

Music

EYFS

- **Hearing and Listening** - identify and match an instrumental sound, e.g. hear a shaker and indicate that they understand it is a shaker
- **Vocalising and Singing** - create own songs, often with a real sense of structure, e.g. a beginning and an end. Often sing an entire song; songs could be nursery rhymes, pop songs, songs from TV programmes, songs from home.
- **Moving and Dancing** - clap or tap to the pulse of the music I am listening to. Clap or tap to the pulse of the song I am singing. Physically interprets the sound of instruments, e.g. tiptoes to the sound of a xylophone. Physically imitates the actions of musicians, e.g. pretends to play the trumpet, piano, guitar.
- **Exploring and Playing** - add sound effects to stories using instruments. Lead or is led by other children in their music making, i.e. being a conductor. Listen and respond to others in pair/group music making. Operate equipment such as CD players, MP3 players, handheld devices, keyboards. Play instruments with control to play loud/ quiet, (dynamics), fast/slow (tempo). Show control to hold and play instruments to produce a musical sound, e.g. holding a triangle in the air by the string with one hand and playing it with a beater with the other.

Key stage 1

- I can use my voice expressively and creatively by singing songs and speaking chants and rhymes
- I can play tuned and untuned instruments musically
- I can listen with concentration and understanding to a range of high-quality live and recorded music
- I can experiment with, create, select and combine sounds using the inter-related dimensions of music.

Key stage 2

- I can play and perform in solo and ensemble contexts, using my voice and playing musical instruments with increasing accuracy, fluency, control and expression
- I can improvise and compose music for a range of purposes using the inter-related dimensions of music
- I can listen with attention to detail and recall sounds with increasing aural memory
- I can use and understand staff and other musical notations
- I can appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- I can develop an understanding of the history of music.

<u>Aspects</u>	<u>Elements</u>
Performing: - with voices - with instruments	Duration: long and short beats; rhythm; pulse; metre

<p>Explore and compose</p> <p>Listen, reflect and appraise</p>	<p><u>Tempo:</u> fast, slow</p> <p><u>Dynamics:</u> loud, soft</p> <p><u>Structure:</u> verse/chorus/verse; round; call and response; phrasing</p> <p><u>Pitch:</u> high, low, melody, harmony</p> <p><u>Timbre:</u> quality of sound: smooth, thin</p> <p><u>Texture:</u> layers of sound</p>
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Year One Skills Progression

<p style="text-align: center;">National Curriculum 'I can' statement</p>	<p style="text-align: center;">Suggested Skills Progression</p>
<p>I can use my voice expressively and creatively by singing songs and speaking chants and rhymes</p>	<p>Ongoing: -speak and chant in small and larger groups -sing for pleasure -use actions or signs to accompany songs -tap, clap, click or stamp in time</p>
<p>I can play tuned and untuned instruments musically</p>	<p>T1. Handle percussion instruments with care and control (attention to grip and technique) T1. Use instruments to maintain the pulse of a song or piece of music T2. Practise playing 'loud', 'quiet', 'fast' and 'slow' T2. Copy a simple rhythm on an instrument T3. Play the syllables of a name or book character T3. Follow musical direction: e.g. hand signals indicating loud/quiet etc.</p>
<p>I can listen with concentration and understanding to a range of high-quality live and recorded music</p>	<p>Ongoing: Recognise percussion sounds and name the instruments T1. Listen to and respond physically to the varying moods in a piece of music T2. Move in time to a piece of music T2. Begin to use musical terms: 'loud', 'quiet', 'fast' and 'slow' T3. Begin to explain the effect of changes in speed, pitch and dynamic</p>

<p>I can experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>T1. Explore vocal and body sounds T1. Understand long and short sounds (duration) T1. Use these sounds to add effects to a story or poem T2. Understand high and low sounds (pitch) T2. Understand fast and slow sounds (tempo) T2. Match musical sounds to a picture, story or poem T3. Understand long and short sounds (duration) T3. Combine above skills to create and perform a 'sound picture' using a graphic score</p>
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<p><u>Vocabulary:</u></p> <p><u>Drone:</u> pitch or pitches played continuously through a song or composition</p> <p><u>Ostinato:</u> rhythmic pattern played continuously through a song or composition</p> <p><u>Score:</u> written signs or symbols representing musical signs</p>

