

Music Skills Overview

	Performing	Listening	Composing	Music Knowledge
EYFS	<ul style="list-style-type: none"> Sing and chant familiar rhymes and songs in unison, responding to simple visual directions (e.g., stop, start, loud and quiet) and counting in Participate in singing games Start and finish together with others Sing simple songs with a range of 3 notes (C-E) e.g. doorbell sound Learn to handle and produce different sounds on untuned percussion instruments 	<ul style="list-style-type: none"> Identify high and low (pitch) and fast and slow (tempo) when listening to music To respond to questions about a piece of music they have listened to i.e. how does it make you feel? Giving a reason linked to music 	<ul style="list-style-type: none"> Explore how sounds can be used to respond to a stimulus including story, photo, picture, prop Collect and create sounds for a known story or poem 	Respond to music in an intuitive way through movement, matching emotions, tempo and dynamics
YR1	<ul style="list-style-type: none"> sing in unison sing in time to a steady beat name a variety of instruments perform with a good sense of beat and rhythm Perform simple repeated rhythmic patterns (ostinato) as an accompaniment (Y1 P) perform a simple accompaniment on percussion instruments showing an awareness of pulse (Y1 P) 	<ul style="list-style-type: none"> recognise short and long sounds recognise high and low pitch express their opinion about pieces of music Identify the pulse (Y1 L) respond to the pulse in recorded / live music through movement and dance (Y1 L) 	<ul style="list-style-type: none"> select appropriate instruments for a task understand that pictures can represent sounds create musical sound effects and short sequences of sounds in response to stimuli including stories, pictures and films (Y1 C) compose a piece of music through a sound storyboard Create simple lyrics as a class to a well-known traditional rhyme 	<ul style="list-style-type: none"> Understand that symbols can be used to represent and organise sound (Y1 U) Understand the difference between creating a rhythm pattern and a pitch pattern (Y1 U) Develop a basic understanding of how music is organised e.g., beg, mid, end (Y1 U) investigate a range of instruments and understand

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	<ul style="list-style-type: none"> perform actions confidently and in time to a range of action songs (Y2 P) 		<p>e.g., Twinkle Twinkle / Frere Jacques (Y1 C)</p> <ul style="list-style-type: none"> Create and recall rhythm and melodic (pitch) patterns with a range of 3 notes e.g. C D and E (Y1 C) 	<p>they produce different sounds, select the appropriate instrument for a specific purpose (Y1 U)</p>
YR2	<ul style="list-style-type: none"> sing with good diction begin to be able to sing in tune songs with a limited range select, organise and order sounds to perform suggesting how they should be played and discussing the effects achieved perform together in an ensemble sing short phrases independently / small groups within a singing game (Y2 P) change the tempo or dynamics while playing an instrument perform rhythmic accompaniments using a range of untuned percussion instruments (Y2 P) 	<ul style="list-style-type: none"> recognise changes in tempo, dynamics and timbre begin to recognise different genres of music begin to recognise instruments being played in a piece of music move to music, responding to the mood and emotion (Y2 L) tap or clap the beat of a listening piece and recognise the tempo and any changes (Y2 L) Begin to group beats in four and threes by demonstrating the strongest beat when clapping (Y2 L) Identify the different parts of a piece of music e.g., verse and chorus in a song, intro (Y2 L) 	<ul style="list-style-type: none"> create sound effects for a picture or story, thinking about how music can create a mood understand that symbols can represent sounds write down their compositions using symbols, pictures or patterns create rhythms using word phrases as a starting point and use these as ostinato (repeated patterns) use graphic scores to reflect pitch and dynamics (Y2 C) Change words to songs and rhymes whilst maintaining rhythmic patterns (Y2 C) work with a partner to improvise simple rhythmic and melodic question and answer phrases (Y2 C) – musical conversation 	<ul style="list-style-type: none"> Recognise dot notation and match it to 3 note tunes played on tuned percussion eg high low middle notes Understand that music can be structured in different ways (Y2 U) Comment constructively on the music produced by others and begin to use the interrelated dimensions in music in their answers (Y2 U) Responding to the leader's directions and visual symbols of dynamics and tempo (Y2 U)

