



# Calderdale Music

## Curriculum with Classroom Instrumental Learning framework

### **Contents:**

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**INTENT**

Our primary curriculum is designed to match the ambition of the National Curriculum (NC) and Model Music Curriculum (MMC), whilst also aligning its key skills & knowledge development with widely used commercial schemes (such as Charanga, Sing Up, Kapow and Sparkyard). This close mapping enables clear progression across different platforms, where needed. Our approach enriches core content through specialist teaching, offering greater depth and a more robust musical foundation. As subject experts, our Music Leaders provide high-quality modelling and precise, effective feedback, ensuring pupils' musical development is both secure and ambitious.

Our curriculum should leave pupils with a deep understanding of the inter-related dimensions of music, as well as the procedural knowledge to demonstrate this understanding through performance, and the declarative knowledge to discuss, engage with, and create music. All of the children we teach should have the opportunity to see themselves represented in our curriculum and should also experience the diverse range of cultures in Calderdale and the wider world.

We place singing and movement at the heart of our curriculum and use this as the bedrock for KS1. We start building an awareness of pulse, beat, rhythm and pitch from the start of our curriculum. This develops as children combine progressively more challenging melodic, chordal and rhythmic ideas and explore music from around the world.

**IMPLEMENT**

Our curriculum is structured into 3 progressive phases:



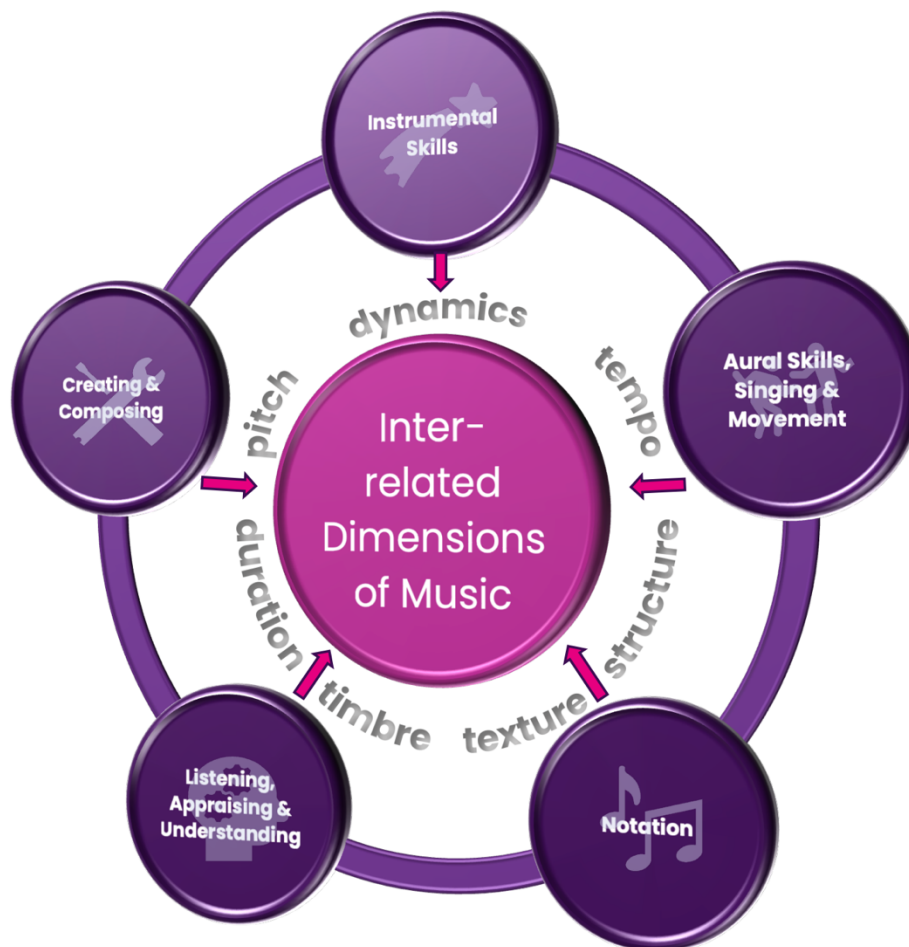
These phases align broadly with the key stages as follows:

**Discover** for EYFS/Key Stage 1 – Children begin their musical journey by discovering and experiencing music through play, listening, singing, movement and first instrumental experiences, building curiosity, confidence and enjoyment.

**Explore** for Lower Key Stage 2 – Children deepen their musical understanding by exploring skills, making connections between musical concepts and applying their learning through increasingly independent performance, composition and listening activities.

**Develop** for Upper Key Stage 2 – Children refine, apply and develop their musical knowledge and skills with greater independence, creativity and critical awareness, enabling them to perform, compose and respond to music with increasing accuracy, expression and confidence.

The curriculum is built up through **5 inter-linked learning areas**, which are woven together with the **Inter-Related Dimensions of Music**:  
*pitch, duration, dynamics, tempo, timbre, texture & structure.*



 **IMPACT**

The impact of the Calderdale Music Curriculum is monitored through ongoing formative assessment. Our curriculum does not aim to assess progress in every learning area every half term, but any progress within one learning area is likely to have a positive impact on others. Following the Calderdale Music Curriculum should result in children leaving primary school ready and equipped to access music in KS3 and beyond.

The impact of our curriculum will be shown through pupils' ability to:

- ⇒ develop a deep understanding and love of music from a wide range of cultures and traditions
- ⇒ identify and articulate their own musical preferences
- ⇒ sing and play musical instruments with musical understanding and control.
- ⇒ feel the communal bonding experience of playing and singing with others
- ⇒ experience the joy and satisfaction of creating their own music
- ⇒ understand and explore how music is created, produced and communicated
- ⇒ perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of great composers and musicians from around the world

At Calderdale Music, we recognise that we do not all start from the same place and we acknowledge and make adjustments to imbalances, seeking to support those who need it most. We ensure equity of opportunity by considering different needs and capabilities without discrimination when delivering the curriculum, with our expert Music Leaders using adaptive strategies to ensure the lessons are accessible to all children and young people.

