

# Music

EYFS		
ELG- Expressive Arts and Design	Being Imaginative and Expressive	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Sing a range of well-known nursery rhymes and songs</li> <li>• Perform songs, rhymes, poems and stories with others, and when appropriate – try to move in time with music</li> </ul>

	Creativity					
	Performance					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Sing traditional songs, nursery rhymes and chants clearly.</p> <p>Play tuned and untuned instruments musically</p>			<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Use and understand staff and other musical notations</p>		
Skills	Play and sing pieces of music, starting and finishing together.	Play tuned and untuned percussion instruments and use your voice with awareness of others.	Play or sing a part with increased control, fluency, expression and accuracy on tuned and untuned instruments.	Play or sing music from notation and memory, with increasing accuracy, fluency, control and expression.	Maintain their part in a performance with confidence, accuracy, fluency, control and expression, and with an awareness of what others are playing or singing.	Take the lead in instrumental or singing performances and provide suggestions to others.

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Knowledge	A piece of music played by a group of musicians should be played at the same time. Musicians should finish together to make the piece of music sound pleasing and ensure the audience can hear the tune. Listening to others, watching a conductor and counting beats accurately can help musicians play or sing at the same time as each other.	Percussion instruments make a sound when they are hit, shaken or scraped. Tuned percussion instruments, such as xylophone or piano, produce notes of different pitches. Untuned percussion instruments, such as the drum produce sounds with no definite pitch.	Control in music can include breath control, where singers ensure they have enough breath to sing to the end of phrases, or control of a musical instrument, such as using bow strokes correctly when playing the viola. To sing or play accurately, the pitch, rhythm and volume of notes should match the intent the musician, composer or conductor and the playing of other musicians.	When playing or singing from notation, the shape and colour of a note denotes its length. The shape of a rest denotes its length. The position of the note on the stave denotes the pitch of the note and letters above or below the notes, such as “p” or “f”, denote the dynamics.	Accurate and confident group performances benefit from various factors: practice and preparation; the monitoring and adjustment of pitch, rhythm, timbre and dynamics; rapid responses to the actions of others and awareness of the role of each musician.	Suggestions for improvements to musical performances include more practice, strategies to cope with performance pressure, better presentation, including eye contact with the audience, improving the planning and logistics of a performance and confidently introducing pieces and songs.
Singing						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum	Use their voices expressively and creatively by singing songs and speaking chants and rhymes			Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  Listen with attention to detail and recall sounds with increasing aural memory		
Skills	Sing traditional songs, nursery rhymes and chants clearly.	Sing simple songs and chants with a sense of melody and shape	Use their voice in different ways, including using a loud or soft voice, and identify simple repeated patterns.	Sing songs accurately, both solo and as part of an ensemble.	Maintain a part within an ensemble when singing in a round or in harmony.	Use gesture and expression to create a finished, polished performance.
Knowledge	Traditional songs, nursery rhymes and chants, have been passed down to different generations using the oral tradition. They usually contain repeated rhythms or	The melody of a piece of music is the main tune, which is usually part of the large piece of music. The shape of the music is the pattern created by	The voice can be used to create notes of different pitches, durations and dynamics (loudness) to add interest to the music by highlighting certain	Solo singing is singing alone. Accurate solo singing includes good timing, note memory and accurate pitching of notes. Ensemble singing is singing in a group.	Rounds consist of the same melody being sung at different times in a group. Harmony singing consists of a melody line accompanied by other lines of music made up of	Gestures in music include eye contact, waving and beckoning to the audience, closing eyes to show emotion or exaggerated movements, such as a flourish at the

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	melodies, a strong pulse and rhyming words.	the changing pitches of notes in a melody.	lyrics or creating different moods.	Accurate ensemble singing includes the ability to listen to others, sing at the same volume as them, and follow the signals and instructions of a conductor.	differently pitched notes that, when sung together, give a pleasing effect. Singers usually sing the same words at the same time when singing in harmony.	end of a piece or movement away from the microphone. Some gestures are associated with different types of music, such as exaggerated movements to the pulse of the music and virtuoso guitar during rock musical performances. Expression in music means adding feeling and is indicated in musical scores using words, such as dramatico, legato, tranquillo and cantabile.
	<b>Pulse and rhythm</b>					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum	Experiment with, create, select and combine sounds using the inter-related dimensions of music.			Use and understand staff and other musical notations  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 inter-related dimensions of music		
Skills	Copy a simple rhythm or pulse by clapping or using percussion.	Play a range of rhythms and pulses and identify the differences between them	Identify a pulse in a piece of music, realizing that two, three, four or more beats to the bar can be counted.	Play and create repeated rhythmic patterns.	Play and create extended rhythmic patterns, including rests.	Play and create pieces of music with a clear understanding of pulse and rhythm.
Knowledge	A rhythm is a group of quick and slow beats that is usually repeated in a song or piece of music. A	A rhythm and a pulse are different. The beats in a rhythm can be different lengths. The beats in a	Music is written in bars, with a set number of beats per bar. Time signatures tell musicians	Repeated rhythmic patterns are a series of long and short sounds that are played over and	Extended rhythmic patterns usually contain repetition and may include short repeated	Pulse can be created using bar lines to write bars of music with the same number of beats