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			<ul style="list-style-type: none"> • use music technology to capture, change and combine sounds e.g., Chrome Music Lab or Scratch Junior (Y2 C) • compose and play in groups simple rhythmic patterns of 8 beats which can then be combined with other groups to form a longer piece (Y2 C) 	<ul style="list-style-type: none"> • Understand the difference between rhythm and pulse (Y2 U) • understand the speed of the music can change (Y2 U) • read and respond to chanted rhythmic patterns and represent them with stick notation (crotchet, quaver, crotchet rest) (Y2 U)
YR3	<ul style="list-style-type: none"> • Sing a widening range of unison songs of varying styles • perform using Italian terms such as forte (loud) and piano (quiet) (Y3 P) • Develop opportunities to play tuned percussion or other melodic instruments i.e., recorder , boomwhackers etc • Perform simple parts with expression and awareness of rhythm e.g. a 2-part round (Y3 P) • play and perform melodies following stave notation using 	<ul style="list-style-type: none"> • explain the tempo, dynamics and duration of a piece of music • begin to recognise some orchestral instruments in a piece of music • use listening skills to correctly order phrases using dot notation showing different arrangements of 3 notes C D E (Y3 L) • Identify silent beats in music (rests) (Y3 L) • Individually copy a short melodic phrase eg low high middle 3-5 notes 	<ul style="list-style-type: none"> • compose in response to different stimuli and musical sources using a variety of sources such as percussion, music technology and instruments they are learning (Y3 C) • present multiple layers on graphic scores or rhythm grids (Y3 C)c • combine known rhythmic notation with letter names to create rising and falling phrases using just 3 notes (F, G and A are a good place to start) (Y3 C) • Use rests in simple rhythms recorded on a grid and link to music technology (Y3 C) 	<ul style="list-style-type: none"> • use appropriate musical vocabulary with understanding to describe music they are listening to and begin to identify different styles of music (Y3 U) • Understand how sounds combine and create different effects on mood referring to the inter-related dimensions of music (Y3 U) • understand and identify different sections of a song e.g. intro, verse, chorus & bridge (Y3 U) • Develop an ability to evaluate their own music and suggest improvements (Y3 U)

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	<p>a small range of 5 notes by the end of the year (Y3 P)</p> <ul style="list-style-type: none"> select, organise and order sounds to perform perform simple parts with expression and awareness of rhythm 		<ul style="list-style-type: none"> Use music technology e.g. keyboards, Garage Band and electronic sounds when composing (Y3 C) compose a short piece of music with a given structure e.g. A B A, Call & Response, Verse / Chorus (Y3 C) 	<ul style="list-style-type: none"> understand a rest indicates silence in music (crotchet rest) (Y3 U) introduce the stave, lines and spaces, and use clef. Use notation to show higher or lower pitch (Y3 U)
YR4	<ul style="list-style-type: none"> sing a song with two or more parts with an increasing range of up to an octave. perform with expression and an awareness of the sense of occasion use correct technique to play instruments perform with control of tempo and dynamics play and perform melodies following stave notation using a small range of notes (Y4 P) 	<ul style="list-style-type: none"> express their opinion about pieces of music using appropriate musical vocabulary begin to identify key stylistic features within a genre of music (Y4 L) e.g. similarities and differences, instruments being played Begin to develop a chronological understanding of different styles of music (Y4 L) Listen to a broad range of music from different times and places (Y4 L) Identify and name crotchet and quavers in rhythmic patterns (Y4 L) 	<ul style="list-style-type: none"> Combine known rhythmic notation with letter names to create short phrases using a limited range of 5 pitches (Y4 C) Arrange individual notation cards of known note values (minim, crotchet, quavers and crotchet rests) to create 4 bar phrases consisting of different note values with 2, 3 or 4 beats per bar (2/4, 3/4, 4/4) (Y4 C) Record creative ideas using graphic symbols, rhythm notation and stave notation, technology (Y4 C) Use music technology e.g., keyboards, Garage Band, electronic sounds when composing (Y4 C) 	<ul style="list-style-type: none"> name some composers and genres of music from different eras Introduce and understand the relationship between minims, crotchets, paired quavers and rests (Y4 U) Identify chordal accompaniment and melody understanding static (chords) and moving parts (melody) when listening (Y4 U) Introduce major (sounds good/happy) and minor (clash/sadder) chords and use technology to demonstrate e.g. interactive keyboard (Y4 U)

