

# Music



	<b>Foundation Stage</b>	<b>Year 1</b>	<b>Year 2</b>
<b>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</b>	<ul style="list-style-type: none"> <li>- Sing echo songs and perform movements to a steady beat.</li> <li>- Explore singing at different speeds to create moods and feelings.</li> <li>- Discover how to use the voice to create loud and soft sounds.</li> </ul>	<ul style="list-style-type: none"> <li>- Explore the use of the voice in different ways such as speaking, singing and chanting.</li> <li>- Sing in unison and begin to sing in groups/parts.</li> <li>- Find out how to sing with expression, confidence and creativity to an audience.</li> </ul>	<ul style="list-style-type: none"> <li>- Sing with a sense of melody.</li> <li>- Sing in parts and rounds, maintaining awareness of what others are doing.</li> <li>- Use the voice expressively and creatively to make different sounds exploring how the voice can produce rhythm and pulse, high and low (pitch) to create different effects.</li> <li>- Perform songs using creativity and expression and create dramatic effect e.g. sad, joyful.</li> </ul>
<b>Play tuned and untuned instruments musically.</b>	<ul style="list-style-type: none"> <li>- Play instruments to a steady beat.</li> <li>- Understand how to hold and play an instrument with care.</li> <li>- Explore the different sounds instruments make.</li> </ul>	<ul style="list-style-type: none"> <li>- Choose an instrument to create a specific sound.</li> <li>- Use untuned instruments to perform simple rhythms and patterns, keeping to a steady pulse.</li> <li>- Play instruments showing an awareness of others.</li> <li>- Understand how to play an instrument with care and attention.</li> </ul>	<ul style="list-style-type: none"> <li>- Play tuned and untuned instruments with control following a simple rhythmic pattern.</li> <li>- Learn to play sounds by looking at symbols such as pictures and shapes.</li> <li>- Understand how to control playing a musical instrument so that they sound as they should.</li> </ul>
<b>Listen with concentration and understanding to a range of high-quality live and recorded music.</b>	<ul style="list-style-type: none"> <li>- Express feelings in music by responding to different moods in a musical piece.</li> <li>- Listen to music and respond by using hand and whole body movements.</li> <li>- Listen to different sounds (animal noise, water etc.) and respond with voice and movement.</li> </ul>	<ul style="list-style-type: none"> <li>- Begin to identify and repeat simple patterns in music.</li> <li>- Listen to pieces of music and talk about what they hear and comment on how it makes them feel.</li> <li>- Listen to different genres of music.</li> <li>- Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.).</li> <li>- Reflect on music and say how it makes people feel, act and move.</li> <li>- Respond to different composers and discuss different genres of music.</li> </ul>	<ul style="list-style-type: none"> <li>- Identify and repeat simple patterns, building in confidence.</li> <li>- Listen to pieces of music and comment on what instruments can be heard and explain how it makes them feel.</li> <li>- Begin to understand and communicate how musical features can create different moods and effects</li> <li>- Begin to listen to their own music and suggest how to improve it.</li> </ul>
<b>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</b>	<ul style="list-style-type: none"> <li>- Choose different instruments, including the voice and body percussion, to create sound effects in play.</li> <li>- Investigate a variety of ways to create sound with different materials.</li> <li>- Experiment performing songs and music together with body movements to a steady beat.</li> </ul>	<ul style="list-style-type: none"> <li>- Repeat short rhythmic and melodic patterns.</li> <li>- Create a sequence of long and short sounds with help, including clapping longer rhythms.</li> <li>- Start to explore how sounds can be organised.</li> <li>- Investigate making sounds that are very different (loud and quiet, high and low etc.).</li> </ul>	<ul style="list-style-type: none"> <li>- Choose carefully and order sounds in a beginning, middle and end.</li> <li>- Use sounds to achieve an effect. (including use of ICT)</li> <li>- Create short musical patterns by investigating long and short sounds and changes in pitch.</li> <li>- Represent musical notes with simple symbols including shapes.</li> </ul>