 **INCLUSION**

## Aural Skills, Singing & Movement



Join in **singing simple repetitive songs** and melodic patterns using a **limited pitch range**

Use **spoken voice rhythmically** in rhymes and in free creative play

Discover using the voice in different ways (e.g. **whispering, singing, speaking, animal/sounds.**)

**Copy and pitch match** simple intervals such as **so-mi** pattern with the voice

Discover awareness of **rhythm and rhyme** in speech

## Instrumental Skills



**Play** a small percussion instrument in time with the **pulse** of a simple song

Tap the **rhythm** of a song

**Discover different sounds** of musical instruments and other sound makers

Show changes in **tempo** (fast and slow) using voice, body percussion, sound makers

## Listening, Appraising & Understanding



**Respond and react** musically to others, copying, 'answering,' and interacting with creative sound

**Move** in response to different pieces of recorded music, responding to obvious changes in tempo and dynamics

Copy and use **vocal/body/hand movements** to show clear pitch changes

## Creating & Composing



**Experiment creatively** with sounds (voice, body percussion, instruments and sound makers.)

**Create** simple representations of events, people and objects and feelings using sounds

Suggest words, sounds or ways to play to contribute to **change and variation** in simple songs

Experience using **simple music technology** (recording, playing back)

## Notation



Any **visual representation** of sounds explored, such as symbols or shapes or colours

## Aural Skills, Singing & Movement



Sing **simple songs, chants and rhymes** with a small pitch range from memory, singing **collectively and alone**

Sing **so-mi songs** and **singing games** with accurate pitch matching

**Respond** to simple **visual directions** (e.g. stop, start, loud, quiet) and counting in

Discover using the voice **expressively and creatively**

**Respond** physically to changes in **beat and pitch**

Explore and identify the difference between **pulse and rhythm**

## Instrumental Skills



**Play a steady beat** with others, changing the speed of the beat as the **tempo** of the music changes

**Copy** short **rhythm patterns** led by the teacher using body percussion and instruments

Play **short repeating rhythm patterns** based on word-pattern chants while keeping in time with a steady beat

Discover and play **high and low** sounds on tuned percussion

Discover instrumental **timbre** of untuned classroom instruments

## Listening, Appraising & Understanding



**Listen** to sounds in the local school environment, **comparing sounds**

Listen to a range of recorded and live music **express own opinion** about the music

**Describe** musical patterns using appropriate vocabulary

Recognise and respond to changes in **dynamics, tempo and timbre**

Name some common **hand-held percussion** instruments and recognise their sounds

## Creating & Composing



**Improvise** simple vocal chants, using question and answer phrases

Discover body, vocal and percussion sounds to **create musical sound effects** and short sequences of sounds in **response to stimuli**, e.g. a rainstorm, or to enhance story telling

Discover and understand the **difference** between creating a **rhythmic** pattern and a **pitch** pattern

Use music technology (where available) to **capture sounds**

## Notation



Recognise how **graphic notation** can represent created sounds and **invent** own symbols

**Follow** simple graphic notations and symbols when playing and performing

## Aural Skills, Singing & Movement



Sing a **variety of songs** with a wider pitch range, showing a sense of **melodic shape**

Sing **la-so-mi songs** and singing games with accurate pitch matching

**Internalise** a steady **pulse** e.g. use the 'thinking voice' to 'sing' short extracts in own head

Sing short phrases **independently** within a singing game or short song

**Start** or **lead** songs with others

**Move** to the **pulse** of the music, coordinating movements and **recognising changes in tempo**

## Instrumental Skills



**Beat** the pulse of a piece of music on an instrument with growing **independence**

**Copy** a simple **rhythm** (played by the teacher or another pupil) on a percussion instrument

**Identify** and **play** patterns of **crotchets, paired quavers & semiquavers** and use rhythm names (**ta/tete/tika-tika**)

Play **short, pitched patterns** on tuned instruments (e.g. glockenspiels or chime bars.)

## Listening, Appraising & Understanding



**Listen** and **respond** to features of music through **movement**

Recognise changes in **dynamics, tempo and timbre** and explain in simple ways how these changes affect the music

Respond to and identify **high and low sounds** independently when listening to a piece of music

Name some **common instruments** from outside the classroom and **recognise their sounds**

Know the meaning of **concept pairs**, eg dynamics (loud/quiet), and tempo (fast/slow) and demonstrate these when singing and playing

## Creating & Composing



Work with a partner to **improvise simple phrases**, (using voices and instruments) creating a **musical conversation**

Experiment with, **select, combine and sequence** sounds using the inter-related dimensions

**Create short rhythmic patterns** using known durations

Discover how music technology (where available) can **capture, change and combine sounds**

## Notation



Follow **graphic symbols, dot notation** and **stick notation**, as appropriate, when playing and performing

Accurately distinguish between **ta, tete, tika-tika** and **shh** in **symbol form**, with no written or verbal prompts

**Assign** simple rhythmic units to graphic representations of pulse (**heart beats**, for example)

Begin to **recognise** the link between **shape and pitch** in graphic notations

## Aural Skills, Singing & Movement



Sing a **widening range** of unison songs of varying styles and structures, **tunefully** and **with expression**

Sing back phrases using **do-mi-so-la** with accurate tuning

Perform **actions and body percussion** confidently and in time to a range of action songs

Explore singing in **2-part rounds**

Use aural skills to correctly order phrases showing **pitch/melodic shape**

## Instrumental Skills



Find and **maintain the pulse** of a piece of music using body percussion and instruments, responding to changes in **tempo**

Understand and explain the difference between **pulse and rhythm**

Play **simple melodic patterns** using a limited number of pitches, and durations of **crotchets, quavers** and **semiquavers**

Rehearse and perform with others, beginning to show an **awareness of the audience**.

Show control of **dynamics and tempo** when playing, following physical and written symbols: dynamics – *p f* (loud/soft); tempo – *allegro, adagio* (fast/slow)

## Listening, Appraising & Understanding



Listen with increasing concentration, exploring the **background, history** and **context** of music

Listen out for **specific features** of the music (based on the IDM) and use appropriate terminology to describe them

Recognise the different **instrumental families** when watching musical performances and begin to recognise the sounds they make

Interpret live or recorded music using **movement, dance or art**

## Creating & Composing



**Improvise** (on tuned instruments) using a given note-range in a **call & response structure**

Explore composing **simple ostinato, rhythmic patterns** and song accompaniments using combinations of crotchets (ta), quavers (tete), semiquavers (tikatika) and rests

**Combine** known rhythmic notation with letter names to create **rising and falling phrases** using just three notes

Vary the use of the IDM to create different **mood/effects**

Explore using Music Technology (where available) to **create loop patterns**

## Notation



**Identify, read and use** patterns of crotchets, quavers, semiquavers and rests including **combinations of quavers/semiquavers (te-tika and tika-te)**

Read and use **simple instrumental notation guides** (eg finger charts for recorder)

Recognise **3 pitched notes** using dot and traditional staff notation

Identify and use **repeat marks**

## Aural Skills, Singing & Movement



Sing a **broad range** of unison songs within an appropriate vocal range with **clear diction, mostly accurate tuning** and **control of breathing**

Sing **simple partner songs** with increased control

Track the **shape and contour** of a melody within a 5<sup>th</sup>

Accurately pitch and sing **intervals of 4<sup>th</sup> and 5<sup>th</sup>**

Explore different **time signatures** and major/minor **tonalities**

Copy **short melodic phrases** using a small number of notes, **recognising pitch changes** by ear

