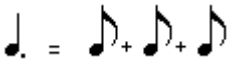
- Time signature:  $\frac{2}{4}$  duple time 

- Time signature:  $\frac{3}{4}$  triple time 

- Soft: *p*
- Very soft: *pp*
- Loud: *f*
- Very loud: *ff*
- Moderately soft: *mp*
- Moderately loud: *mf*

- Middle C in the treble clef




- Tied notes 
- Dotted notes 

- Sharps 

- Flats 

- *Da Capo (D.C.):* meaning 'from the beginning'
- *Da Capo al fine (D.C. al fine):* meaning 'repeat from beginning to the *fine* (end) mark'
- Understand the following notation and terms:
  - Time signature  $\frac{4}{4}$  can be expressed as **C** ('Common' time)

- Semi-quavers: the length of a quarter of a crotchet (or half of a quaver) 
- The number of beats for semi-breves, minims, crotchets, quavers, and semi-quavers



## II. LISTENING AND UNDERSTANDING

**Teachers:** Expose children to a wide range of music, including children's music, popular instrumental music, and music from various cultures.

### A. COMPOSERS AND THEIR MUSIC

**Teachers:** Provide brief, child-friendly biographical profiles of the following composers, and listen to representative works:

- Ludwig van Beethoven, *Symphony No. 5* [Builds on children's first introduction to Beethoven in Year 3.]

- Ralph Vaughn Williams, *Greensleeves*

## B. MUSICAL CONNECTIONS

**Teachers:** Introduce children to the following::

- Polyphonic Music
- Canons and Rounds

## III. MUSICAL TRADITIONS

### A. ENGLISH FOLK MUSIC

- Listen to Vaughan Williams English Folk Song Suite.
- Understand that folk music is passed on by each generation and generally not written down.
- Recognise folk songs that are still familiar today:
  - Early One Morning
  - Drunken Sailor (revise from Year 2)
  - Scarborough Fair

### A. SPIRITUALS

- Sorrow songs

## IV. SONGS

### A. WORKS OF MUSIC

- The Blaydon Races [Cross-curricular connection with Year 6 British History]
- Food Glorious Food
- Greensleeves
- Lean On Me
- The Mountains of Mourne
- Sumer is Icumen In
- Swing Low
- Widdecombe Fair