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		<ul style="list-style-type: none"> copy short melodic phrases including those using the pentatonic (Y4 L) 	<ul style="list-style-type: none"> Begin to make decisions about the overall structure of compositions (Y4 C) Use the inter-related dimensions of music when composing music to create a specific mood (Y4 C) 	
YR5	<ul style="list-style-type: none"> perform with accuracy and expression, showing an understanding of the context of the music use correct technique to play instruments with improved confidence and accuracy Play melodies on tuned percussion, melodic instruments or keyboards, following stave notation written on one stave (Y5 P) Sing and play 3 part rounds, partner songs and songs with a verse and chorus from different times and places (Y5 P) Perform simple, chordal accompaniments to familiar songs – (3 chord songs) (Y5 P) 	<ul style="list-style-type: none"> recognise a range of music genres (including from round the world) and describe their characteristics discuss similarities and differences in pieces of music and explain how composers and performers achieve this develop awareness of the interrelated dimensions of music and use the correct vocabulary in their responses (Y5 L) develop a cultural respect and celebrate differences in the music listened to (Y6 L) <p>Recognise simple structures in the music that is being performed / listened to e.g. binary, ternary, verse / chorus etc (Y5 L)</p>	<ul style="list-style-type: none"> Improvise freely over a drone (long held note), developing a sense of shape and character using tuned percussion and melodic instruments (Y5 C) Improvise over a simple groove,(simple drum beat) responding to the beat. Experiment with a wider range of dynamics (rap / beatbox) (Y5 C) Work in pairs to compose a short, structured piece e.g. ternary form A B A (Y5 C) Use chords to compose music to evoke a specific atmosphere, mood or environment (Y5 C) Record creative ideas using graphic symbols, rhythmic notation and time signatures, stave notation and technology – Garage Band (Y5 C) 	<ul style="list-style-type: none"> Introduce semibreves and semiquavers and understand the relationship between semibreves, minims, crotchets and crotchet rest, paired quavers and semiquavers (Y5 U) Understand the difference between 2/4, 3/4 and 4/4 time signatures (Y5 U)

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YR6	<ul style="list-style-type: none"> • Play a melody following stave notation written on one stave and accompany this same melody and others using chords or a bass line (Y6 P) • Perform with control and sensitivity with some pupils leading and supporting others (Y6 P) • Sing a broad range of songs including those that include syncopated rhythms from a variety of times and places (Y6 P) • Continue to sing and play 3 /4 part rounds (Y6 P) 	<ul style="list-style-type: none"> • Develop a cultural respect and celebrate differences in the music listened to (Y6 L) • Listen to a diverse range of genres, styles and traditions and identify stylistic features (Y6 L) •) Listen to a wide range of live and recorded musicians (Y6 L) • begin to identify melodies built around major and minor melodies • Recognise syncopated rhythms (Y6 L) 	<ul style="list-style-type: none"> • Use prior music technology knowledge to source sounds for an intended effect and use within a composition (Y6 C) • Compose melodies using major or minor scales i.e. C major, G major, A minor or E minor, these melodies can be enhanced with chordal or rhythmic accompaniment (Y6 C) • Create music with multiple sections that include repetition and contrast (Y6 C) • Compose a piece of music suitable for a particular occasion (Y6 C) 	<ul style="list-style-type: none"> • Discuss the features of a piece of music which work together to reflect a mood, culture or sense of occasion (Y6 U) • Present a well-formed opinion and show a willingness to engage with alternative perspectives (Y6 U) • Understand semiquavers and minim rests and the relationship between semibreves, minims, crotchets, quavers, semiquavers, crotchet, and minim rests (Y6 U)
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