

End of Early Years Foundation Stage (EYFS).

The EYFS framework is structured very differently to the national curriculum as it is organised over 7 areas of learning rather than subject areas. The most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters ages ranges for three- and four-year-olds and reception to match the programme of study for music are:

Communication and Language

Physical Development

Expressive Arts and Design

	Communication and Language	Physical Development	Expressive Arts and Design
FS1/Nursery By the end of the year children will be able to in the following areas of learnings	sing a large repertoire of songs	use large-scale movements to wave flags and streamers paint and make marks	listen with increased attention to sounds respond to what they have heard, expressing their thoughts and feelings remember and sing entire songs sing the pitch of a tone sung by another person 'pitch match' sing the melodic shape of familiar songs create their own songs, or improvise a song around one they know play instruments with increasing control to express their feelings and ideas.
FS2/Reception By the end of the year children will be able to in the following areas of learnings	listen carefully to rhymes and songs, paying attention to how they sound learn rhymes, poems, and songs	combine different movements with ease and fluency.	explore, use, and refine a variety of artistic effects to express their ideas and feelings return to and build on their previous learning, refining ideas and developing their ability to represent them create collaboratively sharing ideas, resources, and skills listen attentively, move to, and talk about music, expressing their feelings and responses. sing in a group or on their own, increasingly matching the pitch and following the melody. explore and engage in music making and dance, performing solo or in groups.
ELG - sing a range of well-known nursery rhymes and songs perform songs, rhymes, poems, and stories with others, (and when appropriate) try to move in time with music			
Key Vocabulary End of EYFS	sing hear bells	song feel tambourine	rhymes play drum
	poems create beat	move music copy	wave perform idea
	listen solo share	sounds group	loud / quiet high/low stop start

End of Key Stage 1. National Curriculum Coverage. Pupils will be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select, and combine sounds using the interrelated dimensions of music

Year 1	Listening and appreciating	Singing.	Playing	Composition	Performance
	<p>learn how they can enjoy moving to music by dancing, marching, or being animals or robots/drones.</p> <p>listen to music from the Tudor period and say how they feel about it</p> <p>create and combine movements to music</p> <p>listen to others perform and say how they were feeling about it</p> <p>to understand what some songs are about</p> <p>to know 5 songs off by heart</p> <p>to recognise the sound of the instruments they play in class</p>	<p>to sing showing awareness of melody</p> <p>to follow instructions on how and when to sing with a leader</p> <p>to make different voice sounds</p> <p>make long and short sounds</p> <p>imitate changes in pitch - high and low in different ways</p> <p>to find a comfortable singing position</p> <p>to sing 5 songs from memory</p>	<p>treat instruments carefully and with respect</p> <p>describe basic elements of a piece of music e.g., volume, pace</p> <p>make own sounds on percussion instrument</p> <p>play percussion instrument with a song they perform</p> <p>know the names of the instruments they are learning to play in class.</p>	<p>As a class or small group to create a simple song or rhyme.</p> <p>learn how composition can be recorded as images/notes</p> <p>to know composing is like writing a story with music</p> <p>to begin to understand that everyone can compose</p>	<p>to know a performance is shared with other people, called an audience</p> <p>perform a learnt song as a class with some accuracy</p> <p>say how they felt about their performance</p>
Key Vocabulary	<p>Tudor</p> <p>music</p> <p>feelings</p> <p>compose</p> <p>create</p> <p>notes</p>	<p>pitch</p> <p>rhythm</p> <p>pulse</p> <p>beat</p>	<p>volume</p> <p>pace</p> <p>sounds</p>	<p>loud / quiet</p> <p>long / short</p> <p>voice</p>	<p>perform</p> <p>Glockenspiel</p> <p>audience</p>

