

Crossflatts Music Curriculum- Musical Activities

Crossflatts Musical	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Activities							
	instrument	pulse	pulse	pulse rhythm timbre	pulse rhythm	pulse rhythm	pulse rhythm
	sound	rhythm	rhythm	pitch dynamics	timbre pitch	timbre pitch	timbre pitch
	song	high	pitch	tempo melody	dynamics tempo	dynamics tempo	dynamics tempo
		low	melody,	high low	melody high	melody high	melody high
		loud	high	forte	low forte piano	low forte piano	low fortissimo
		soft	low	piano	allegro adagio staccato	crescendo diminuendo	forte mezzo forte
		fast	loud	allegro	legato ostinato	allegro adagio staccato	mezzo piano piano
		slow	soft	adagio	accompaniment	legato ostinato	pianissimo crescendo
		long	fast	compose	compose	accompaniment	diminuendo allegro
		short	slow			mood texture structure	allegretto andante
		pitch	long			compose	adagio largo
			short				staccato legato
			compose				ostinato
ġ							accompaniment
Ca							mood texture
2							structure compose
	To be able to sing the melodic	To begin to understand	To begin to understand how pulse,	To understand how pulse,	To understand how pulse,	To understand how pulse,	To understand how pulse,
	shape (moving melody, eg up	how pulse, rhythm and	rhythm and pitch work together to	rhythm and pitch work	rhythm and pitch work	rhythm and pitch work together	rhythm and pitch work
	and down, down & up) of	pitch work together to	create music through warm up	together to create music.	together to create music.	to create music.	together to create music.
	familiar songs.	create music through warm	games.				To understand more about
		up games.	guines.	To perform as part of a	To understand more about	To understand more about	preparing to sing.
	To sing entire songs.		To bogin to loorn that	band/ensemble, by ear or	preparing to sing.	preparing to sing.	
		To use glockenspiels,	To begin to learn that	notation (symbols or musical			Explore a range of vocal activity
	To perform solo and or in	recorders or band	improvisation is when you make	notation) and can play pieces	Explore a range of vocal	To explore a range of vocal	e.g. rapping, beatboxing. Some
	groups.	instruments.	your own tune or rhythm. An	in unison and in two parts.	activity e.g. rapping,	activity e.g. rapping, beatboxing.	may sing as soloists or as part
	To internalise music,(eg sing		improvisation is not written down	To continue to understand that	beatboxing.	To perform as part of a	of a larger group.
	songs inside his or her head).		or notated, if recorded, it becomes	improvisation is making up	To perform as part of a	band/ensemble, by ear or	Children perform as part of a
	songs inside his of her heady.	Start to learn to play in a band or ensemble.	a composition.	your own tune or rhythm.	band/ensemble, by ear or	notation (symbols or musical	band/ensemble, by ear or
		band or ensemble.			notation (symbols or musical	notation) and can play pieces in	notation (symbols or musical
			Use glockenspiels, recorders or	To understand that	notation) and can play pieces	unison and in two parts.	notation) and can play pieces in
		To start and sing songs and	band instruments.	Improvisation is not written	in unison and in two parts.		unison and in two parts.
		raps together in a group.		down or notated as that would		To understand that	
			To start and learn to play in a band	be a composition.	To understand that	improvisation is	Children understand that
			or ensemble.		improvisation is making up	making up your own	improvisation is making up your
S				To explore a range of vocal	your own tune or rhythm.	tune or rhythm.	own tune or rhythm.
tiv			To start and sing songs and raps	activity e.g. rapping,			
jec			together in a group.	beatboxing.	To understand that	To understand that improvisation	To understand that
q0				To loom and on 1 is 1	improvisation is not written	is not written down or notated as	improvisation is not written
S.				To learn and understand more	down or notated as that would	that would be a composition.	down or notated as that would
2				about preparing to sing.	be a composition.		be a composition.