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	pulse is a steady beat, like a heartbeat. People can clap or tap their feet to the pulse.	pulse are all the same length. The pulse often stays the same throughout a piece of music, whereas the rhythm changes.	how many beats are in a bar. The time signature 4/4 shows there are four crotchet beats in a bar, 3/4 shows there are three crotchet beats in a bar and 2/4 shows there are 2 crotched beats in a bar. These beats are the pulse of the music and they can be played, clapped, counted or conducted.	over again. Repeated patterns can be found in all music. Short, repeated patterns are called motifs.	phrases called motifs. Rests provide a break in rhythmic pattern or line of music and should be counted in the same way as notes.	per bar. Rhythm can be created using notes of varying length, such as quavers, crotchets, minims and semibreves, and writing them in equal bars of music.
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	Composition					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum	Experiment with, create, select and combine sounds using the inter-related dimensions of music.			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 inter-related dimensions of music  Use and understand staff and other musical notations		
Skills	Create, select and combine sound effects or rhythms using a variety of instruments, objects and voice.	Create, select and combine layers of sound and vocalisations with awareness of the effect.	Improvise and compose sequences of sounds and vocals and record them using notes or pictures.	Improvise and compose a sequence of sounds and vocals for different instruments and record them using standard or invented notation.	Create a composition that combines layers of sound and vocalisations and shows an awareness of pitch, tempo, rhythm, melody and dynamics.	Compose and perform a group score using a wide variety of timbres, textures, rhythms and motifs.
Knowledge	Sound effects are sounds that don't involve speech or music and are made on instruments or objects to represent another sound.	Combining layers of sound can create pleasant, harmonious sounds or unpleasant, discordant sounds,	Sequences of sounds combine pitch, rhythm, dynamics and pulse. Sequences can be written down using informal	Sequences of sounds for different instruments are written on separate lines in a graphic score or on separate staves of	Effective compositions include instruments with different pitches, repeated and contrasting rhythms,	A score contains all the information musicians need to rehearse and perform a piece of music, including separate lines

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	A rhythm is a group of quick and slow beats that is usually repeated in a song or piece of music.	depending on the combination of pitches of notes used. Adding sounds together creates texture in a piece of music.	pictures of symbols in a graphic score, or using standard musical notations.	standard musical notation.	a pleasing melody and a variety of dynamics.	for each instrument or voice part, notation showing pitch and duration of sounds and markings to show dynamics, such as “mp” and “mf”
	<b>Notation</b>					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum	Experiment with, create, select and combine sounds using the inter-related dimensions of music.			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 inter-related dimensions of music  use and understand staff and other musical notations		
Skills	Understand that music can be written down and read.	Recognize and respond to simple notation.	Recognise and respond to standard and invented musical notation and symbols.	Play or sing melodies from standard and invented musical notation and symbols.	Use standard notation to perform and write music.	Use features of standard notation when composing.
Knowledge	Musical notes and symbols have meaning and can be read by musicians when they play.	Notes in standard musical notation are written on a stave, which tells the musician the pitch of the note. The pitch of the note is how high or low it is. The way a note is drawn tells the musician the duration of the note. A crotchet lasts for one beat, a minim lasts for 2 beats and a semibreve lasts for 4 beats.	In standard musical notation, rests such as crotchet rests, minim rests and semibreve rests tell the musician when not to play or sing and are used in the place of musical notes.	Standard musical notation symbols for dynamics, such as: mp, p, p, pp, ppp, mf, f, ff, fff tell musicians how loudly or quietly they should play. Piano (P) means that they music should be played softly. Forte (F) means that the music should be played loudly.	In standard musical notation, time signatures indicate how many beats are in a bar. For example. 4/4 means there are four crotchet beats in a bar. Bar lines split the notes into groups. For example, in a piece of music written in 4/4, there might be four crotchets, two minims or one semibreve in one bar of music.	Features of standard notation include staves, time signatures, bar lines, notation and dynamic markings.