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	Year 3	Year 4	Year 5	Year 6
<p><b>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</b></p>	<ul style="list-style-type: none"> <li>- Sing in tune as part of a group performance or in rounds.</li> <li>- Perform simple melodic and rhythmic parts.</li> <li>- Repeat simple and repeated patterns - singing and on instruments.</li> <li>- Begin to understand the importance of pronouncing the words in a song well.</li> <li>- Start to show control in voice.</li> <li>- Begin to perform with growing confidence.</li> <li>- Recognise and explore how sounds can be organised e.g. minim and crotchet.</li> <li>- Begin to give simple opinions on own and others performances.</li> </ul>	<ul style="list-style-type: none"> <li>- Sing in tune with awareness of others and start to use expression when singing in a group, in rounds or individually.</li> <li>- Perform simple melodic and rhythmic parts with awareness of others.</li> <li>- Repeat repeated patterns growing in sophistication- singing and on instruments.</li> <li>- Understand the importance of pronouncing the words in a song well.</li> <li>- Show control in voice and begin to sing from memory.</li> <li>- Play notes on instruments with care so they sound clear.</li> <li>- Perform with control and awareness of what others in the group are singing or playing.</li> <li>- Offer opinion on own and others' performances beginning to use the appropriate technical vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>- Sing in tune (in a group, in rounds or individually) with expression, clear dictation and controlled pitch.</li> <li>- Whilst performing by ear and from notations, maintain my own parts with awareness of how the different parts fit together and the need to achieve an overall effect.</li> <li>- Breathe well and pronounce words, change pitch and show control in singing.</li> <li>- Perform songs with an awareness of the meaning of the words.</li> <li>- Perform songs in a way that reflects their meaning and the occasion.</li> <li>- Play an accompaniment on an instrument (e.g. glockenspiel, bass drum or cymbal).</li> <li>- Offer opinion on own and others' performances using appropriate technical vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>- Perform significant parts from memory and from notations with awareness of my own contribution.</li> <li>- Perform alone and in a group, displaying a variety of techniques.</li> <li>- Take turns to lead a group.</li> <li>- Sing a harmony part confidently and accurately.</li> <li>- Sing or play from memory with confidence, expressively and in tune.</li> <li>- Offer opinion on own and others' performance using appropriate technical vocabulary and comment on the overall effect of a musical performance.</li> <li>- Refine and improve my own work.</li> </ul>
<p><b>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</b></p>	<ul style="list-style-type: none"> <li>- To begin to use simple notations to compose simple tunes and perform in unison (pictures, crotchets and minims).</li> <li>- To begin to compose music that combines musical</li> </ul>	<ul style="list-style-type: none"> <li>- To use simple notation to compose simple tunes and perform in unison (crotchets, minims, quavers and rests).</li> <li>- Begin to perform music that combines several layers of</li> </ul>	<ul style="list-style-type: none"> <li>- Use learnt musical notation to compose simple tunes to be performed in unison.</li> <li>- Begin to compose music that can be performed in two parts.</li> <li>- Compose by developing ideas within musical structures.</li> </ul>	<ul style="list-style-type: none"> <li>- Use learnt musical notation to compose simple tunes.</li> <li>- Compose tunes that can be playing in unison or in two parts.</li> <li>- Show thoughtfulness in selecting and layering sounds</li> </ul>