Year Two Skills Progression

<p style="text-align: center;">National Curriculum 'I can' statement</p>	<p style="text-align: center;">Suggested Skills Progression</p>
<p>I can use my voice expressively and creatively by singing songs and speaking chants and rhymes</p>	<p>Ongoing: demonstrate increased vocal control (accuracy of pitch, breathing, dynamics, articulation); convey the mood and feeling of the song; follow a 'conductor'</p>
<p>I can play tuned and untuned instruments musically</p>	<p>T1. Refine technique: e.g. holding sticks correctly to aid control T2. Maintain a simple rhythm to accompany a song (ostinato) T2. Maintain a single pitched note to accompany a song (drone) T3. Perform simple sound sequences T3. Develop confidence as performers</p>
<p>I can listen with concentration and understanding to a range of high-quality live and recorded music</p>	<p>Ongoing: recognise a wider range of percussion instruments T1. Listen with concentration T1. Explain how sounds are made T2. Use movement to reflect the atmosphere of a piece of music T2. Respond physically to changes of speed and volume (tempo and dynamic) T3. Describe qualities of sound (timbre) T3. Explain how music conveys certain feelings (e.g. it is sad because it is slow)</p>


<p>I can experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>T1. Explore the variety of sounds possible from each available instrument T1. Explore the rhythmic patterns of words and phrases T2. Explore pitch using voice and instruments T2. Link different sounds to different moods T3. Using a story or picture use sound to create a 'sound track' (e.g. beginning, middle, end) as a graphic score T3. Use all the musical elements: pitch, dynamic, duration, structure, tempo, timbre in composition</p>
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Vocabulary:

Drone: pitch or pitches played continuously through a song or composition

Ostinato: rhythmic pattern played continuously through a song or composition


Phrase: section of melody (a musical sentence)

Rhythmic pattern: an unpitched musical phrase:  (Have a cup of tea.)

Score: written signs or symbols representing musical signs

Sequence: order sounds are played in

Year Three Skills Progression

<p align="center">National Curriculum</p> <p align="center">'I can' statement</p>	<p align="center">Suggested Skills Progression</p>
<p>I can play and perform in solo and ensemble contexts, using my voice and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>I can use and understand staff and other musical notations (N.B. In Y3 simply expose children to the notion of the staff and the treble clef)</p>  <p>1---c-d-e-f---4</p>	<p>Ongoing: sing songs in a variety of styles, including rounds, with an awareness of phrasing, diction, posture and breathing</p> <p>Rehearse to performance standard for an assembly or production</p> <p>Ongoing: refine instrumental technique T1. Maintain a pulse on an instrument T1. Develop confidence on tuned percussion T2. Maintain an ostinato against a different rhythm T2. Copy a simple melody on a pitched instrument T3. Introduce conventional notation as well as graphic scores T3. Following direction, combine musical sounds with narrative and movement</p>
<p>I can improvise and compose music for a range of purposes using the inter-related dimensions of music</p>	<p>T1. Explore all the musical elements with voices and instruments T1. Invent words and actions to known melodies T2. Explore stepwise movement on pitched instruments and larger intervals (jumps)</p>


	<p>T2. Compose an ostinato and/or drone to accompany a known song</p> <p>T3. Explore signs and symbols to represent the different sounds one instrument can make</p> <p>T3. Create music, as a graphic score, to tell a story or paint a picture using all the musical elements</p>
<p>I can listen with attention to detail and recall sounds with increasing aural memory</p> <p>I can appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>Ongoing: recognise a wider range of instruments; listen with concentration to longer pieces of music</p> <p>T1. Identify: beat, a specific rhythm, tempo, volume, melody and style</p> <p>T2. Identify features such as repetition, chorus, solo, orchestra etc.</p> <p>T3. Listen to, and evaluate their own compositions</p>
<p>I can develop an understanding of the history of music.</p>	<p>Ongoing: expose children to music through the centuries. Medieval, Baroque, Classical, Romantic, Twentieth century, folk, jazz, blues, swing, pop etc.</p>

Vocabulary:

Drone: pitch or pitches played continuously through a song or composition

Ostinato: rhythmic pattern played continuously through a song or composition

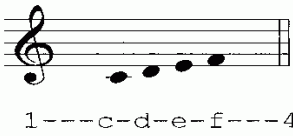
Phrase: section of melody (a musical sentence)

Rhythmic pattern: an unpitched musical phrase:  (Have a cup of tea.)