## Instrumental Skills



Confidently **play** patterns of **crotchets/quavers/semiquavers/minims/dotted minims/semibreves**

Explore different metres, playing in **4/4 and 3/4**

Play and perform **simple melodies** using a small range of notes

Maintain an **independent part** when playing in two parts e.g. **ostinato, drone, partner songs**

Show control of **dynamics, tempo and articulation** when playing (eg < > crescendo, diminuendo, accelerando, rallentando, staccato, legato)

Play and perform as a **whole class, in small groups or alone**

## Listening, Appraising & Understanding



Explore and understand the **stories, origins and traditions**, including historical and social context of the music they listen to, sing and play

Explore and recognise a **diverse range of genres**

When listening to music, recognise the difference between **major and minor tonality** and discuss its effects

Listen to and compare music, discussing **similarities and differences**

Recognise and describe **timbre** of instruments and instrumental families

## Creating & Composing



Improvise with known rhythms and/or pitches over a **drone**

**Combine** known rhythmic notation and pitches to create short melodies using **step-wise movement**

Make decisions about how to **structure** musical ideas

**Refine** own work, giving reasons for changes made  
Explore the difference between **major and minor** by composing simple **question and answer phrases** using a 5-note set (eg. in C major or D minor) on tuned percussion and/or melodic instruments

Explore using Music Technology (where available) to **create & combine layers of sound**

## Notation



**Identify, read and use** patterns of crotchets, quavers, semiquavers, minims, dotted minims and semibreves

Recognise and use **1<sup>st</sup> and 2<sup>nd</sup> time bar markings** within repeated sections

Read and use **specific instrumental notation guides** (eg chord diagrams for ukulele)

Explore the **full stave**, lines and spaces, and clef & follow appropriate scores to support playing

## Aural Skills, Singing & Movement



Sing within an **appropriate vocal range** with clear diction, accurate tuning, control of breathing and phrasing and **communicating an awareness of style**

Sing **three-part rounds**, partner songs, and songs with different structures and begin to show an awareness of how the parts fit together

Develop knowledge of **intervals and scales**, including the **pentatonic scale**

Develop the skill of **playing by ear** on tuned instruments, copying longer phrases

## Instrumental Skills



Play rhythmic patterns and/or melodies as part of a **multi-layered ensemble** piece, keeping a strong sense of pulse

Develop playing in different **metres**, including **compound time** (and associated **durations**)

Understand how **chords/triads** are formed, and collaboratively play them on tuned percussion, melodic instruments, or using music software, to **accompany familiar songs**

Confidently and appropriately play in response to **musical symbols** and **vocabulary**

**Evaluate performances** in **solo and ensemble contexts**, and suggest ways to improve

## Listening, Appraising & Understanding



Listen, **compare and evaluate** music from a diverse range of genres, styles and musical periods

Develop use of **appropriate musical vocabulary** to describe and discuss different pieces of music

Develop understanding of a particular musical style/genre, **identifying key influences and shared characteristics**

Listen to and begin to recognise instrumental features of music from **around the world**

Begin to **relate** music across time to other factors e.g. world events, developing the idea of a **musical timeline**

## Creating & Composing



Improvise **freely**, (e.g. over a simple groove), responding to the beat, developing a **sense of shape and character**

Plan and compose melodic phrases using the **pentatonic scale** (e.g. C, D, E, G, A) on melody on tuned percussion and/or melodic instruments

Combine short compositions to create a larger piece, exploring different **structures** and **contrasting sections**

**Capture and record** creative ideas in different ways e.g.: graphic symbols, rhythm notation, staff notation and **music technology**

## Notation



Use and perform a range of rhythmic notations including **dotted notes** and **compound metre patterns**

Develop understanding of **time signatures** including compound time (**6/8**)

Follow **pitch notation** on the **stave** with developing control

Read and perform **pitch** notations of up to a **6<sup>th</sup>**, including **interval jumps**

Use and understand **musical symbols**, responding to them in performance and applying them to compositions

## Aural Skills, Singing & Movement



Sing a **broad range** of songs within an appropriate vocal range, including those that involve **syncopated rhythms**, observing phrasing, accurate pitching, diction and **stylistic awareness**

Sing **three and four part rounds** and **simple harmony** lines, showing an awareness of how the parts fit together

Follow the **contour** of a melody using up to a **full octave**

Use knowledge of **scales and intervals** to deepen understanding of musical contours

Develop vocal techniques, including **loops**

## Instrumental Skills



Maintain own part with **confidence** when playing as part of a **multi-layered ensemble piece**

Perform **syncopated patterns** with clear awareness of pulse

Perform more **complex melodic passages** with an extended range of notes, including **chromatic notes** where appropriate

Play and perform in **solo** and **ensemble** contexts, with **accuracy, fluency, control** and **expression**

Refine use of **dynamics, tempo** and **articulation** when performing, showing **nuance**

Develop understanding of **musical roles** (eg conductor, musicians, audience)

## Listening, Appraising & Understanding



Confidently discuss **style indicators** and **characteristics** of repertoire, including **global music** and traditions outside of Western Classical music

Describe, compare and evaluate different pieces of music confidently using **accurate and appropriate musical vocabulary**

Use musical knowledge and understanding to **form and justify opinions**; articulating views about the music they hear and demonstrating the ability to **explain and support** their ideas

Accurately relate music across time to other factors e.g. world events with a **developed understanding of a musical timeline**

## Creating & Composing



Improvise using **syncopated patterns** over a steady pulse

Use voices and instruments **creatively**; confidently and appropriately using **subtle changes** to the inter-related dimensions of music to **create specific effects, moods, atmospheres** and **ideas**

Evaluate and **refine** compositions, explaining reasons using developed **musical vocabulary**

Create **extended compositions**, organising ideas into **structures (using Music Technology where available)**

## Notation



Use and perform a wide range of **rhythmic notations**

Understand the effects of different **metres/ time signatures**, including compound time, and notate appropriate **bar measures**

Read and play music that includes both **stepwise movement** and **jumps**, up to **an octave**

Further develop the skills to read and perform **traditional notation**, in encoding and decoding musical ideas and patterns