Year 2	Listening and appreciating	Singing.	Playing	Composition	Performance
	<p>to learn how they can enjoy moving to music by dancing or marching</p> <p>to learn how songs can tell a story or describe an idea.</p> <p>to know 5 songs off by heart taught across the year in class and singing assembly</p> <p>to know that songs have a chorus</p> <p>to know that songs have a musical style</p>	<p>follow the melody when singing and in a performance</p> <p>use voice to good effect understanding the importance of warming up first control their voice using long and short sounds</p> <p>use their own voice in different ways, including using a loud or soft voice, high and low pitch</p> <p>sing simple repeated phrases change sounds to suit a situation.</p> <p>to find a comfortable singing position know that unison is when everyone is singing together</p> <p>to confidently sing 5 songs from memory and in unison including more extensive songs with verse and chorus</p> <p>to know that some songs include other ways of using your voice e.g. rapping (spoken word)</p>	<p>treat instruments carefully and with respect</p> <p>make own sounds on recorders</p> <p>follow a simple piece of written rhythmic notation</p> <p>describe basic elements of a piece of music e.g., volume, pace and emotion</p> <p>describe how an instrument has been used e.g., follow a melody</p> <p>learn the names of the notes in their instrumental part either from memory or written down</p> <p>know the names of the instruments they are learning to play in class.</p>	<p>create a simple song, chant, or rhyme.</p> <p>create a simple melody using 1 or 2 notes</p> <p>learn how the notes of composition can be written down and changed if necessary</p> <p>to know composing is like writing a story with music</p> <p>to know everyone can compose</p>	<p>to know a performance is shared with other people, called an audience</p> <p>perform a learnt song as a class with some control and accuracy</p> <p>In singing assembly add their own ideas to the performance</p> <p>say how they felt about their performance</p>
<p>Key Vocabulary</p>	<p>describe compose/composing chorus musical style rehearse</p>	<p>pitch rhythm pulse melody posture</p>	<p>high / low unison notation emotion</p>	<p>volume pace sounds control</p>	<p>loud / soft long / short chant rap/rapping compose</p> <p>rhyme</p> <p>Perform(ance) recorder audience</p>

End of Key Stage 2. National Curriculum Coverage. Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to:

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

Year 3	By the end of the year pupils will be able to
Listening and appreciating	to confidently identify and move to the pulse to choose one song, explore the lyrics and to think about what the words of song mean to take it in turn to discuss how a song makes them feel to listen carefully and respectfully to other people's thoughts about music. To know 5 songs from memory and the style of music. identify the main sections of a song (introduction, verse, and chorus)
Singing.	to sing 5 songs from memory with increasing accuracy in pitch to have an awareness of the pulse internally when singing show control in voice and pronounce the words clearly in song to sing in unison and in 2 simple parts to demonstrate a good singing posture to follow a leader when singing maintain a simple part in an ensemble perform own part with increased control and accuracy when singing songs confidently in groups in a performance identify the way sounds are used to accompany a song and are used to create different moods explore or select melodic sounds explore and recognise different combinations of pitch sounds <u>To know and be able to talk about.</u> Singing in a group can be called a choir

	<p>leader or conductor is a person who the choir or group follow.</p> <p>Songs make you feel different things e.g., happy, sad, or energetic.</p> <p>Singing as a group or part of an ensemble can be fun but you must listen to each other.</p> <p>Why you must warm up your voice.</p>																																
Playing	<p>to treat instruments carefully and with respect</p> <p>to follow a simple piece of written rhythmic notation to match one of the songs played on the percussion instruments.</p> <p>recognise and play 3 notes on a percussion instrument</p> <p>play a short piece of music with increasing fluency and accuracy using up to 3 different notes on a percussion instrument</p>																																
Composition (Year 3)	<p>explore or select melodic sounds</p> <p>compose a short piece of a music on a glockenspiel using up to 3 different notes</p> <p>to plan and create a short section of music that can be performed to match a section of chosen song. To be able to talk about how this was created.</p> <p>to listen to and reflect upon their developing composition and make musical decisions about the pulse, rhythm, pitch, dynamics and tempo.</p> <p>To record their composition in a way that recognises the connection between sound and symbol (e.g. graphical/pictorial notation)</p> <p><u>To know and be able to talk about.</u></p> <p>A composition is music created by you and recorded in a way that can be performed again to friends/audience.</p> <p>Different ways of recording compositions e.g., letter names, symbols, or audio.</p>																																
Performance	<p>perform own part with increased control and accuracy when singing</p> <p>Sing songs, confidently in groups in a performance and in singing assembly.</p> <p>to communicate meaning through words and clearly articulate them</p> <p>to talk about how to sit or stand and the best place to be when performing</p> <p>to record a performance and say how they were feeling, what they were pleased with and why</p> <p>explore on percussion instruments to perform</p> <p>to rehearse and perform their part on a percussion instrument of a chosen song</p> <p><u>To know and be able to talk about.</u></p> <p>Performance is about sharing music with other people, your audience.</p> <p>You can still perform to just one person, a couple, or many people. The audience could also include people you do not know.</p> <p>You need to know and rehearse everything you will perform.</p> <p>The need to sing or rap clearly and play with confidence.</p> <p>Performances are planned and different for each occasion.</p> <p>Performances involve communicating feelings, thoughts and ideas through song or music.</p>																																
Key Vocabulary	<table> <tr> <td>notes</td> <td>ensemble</td> <td>control</td> <td>mood</td> <td>loud / soft</td> <td>record</td> <td>rhyme</td> <td>symbols</td> </tr> <tr> <td>lyrics</td> <td>Glockenspiel</td> <td>Audience</td> <td>Change</td> <td>Compose</td> <td>perform(ance)</td> <td>Rehearse</td> <td>Posture</td> </tr> <tr> <td>chorus</td> <td>introduction</td> <td>verse</td> <td>pitch</td> <td>rhythm</td> <td>musical style</td> <td>dynamics</td> <td>melody</td> </tr> <tr> <td>tempo</td> <td>pace</td> <td>unison</td> <td>choir</td> <td>notation</td> <td>emotion leader</td> <td></td> <td></td> </tr> </table>	notes	ensemble	control	mood	loud / soft	record	rhyme	symbols	lyrics	Glockenspiel	Audience	Change	Compose	perform(ance)	Rehearse	Posture	chorus	introduction	verse	pitch	rhythm	musical style	dynamics	melody	tempo	pace	unison	choir	notation	emotion leader		
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Year 4	By the end of the year pupils will be able to
Listening and appreciating	<p>to confidently identify and move to the pulse to take it in turn to discuss how a song makes them feel to listen carefully and respectfully to other people's thoughts about music. To know five songs from memory, who wrote or sang them and the style of music. to choose one song, explore the lyrics and think about what the words of song mean identify the main sections of a song (introduction, verse, and chorus) Name some of the instruments they have heard in a chosen song. to identify the musical dimensions (texture, dynamics, tempo, rhythm, and pitch) featured in the chosen song and where they have been used</p>
Singing.	<p>to sing in unison and in simple two-parts with increasing confidence demonstrate a good singing posture to follow a leader when singing to explore singing solo explore and recognise different combinations of pitch sounds sustain a repeated melody to accompany singing in singing assembly and performances identify the way sounds are used to accompany song and are used to create different moods. maintain a simple part in an ensemble perform own part with increased control and accuracy to rejoin the song if 'lost'.</p> <p>To know and be able to talk about. Singing in a group can be called a choir. A leader or conductor is a person who the choir or group follow. Songs make you feel different things e.g., happy, sad or energetic. Singing as a group or part of an ensemble can be fun but you must listen to each other. Why you must warm up your voice.</p>
Playing	<p>play a short piece of music on the recorder to perform follow a piece of written rhythmic notation of s chosen song recognise and play 3 notes on the recorder play a short piece of music with increasing fluency and increasing accuracy using 3 notes on the recorder to rehearse and perform their part/piece of music to listen to and follow musical instruction from a leader to talk about the instruments, they learn to play in class to talk about instruments that they might play, others they know, a band or orchestra.</p>

