

Music:						
Little Sycamores	<ul style="list-style-type: none"> • Sing a range of well-known nursery rhymes and songs • Perform songs, rhymes, poems and stories. • Move in time to music • Express themselves through sounds and actions 					
Nursery	<ul style="list-style-type: none"> • Sing a large repertoire of songs • 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 tune sung by another person • Sing the melodic shape. • Create their own songs or improvise a song they know. 					
Reception	<ul style="list-style-type: none"> • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. • Explore ideas 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 					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening, appraising and responding	<ul style="list-style-type: none"> • Recognising and understanding the difference between pulse and rhythm. • Understand that different types of sounds are called timbres. • Recognise basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower). • Describing the character, mood, or 'story' of music they listen to, both verbally and through movement. • Describe the differences between two pieces of music. • Express a basic opinion about music (like/dislike) 	<ul style="list-style-type: none"> • Recognise timbre changes in music they listen to • Recognise structural features in music they listen to. • Listen to and recognise instrumentation. • • Begin to use musical vocabulary to describe music. • Identify melodies that move in steps.. 	<ul style="list-style-type: none"> • Begin to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work. • Discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz). • Understand that music from different parts of the world, and different times, have different features. • Recognise and explaining the changes within a piece of music using musical vocabulary. • • Describe the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. • • Begin to show an awareness of metre. • Recognise and beginning to discuss changes within a piece of music. 	<ul style="list-style-type: none"> • Use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work. • Recognise the use and development of motifs in music. • Identify gradual dynamic and tempo changes within a piece of music • Recognise and discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary (Samba, Rock and Roll, Blues). • Identify common features between different genres, styles and traditions of music. • Recognise, name and explain the effect of the interrelated dimensions of music. • Identify scaled dynamics (crescendo/decrecendo) within a piece of music. • Use musical vocabulary to discuss the purpose of a piece of music. 	<ul style="list-style-type: none"> • Develop confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work. • Recognise and confidently discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary, and explaining how these have developed over time (South African, West African, Musical Theatre, Dance Remix, Classical). • Represent the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. • • Compare, discuss and evaluate music using detailed musical vocabulary. 	<ul style="list-style-type: none"> • Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work. • Use musical vocabulary correctly when describing and evaluating the features of a piece of music. • Evaluate how the venue, occasion and purpose affects the way a piece of music sounds • Discuss musical eras in content, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. • Recognise and confidently discuss the stylistic features of music and relating it to other aspects of the Arts (pop art, film music). • Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. • Identifying the way that features of a song can complement one another to create a coherent overall effect.
Singing	<ul style="list-style-type: none"> • Sing simple songs, chants, and rhymes from memory. • Sing collectively and at the same pitch. • Pupils sing a wide range of call and response songs to control vocal pitch and to match the pitch they hear with accuracy. • Respond to simple visual directions and counting in. 	<ul style="list-style-type: none"> • Sing songs regularly with increasing vocal control. • Sing songs with a small pitch range, pitching accurately. • Know the meaning of dynamics and tempo. • be able to demonstrate these when singing by responding to the music leader's directions and visual symbols (e.g., crescendo, decrescendo, pause). 	<ul style="list-style-type: none"> • Sing a widening range of unison songs of varying styles and structures tunelessly and with expression. • Perform forte (loudly) and piano (softly) • Perform actions confidently and in time to a range of action songs. • Walk, move, or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. • Perform as a choir in school assemblies. 	<ul style="list-style-type: none"> • Continue to sing a broad range of unison songs with the range of an octave (do-do) • pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrecendo). • Sing rounds and partner songs in different time signatures (2, 3 and 4 time) • begin to sing a repertoire of songs with small and large leaps as well as a simple second part to introduce vocal harmony. • Perform a range of songs in school assemblies. 	<ul style="list-style-type: none"> • Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance • Include observing accurate pitching and appropriate style. • Sing three-part rounds, partner songs, and songs with a verse and a chorus. • Perform a range of songs in school assemblies and in school performance opportunities. 	<ul style="list-style-type: none"> • Sing a broad range of songs, including those that involve off beat rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm phrasing, accurate pitching and appropriate style. • • Continue to sing three- and four part rounds or partner songs, and experiment with positioning singers randomly within the group in order to develop greater listening skills, balance between parts and vocal independence. • Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.