Use and understand a wide range of **musical symbols**, responding to them in performance and applying them to compositions



| DISCOVER                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | EXPLORE                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | DEVELOP                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <p>Join in singing simple repetitive songs and melodic patterns using a limited pitch range</p> <p>Use spoken voice rhythmically in rhymes and in free creative play</p> <p>Discover using the voice in different ways (e.g. whispering, singing, speaking, animal/sounds.)</p> <p>Copy and pitch match simple intervals such as soh-me pattern with voice</p> <p>Discover awareness of rhythm and rhyme in speech</p> | <p>Sing simple songs, chants and rhymes with a small pitch range from memory, singing collectively and alone</p> <p>Sing so-mi songs and singing games with accurate pitch matching</p> <p>Respond to simple visual directions (e.g. stop, start, loud, quiet) and counting in</p> <p>Discover using the voice expressively and creatively</p> <p>Respond physically to changes in beat and pitch</p> <p>Explore and identify the difference between pulse and rhythm</p> | <p>Sing a variety of songs with a wider pitch range, showing a sense of melodic shape</p> <p>Sing la-so-mi songs and singing games with accurate pitch matching</p> <p>Internalise a steady pulse e.g. use the 'thinking voice' to 'sing' short extracts in own head</p> <p>Sing short phrases independently within a singing game or short song</p> <p>Start or lead songs with others</p> <p>Move to the pulse of the music, coordinating movements and recognising changes in tempo</p> | <p>Sing a widening range of unison songs of varying styles and structures, tunefully and with expression</p> <p>Sing back phrases using do-mi-so-la with accurate tuning</p> <p>Perform actions and body percussion confidently and in time to a range of action songs</p> <p>Explore singing in 2-part rounds</p> <p>Use aural skills to correctly order phrases showing pitch/melodic shape</p> | <p>Sing a broad range of unison songs within an appropriate vocal range with clear diction, mostly accurate tuning and control of breathing</p> <p>Sing simple partner songs with increased control</p> <p>Track the shape and contour of a melody within a 5<sup>th</sup></p> <p>Accurately pitch and sing intervals of 4<sup>th</sup> and 5<sup>th</sup></p> <p>Explore different time signatures and major/minor tonalities</p> <p>Copy short melodic phrases using a small number of notes, recognising pitch changes by ear</p> | <p>Sing within an appropriate vocal range with clear diction, accurate tuning, control of breathing and phrasing and communicating an awareness of style</p> <p>Sing three-part rounds, partner songs, and songs with different structures and begin to show an awareness of how the parts fit together</p> <p>Develop knowledge of intervals and scales, including the pentatonic scale</p> <p>Develop the skill of playing by ear on tuned instruments, copying longer phrases</p> | <p>Sing a broad range of songs within an appropriate vocal range, including those that involve syncopated rhythms, observing phrasing, accurate pitching, diction and stylistic awareness</p> <p>Sing three and four part rounds and simple harmony lines, showing an awareness of how the parts fit together</p> <p>Follow the contour of a melody using up to a full octave</p> <p>Use knowledge of scales and intervals to deepen understanding of musical contours</p> <p>Develop vocal techniques, including loops</p> |



| DISCOVER                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                             | EXPLORE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | DEVELOP                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <p>Play a small percussion instrument in time with the pulse of a simple song</p> <p>Tap the rhythm of a song</p> <p>Discover different sounds of musical instruments and other sound makers</p> <p>Show changes in tempo (fast and slow) using voice, body percussion, sound makers</p> | <p>Play a steady beat with others, changing the speed of the beat as the tempo of the music changes</p> <p>Copy short rhythm patterns led by the teacher using body percussion and instruments</p> <p>Play short repeating rhythm patterns based on word-pattern chants while keeping in time with a steady beat</p> <p>Discover and play high and low sounds on tuned percussion</p> <p>Discover instrumental timbre of untuned classroom instruments</p> | <p>Beat the pulse of a piece of music on an instrument with growing independence</p> <p>Copy a simple rhythm (played by the teacher or another pupil) on a percussion instrument</p> <p>Identify and play patterns of crotchets, paired quavers &amp; semiquavers and use rhythm names (ta/tete/tika-tika)</p> <p>Play short, pitched patterns on tuned instruments (e.g. glockenspiels or chime bars.)</p> | <p>Find and maintain the pulse of a piece of music using body percussion and instruments, responding to changes in tempo</p> <p>Understand and explain the difference between pulse and rhythm</p> <p>Play simple melodic patterns using a limited number of pitches, and durations of crotchets, quavers and semiquavers</p> <p>Rehearse and perform with others, beginning to show an awareness of the audience.</p> <p>Show control of dynamics and tempo when playing, following physical and written symbols: dynamics – <i>p f</i> (loud/soft); tempo – <i>allegro, adagio</i> (fast/slow)</p> | <p>Confidently play patterns of crotchets/quavers/semiquavers/minims/dotted minims/semibreves</p> <p>Explore different metres, playing in 4/4 and 3/4</p> <p>Play and perform simple melodies using a small range of notes</p> <p>Maintain an independent part when playing in two parts e.g. ostinato, drone, partner songs</p> <p>Show control of dynamics, tempo and articulation when playing (eg &lt; &gt; crescendo, diminuendo, accelerando, rallentando, staccato, legato)</p> <p>Play and perform as a whole class, in small groups or alone</p> | <p>Play rhythmic patterns and/or melodies as part of a multi-layered ensemble piece, keeping a strong sense of pulse</p> <p>Develop playing in different metres, including compound time (and associated durations)</p> <p>Understand how chords/triads are formed, and collaboratively play them on tuned percussion, melodic instruments, or using music software, to accompany familiar songs</p> <p>Confidently and appropriately play in response to musical symbols and vocabulary</p> <p>Evaluate performances in solo and ensemble contexts, and suggest ways to improve</p> | <p>Maintain own part with confidence when playing as part of a multi-layered ensemble piece</p> <p>Perform syncopated patterns with clear awareness of pulse</p> <p>Perform more complex melodic passages with an extended range of notes, including chromatic notes where appropriate</p> <p>Play and perform in solo and ensemble contexts, with accuracy, fluency, control and expression</p> <p>Refine use of dynamics, tempo and articulation when performing, showing nuance</p> <p>Develop understanding of musical roles (eg conductor, musicians, audience)</p> |