<p>Composition (Year 4)</p>	<p>explore or select melodic sounds compose a short piece of a music on recorder using up to 3 different notes with increasing complexity to plan and create a short section of music that can be performed and are able to talk to others about how this was created. to listen to and reflect upon their developing composition and make musical decisions about the pulse, rhythm, pitch, dynamics, and tempo. To record their composition in a way that recognises the connection between sound and symbol (e.g., graphical/pictorial notation)</p> <p><u>To know and be able to talk about</u> A composition is music created by you and recorded in a way that can be performed again to an friends/audience. Different ways of recording compositions e.g., letter names, symbols, or audio.</p>					
<p>Performance</p>	<p>perform own part with increased control and accuracy when singing sing songs confidently in groups and singing assembly to communicate meaning through words and clearly articulate them to talk about how to sit or stand and the best place to be when performing to record a performance and say how they were feeling, what they were pleased with and what they may change and why. to rehearse and perform their part on recorder and percussion instrument of a chosen song</p> <p><u>To know and be able to talk about.</u> performance is about sharing music with other people, your audience you can still perform to just one person, a couple or many people. The audience could also include people you do not know you need to know and rehearse everything you will perform. the need to sing or rap clearly and play with confidence performances are planned and different for each occasion performances involve communicating feelings, thoughts and ideas through song or music.</p>					
<p>Key Vocabulary</p>	<p>introduction rhythm notation control perform(ance) solo</p>	<p>verse melody emotion mood Glockenspiel posture</p>	<p>chorus tempo leader loud / soft audience</p>	<p>musical style pace choir record change</p>	<p>pitch unison notes rhyme compose</p>	<p>dynamics lyrics ensemble symbols rehearse</p>