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	Investigation					
	Listening					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum	listen with concentration and understanding to a range of high-quality live and recorded music			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.		
Skills	Listen to sounds or a piece of music, identifying basic features.	Describe how an instrument has been used to represent a sound, animal or object.	Recognise and describe sounds and changes in a piece of music using musical vocabulary.	Describe how different instruments are used throughout a piece of music to add interest and meaning.	Explain how pitch, tempo, rhythm, melody, dynamics and major and minor tonality have been used to create particular feelings in the listener.	Listen to and compare a wide range of genres and musical styles using broad musical vocabulary.
Knowledge	Basic features of music that can be easily identified include the melody (the main tune), the instruments used and the feelings the music engenders, such as happy, angry, scary.	The pitch, rhythm and volume of notes played on different instruments can be used to represent other sounds, animals or objects. For example, quick, smooth and quiet ascending phrases of notes are played on a violin to represent a bird in Vaughan Williams 'The Lark Ascending'.	Specific terms can be used to describe the sounds and changes in a piece of music, including pitch (high or low), timbre (sound quality), dynamics (loudness) and tempo (speed).	Instruments include strings, such as violins, brass, such as trombones; woodwind, such as clarinets and percussion, such as drums. Composers choose instruments for the timbre, pitch and duration of the notes they can create to replicate and represent objects, animals, mood and feelings.	A mixture of pitch, tempo, rhythm, melody and dynamics create mood and feeling in the listener. For example, quick, high-pitched notes can create a feeling of panic, and long low-pitched notes can create a feeling of calm. All music is written in a major or minor key. Music written in a major key sounds happy, and music written in a minor key sounds sad.	Genres are different styles of music, such as pop, rock, world music, classical, Latin American, swing, gospel and soul. Words such as tempo, rhythm, dynamics, pulse and timbre can be used to comment on the genre of music.
	Music appreciation					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

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National Curriculum	listen with concentration and understanding to a range of high-quality live and recorded music			appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians		
Skills	Listen and respond to a range of high-quality live and recorded music and songs.	Listen and respond with movement, words and pictures to a range of high-quality live and recorded music that tell a story.	Listen and respond to pieces of music written around the same theme.	Compare and evaluate different genres of music using appropriate musical vocabulary.	Use descriptive words and relevant musical vocabulary when talking about the elements of live or recorded music within a piece.	Identify and explain patterns and motifs in live and recorded music that provoke feelings in the listener.
Knowledge	Responded to music include playing or clapping along to the pulse and rhythms, humming or singing melodies, creating actions and dance movements, and using adjectives, such as lively or cheerful, to describe music.	Responses to a piece of music that tell a story include creating movements relating to characters or events in the music, identifying instruments and sounds that represent characters or events, describing key events and changes in the sound and drawing scenes inspired by the music.	Features of music that can be listened and responded to include the musical instruments used, the images of patterns the music creates, the dynamics of the music, the mood created and the story the music tells. These features may be similar in music written around the same theme,	Genres of music include jazz, rock, classical, blues, pop, folk, country and world music. Each genre has its own distinguishing features: the use of instruments; structure of the music; inclusion of typical rhythms; tempos and dynamics; date of composition and style of performance.	Musical vocabulary includes pitch, rhythm, pulse, duration, structure, dynamics, harmony, tempo, timbre and texture.	A motif is a short musical idea that is repeated and developed throughout a piece.

	Significance					
	Significant People					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum	Listen with concentration and understanding to a range of high-quality live and recorded music			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.		

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Skills	Describe, in simple terms, the lives of composers studied.	Describe the lives and music of composers studied.	Describe the lives and music of romantic composers.	Describe the lives and music of famous 20 <sup>th</sup> -century composers.	Describe the lives and music of famous Renaissance and Baroque composers.	Describe the lives of music of famous classical composers.
Knowledge	A composer is a person who writes a piece of music.	Composers at various points in history wrote pieces of music with many differences between them, such as the style, instruments and feelings they provokes in listeners.	Composers of romantic music worked between the 1830s and 1900s. Their music included dramatic symphonies and operas, and complex piano music. Romantic composers were inspired by nature, art and poetry and broke the strict rules laid down during the Classical period.	Composers of 20 <sup>th</sup> century music worked from 1901 to 2000. Many compositions of this era don't follow the conventions of music that were used in previous periods. For example, some composers used objects in their music as well as conventional instruments and some created music without harmonies or melodies.	Composers of Renaissance music worked between the 1400s and 1600s. Many wrote music for the church and used a polyphonic style, where different tunes were sung together.	Composers of music during the Classical period worked between 1750 and 1825. Composers wrote simpler music with clear tunes and used harmony (a combination of musical notes played together to make a pleasing sound) rather than polyphony (different tunes played together) and marked dynamics in their music.