| DISCOVER                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | EXPLORE                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | DEVELOP                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| EYFS                                                                                                                                                                                                                                                                                                 | YEAR 1                                                                                                                                                                                                                                                                                                                                                                                    | YEAR 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | YEAR 3                                                                                                                                                                                                                                                                                                                                                                                                                                | YEAR 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | YEAR 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | YEAR 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p>Respond and react musically to others, copying, 'answering,' and interacting with creative sound</p> <p>Move in response to different pieces of recorded music, responding to obvious changes in tempo and dynamics</p> <p>Copy and use vocal/body/hand movements to show clear pitch changes</p> | <p>Listen to sounds in the local school environment, comparing sounds</p> <p>Listen to a range of recorded and live music express own opinion about the music</p> <p>Describe musical patterns using appropriate vocabulary</p> <p>Recognise and respond to changes in dynamics, tempo and timbre</p> <p>Name some common hand-held percussion instruments and recognise their sounds</p> | <p>Listen and respond to features of music through movement</p> <p>Recognise changes in dynamics, tempo and timbre and explain in simple ways how these changes affect the music</p> <p>Respond to and identify high and low sounds independently when listening to a piece of music</p> <p>Name some common instruments from outside the classroom and recognise their sounds</p> <p>Know the meaning of concept pairs, eg dynamics (loud/quiet), and tempo (fast/slow) and demonstrate these when singing and playing</p> | <p>Listen with increasing concentration, exploring the background, history and context of music</p> <p>Listen out for specific features of the music (based on the IDM) and use appropriate terminology to describe them</p> <p>Recognise the different instrumental families when watching musical performances and begin to recognise the sounds they make</p> <p>Interpret live or recorded music using movement, dance or art</p> | <p>Explore and understand the stories, origins and traditions, including historical and social context of the music they listen to, sing and play</p> <p>Explore and recognise a diverse range of genres</p> <p>When listening to music, recognise the difference between major and minor tonality and discuss its effects</p> <p>Listen to and compare music, discussing similarities and differences</p> <p>Recognise and describe timbre of instruments and instrumental families</p> | <p>Listen, compare and evaluate music from a diverse range of genres, styles and musical periods</p> <p>Develop use of appropriate musical vocabulary to describe and discuss different pieces of music</p> <p>Develop understanding of a particular musical style/genre, identifying key influences and shared characteristics</p> <p>Listen to and begin to recognise instrumental features of music from around the world</p> <p>Begin to relate music across time to other factors e.g. world events, developing the idea of a musical timeline</p> | <p>Confidently discuss style indicators and characteristics of repertoire, including global music and traditions outside of Western Classical music</p> <p>Describe, compare and evaluate different pieces of music confidently using accurate and appropriate musical vocabulary</p> <p>Use musical knowledge and understanding to form and justify opinions; articulating views about the music they hear and demonstrating the ability to explain and support their ideas</p> <p>Accurately relate music across time to other factors e.g. world events with a developed understanding of a musical timeline</p> |



| DISCOVER                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                 | EXPLORE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | DEVELOP                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| EYFS                                                                                                                                                                                                                                                                                                                                                                       | YEAR 1                                                                                                                                                                                                                                                                                                                                                                                                                              | YEAR 2                                                                                                                                                                                                                                                                                                                                                                          | YEAR 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | YEAR 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | YEAR 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | YEAR 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <p>Experiment creatively with sounds (voice, body percussion, instruments and sound makers.)</p> <p>Create simple representations of events, people and objects and feelings using sounds</p> <p>Suggest words, sounds or ways to play to contribute to change and variation in simple songs</p> <p>Experience using simple music technology (recording, playing back)</p> | <p>Improvise simple vocal chants, using question and answer phrases</p> <p>Discover body, vocal and percussion sounds to create musical sound effects and short sequences of sounds in response to stimuli, e.g. a rainstorm, or to enhance story telling</p> <p>Discover and understand the difference between creating a rhythmic pattern and a pitch pattern</p> <p>Use music technology (where available) to capture sounds</p> | <p>Work with a partner to improvise simple phrases, (using voices and instruments) creating a musical conversation</p> <p>Experiment with, select, combine and sequence sounds using the inter-related dimensions</p> <p>Create short rhythmic patterns using known durations</p> <p>Discover how music technology (where available) can capture, change and combine sounds</p> | <p>Improvise (on tuned instruments) using a given note-range in a call &amp; response structure</p> <p>Explore composing simple ostinato rhythmic patterns and song accompaniments using combinations of crotchets (ta), quavers (tete), semiquavers (tikatika) and rests</p> <p>Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes</p> <p>Vary the use of the IDM to create different mood/effects</p> <p>Explore using Music Technology (where available) to create loop patterns</p> | <p>Improvise with known rhythms and/or pitches over a drone</p> <p>Combine known rhythmic notation and pitches to create short melodies using step-wise movement</p> <p>Make decisions about how to structure musical ideas</p> <p>Refine own work, giving reasons for changes made</p> <p>Explore the difference between major and minor by composing simple question and answer phrases using a 5-note set (eg. in C major or D minor) on tuned percussion and/or melodic instruments</p> <p>Explore using Music Technology (where available) to create &amp; combine layers of sound</p> | <p>Improvise freely, (e.g. over a simple groove), responding to the beat, developing a sense of shape and character</p> <p>Plan and compose melodic phrases using the pentatonic scale (e.g. C, D, E, G, A) on melody on tuned percussion and/or melodic instruments</p> <p>Combine short compositions to create a larger piece, exploring different structures and contrasting sections</p> <p>Capture and record creative ideas in different ways e.g.: graphic symbols, rhythm notation, staff notation and music technology</p> | <p>Improvise using syncopated patterns over a steady pulse</p> <p>Use voices and instruments creatively; confidently and appropriately using subtle changes to the inter-related dimensions of music to create specific effects, moods, atmospheres and ideas</p> <p>Evaluate and refine compositions, explaining reasons using developed musical vocabulary</p> <p>Create extended compositions, organising ideas into structures (using Music Technology where available)</p> |



| DISCOVER                                                                           |                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                           | EXPLORE                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                               | DEVELOP                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| EYFS                                                                               | YEAR 1                                                                                                                                                                   | YEAR 2                                                                                                                                                                                                                                                                                                                                                                                                                    | YEAR 3                                                                                                                                                                                                                                                                                                                                                                     | YEAR 4                                                                                                                                                                                                                                                                                                                                                                                                        | YEAR 5                                                                                                                                                                                                                                                                                                                                                                                                                                                             | YEAR 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Any visual representation of sounds explored, such as symbols or shapes or colours | <p>Recognise how graphic notation can represent created sounds and invent own symbols</p> <p>Follow simple graphic notations and symbols when playing and performing</p> | <p>Follow graphic symbols, dot notation and stick notation, as appropriate, when playing and performing</p> <p>Accurately distinguish between <i>ta, tete, tika-tika and shh</i> in symbol form, with no written or verbal prompts</p> <p>Assign simple rhythmic units to graphic representations of pulse (heart beats, for example)</p> <p>Begin to recognise the link between shape and pitch in graphic notations</p> | <p>Identify, read and use patterns of crotchets, quavers, semiquavers and rests</p> <p>Read and use simple instrumental notation guides (e.g. finger charts for recorder)</p> <p>Recognise 3 pitched notes using dot and traditional staff notation</p> <p>Identify and use repeat marks</p> <p>Create graphic notation to represent different layers of musical sound</p> | <p>Identify, read and use patterns of crotchets, quavers, semiquavers, minims and semibreves</p> <p>Recognise and use 1<sup>st</sup> and 2<sup>nd</sup> time bar markings within repeated sections</p> <p>Read and use specific instrumental notation guides (eg chord diagrams for ukulele)</p> <p>Explore the full stave, lines and spaces, and clef &amp; follow appropriate scores to support playing</p> | <p>Use and perform a range of rhythmic notations including dotted notes and compound metre patterns</p> <p>Develop understanding of time signatures including compound time (6/8)</p> <p>Follow pitch notation on the stave with developing control</p> <p>Read and perform pitch notations of up to a 6<sup>th</sup>, including interval jumps</p> <p>Use and understand musical symbols, responding to them in performance and applying them to compositions</p> | <p>Use and perform a wide range of rhythmic notations</p> <p>Understand the effects of different metres/ time signatures, including compound time, and notate appropriate bar measures</p> <p>Read and play music that includes both stepwise movement and jumps, up to an octave</p> <p>Further develop the skills to read and perform traditional notation, in encoding and decoding musical ideas and patterns</p> <p>Use and understand a wide range of musical symbols, responding to them in performance and applying them to compositions</p> |