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Key Learning Evidence of wo

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Take part in a teacher-led	Identify the pulse in	Identify long and short sounds in	Recognise rhythmic patterns.	Identify and recall rhythmic	Identify different speeds of	Identify the metre of differen
activity, finding the pulse of	different pieces of music	music.		and melodic patterns.	pulse (tempo) by clapping and	songs through recognising the
shorter songs/pieces of	and join in getting faster		Perform a repeated pattern		moving.	pattern of strong and weak
music.	and slower together.	Perform a rhythm to a given pulse.	to a steady pulse.	Identify repeated patterns		beats.
				used in a variety of music.	Improvise rhythm patterns.	
To find sources of sound in the	Perform a rhythm to a	Begin to internalise and	Identify ways sounds are used	(Ostinato).		Subdivide the pulse while
classroom.	given pulse.	create rhythmic patterns.	to accompany a song.		Perform an independent part	keeping to a steady beat.
				Analyse and comment on how	keeping to a steady beat.	
Make different sounds by	Begin to internalise and	Accompany a chant or song by	Explore and perform different	sounds are used to		Identify and control different
experimenting with ways of	create rhythmic	clapping or playing the pulse or	types of	create different moods.	Identify and control	ways percussion instruments
changing them.	patterns.	rhythm.	accompaniment.		different ways percussion	make sounds.
				Explore and perform different	instruments make sounds.	
Play instruments to make a	Accompany a chant or song	Identify and name classroom	Explore and select different	types of accompaniment.		Play accompaniments with
sound.	by clapping or playing the	instruments.	melodic patterns.		Play accompaniments with	control and accuracy.
	pulse or		·	Recognise and explore	control and accuracy.	,
Handle and play instruments	rhythm.	Create and choose sounds in	Recognise and explore	different combinations of pitch	,	Create different effects using
with control.	,	response to a given stimulus.	different combinations of	sounds.	Create different effects using	combinations of pitched
	Explore different sound		pitch sounds.		combinations of pitched sounds.	sounds.
Make music and dance using	sources.	Identify how sounds can be	piteri sounus.	Select instruments to describe	combinations of pitched sounds.	Sounds.
different tools, materials and	sources.	changed.	Select instruments to describe	visual images.	Use ICT to change and	Use ICT to change and
,	Make sounds and recognise	changeu.	visual images.	visual illiages.	manipulate sounds.	manipulate sounds.
techniques.	•	Change sounds to reflect different	visual lillages.	Choose instruments on the	manipulate sounds.	
lein in when singing a sense of a	how they can give a	-	Create textures by combining		Identify different starting a sinte	Identify, different starting
Join in when singing a song as a	message.	stimuli.	Create textures by combining	basis of internalised sounds.	Identify different starting points	Identify different starting
group.			sounds in different ways.		or composing music.	points of composing music.
	Identify and name	Play instruments in different ways		Create music that describes		
Sing a melody at their own pitch.	classroom instruments.	and create sound effects.	Compose music in pairs and	contrasting moods/emotions.	Explore, select combine and	Explore, select combine and
			make improvements to		exploit a range of different	exploit a range of different
Sing a song as a group, broadly	Play instruments in	Handle and play instruments with	their own work.	Improvise simple tunes based	sounds to compose a	sounds to compose a