Score: written signs or symbols representing musical signs

Sequence: order sounds are played in

Year Four Skills Progression

National Curriculum 'I can' statement	Suggested Skills Progression
<p>I can play and perform in solo and ensemble contexts, using my voice and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>I can use and understand staff and other musical notations (N.B. In Y4 introduce C, D, E, F, G as pitches, two and three time and crotchet rests)</p> 	<p>Ongoing: sing songs in a variety of styles, including rounds in up to three parts, with an awareness of phrasing, diction, posture and breathing</p> <p>Rehearse to performance standard for an assembly or production</p> <p>Ongoing: refine instrumental technique T1. Maintain a pulse on an instrument T1. Play with confidence on tuned percussion T2. Differentiate between 2/4 and 3/4 time: clap and conduct (march or waltz!) T2. Copy a simple melody on a pitched instrument by ear T3. Read and play simple five note melodies, including rests, in 2/4 and 3/4 time T3. Following direction, perform to an audience</p>
<p>I can improvise and compose music for a range of purposes using the inter-related dimensions of music</p>	<p>T1. Explore all the musical elements with voices and instruments T1. Explore the pentatonic scale to create simple tunes T2. Explore stepwise movement and larger intervals on pitched instruments to create simple melodies T2. Compose an ostinato and/or drone to accompany a known song</p>

	<p>T3. Explore how different sounds create different moods and feelings</p> <p>T3. Arrange accompaniments to a known song and perform. Use ICT to record the performance and evaluate.</p>
<p>I can listen with attention to detail and recall sounds with increasing aural memory</p> <p>I can appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>Ongoing: recognise a wider range of instruments; listen with concentration to longer pieces of music</p> <p>T1. Recognise and talk about: tempo, metre, dynamics, texture and timbre</p> <p>T2. Identify features such as repeated rhythmic or melodic phrases and the use of metre</p> <p>T3. Listen to, and evaluate their own compositions</p>
<p>I can develop an understanding of the history of music.</p>	<p>Ongoing: expose children to music through the centuries, e.g. Medieval, Baroque, Classical, Romantic, Twentieth century, folk, jazz, blues, swing, pop etc.</p> <p>T1. Explore rhythmic patterns from different times and places</p> <p>T2. Recognise music from different places and times</p>

Vocabulary:

Drone: pitch or pitches played continuously through a song or composition

Interval: the smallest interval or step is between C and C#, for example (half a note) each interval – or leap - then gets progressively bigger.

Melody: a group of notes that creates a tune – memorable or otherwise!


Metre: relating to the time signature (two, three or four beats in a bar – or even 5 – listen to ‘Golden Brown’ by The Stranglers, the theme from Mission Impossible, Dave Brubeck’s ‘Take Five’, Tchaikovsky’s Symphony No. 6 in B minor, "Pathétique", op. 74, the second movement, "Allegro con grazia" (1893) or Holst’s ‘Mars’ from The Planet Suite.

Ostinato: rhythmic pattern played continuously through a song or composition

Pentatonic Scale: a five note scale where each note has at least a whole tone between them: e.g. F G A C D, C D E G A (the ‘black’ notes on a keyboard create a pentatonic scale)

Phrase: section of melody (a musical sentence)

Rest: a complete silence for at least one beat

Rhythmic pattern: an unpitched musical phrase:  (Have a cup of tea.)

Score: written signs or symbols representing musical signs


Sequence: the order sounds, phrases or sections are played in

Tuned percussion: instruments that you strike which have a musical pitch, e.g. glockenspiel, xylophone, metallophone, chime bars, bells, piano etc.

Untuned percussion: instruments that have to be struck (rather than strummed, plucked or blown) which do not have a musical pitch, e.g. drums, cymbals, tambourines, maracas, wood blocks etc.

