

Music spiral curriculum: Pulse, Rhythm and Pitch

Blue Phase

Pulse – Claps along to music; keeps to a steady pulse; maintains the pulse on a percussion instrument; chooses an appropriate pulse; begins to use appropriate vocabulary relating to pulse; understands the difference between pulse and rhythm

Rhythm - Able to maintain a simple rhythmic pattern on an instrument; executes call and response interactions to copy different rhythms, whilst keeping to a pulse; Choose their own rhythmic patterns to create a piece of music or sound effect

Pitch – Makes vocal sounds in response to music; Differentiates between speaking and singing voice; Responds physically to high and low sounds; Imitates simple movements/contours in pitch using their voice (e.g. high to low)

Yellow Phase

Pulse – starts moving when the music starts; shows awareness of pulse; maintains a regular pulse (slow or fast) in time with a piece of music by clapping; explores the difference between pulse and rhythm

Rhythm - Able to maintain a simple rhythmic pattern using words/vocalisations, keeping to the pulse; Can hear the difference between two different rhythmic patterns

Pitch – Makes contrasting sounds on tuned instruments; Shows an awareness of step-wise motion, using their voice or on an instrument; Improvises using step-wise motion on an instrument; Understands that pitch means 'high and low'; Uses simple criteria or comparative terms to describe music: e.g. high, low
Uses simple changes in pitch to convey an image or a simple story (e.g. climbing up the stairs)

Red Phase

Pulse – claps hands with others to music; moves body to music; begins to play with a sense of pulse

Rhythm Explores making sounds and groups of sounds on one or more untuned percussion instrument; Listens to a variety of sounds, rhythms and rhymes; Copies a simple rhythm or rhythmic chant; Develop an awareness of rhythm in speech

Pitch– Chooses their own pitches to create a piece of music or sound effect; Uses appropriate vocabulary and key words to discuss a piece of music; Sing songs with/without accompaniment from memory; Can recall short, familiar melodic lines from memory (e.g. song lyrics/familiar music)
Explore how pitch changes can be used to convey a style or mood

EYFS Purple Class

Will participate in songs, rhymes and musical activities

Expresses self through physical action and sound

Creates a response to an external stimulus i.e. moves to music, creates a story around toys

Music Spiral Curriculum: Dynamics, Tempo, Timbre

Blue Phase

Dynamics - Recognises gradual and pronounced changes in dynamics when listening to music; Creates patterns which show a contrast in dynamics when performing and composing; Selects appropriate dynamics to create a specific effect or mood when composing; Uses symbols to compose music with loud/quiet notes; Uses appropriate key words to discuss dynamics: e.g. crescendo, diminuendo, forte,

Tempo - Recognises gradual and pronounced changes in tempi when listening to music; Creates patterns which show a contrast in tempi when performing and composing; Selects appropriate tempi to create a specific effect or mood when composing; Uses body signs to show tempo when directing others; Uses appropriate key words to discuss tempo

Timbre - Selects particular sounds/instruments to illustrate a specific mood or feeling; Groups instruments into a given criteria; Begin to recognise different instrumental families when listening to music; select appropriate instruments to create a specific musical idea/sound effect; choose an instrument to do a specific job; make different sounds from one instrument; Able to name a wide range of instruments

Yellow Phase

Dynamics - Plays with an appropriate volume; Shows awareness of getting louder/quieter; Gives clear examples of gradually getting quieter (*diminuendo*)/louder (*crescendo*) vocally and instrumentally; Able to play and sing with a desired dynamic with increased control; Uses simple criteria or comparative terms to describe music: e.g. loud/quiet; Follows picture symbols to make sounds with contrasting dynamics

Tempo - Able to play in the pulse for fast and slow pieces of music; Follows picture symbols to make sounds with contrasting tempos; Gives clear examples of gradually getting faster (*accelerando*)/slower (*rallentando*) vocally and instrumentally; Able to sing and play in a desired tempo with increased control; Uses simple criteria to describe music: e.g. fast/slow

Timbre - Matches symbol cards to instruments; Name some common percussion instruments and recognise their sound aurally; Plays an instrument correctly to create its typical sound; Listens for and identifies different sounds on a recording; Explore appropriate instruments to create a musical idea; Chooses an instrument which creates a specified sound

Red Phase

Dynamics - Responds to a pronounced change in dynamics; Plays as part of a group to create a 'big sound'; Plays independently to create a 'soft sound'; Imitates loud/quiet vocalisations and sounds using their voice and instruments

Tempo - Responds to obvious changes in tempo; Plays an instrument or sings a song within a set tempo; Imitates fast/slow when vocalising and playing instruments

Timbre - Explores and develop awareness of the sounds made with a variety of instruments, made from a variety of materials; Begins to show a preference for certain instruments; Shows an interest in a range of instruments; Differentiate between speaking and singing voice; explores sounds made with our bodies.

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Music Spiral Curriculum: Structure, Texture, Notation

Blue Phase

Structure - Uses appropriate key words to discuss their work; Creates a sequence which has a beginning and an end; Identifies the beginning, middle and end of a song
Texture - Combine several layers of sound in improvisations and compositions (using iPad apps for e.g.) with an awareness of the combined effect. Be exposed to the terms ostinato, monophonic and polyphonic to describe musical texture
Notation Experience how pitch is represented on a staff; Experience the use of staff notation and some key features: key signature, time signature, note length and pitch, rests etc.

Yellow Phase

Structure - Recognises their cue to play; vocalises sound on cue; Shows a sense of structure; Takes turns to play; Knows when to begin/stop playing in an echo activity; Selects and orders sounds within simple structures; Uses comparative terms correctly: e.g. start/stop
Texture Perform on their own and group, with individuals playing the same and different parts; Experiment with layers of sound in their own compositions (not necessarily with an awareness of the combined effect); To recognise obvious differences in texture: unison and 2-part for e.g.); explore a range of textures vocally.
Notation - Suggests symbols to represent sounds; Able to follow more complex visual cues (e.g. 4 spots = 4 taps on the drum); Creates and uses a simple graphic score to share and perform musical ideas; Begins to recognise and demonstrate awareness of a link between shape and pitch using graphic notation

Red Phase

Structure - Experiences a range of structures through simple songs and musical activities; Vocalises on cue for simple action songs; Plays chosen instrument at an appropriate time in a song; Follows flash card directions during a piece of music; Anticipates a cyclic structure: e.g. start/stop or repetitive nursery rhyme; Joins in familiar rhymes with a few recognisable words/symbols/signs; Responds to an error in a familiar rhyme/song
Texture - Experiences group and solo playing; Listens to solo instruments and groups of instruments playing together
Notation - Follows simple symbol cards/visual directions when playing music; Starts and stops playing in response to signal from conductor

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