singing in time.	different ways and create	control.		on the pentatonic scale.	soundscape.	soundscape.
	sound effects.		Create an accompaniment			
Sing with an awareness of other		Identify different groups of	to a known song.	Create an accompaniment to a	Write lyrics to a known song.	Compose music individually
performers.	Identify different groups of	instruments.		known song.		in pairs using a range of stim
	instruments.		Create descriptive music in		Compose a short song to own	and developing their musica
Adds sound effects to stories		Contribute to the creation of a	pairs or small groups.	Continue to compose and	lyrics based on everyday	ideas into a completed
using instruments.	Contribute to the creation	class composition.		perform using symbols and dot	phrases.	composition.
-	of a class composition.		Continue to compose and	notation.		
Leads or is led by other children		Perform long and short, high and	perform using symbols and dot		Perform using staff notation.	Perform using staff notation
in their music making, i.e. being	Perform long and short,	low, loud and soft	notation.	Begin to read staff notation –		
a conductor.	high and low, loud and soft	sounds in response to symbols.		in conjunction with learning	Sing songs with staff notation.	Sing songs with staff notation
	sounds in response to		Begin to read staff notation –	the recorder.		
Listens and responds to others in	•	Compose and perform using	in conjunction with		Begin to compose using a variety	Compose using a variety of
pair/group music making.		symbols and dot	learning the recorder.	Begin to compose using a	of note names, dot notation and	note names, dot notation a
any group music making.	Compose and perform	notation.		wider variety of note names	words/symbols to represent	words/symbols to represen
Plays instruments with control to	using symbols and dot		Begin to compose using note	and dot notation to represent	dynamics.	dynamics and tempo.
play loud/ quiet, (dynamics),	notation.	To find their singing voice and use	names and dot notation to	rhythms.	dynamics.	dynamics and tempo.
	notation.			mythins.	Sing conge with increasing	Sing conge with increasing
fast/slow (tempo).	Find their singing using and	their voices	represent		Sing songs with increasing	Sing songs with increasing
	Find their singing voice and	confidently.	rhythms.	Sing with confidence using a	control of breathing, posture and	control of breathing, postur
Shows control to hold and play	use their voices			wider vocal range.	sound projection.	and sound projection.
nstruments to produce a	confidently.	Sing a melody accurately at their				
musical sound, (e.g. holding a		own pitch.	Sing with confidence using	Sing in tune, beginning to show	Sing songs in tune and with an	Sing songs in tune and with
triangle in the air by the string	Sing a melody		a wider vocal range.	awareness of other	awareness of other parts.	awareness of other parts.
with one hand and playing it	accurately at their own	Recognise phrase lengths and		parts.		
with a beater with the other).	pitch.	know when to breathe.	Sing with awareness of		Identify phrases through	Identify phrases through
			pulse and control of rhythm.	Sing with awareness of pulse	breathing in appropriate places.	breathing in appropriate pla
Creates his or her own songs,	Sing with a sense of	Begin to sing with control of pitch		and control of rhythm.		
often with a real sense of	awareness of pulse and	(e.g. following the shape of the	Sing expressively with		Sing with expression and	Sing with expression and
	control of rhythm.		awareness and control at		rehearse with others.	rehearse with others.