Year Five Skills Progression

National Curriculum 'I can' statement	Suggested Skills Progression
I can play and perform in solo and ensemble contexts, using my voice and playing musical instruments with increasing accuracy, fluency, control and expression	Ongoing: sing unison and two part songs confidently in a variety of styles, including rounds in up to three parts, with an awareness of phrasing, diction, posture and breathing to communicate the meaning of the song Rehearse to performance standard (from memory) for an assembly or production

<p>I can use and understand staff and other musical notations</p> <p>(N.B. In Y5 introduce C, D, E, F, G, A, B as pitches, two, three and four time and crotchet rests)</p>  <p>1---c-d-e-f---4</p>	<p>Ongoing: refine instrumental technique</p> <p>T1. Play with confidence from graphic or conventional notation</p> <p>T1. Play by ear on pitched instruments</p> <p>T2. Interpret dynamics and tempi</p> <p>T2. Conduct a group of performers</p> <p>T3. Maintain a part independently</p> <p>T3. Perform own compositions to an audience and record for evaluation, understanding what makes a good performance</p>
<p>I can improvise and compose music for a range of purposes using the inter-related dimensions of music</p>	<p>T1. Explore concord and discord</p> <p>T1. Explore the pentatonic, diatonic and other scales</p> <p>T2. Explore texture by layering melodic and/or rhythmic phrases</p> <p>T2. Improvise in a group</p> <p>T3. Compose simple songs and music with a given intention</p> <p>T3. Arrange a song and perform. Use ICT to record the performance then evaluate and refine or modify and enhance.</p>
<p>I can listen with attention to detail and recall sounds with increasing aural memory</p> <p>I can appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>Ongoing: recognise a wider range of instruments; listen with concentration to longer pieces of music</p> <p>T1. Distinguish between timbre and texture: solo versus full orchestra</p> <p>T2. Identify features such as phrasing, melody, harmony, dynamic contrast, metre and tempi in live or recorded music</p> <p>T3. Use musical vocabulary to identify areas for development or refinement when composing</p>
<p>I can develop an understanding of the history of music.</p>	<p>Ongoing: expose children to music through the centuries, e.g. Medieval, Baroque, Classical, Romantic, Twentieth century, folk, jazz, blues, swing, pop etc.</p> <p>T1. Explore Blues, Rap, Gospel, Folk, African traditions</p> <p>T2. Compare music from different traditions or periods using musical vocabulary to explain the similarities and differences</p>

Vocabulary:

Accompaniment: sounds used to create a musical background for a song or solo or group performance

Drone: pitch or pitches played continuously through a song or composition

Expression: when performing, as when reading or reciting, musicians emphasise notes, phrases or sections so that the music communicates enhanced meaning to the audience.

Harmony: two or more notes played simultaneously. Consonance blends is a way easy on the ear; dissonance creates tension and may be unpleasant to the ear.

Interval: the smallest interval or step is between C and C#, for example (half a note) each interval – or leap - then gets progressively bigger.

Melody: a group of notes that creates a tune – memorable or otherwise!

Metre: relating to the time signature (two, three or four beats in a bar – or even 5 – listen to 'Golden Brown' by The Stranglers, the theme from Mission Impossible, Dave Brubeck's 'Take Five', Tchaikovsky's Symphony No. 6 in B minor, "Pathétique", op. 74, the second movement, "Allegro con grazia" (1893) or Holst's 'Mars' from The Planet Suite.

Ostinato: rhythmic pattern played continuously through a song or composition

Pentatonic Scale: a five note scale where each note has at least a whole tone between them: e.g. F G A C D, C D E G A (the 'black' notes on a keyboard create a pentatonic scale)

Phrase: section of melody (a musical sentence)

Rest: a complete silence for at least one beat

Rhythm: a pattern of long and short sounds

Scale: a system of notes that ascend and descend and may be used to create a melody

Score: written signs or symbols representing musical signs

Sequence: order sounds are played in


Style: musical style is as diverse as individual taste and preference, however, across history categories of style have developed. Baroque, Classical, Romantic, 'Pop', Reggae, Blues, Folk etc.

Tuned percussion: instruments that you strike which have a musical pitch, e.g. glockenspiel, xylophone, metallophone, chime bars, bells, piano etc.

Untuned percussion: instruments that have to be struck (rather than strummed, plucked or blown) which do not have a musical pitch, e.g. drums, cymbals, tambourines, maracas, wood blocks etc.