|                    | Year 1                                                | Year 2                                                   | Year 3                                                                       | Year 4                                                                                            | Year 5                                           | Year 6                                                    |
|--------------------|-------------------------------------------------------|----------------------------------------------------------|------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|--------------------------------------------------|-----------------------------------------------------------|
| Rhythms            | pulse, crotchet, quaver pair and rest (ta, tete, shh) | semiquavers (tika-tika)                                  | quaver/semiquaver combinations (tika-te, te-tika)                            | minims, dotted minims and semibreves (too, ta-a-a, ta-a-a-a)                                      | compound rhythms (tum, tre-o-la, ta-te)          | syncopation                                               |
| Pitches            | high/low                                              | high/low on body                                         | 3 pitches                                                                    | notes within a 5 <sup>th</sup> (interval jumps of 4 <sup>th</sup> & 5 <sup>th</sup> and stepwise) | notes within a 6 <sup>th</sup>                   | notes within an octave                                    |
| Notation           | symbol form, shapes, colours                          | symbol form, heartbeats, graphic, so-mi (reduced stave)  | full stave and graphic score                                                 | full stave and graphic score                                                                      | full stave and graphic score                     | full stave and graphic score                              |
| Singing            | different voices, sm, sml                             | sm, sml, drl, drms, drmsl                                | round in 2 parts                                                             | partner songs                                                                                     | 3-part rounds                                    | 3 and 4 part rounds, in harmony - moving in step together |
| Metre              | 4/4                                                   | 4/4                                                      | 4/4                                                                          | 3/4                                                                                               | 6/8                                              | consolidate                                               |
| Other key elements | concept pairs and timbral discovery                   | independent pulse, common instruments (outside of class) | call & response, repeat marks, melody shape, ostinato, instrumental families | 1 <sup>st</sup> /2 <sup>nd</sup> time bars, stepwise, drone, major & minor                        | pentatonic, structure, chords, world instruments | Intervals, chromatic, performance, structure              |

In addition, pupils may also gain a Certificate of Achievement on an instrument they are learning during their lessons. Calderdale Music's **Explorer** and **Developer** awards are pre-grade levels designed to support and recognise progress within pupils' instrument-specific learning journey.

Music Leaders will assess pupils' development and determine the most appropriate award.



Key vocabulary for all year groups is linked to the Inter-related Dimensions of Music.  
Pupils will continue to use and apply the musical vocabulary introduced in previous years, with the vocabulary taught in each phase building sequentially on learning from the previous phase. This ensures progressive development of pupils' knowledge and understanding.

## Discover – EYFS (Reception)

| General                                                                                  | Pitch       | Duration                                 | Dynamics           | Tempo        | Timbre                                                                                                                                               | Texture  | Structure                       |
|------------------------------------------------------------------------------------------|-------------|------------------------------------------|--------------------|--------------|------------------------------------------------------------------------------------------------------------------------------------------------------|----------|---------------------------------|
| Instrument<br>Listen<br>Sing<br>Sound<br>Voice<br>Whisper<br>Play<br>Stop<br>Copy<br>Tap | High<br>Low | Beat / Pulse<br>Pattern<br>Long<br>short | Loud<br>Quiet/Soft | Slow<br>Fast | General<br>descriptive<br>terms to<br>describe<br>sounds e.g.<br><i>Squeaky</i><br><i>Growly</i><br><i>Scratchy</i><br><i>Spiky</i><br><i>Smooth</i> | Together | Repeat<br>My turn, your<br>turn |

In addition, pupils should begin to name the classroom percussion instruments that they are playing e.g. Drum, Shakers, Tapping sticks

## Discover – Year 1 & 2

| General                                                                                                     | Pitch                         | Duration                                                                                | Dynamics                                                     | Tempo                                                      | Timbre                                                                                                                                                                                | Texture           | Structure                 |
|-------------------------------------------------------------------------------------------------------------|-------------------------------|-----------------------------------------------------------------------------------------|--------------------------------------------------------------|------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|---------------------------|
| Instrument<br>Listen<br>Sing<br>Sound<br>Voice<br>Chant<br>Create<br>Record<br>Play<br>Start / Stop<br>Lead | High<br>Low<br>So<br>Mi<br>La | Beat / Pulse<br>Heartbeat<br>Rhythm<br>Ta<br>Tete<br>Tika-tika<br>Shh<br>Thinking voice | Loud<br>Getting louder<br>Quiet<br>Getting quieter<br>Silent | Slow<br>Getting slower<br>Fast<br>Getting faster<br>Steady | Percussion<br>Tuned<br>Untuned<br>Hit<br>Rub<br>Scrape<br>Shake<br>Metal<br>Wood<br><br>General<br>descriptive<br>terms to<br>describe<br>sounds eg.<br><i>Spiky</i><br><i>Smooth</i> | Alone<br>Together | Repeat<br>Question/answer |

In addition, pupils should begin to name the classroom percussion instruments that they are playing e.g. Drum, Triangle, Claves, Woodblock, Chime bars, Guiro, Maracas etc