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	structure, (e.g. a beginning and			the expressive elements. e.g.	Sing expressively with	
	an end).	Sing with an awareness of	Follow pitch movements with	timbre, tempo, dynamics.	awareness and control at the	Sing a round in tw
		other performers.	their hands and use high, low and		expressive elements.E.g.	identify the melo
	Can often sing an entire song;	Begin to find and	middle voices.	Understand how mouth shapes	timbre, tempo, dynamics.	and how they fit t
	songs could be nursery rhymes,	internalise the pulse with		can affect voice		
	pop songs, songs from TV	support.	Demonstrate a simple	sounds.	Demonstrate how you find/feel	Sing confidently a
	programmes, songs from home.		understanding of dynamics		the pulse.	small groups and
		Clap the rhythm of their	(getting louder or quieter) and	Find and internalise the pulse		begin to have an
	Merges elements of familiar songs with improvised singing.	name.	pitch (high or low).	with some support.	Have a deeper understanding of how pulse, rhythm and	improvisation wit
	songs with improvised singing.	Knows that a	Make long and short sounds.	Have some understanding of	pitch, dynamics and tempo	Compare how pu
	Creates sounds in vocal sound	leader/conductor can	wake long and short sounds.	how pulse, rhythm and pitch,	work together and are	pitch, dynamics a
	games.	stop/start music using cues.	Start to perform their own	dynamics and tempo work	sprinkled through the song.	working through
			rhythms and melodies with	together and are sprinkled		
	Changes some or all of the	Know of the words dynamic	growing confidence and	through the song.	Understand that lyrics in songs	Clap/play simple
	words of a song.	and pitch but are unsure of	understanding.		mean something and projects	more than two no
	C	their meaning.	C C	Knows some musical notes.	the meaning of the song.	confidently and c
	Has strong preferences for songs	C	Understand that improvisation			rhythm when ask
	he or she likes to sing and/or	Start to create own simple	means making up your own tune	Know that symbols and musical	Create symbols to know when	
	isten to.	melodies with support.	using a couple of notes.	staves show us what to play.	to play and rest.	Identify notes EG
l						on a musical stave
		With support, can start to	Begin to respond to	Know how to record their	Understand that notes EGBDF	
		record their own	leader/conductor with basic	composition.	and FACE sound different when	Recognise minims
		composition.	musical cues (stop/start).		played.	semibreves in mu
				Is starting to describe their		how many beats
		Sing/play in a group with an	Record a composition in any way	own compositions and	Discuss that there are different	
		adult leading.	appropriate.	improvisations using musical	symbols for minim, crotchet	Write own lyrics t
				vocabulary.	and semibreve and they	song/compositior
		Listen to and respond to	Begin to play classroom		indicate different lengths.	meaning.
		warm up vocal activities.	instruments as part of a group.	Perform own rhythms in front		
l			Fordana and success simula movies.	of others.	Write own lyrics to a	Make comparisor
l			Explore and create simple musical sounds with voices and	Sometimes follow a	song/composition with some	improvisations cr
					meaning.	discuss this using
			instruments within context of song being learnt.	conductor/leader.	Make comparisons between	vocabulary.
			being learnt.	Is beginning to understand how	improvisations created and	Compare compos
			Create own vocal warm- ups	to work as part of a group and	discuss this using the correct	using correct voca
			following an input.	the importance of this when	vocabulary.	
				performing.	vocubulary.	Create composition
				performing.		styles taught.
				With support, can demonstrate		,
				how pulse and pitch work	Play classroom instruments as	Independently sta
				together – copy a simple	part of a group and as part of a	voice at the start
				rhythm over the pulse and	song being learnt.	session.
				sing/play back.		
					Follow the leader/conductor	
				Discuss why it is important to	and responds appropriately.	
				warm up voices before singing.		
1					Continue to understand the	
1				Understand that our position	importance of warming up	
1				helps us sing.	their voices.	
					Has an understanding about	
				1	I mas an unucrsidifuting about	1
					-	
					their singing position and why this is important.	