Year Six Skills Progression

National Curriculum 'I can' statement	Suggested Skills Progression
I can play and perform in solo and ensemble contexts, using my voice and playing musical instruments with increasing accuracy, fluency, control and expression	Ongoing: sing unison and two part songs confidently in a variety of styles, including rounds in up to three parts, with an awareness of phrasing, expression, diction, posture and breathing to communicate the meaning of the song Rehearse to performance standard (from memory) for an assembly or production

<p>I can use and understand staff and other musical notations</p> <p>(N.B. In Y6 revise the pitches: middle C to C'. Identify two, three and four time; ¼, ½ and whole notes and their rests.)</p> 	<p>Ongoing: refine instrumental technique in order to perform confidently to an audience.</p> <p>T1. Read and play with confidence from graphic or conventional notation</p> <p>T1. Play longer melodies by ear on pitched instruments</p> <p>T2. Interpret dynamics and tempi with sensitivity</p> <p>T2. Conduct a group of performers</p> <p>T3. Maintain a part independently in a small ensemble</p> <p>T3. Perform own compositions to an audience and record for evaluation, understanding what makes a good performance</p>
<p>I can improvise and compose music for a range of purposes using the inter-related dimensions of music</p>	<p>T1. Explore harmonies including concord and discord</p> <p>T1. Explore the pentatonic, diatonic, rag and blues scales</p> <p>T2. Explore texture by layering melodic and/or rhythmic ostinatos</p> <p>T2. Improvise in a variety of styles</p> <p>T3. Compose simple songs and music with a given intention using repetition and/or question and answer</p> <p>T3. Use conventional or graphic symbols to record compositions</p> <p>T3. Arrange a song with pitched and unpitched accompaniment and perform. Use ICT to record and manipulate the performance then evaluate and refine or modify and enhance.</p>
<p>I can listen with attention to detail and recall sounds with increasing aural memory</p> <p>I can appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>Ongoing: recognise a wider range of instruments; listen with concentration to longer pieces of music</p> <p>T1. Distinguish between timbre and texture: solo versus full orchestra</p> <p>T1. Consider how simple musical structures work</p> <p>T2. Identify features such as phrasing, melody, harmony, dynamic contrast, metre and tempi in live or recorded music</p> <p>T3. Use musical vocabulary to identify areas for development or refinement when composing</p>
<p>I can develop an understanding of the history of music.</p>	<p>Ongoing: expose children to music through the centuries, e.g. Medieval, Baroque, Classical, Romantic, Twentieth century, folk, jazz, blues, swing, pop etc.</p> <p>T1. Explore Blues, Rap, Gospel, Folk, African traditions</p> <p>T2. Compare music from different traditions or periods using musical vocabulary to explain the similarities and differences</p>

Vocabulary:

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Drone: pitch or pitches played continuously through a song or composition

Expression: when performing, as when reading or reciting, musicians emphasise notes, phrases or sections so that the music communicates enhanced meaning to the audience.

Harmony: two or more notes played simultaneously. Consonance blends is a way easy on the ear; dissonance creates tension and may be unpleasant to the ear.

Interval: the smallest interval or step is between C and C#, for example (half a note) each interval – or leap - then gets progressively bigger.

Melody: a group of notes that creates a tune – memorable or otherwise!

Metre: relating to the time signature (two, three or four beats in a bar – or even 5 – listen to 'Golden Brown' by The Stranglers, the theme from Mission Impossible, Dave Brubeck's 'Take Five', Tchaikovsky's Symphony No. 6 in B minor, "Pathétique", op. 74, the second movement, "Allegro con grazia" (1893) or Holst's 'Mars' from The Planet Suite.

Ostinato: rhythmic pattern played continuously through a song or composition

Pentatonic Scale: a five note scale where each note has at least a whole tone between them: e.g. F G A C D, C D E G A (the 'black' notes on a keyboard create a pentatonic scale)

Phrase: section of melody (a musical sentence)

Repetition: a phrase or section which must be played again

Rest: a complete silence for at least one beat

Rhythm: a pattern of long and short sounds

Scale: a system of notes that ascend and descend and may be used to create a melody

Score: written signs or symbols representing musical signs

Sequence: order sounds are played in

Structure: how a composition is put together. For example: verse, chorus, verse; rondo part A, part B, part A, part C, part A; theme and variations, etc.

Style: musical style is as diverse as individual taste and preference, however, across history categories of style have developed. Baroque, Classical, Romantic, 'Pop', Reggae, Blues, Folk etc.

Tuned percussion: instruments that you strike which have a musical pitch, e.g. glockenspiel, xylophone, metallophone, chime bars, bells, piano etc.

Untuned percussion: instruments that have to be struck (rather than strummed, plucked or blown) which do not have a musical pitch, e.g. drums, cymbals, tambourines, maracas, wood blocks etc.