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	<p>elements e.g. long and short sounds and loud and soft sounds.</p> <ul style="list-style-type: none"> <li>- Carefully choose sounds and instruments to achieve an effect.</li> </ul>	<p>sound and comment on the effect.</p> <ul style="list-style-type: none"> <li>- Create accompaniments for tunes.</li> </ul>	<ul style="list-style-type: none"> <li>- Improvise within a group.</li> </ul>	<p>and structures to convey an idea or mood.</p> <ul style="list-style-type: none"> <li>- Create my own musical patterns.</li> <li>- Use a variety of different musical devices including melody, rhythms, and chords.</li> </ul>
<p><b>Listen with attention to detail and recall sounds with increasing aural memory.</b></p>	<ul style="list-style-type: none"> <li>- Listen to and recall repeated patterns within music.</li> <li>- Begin to notice how sounds are combined and used expressively.</li> <li>- Listen to different types of composers and musicians and comment.</li> </ul>	<ul style="list-style-type: none"> <li>- Use instruments to recall patterns in music.</li> <li>- Notice the way sounds can be combined and used expressively.</li> <li>- To comment on musicians use of technique to create effect.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to and recall various simple musical patterns which appear in a range of music.</li> <li>- Notice and explore the relationship between sounds to convey different meanings.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to and recall various melodic and rhythmic phrases in a range of music.</li> <li>- Explain the relationship between sounds to convey different meanings.</li> </ul>
<p><b>Use and understand staff and other musical notations</b></p>	<ul style="list-style-type: none"> <li>- To learn to play basic notes on the recorder.</li> <li>- To explore the note lengths minim and crotchet.</li> <li>- To explore the minim rest and crotchet rest in staff notation.</li> <li>- To explore note lengths and pauses through clapping and playing an instrument.</li> <li>- To read (on staff notation) and play the notes B, A and G and play these notes in a simple tune.</li> </ul>	<ul style="list-style-type: none"> <li>- To revisit the notes minim and crotchet.</li> <li>- To explore the note length semibreve and quaver.</li> <li>- To revisit the minim and crotchet rest and explore the semibreve rest.</li> <li>- To explore note lengths through clapping and playing an instrument.</li> <li>- To read (on staff notation) the notes B, A, G on staff notation and play these notes in a simple tune on a different instrument e.g. Glockenspiel.</li> </ul>	<ul style="list-style-type: none"> <li>- To revisit the note length semibreve, minim, crotchet and quaver.</li> <li>- To explore the note length semiquaver.</li> <li>- To revisit the minim, crotchet and semibreve rest and explore the quaver and semiquaver rest.</li> <li>- To explore the notes FACE on staff notation.</li> </ul>	<ul style="list-style-type: none"> <li>- To revisit all note lengths and rests and become more confident in using them through clapping and on an instrument.</li> <li>- To revisit notes FACE on staff notation. To explore the notes EGBDF on staff notation.</li> </ul>

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<p><b>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</b></p>	<ul style="list-style-type: none"> <li>- Listen to and recall simple repeated patterns confidently. Recognise and identify instruments being played in a piece of music.</li> <li>- Comment on likes and dislikes.</li> <li>- Recognise how musical elements can be used together to compose music.</li> <li>- Explore music from a range of traditions, cultures and genres and comment on how they differ.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to and recall simple repeated patterns across an entire piece of music.</li> <li>- Recognise and identify instruments and begin to recognise numbers of instruments and voices being played in a piece of music.</li> <li>- Compare music and express growing tastes in music.</li> <li>- Explain how musical elements can be used together to compose music.</li> <li>- Explore music from a wider range of traditions, cultures and genres and comment on how they differ in terms of performance and intent.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to and recall various musical patterns.</li> <li>- Compare and evaluate different kinds of music using appropriate musical vocabulary.</li> <li>- Explain and evaluate how musical elements, features and styles can be used together to compose music.</li> <li>- Explore music from a range of traditions, cultures and genres and how it has grown.</li> </ul>	<ul style="list-style-type: none"> <li>- Analyse and compare musical features and styles choosing appropriate musical vocabulary.</li> <li>- Analyse and compare how musical elements, features and styles can be used together to compose music and create different meanings.</li> <li>- Explore music from a range of traditions, cultures and genres and how it has grown and compare.</li> </ul>
<p><b>Develop an understanding of the history of music.</b></p>	<ul style="list-style-type: none"> <li>- Explore how music has changed over the years. Focus on the purpose of music throughout history and in different cultures.</li> <li>- Listen with interest to pieces of music from different times in history and from different cultures.</li> </ul>	<ul style="list-style-type: none"> <li>- Explore how music has evolved over the years thinking about styles of music and composers.</li> <li>- Listen to and comment on pieces of music from different times in history and from different cultures.</li> </ul>	<ul style="list-style-type: none"> <li>- Explore how different forms of music are representing the same concept and how this have evolved through technology and instruments.</li> <li>- Listen to and discuss pieces of music from different times in history and from different cultures.</li> </ul>	<ul style="list-style-type: none"> <li>- Discuss how music has altered and changed throughout time. Comment on how technology and events in time have changed how we listen to music.</li> <li>- Notice and explore how music reflects time, place and culture.</li> <li>- Compare pieces of music from different times in history and from different cultures.</li> </ul>
	<p><b>Year 3</b></p>	<p><b>Year 4</b></p>	<p><b>Year 5</b></p>	<p><b>Year 6</b></p>

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