<p>Composing</p>	<ul style="list-style-type: none"> • Improvise simple vocal chants, using question and answer phrases. • Create musical sound effects and short sequences of sounds in response to stimuli. Combine to make a story, choosing and playing classroom instruments or sound-makers. • Understand the difference between creating a rhythm pattern and a pitch pattern. • Invent, retain, and recall rhythm and pitch patterns and perform these for others, taking turns. • Use music technology, if available, to capture, change and combine sounds. • Recognise how graphic notation can represent created sounds. - Pupils explore and invent own symbols. 	<ul style="list-style-type: none"> • Create music in response to a non-musical stimulus. • Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation. • Use graphic symbols and notation as appropriate, to keep a record of composed pieces. • Use music technology, if available, to capture, change and combine sounds. 	<ul style="list-style-type: none"> • Improvise • Become more skilled in improvising (in a range of contexts) inventing short 'on-the-spot' responses using a limited note-range. • Structure musical ideas to create music that has a beginning, middle and end. • Pupils should compose in response to different stimuli, e.g., stories, verse, images (paintings and photographs) and musical sources. • Compose • Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi – C, D, E). • Compose song accompaniments on untuned percussion using known rhythms and note values 	<ul style="list-style-type: none"> • Improvise • Improvise on a limited range of pitches on the instrument they are now learning, making use of musical features. • Begin to make compositional decisions about the overall structure of improvisations. Compose • Sing and play these phrases as self-standing compositions. • Arrange individual notation cards of known note values (i.e., minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4- beat phrases, arranged into bars. • Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip. • Include instruments played in whole class/group/individual teaching to expand the scope and range of the sound palette available for composition work. • Capture and record creative ideas using any of: o graphic symbols o rhythm notation, staff notation and technology. 	<ul style="list-style-type: none"> • Improvise • Improvise freely over a drone, (one continuous note) developing a sense of shape and character, using tuned percussion and melodic instruments. • Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano). Continue this process in the composition tasks below. • Compose • Compose melodies for the instrument chosen. These melodies can be enhanced with a drone or groove accompaniment. • Working in pairs, compose a short ternary piece. (three sections) • Compose music to evoke a specific atmosphere, mood or environment. For example, La Mer by Debussy and The River Flows In You by Yiruma both evoke images of water. Equally, pupils might create music to accompany a silent film or to set a scene in a play or book. • Capture and record creative ideas using any of: o graphic symbols o rhythm notation and time signatures o staff notation o technology 	<ul style="list-style-type: none"> • Improvise • Extend improvisation skills through working in small groups to: • Create music with multiple sections that include repetition and contrast. • Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape. • Compose • Plan and compose a melody on available tuned percussion and/or orchestral instruments. Notate this melody. • Compose a ternary piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.
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<p>Musicianship (KS1)</p> <p>Performing (KS2)</p>	<p>Pulse/Beat</p> <ul style="list-style-type: none"> Walk, move, or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. Use body percussion and classroom percussion playing repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments to maintain a steady beat. Respond to the pulse in recorded/live music through movement and dance. Rhythm Perform short copycat rhythm patterns accurately, led by the teacher. Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat. Perform word-pattern chants; create, retain, and perform their own rhythm patterns. Pitch Listen to sounds in the local school environment, comparing high and low sounds. Sing familiar songs in both low and high voices and talk about the difference in sound. Explore percussion sounds to enhance storytelling. Follow pictures and symbols to guide singing and playing 	<p>Pulse/Beat</p> <ul style="list-style-type: none"> Understand that the speed of the beat can change, creating a faster or slower pace (tempo) Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo. Walk in time to the beat of a piece of music or song. Know the difference between left and right to support coordination and shared movement with others. Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats. Identify the beat groupings in familiar music that they sing regularly and listen to. Rhythm Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion. Create rhythms using word phrases as a starting point. Read and respond to chanted rhythm patterns, and represent them with crotchets, quavers, and crotchets rests. Create and perform their own chanted rhythm patterns with the same notation. Pitch Sing short phrases independently within a singing game or short song. Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g., stand up/sit down, hands high/hands low). 	<ul style="list-style-type: none"> Develop confidence in playing tuned percussion (Glockenspiel) or a melodic instrument such as violin or recorder. Play and perform melodies following staff notation using a small range (e.g., Middle C–E/do–mi) as a whole class or in small groups (e.g., trios and quartets). Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi: Individually (solo) copy melodic phrases with accuracy at different speeds; allegro and adagio, fast, and slow. Extend to question-and-answer phrases. Reading Notation Introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch. Introduce and understand the differences between crotchets and paired quavers. Apply word chants to rhythms, understanding how to link each syllable to one musical note. 	<p>Instrumental Performance</p> <ul style="list-style-type: none"> Develop confidence in the basic skills of a selected musical instrument over a sustained learning period. Play and perform melodies following staff notation using a small range (e.g., Middle C– G/do–so) as a whole-class or in small groups. Perform in two or more parts (e.g., melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching. Reading Notation Introduce and understand the differences between minims, crotchets, paired quavers, and rests. Read and perform pitch notation within a defined range (e.g., C–G/do–so). Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble. 	<p>Instrumental Performance</p> <ul style="list-style-type: none"> Play melodies on tuned percussion (glockenspiel) following staff notation written on one stave and using notes within the Middle C–C'/do–do range. This should initially be done as a whole class with greater independence gained each lesson through smaller group performance. Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles. Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies. Reading Notation Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers, and semiquavers. • Understand the differences between 2/4, 3/4 and 4/4 time signatures. Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations. 	<p>Instrumental Performance</p> <ul style="list-style-type: none"> Play a melody following staff notation written on one stave and using notes within an octave range (c–c); make decisions about dynamic range, including very loud, very quiet, moderately loud and moderately quiet. Engage with others through ensemble playing (e.g., school orchestra, band, mixed ensemble) with pupils taking on melody or accompaniment roles. The accompaniment, if instrumental, could be chords or a single-note bass line. Reading Notation Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests. Further develop the skills to read and perform pitch notation within an octave (e.g., C–C/ do–do). Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations.
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