

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 - e.g dancing, marching.</p> <p>listen to music 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/rhymes off by heart</p> <p>to recognise the sound of the instruments they play in class</p> <p>Identify simple tempo changes in a piece of music</p> <p>Identify the pitch</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 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>to sing in time with some accuracy</p>	<p>treat instruments carefully and with respect</p> <p>Listen to and repeat more rhythmic patterns, then along with their spoken words</p> <p>play simple rhythms on percussion instrument</p> <p>play on the pulse</p> <p>play a rhythmic pattern along with their spoken words.</p> <p>Demonstrate fast and slow beats</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>To compose and play a simple rhythm</p> <p>learn how composition can be recorded as images/notes</p> <p>compose own graphic score and play from it</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, using instruments with some accuracy</p> <p>Perform using a singing voice</p> <p>say how they felt about their performance</p>
Key Vocabulary	<p>Fast / slow music</p> <p>compose</p> <p>create</p> <p>rest</p> <p>singing voice</p>	<p>pitch</p> <p>rhythm</p> <p>pulse</p> <p>beat</p> <p>tempo</p> <p>dynamics</p>	<p>Volume</p> <p>Pattern</p> <p>Sounds</p> <p>warm up</p> <p>speaking voice</p> <p>sound pattern</p>	<p>loud / quiet</p> <p>long / short voice</p>	<p>performance</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>Identify a few instruments and the sounds of different sections of the orchestra</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>to sing and play an instrument at the same time.</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>to find and play given notes on the glockenspiel</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>create a piece of music with some appropriate tempo, dynamic and timbre changes</p> <p>compose using a given structure</p> <p>to use letter notation to write their own melody</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>
Key Vocabulary	<u>Call and response</u> compose dynamics sound pattern <u>encore</u> <u>instrumental sound</u>	<div><div>pitch</div><div>rhythm</div><div>pulse</div><div><u>composition</u></div><div><u>one-beat note</u></div><div><u>paired half-beat notes</u></div></div> <div><div>high / low</div><div>tempo</div><div>thinking voice</div><div><u>sound effect</u></div><div>audience</div></div>	<div><div>dot</div><div>sounds</div><div><u>planet</u></div><div><u>representation</u></div><div><u>soundscape</u></div></div>	<div><div>loud / soft</div><div>long / short</div><div>rest</div><div><u>pitch pattern</u></div><div><u>composer</u></div><div><u>structure</u></div></div>	<div><div>Perform(ance)</div><div><u>Musical sentence</u></div><div><u>Phrase</u></div><div><u>stave</u></div><div>Percussion</div><div><u>notation</u></div></div>

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	<p>to confidently identify and move to the pulse</p> <p>to choose one song, explore the lyrics and to think about what the words of song mean</p> <p>to take it in turn to discuss how a song makes them feel</p> <p>to listen carefully and respectfully to other people's thoughts about music.</p> <p>To know 5 songs from memory and the style of music.</p> <p>identify the main sections of a song (introduction, verse, and chorus)</p> <p>identify the key features of a ballad.</p> <p>verbalise how the music makes them feel.</p>
Singing.	<p>to sing 5 songs from memory with increasing accuracy in pitch</p> <p>to have an awareness of the pulse internally when singing</p> <p>show control in voice and pronounce the words clearly in song</p> <p>to sing in unison and in 2 simple parts</p> <p>to demonstrate a good singing posture</p> <p>to follow a leader when singing</p> <p>maintain a simple part in an ensemble</p> <p>perform own part with increased control and accuracy when singing</p> <p>sings confidently in groups in a performance</p> <p>identify the way sounds are used to accompany a song and are used to create different moods</p> <p>explore or select melodic sounds</p> <p>explore and recognise different combinations of pitch sounds</p> <p><u>To know and be able to talk about.</u></p> <p><u>Singing in a group can be called a choir</u></p> <p><u>leader or conductor is a person who the choir or group follow.</u></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> <p>play in time and with an awareness of other pupils' parts, giving some thought to dynamics.</p> <p>To recognise minims, crotchets and quavers often by ear and reliably by sight.</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	<u>Ballad</u> Dynamics <u>solo</u> <u>Instrumentals</u> <u>features</u> lyrics	<u>story mountain</u> <u>chorus</u> summarise emotions/feelings <u>ensemble</u> pitch	<u>performance_</u> pop songs <u>rehearse</u> compose <u>tune</u> repeated rhythm	<u>melody</u> phrases in-time <u>stanza</u> <u>melodic pattern</u> accuracy	<u>verse</u> atmosphere sound effect listen notation beat	tempo layers letter notation <u>timbre</u> minor key/major key stave	Soundscape composition <u>duration</u> <u>quaver</u> part tension scale	<u>tuned/untuned</u> percussion <u>backing track</u> <u>control</u> rag <u>minim</u> <u>crescendo</u> octaves	<u>crotchet</u> <u>harmony</u> <u>pentatonic scale</u>

