




	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Singing and Performing</p> 	<p>Sing a range of familiar nursery rhymes that have actions that fit a rhythm/pulse e.g. The Wheels on the Bus, Row, Row Row, Old McDonald</p> <p>Perform as a class in a Nativity performance that includes a range of simple songs.</p> <p>Explore singing in tune and echo simple tunes from an adult leader e.g. Boom Chica Boom</p>	<p>Rehearse and perform with others, using untuned instruments and voices to sing songs, speak chants and rhymes.</p> <p>Sing in a simple two-part round.</p> <p>Perform with confidence cumulative songs (<i>songs with a simple melody that changes each verse e.g. one man went to mow, There was an Old Lady</i>)</p>	<p>Play tuned and untuned instruments.</p> <p>Use their voices expressively to rehearse and perform with others, recognising a song with an accompaniment (<i>instrumental backing</i>) and one without.</p> <p>Can start and finish together and can keep to a steady pulse.</p> <p>Explore a variety of vocal qualities through singing and speaking e.g. singing staccato and vice versa</p>	<p>Sing songs (also imitating melody patterns as an echo), speak chants and rhymes in unison, with clear diction, control of a limited but developing pitch range and musical expression presenting performances with an awareness of the audience.</p> <p>Sing in three part rounds in groups of varying sizes.</p> <p>Play tuned and untuned instruments with increasing control and</p>	<p>Sing solo songs demonstrating call and response form, speak chants and rhymes in unison with clear diction, control of pitch, a sense of phrase and musical expression.</p> <p>Develop an awareness of harmony</p> <p>Identify contrasting sections of a song, such as the verse and refrain (chorus).</p> <p>Perform a variety of repeated rhythmic patterns (ostinato) on</p>	<p>Independently sing songs, speak chants and rhymes in unison with increasing clear diction, control of pitch, a sense of phrase and musical expression.</p> <p>Sing in rounds confidently in groups of varying sizes including one pupil per group.</p> <p>Perform a variety of repeated rhythmic patterns accurately (ostinato) on percussion instruments within a large group with several parts</p>	<p>Sing in non-round parts identifying and singing a simple harmony/descant line in group singing</p> <p>Practise, rehearse and present a variety of solo and ensemble performances with confidence and awareness of the audience.</p>



			Applying contrasts of dynamics	rhythmic accuracy , responding through gestures or movement to changes in the speed of the beat. (Simple conducting)	percussion instruments	taking part at the same time	
Listening and Reviewing	<p>Listen to short sections of music to influence mood (e.g. calming music with eyes closed)</p> <p>Listen with concentration to music played by their older peers in school</p>	<p>Understand how sounds can be made in different ways and described using given and invented signs and symbols.</p> <p>Begin to explore their feelings about music using movement, dance and expressive language.</p> <p>Listen to contrasting songs (such</p>	<p>Listen with concentration to music of a longer duration and recognise simple structures (for example, a beginning, middle and end).</p> <p>Understand that music can be used for particular purposes and occasions.</p> <p>Recognise the difference between a steady beat and no beat</p>	<p>Listen with extended concentration and begin to express their opinion on a range of live and recorded music.</p> <p>Explain their ideas and feelings about music using movement, dance and expressive language.</p> <p>Begin to understand how music can be</p>	<p>Review their own ideas and feelings about music using art, movement, dance, expressive language and musical vocabulary.</p> <p>Understand that time and place can influence how and why music is created, performed and heard.</p> <p>Listen to and review music from a</p>	<p>Begin to make suggestions of how the inter-related dimensions can be enhanced within musical structures to communicate different moods and effects (e.g. how can the tempo be changed to create excitement?)</p> <p>Demonstrate a better understanding of the</p>	<p>Know that time and place can influence the way music is created, performed and heard.</p> <p>Can make informed suggestions of suitable pieces of music for various occasions.</p> <p>Develop a better understanding of the history of music. Begin to investigate the different eras of music.</p>