two parts and elodic phrases fit together.	Sing a round i identify the m and how they
ly as a class, in nd alone, and an awareness of with the voice.	Sing confiden small groups begin to have improvisation
pulse, rhythm and s and tempo are gh different songs. le rhythm/copy	Demonstrate pulse. Perform and i stylistically ar
o note pitches d create their own asked.	they can. Be led/condu situation.
EGBDF and FACE ave. ims, crotchets and	Can sometime themselves.
music and know ts they represent.	Play instrume confidence ar
cs to a tion with some	Explore and c improvisation instruments.
sons between created and ng the correct	Improvise usi notes with ins voices.
positions made ocabulary.	Create compl independentl 3 different nc
sitions in different starts to warm up	Use voice, sou and instrume way.
art of each singing	Record comp

Sing a round in two parts and melodic phrases y fit together.

ntly as a class, in and alone, and e an awareness of n with the voice.

e a fast and slow

interpret a song nd as musically as

ucted in a group

nes lead groups

ents with ind ease.

create musical ns with voices or

sing more than 3 nstruments or

lex melodies tly using more than otes.

ounds, technology ents in a creative

positions.



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				Sing with a good sense of pulse	
				internally and sing together	
				and in time with a group.	
Creates music based on a theme	Begin to find and internalise	Discuss their own compositions with	Demonstrate how you find/feel	Compare how pulse, rhythm and	Demonstrate a fast and slow pulse.
(e.g. creates	the pulse independently.	an adult.	the pulse.	pitch, dynamics and tempo are	Understand # and b symbols.
the sounds of the seaside).				working through different songs.	Use simple time signatures when
Plays instruments (including	Clap the rhythm of their name,	Create their own melody using more	Have a deeper understanding of		reading music.
imaginary ones	favourite food and colour etc.	than two notes.	how pulse, rhythm and pitch,	Explore and create musical	Read some notes on a musical stave
such as air guitar) to match the			dynamics and tempo work	improvisations with voices or	and start to write some of own.
structure of	Start to perform their own	Start to perform their own	together and are sprinkled through	instruments.	Discuss difference of bass and treble
the music, (e.g. playing quietly with	rhythms and melodies with	compositions and improvisations.	the song.		clef.
quiet parts	growing confidence and			Improvise using more than 3 notes	Can sometimes lead groups
within music, stopping with the	understanding.	Create their own melodies using both	Understand that notes EGBDF and	with instruments or voices.	themselves.
music when it	Lindonatori de Alcat	instruments and their voices.	FACE sound different when played.		Play instruments with confidence
Stops).	Understands that	Fundamental execute simula reveisad	Discuss that these are different	Create complex melodies	and ease.
Keeps a steady beat whilst playing instruments – his or her own steady	improvisation means making	Explore and create simple musical sounds with voices and instruments	Discuss that there are different	independently using more than 3 different notes.	Explore and create musical
beat in his or her creative music	up your own tune using a couple of notes.	within context of song being learnt.	symbols for minim, crotchet and semibreve and they indicate	different notes.	improvisations with voices or instruments.
making.	couple of notes.	within context of song being learnt.	different lengths.	Use voice, sounds, technology and	Improvise using more than 3 notes
Taps rhythms to accompany words,	Create their own simple		unerent lengths.	instruments in a creative way.	with instruments or voices.
(e.g.	melodies (usually in a group)		Perform own rhythms and	instruments in a creative way.	Create complex melodies
tapping the syllables of	using one or two notes.		melodies with confidence and an	Independently starts to warm up	independently using more than 3
names/objects/			understanding in the group.	voice at the start of each singing	different notes.
animals/lyrics of a song).	Record the composition in any			session and can also lead a warm-	Use voice, sounds, technology and
Creates rhythms using instruments	way appropriate.		Describe their composition using	up session.	instruments in a creative way.
and body			musical vocabulary such as:		Sing with a good sense of pulse and
percussion.	Explore and create simple		dynamics, pitch and tempo.	Always stands in correct singing	sing together and in good time with
May play along to the beat of the	musical sounds with voices			position.	a group.
song they	and instruments within		Move between differentiated		
are singing or music being listened	context of song being learnt.		parts as required.		
to.					
May play along with the rhythm in			Create symbols to know when to		
music, (e.g.			play and rest.		
may play along with the lyrics in					
songs they are singing or listening			Sing with a good sense of pulse		
to).			internally and sing together and in		
Pitch matches, with his or her voice			time with a group.		
the pitch of a tone sung by another.			Improvise using yory simple		
Able to sing the melodic shape			Improvise using very simple patterns on own instrument or		
(moving melody, e.g. up and down, down & up) of familiar songs. Sings			voice.		
entire songs.			voice.		
May enjoy performing, solo and or					
in groups. Internalises music, (e.g.					
sings songs inside his or her head).					
sings songs inside his of her head).	1	1		1	

Confidently show how pulse, rhythm and pitch work together. Lead others to play/clap rhythms. Have a firm understanding of pulse, rhythm, pitch, dynamics and tempo and how they all work together in music. Create own compositions using standard notation and can use musical stave to write own music. Write their own compositions and discuss use of treble and bass clef. Use sharp and/or flat symbol in own composition. Create their own round composition. Create own harmony part to accompany a song. Evaluate the effect created from different compositions and why this is the case. Perform their compositions confidently and discuss using appropriate vocabulary. Lead a warm-up session Always has the correct posture when singing. Sing with a good sense of pulse and sing together and in good time with a group. Understand the importance of clear diction and tuning.