Year 5	By the end of the year pupils will be able to
Listening and appreciating	<p>think about the message of songs talk about how the music makes them feel listen carefully and respectfully to other people's thoughts about music choose two songs in the same style and talk about what stands out musically in each of them, their similarities and differences beginning to use musical terminology/ vocabulary know 5 songs from memory, who sang or wrote it, style of music, and begin to explore why they were written name some of the instruments used in songs</p>
Singing.	<p>be aware of singing in tune, breathe well, pronounce words, and change pitch and dynamics begin to show control and expression in singing. explore different melodic patterns recognise and explore different combinations of pitch sound sing in harmony sing in a round with confidence experience singing solo demonstrate a good singing posture follow a leader when singing experience rapping sing in unison listen to each other and begin to be aware of how they fit into a group Maintain a more complex part within an ensemble</p>
Playing	<p>talk about different ways of writing music down e.g., staff notation, symbols. listen to and follow musical instructions from a musical leader follow a simple piece of written rhythmic notation play the ukulele with the correct technique know, recognise, play, and read 2-3 notes and chords on the ukulele play a short piece of music with increasing fluency and increasing accuracy on the ukulele talk about instruments that they might play, others they know, or instruments played in a band or orchestra.</p>
Composition	<p>explore and select different melodic patterns create a simple rhythm with up to 3 different chords record the composition that recognises the connection between sound and symbol e.g., graphic/pictorial notation</p> <p><u>To know and be able to talk about.</u> A composition is a piece of music created by you that can be kept and played/performed again to an audience A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</p>

	Notation is the connection between the sound and symbol					
Performance	perform own part with increased control and accuracy when singing songs perform own part with increased control and accuracy when singing sing songs confidently in groups and singing assembly communicate meaning through words and clearly articulate them record a performance and say how they were feeling, what they were pleased with and what they may change and why. rehearse and perform their part on ukulele and percussion instrument of a chosen song and/or their composition begin to offer peer feedback to performances they have listened to, using some musical vocabulary					
Key Vocabulary	introduction	verse	chorus	musical style	pitch	dynamics
	rhythm	melody	tempo	pace	unison	lyrics
	notation/notes	emotion	leader	choir	staff/stave	ensemble
	control	mood	loud / soft	record	rhyme	symbols
	perform(ance)	ukulele	strum	strings	audience	change
	compose	chords	rehearse	solo	posture	

Year 6	By the end of the year pupils will be able to
Listening and appreciating	<p>think about the message of songs talk about how the music makes them feel listen carefully and respectfully to other people's thoughts about music choose up to 4 songs and talk about their musical style, and their similarities and differences using musical terminology/vocabulary to explain their thoughts identify and move to the pulse with ease know 5 songs from memory, who sang or wrote it, when they were written and why identify the structure of songs (intro, chorus, verse)</p>
Singing.	<p>sing in tune, breathe well, pronounce words sing from memory with confidence, with a strong internal pulse take turns to lead a group explore and select different melodic patterns recognise and explore different combinations of pitch sound show control and expression in singing. sing in unison and to sing backing vocals listen to each other and be aware of how you fit into a group demonstrate a good singing posture follow a leader when singing</p> <p>To know and be able to talk about How to keep the internal pulse How to create musical ideas for the group to copy or respond to How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music</p>
Playing	<p>play the ukulele from memory with confidence play the ukulele with the correct technique listen to and follow musical instructions from a musical leader talk about different ways of writing music down e.g. staff/stave notation, symbols. follow a short piece of written rhythmic notation including 4/5 chords recognise, play and read 4/5 notes and chords on the ukulele play a short piece of music with increased confidence, fluency, and accuracy on the ukulele lead a rehearsal session</p>
Composition	<p>explore and select different melodic patterns create a simple rhythm with up to 4/5 different chords reflect upon their developing composition and make musical decisions about it</p>

	<p>To know and be able to talk about: A composition is a piece of music created by you that can be kept and played/performed again to an audience A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure Notation is the connection between sound and symbol</p>					
Performance	<p>choose what to perform and create a plan rehearse and perform their part on the ukulele communicate the meaning of words and clearly articulate them talk about the performing space and how to use it to its best effect record a performance and compare it to a previous performance discuss and talk 'musically' about their performance, "what went well..." and "It would be better if..." offer feedback to others about their performance using 'musical' vocabulary</p> <p>To know and be able to talk about Performing is sharing with an audience with confidence and belief A performance does not have to be drama, it can be one person to another Everything that they perform must be learned and rehearsed You must sing, rap clearly and play with confidence A performance can be a special occasion and involve an audience including of people they do not know, and it can be different for each occasion A performance involves communicating, ideas, thoughts, and feelings through songs/music</p>					
Key Vocabulary	introduction	verse	chorus	musical style indicators	pitch	(internal)pulse
	dynamics	rhythm	melody	tempo	pace	unison
	lyrics	emotion	leader	notation/notes	choir	technique
	ensemble	compose	texture	rehearse	audience	change
	control	mood	staff / stave	record	rhyme	symbols
	perform(ance)	ukulele	string	strum	chords	reflect
	composition	harmony	solo	communicate	posture	feedback