## Explore – Year 3 & 4

| General                                                                                                                                               | Pitch                                                                                               | Duration                                                                                                          | Dynamics                                                                                                                                                | Tempo                                                                                                                                     | Timbre                                                      | Texture                                                     | Structure                                                                                                                       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|-------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| Compose<br>Improvise<br>Mood<br>Effect<br>Orchestra<br>Rehearse<br>Perform<br>Audience<br>Live<br>Recorded<br>Traditional<br>Style<br>Notate<br>Waltz | Note<br>Note head<br>Stave<br>Do- re-mi<br>Shape<br>Jump<br>Interval<br>Step-wise<br>Major<br>Minor | Stem<br>Metre<br>3/4<br>4/4<br>Bar<br>Ostinato<br>Crotchet<br>Quaver<br>Semiquaver<br>Minim<br>Semibreve<br>Rests | Piano <i>p</i> ( <i>quiet</i> )<br>Forte <i>f</i> ( <i>loud</i> )<br>Crescendo<br>( <i>getting louder</i> )<br>Diminuendo<br>( <i>getting quieter</i> ) | Allegro ( <i>fast</i> )<br>Adagio ( <i>slow</i> )<br>Accelerando<br>( <i>getting faster</i> )<br>Rallentando<br>( <i>getting slower</i> ) | Brass<br>Woodwind<br>Strings<br>Staccato<br>Legato<br>Pluck | Round<br>Canon<br>Part<br>Layer<br>Drone<br>Solo<br>Partner | Pattern<br>Plan<br>Section<br>Verse<br>Chorus<br>Repeat<br>1 <sup>st</sup> & 2 <sup>nd</sup> time<br>bars<br>Call &<br>response |

In addition, as well as learning the names of the instrument families, pupils should be able to name an increasing number of musical instruments e.g. Guitar, Piano, Ukulele, Flute, Recorder, Violin, Trumpet etc

## Develop – Year 5 & 6

| General                                                                                                                                                                                                   | Pitch                                                                                                       | Duration                                                                             | Dynamics                                                                                                                                                                                                                                       | Tempo                                                                                                | Timbre                                                                                                       | Texture                                                                                            | Structure                             |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|---------------------------------------|
| Composition<br>Improvisation<br>Expression<br>Conductor<br>Graphic Score<br>Sample<br>Character<br>Timeline<br>Global<br>World<br>Samba<br>Communicate<br>Lyrics<br>DAW (Digital<br>Audio<br>Workstation) | Pentatonic<br>Scale<br>Harmony<br>Chromatic<br>Octave<br>Contour<br>Bass<br>Clef<br>Ascending<br>Descending | Syncopated<br>Syncopation<br>Syncopa<br>Measure<br>Time Signature<br>Compound<br>6/8 | <i>Pp</i> –<br><i>Pianissimo</i><br>(very quiet)<br><i>Mp</i> –<br><i>Mezzo piano</i><br>(moderately<br>quiet)<br><i>Ff</i> –<br><i>Fortissimo</i><br>(very loud)<br><i>Mf</i> –<br><i>Mezzo forte</i><br>(moderately<br>loud)<br><><br>Accent | Lento (slow)<br>Largo (slow &<br>stately)<br>Presto (very<br>fast)<br>Vivace (lively &<br>energetic) | Strumming<br>Arco<br>Pizzicato<br>Acoustic<br>Electronic<br>Colour<br>Reedy<br>Mellow<br>Distorted<br>Bright | Melody<br>Accompaniment<br>Chord<br>Unison<br>Ensemble<br>Duet<br>Thick<br>Dense<br>Thin<br>Sparse | Motif<br>Bridge<br>Phrase<br>Sequence |

In addition, pupils should be able to name an increasingly wide range of musical instruments, including global instruments e.g. Bassoon, Cello, Trombone, Bass Guitar, Djembe, Steel pans, Surdo, Sitar, Tabla



| Kodaly terminology                                       | Conventional Name                                                     | Symbol                                                                                |
|----------------------------------------------------------|-----------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| <i>Ta</i>                                                | Crotchet                                                              |    |
| <i>Te-te</i> (sometimes <i>ti-ti</i> or <i>tay-tay</i> ) | Quaver pair                                                           |    |
| <i>Te</i>                                                | Single Quaver                                                         |    |
| <i>Tika-tika</i>                                         | Semiquavers                                                           |    |
| <i>Too-oo</i> (or <i>Ta-ah</i> )                         | Minim                                                                 |    |
| <i>Too-oo-oo</i> (or <i>Ta-ah-ah</i> )                   | Dotted Minim                                                          |    |
| <i>Ta-ah-ah-ah</i>                                       | Semibreve                                                             |    |
| <i>Tum</i>                                               | Dotted crotchet                                                       |  |
| <i>Syn-co-pa</i>                                         | Quaver – crotchet – quaver pattern                                    |  |
| <i>Tre-o-la</i>                                          | 3 grouped quavers<br>(compound time)                                  |  |
| <i>Do-re-mi-fa-so-la-ti</i>                              | Degrees of the scale, with <i>do</i> being the 1 <sup>st</sup> degree | e.g. C-D-E-F-G-A-B                                                                    |

| Knowledge | In EYFS, pupils can:                                                      |  |  |  |  |  |
|-----------|---------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|           | understand that music has a steady beat                                   |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
|           | recognise that sounds can be high or low                                  |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
|           | recognise that sounds can be loud or quiet, fast or slow                  |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
|           | discover different sounds made by classroom instruments and sound makers  |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
|           | use their voice in different ways e.g. singing, speaking, whispering      |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
|           | use rhythm and rhyme in songs and spoken chants                           |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
|           | understand that music can tell stories, show feelings and represent ideas |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
|           | discover and create different sounds using voice, body and sound makers   |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
| Skills    | move to music, responding to clear changes                                |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
|           | keep a steady beat with support                                           |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
|           | copy and perform simple rhythms from songs and rhymes                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
|           | join in confidently with simple songs and patterns                        |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
|           | use sounds to create stories, characters and feelings                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
|           | listen and respond to others, being curious about what they see and hear  |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
|           | copy simple pitch patterns                                                |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
|           |                                                                           |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |

| Knowledge | In Year 1, pupils can:                                                                                                                                                    |  |  |  |  |  |
|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|           | show that they are inquisitive musical learners, asking questions, listening to the opinions and ideas of other, and demonstrating curiosity about what they see and hear |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
|           | respond to music through movement, using their hands, feet, or whole body                                                                                                 |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
|           | discover instrumental timbre of percussion in the classroom (hit, scrape, shake...)                                                                                       |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
|           | understand that music can be written using pictures and symbols                                                                                                           |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
|           | understand that music has a steady pulse, like a heartbeat                                                                                                                |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
|           | show understanding of concept pairs e.g. start/stop, high/low, loud/quiet, smooth/spiky                                                                                   |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
|           |                                                                                                                                                                           |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
| Skills    | use their voices confidently, alone and as part of a group                                                                                                                |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
|           | use thinking, speaking, and singing voices, or a character voice                                                                                                          |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
|           | speak & play rhythmically and in time, using <i>ta</i> , <i>tete</i> & <i>shh</i> , without symbols                                                                       |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
|           | reliably keep the pulse of a beat on their body or on an untuned percussion instrument                                                                                    |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
|           | show good control of musical instruments, being able to take turns                                                                                                        |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
|           | follow a leader                                                                                                                                                           |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
|           | recall a simple rhythm (four beats) and clap or tap it back                                                                                                               |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
|           | use instruments to discover effect and create soundscapes (e.g. to accompany stories)                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |

