

BLANCHE NEVILE MUSIC CURRICULUM Yearly Aims - Linked to the Model Music Curriculum
https://assets.publishing.service.gov.uk/media/6061f833d3bf7f5ce1060a90/Model_Music_Curriculum_Full.pdf

EYFS	Understand and play Dynamics - Loud and Quiet Understand play Tempo - Fast and Slow Understand the Beat of music - walk or dance in time Copypcat rhythms - be able to follow a leader and respond Create their own rhythm patterns
Y1	Understand and play Dynamics - Loud and Quiet Understand play Tempo - Fast and Slow Use Graphic Scores to play dynamics and tempo Understand the Beat of music - walk or dance in time Rhythm - understand crotchets, quavers and rests Stick notation Copypcat rhythms - be able to follow a leader and respond Create / improvise their own rhythm patterns
Y2	Understand and play Dynamics - Loud and Quiet Understand play Tempo - Fast and Slow Change Dynamics and Tempo by following the leader Use Graphic Scores to play dynamics and tempo Understand the Beat of music - walk or dance in time Rhythm - understand crotchets, quavers and rests Stick notation Copypcat rhythms - be able to follow a leader and respond Create their own rhythm patterns
Y3	Understand and play Dynamics - Loud and Quiet Understand play Tempo - Fast and Slow Change Dynamics and Tempo by following the leader Understand the Beat of music - walk or dance in time Understand and perform Action Songs Improvise their own rhythm patterns Improvise echo and call and response rhythmic patterns Introduce stick notation - crotchets and quavers

Y4,5,6

Learn and **perform** a **hello song**, a **goodbye song** and a **name chant**, using their voices and / or BSL

Instrumental - xylophone and drumming

Learn and play the **Pentatonic** scale - CDEGA

Compose 4 bar phrases using rhythm grids and assigning note letters. Include a range of **dynamics**.

Write out their compositions on **stave notation** (treble clef).

Improvise using a range of percussion - link to emotions and using a range of **dynamics and tempos**.