		<p>as lullabies and dance / up-tempo) with concentration, remembering specific instrumental names and sounds. Identify high and low pitches, sounds of long and short duration and recognise the difference between long and short sounds.</p> <p>Identify silence and sounds that are loud and quiet and the differences between fast and slow speeds.</p>	<p>and identify sections within a piece of music which sound the same or different.</p> <p>Understand that tempo means speed, and identify the tempo of music as fast, moderate, slow, getting faster or getting slower.</p>	<p>organised to communicate different moods and effects (e.g. listening to loud and fast music will create a different feeling to slow and quiet).</p> <p>Determine upwards and downwards direction in pitch when listening and reviewing music.</p> <p>Understand that dynamics means volume and can recognise various different levels.</p> <p>Understand that texture</p>	<p>culture different to their own.</p> <p>Identify through gestures such as clapping or using percussion, the strong / first beat whilst singing.</p> <p>Keep a steady beat and maintain rhythmic accuracy holding their own beat against another contrasting part.</p> <p>Recognise pitch movement by step, leaps or as repeats.</p>	<p>history of music. Begin to make appropriate suggestions of suitable pieces for music for various occasions.</p> <p>Recognise a musical phrase is like a musical sentence and can identify its duration as short or long.</p> <p>Can identify a silence in a rhythmic pattern with a gesture such as raised hand.</p> <p>Begin to use various Italian musical terms such as crescendo, diminuendo,</p>	<p>Recognise a metre (the way in which beats are grouped) of three (such as in a Waltz) or four (most pop songs) and begin to recognise a change of metre within a piece.</p> <p>Use Italian musical terms for gradually getting louder crescendo and gradually getting quieter diminuendo.</p>
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				<p>refers to the difference between thick (<i>many sounds</i>) and thin (<i>few</i>) layers of sounds.</p> <p>Experience how music can be produced in different ways, including through ICT, and described through relevant established and invented notations.</p>		<p>forte and piano.</p>	
<p>Creating and Composing</p>	<p>Explore how music is created through continuous provision.</p> <p>Begin to explore how to create their own sounds on</p>	<p>Experiment with creating and copying musical patterns.</p> <p>Begin to explore the sounds of their voices and various musical</p>	<p>Experiment with creating their own musical patterns and begin to identify one strand (<i>section</i>) of music or more.</p>	<p>Begin to improvise and develop rhythmic and melodic material when composing, improving their own and others' work in</p>	<p>Improvise and develop rhythmic and melodic material when composing. Experiment with gestures to show the overall contour of</p>	<p>Improvise and develop a wider range of rhythmic and melodic material when composing.</p> <p>Choose, combine and</p>	<p>Improvise with their voice or on a musical instrument both solo and ensemble to develop a wide range of rhythmic and melodic material when composing.</p>



	<p>given and 'found' instruments (e.g. tapping a wooden spoon on a pan)</p> <p>Experiment with loud vs quiet, fast vs slow</p>	<p>instruments, recognising the differences between singing and speaking and wood, metal, skin (<i>drum</i>) and 'shaker' sounds.</p>	<p>Begin to improve their own and others' work.</p>	<p>relation to its intended effect.</p> <p>Begin to create and combine a variety of the inter-related dimensions when composing (e.g. composing using both dynamics and tempo).</p>	<p>the pitch of a melody as it moves upwards, downwards or stays the same.</p> <p>Combine a variety of musical elements when composing using staff and other musical notations.</p>	<p>organise a variety of the inter-related dimension of musical elements when composing with staff and other musical notations, such as graphic scores and / or using ICT.</p>	<p>Can compose for different moods and use dynamic levels such as accents (sudden loud or sudden quiet notes).</p>
<p>Understanding and exploring</p>	<p>Explore music for different purposes.</p> <p>Learn Christmas songs at Christmas, Easter hymns in Spring etc.</p>	<p>Develop an understanding that music has been composed throughout history.</p>	<p>Recognise and match sounds with pictures of different instruments.</p> <p>Begin to use onomatopoei a sound words to describe selected sounds and the ways in which they are produced.</p>	<p>Explore and compare sounds of groups of musical instruments, identifying the differences between them, e.g. strings, woodwind, orchestra, rock band etc.</p>	<p>Explore and compare sounds from the different instrumental families (percussion, woodwind, brass, string), name a variety of instruments.</p> <p>Hear in a piece of music, refer</p>	<p>Begin to explore and compare a variety of contrasting sounds, recognising where the texture (thick (many sounds) and thin (few) layers of sound) varies in a song or</p>	<p>Explore and compare a variety of sounds in a piece of music, identifying the prominent melodies.</p>



				<p>Begin to explore the history of music, understanding that time and place can influence how and why music is created, performed and heard.</p> <p>Explore music from a culture different to their own.</p>	<p>to and compare the different sounds instruments make as their tone colour (TIMBRE) such as brassy, wooden and metallic.</p> <p>Sequence various famous composers on a timeline.</p>	<p>piece of music.</p>	
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