| Knowledge | In Year 2, pupils can:                                                                                                                     |  |  |  |  |  |
|-----------|--------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|           | accurately distinguish between <i>ta</i> , <i>tete</i> , <i>tika-tika</i> and <i>shh</i> in symbol form, with no written or verbal prompts |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
|           | assign simple rhythmic units to graphic representations of pulse (e.g. heart beats)                                                        |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
|           | read <i>so- mi</i> notation on a reduced stave and as dot notation                                                                         |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
|           | discover and identify a wider variety of common music instruments (e.g. piano, guitar) by sight and sound                                  |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
|           | demonstrate increasing independence and versatility in talking about concept pairs                                                         |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
|           | discover improvisation using classroom instruments                                                                                         |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
| Skills    | sing songs on limited pitch sets ( <i>sm</i> , <i>sml</i> , <i>drm</i> , <i>drms</i> , <i>drmsl</i> ) in tune and with confidence          |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
|           | maintain an accurate sense of pulse, independently and in front of peers                                                                   |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
|           | demonstrate good vocal control, and start or lead a song with others                                                                       |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
|           | use different parts of the body to keep the pulse and to demonstrate rhythms                                                               |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
|           | use different parts of the body to demonstrate changes in pitch (e.g. high & low)                                                          |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
|           | use simple graphic representation of sounds to create a score                                                                              |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
|           | show compositional and improvisational creativity using <i>ta</i> , <i>tete</i> and <i>shh</i>                                             |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |

| Knowledge | In Year 3, pupils can:                                                              |  |  |  |  |  |
|-----------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|           | read simple notation for their instrument                                           |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
|           | read and understand <i>tika-tika</i> , <i>tika-te</i> and <i>te-tika</i> rhythms    |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
|           | understand notation markings including simple dynamics, tempo & repeat marks        |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
|           | match syllables to rhythms in lyrics                                                |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
|           | follow the shape of a melody within a 3 <sup>rd</sup>                               |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
|           | understand and recognise ostinato patterns                                          |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
|           | explore and recognise orchestral families                                           |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
|           |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
| Skills    | stand with good posture to sing and preparing breath to sing longer phrases         |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
|           | move to a pulse in 4/4 time, accenting beats 1 & 3                                  |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
|           | repeat <i>d-m-s-l</i> phrases in tune                                               |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
|           | control the dynamics of their sounds                                                |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
|           | use a call & response structure                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
|           | perform a simple round in 2-parts                                                   |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
|           | identify and play 3 different pitches                                               |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
|           | Create and perform 1 bar melodies/ostinato patterns using known pitches and rhythms |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
|           |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |

| Knowledge | In Year 4, pupils can:                                                                                                                   |  |  |  |  |  |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|           | explore the full stave, reading more complex notation for their instrument                                                               |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
|           | identify common orchestral instruments                                                                                                   |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
|           | read and understand minims, dotted minims and semibreves                                                                                 |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
|           | track the contour of a melody within a 5 <sup>th</sup>                                                                                   |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
|           | recognise and explore 3/4 time                                                                                                           |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
|           | understand articulation markings ( <i>staccato</i> , <i>legato</i> ) & structural markings (1 <sup>st</sup> & 2 <sup>nd</sup> time bars) |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
|           | identify similarities and differences in music                                                                                           |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
| Skills    | explore major and minor tonalities                                                                                                       |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
|           | pitch and sing intervals of 4 <sup>ths</sup> and 5 <sup>ths</sup>                                                                        |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
|           | sing simple partner songs, maintaining own part                                                                                          |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
|           | sing and play with a drone harmony                                                                                                       |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
|           | play and respond to gradual changes in tempo and dynamics                                                                                |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
|           | identify and play 5 different pitches                                                                                                    |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
|           | play and create music using step-wise movement                                                                                           |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
|           | play as a whole class, small group and alone                                                                                             |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |

| Knowledge | In Year 5, pupils can:                                                                         |  |  |  |  |  |
|-----------|------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|           | describe and understand the pentatonic scale                                                   |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
|           | analyse and discuss how music and the wider world (incl. historical context) impact each other |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
|           | develop understanding of metre including 6/8 time                                              |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
|           | read and understand compound rhythmic patterns                                                 |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
|           | develop awareness and recognition of instruments from around the world                         |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
|           | discuss different ways of structuring music (e.g. chordal structure, contrasting sections)     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
|           | identify key influences and characteristics of a particular musical style/genre                |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
|           |                                                                                                |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
| Skills    | accurately pitch and sing intervals of a 6th                                                   |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
|           | identify and play notes within a 6 <sup>th</sup>                                               |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
|           | perform songs with harmony, including 3-part rounds and drones                                 |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
|           | play and sing using <i>tum</i> , <i>tre-o-la</i> , and <i>ta-te</i> patterns in 6/8            |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
|           | use a variety of notation methods to perform and record creativity                             |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
|           | play and understand the formation of chords and triads                                         |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
|           | evaluate and refine performances (solo and ensemble)                                           |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
|           | follow more complex instructions, either by a conductor or as visual symbols                   |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |

| Knowledge | In Year 6, pupils can:                                                                                                  |  |  |  |  |  |
|-----------|-------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|           | recognise and describe a wide range of instruments from a variety of musical traditions                                 |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
|           | demonstrate a clear understanding of a musical timeline                                                                 |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
|           | track the contour of a melody, using up to a full octave                                                                |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
|           | identify the structure of a song and use this knowledge to develop extended compositions                                |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
|           | talk about and analyse style indicators and characteristics of a song, including global music                           |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
|           | distinguish between different metres and discuss their effects                                                          |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
|           | develop understanding of pitch using semitones and chromaticism                                                         |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
|           |                                                                                                                         |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
| Skills    | read & play music that includes both step-wise movement and jumps of up to an octave                                    |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
|           | sing in harmony in 3 & 4 part rounds and moving in step with another part                                               |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
|           | maintain own part in a multi-layer ensemble, understanding roles and textural effects                                   |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
|           | perform and create using a wide variety of durations including syncopated rhythms                                       |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
|           | develop use of vocal techniques                                                                                         |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
|           | rehearse and perform with evidence of musicality, control, nuance and expression                                        |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
|           | use and understand a wide range of musical symbols, responding to them in performance and applying them to compositions |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
|           | understand how to project and communicate well in a performance (group and solo)                                        |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |

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