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 violin to perform follow a piece of written rhythmic notation of a chosen song recognise and play 3 notes on the violin play a short piece of music with increasing fluency and increasing accuracy using up to 3 notes on the violin 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>

Composition (Year 4)	explore or select melodic sounds compose a short piece of a music on violin/glockenspiel 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/letter/staff notation) <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.					
Performance	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 violin or percussion instrument of a chosen song <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.					
Key Vocabulary	introduction rhythm notation control perform(ance) solo pluck	verse melody emotion mood Glockenspiel <u>posture</u> neck and body	chorus tempo leader loud / soft audience violin tuning pegs	musical style pace choir record change <u>strings</u> stave	pitch <u>unison</u> notes rhyme compose <u>bow</u>	dynamics lyrics ensemble symbols rehearse <u>bridge</u>

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 glockenspiel and/or violin with the correct technique know, recognise, play, and read 2-3 notes on the violin and/or glockenspiel play a short piece of music with increasing fluency and increasing accuracy on the glockenspiel 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 notes record the composition that recognises the connection between sound and symbol e.g., graphic/letter/staff 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</p>

	A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure Notation is the connection between the sound and symbol					
Performance	perform own part with increased control and accuracy when singing songs 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 violin 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	<u>Samba</u> <u>Carnival</u> Crescendo Dynamics Pulse Rhythm Pitch Texture	structure <u>syncopated rhythms</u> <u>off-beat</u> composition ensemble <u>tamborim</u> <u>agogo</u> <u>dotted minim</u>	<u>key signature</u> unison <u>ostinato</u> <u>riff</u> <u>sharps</u> <u>flats</u> <u>semibreve</u> tempo	<u>graphic notation</u> beat <u>bass line</u> backing track composition stave <u>minim</u> notation	<u>ascending/descending scale</u> <u>bar</u> solo blues (scale) minor key <u>chord</u> <u>mood</u> <u>improvisation</u> lyrics <u>graphic score</u> <u>sheet music</u> <u>layering</u> crotchet <u>timbre</u> quaver <u>synesthesia</u>	<u>soundtrack</u>

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 3 songs and talk about their musical style, and their similarities and differences using vocabulary of musical elements 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 clearly 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 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 glockenspiel and/or violin with confidence play the glockenspiel and/or violin 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 notes recognise, play and read 4/5 notes on the glockenspiel play a short piece of music with increased confidence, fluency, and accuracy on the glockenspiel and/or violin lead a rehearsal session</p>
Composition	<p>explore and select different melodic patterns create a simple rhythm with up to 4/5 different notes 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 glockenspiel and/or violin 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	<u>Classical</u> Composition Conductor Dynamics Ensemble graphic score improvisation notation orchestra pitch texture time signatures	body percussion <u>legato</u> <u>motif</u> percussion phrases pitch <pizzicato< p=""> pulse quaver rhythm <u>rhythmic</u> <u>section</u> </pizzicato<>	<u>semi-quaver</u> <u>staccato</u> tempo <u>theme</u> <u>variations</u> <u>woodwind</u> <u>Baroque</u> bass clef verse improvise ostinato melody/melodic	<u>opera</u> <u>a round</u> sharp notes staff notation <u>allegro</u> <u>arrangement</u> backing track chorus rhyme chord crescendo compose	<u>diminuendo</u> <u>forte</u> lyrics mood piano structure <u>sequence</u> <u>upbeat</u> timbre