



Music						
	Listening and Appraising	Making Music			Performing and Sharing	
		Singing	Playing instruments	Improvisation		Composition
Cubs	<ul style="list-style-type: none"> Join in with action songs Move and dance to different styles of music Listening and respond to instructions and develop the skill of listening using rhythmic patterns in rhymes and stories. Show attention to sounds and music. Respond emotionally and physically to music when it changes. 	<ul style="list-style-type: none"> Explore how we can use our voices making different sounds (loud, quiet, fast, slow). Sing Christmas songs Sing nursery rhymes: <ul style="list-style-type: none"> - Heads, shoulders, knees and toes Polly put the kettle on <ul style="list-style-type: none"> - Humpty dumpty - The wheels on the bus - Hickory dickory - Wind the bobbin up o Teddy bears' picnic - Three blind mice - Incy wincy spider - Dingle dangle scarecrow - 1,2,3,4,5 once I caught a fish alive - Three little kittens - This old man - + more number based songs. 	<ul style="list-style-type: none"> Explore different instruments and make their own rainmaker/ shaker. Explore making sounds in their own settings from natural materials e.g. dragging a stick against the railings, tapping something on a table. 			<ul style="list-style-type: none"> Perform to each other and in a group – rhythm time Share songs that they enjoy with their peers
Nursery	<ul style="list-style-type: none"> Rhyme times throughout the day when we listen to songs and singalong. Use ribbons, streamers and flags to respond to music and develop our arm muscles. Take part in daily disco dough sessions appreciating the music and how I can move to it. Create drawings to represent our music. 	<ul style="list-style-type: none"> Sing some of our favourite songs from cubs and learn new Christmas songs Match the pitch of another person when they sing Sing the 'melodic shape' of familiar songs. Sing nursery rhymes: <ul style="list-style-type: none"> Once I caught a fish alive Pat-a-cake I'm a little teapot Grand Old Duke of York If you're happy and you know it Doctor Foster Row, row, row your boat Rain, rain, go away Old McDonald Mary had a little lamb +more 	<ul style="list-style-type: none"> Use instruments to represent the sound of things in stories we know with support– for example, the beanstalk growing and the sound of the giant's footsteps. Play instruments with increasing control to express their feelings. 	<ul style="list-style-type: none"> Continue to explore with instruments and experiment with other things that they can make sounds with to respond to music. 	<ul style="list-style-type: none"> Start to create their own songs linked to routines e.g. we are walking to the bathroom... 	<ul style="list-style-type: none"> Perform within key person groups and sing to parents during parent workshops with some awareness of how to stand up straight when singing and face the audience.

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Reception	<p>Children will:</p> <ul style="list-style-type: none"> Find the pulse of a song by using actions when modelled by the teacher. Then begin to devise their own actions for the pulse. Discuss how the song made them feel. Discuss what the song made them Think of e.g. colours, animals, celebrations 	<p>Children will:</p> <ul style="list-style-type: none"> Learn a range of nursery rhymes that they can sing from memory (four nursery rhymes and two action songs per half term). For example: <ul style="list-style-type: none"> Wind the bobbin up Rock a bye baby Five little monkeys jumping on the bed Twinkle twinkle If you're happy and you know it Heads, shoulders, knees and toes. Sing back simple call and response lines from a song. Sing in a group or on their own increasingly matching the pitch and following the melody. 	<p>Children will:</p> <ul style="list-style-type: none"> Experiment with some instruments including glockenspiels and percussion instruments and discuss how the sounds are different. Discuss which sounds they preferred when making music. Use one note to play the pulse of a song ensuring that they use the beater correctly and respect the instrument. 	<p>Children will:</p> <ul style="list-style-type: none"> Respond to call and response phrases used regularly with the children. Clap back simple rhythms including the rhythm of names building up to 3-4 word phrases. Begin to clap their own rhythm (children may not be able to repeat this). Enjoy playing patterns with up to 3 notes keeping the beat of the song. 	<p>Children will:</p> <ul style="list-style-type: none"> Begin to create their own simple melodies linked to the nursery rhymes that they know. Inventing a pattern to go with the song using one note. 	<p>Children will:</p> <ul style="list-style-type: none"> Perform for an audience (parents) at various events and understand how to stand up straight and perform for their audience.



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Year 1	<p>Children will be able to:</p> <ul style="list-style-type: none"> Use movement to find/feel the pulse together and use their body and words to express how they feel about a piece of music e.g this makes me want to run on the spot or hop up and down. Identify some musical instruments. Take part in simple discussions with modelled responses about the music. Considering where/why they may hear a piece of music. (Links to seasons/festivals etc.) Begin to use some musical language (tempo, pulse, rhythm) during discussions and when describing feelings. 'The slow tempo makes me feel relaxed' or 'The rhythm of the music makes me want to dance'. Discuss and understand how other simple dimensions of music fit with each other and in the music (dynamics and tempo). 'The sound is low and slow because it is an elephant song.' 	<p>Children will be able to sing within a limited pitch range and begin to understand:</p> <ul style="list-style-type: none"> The importance of working together in an ensemble or as part of a group. How to join in and stop as appropriate - learn how to follow a leader/conductor. (I say, you say). How to sing with good diction. How to perform with a good sense of pulse and rhythm with metronome as support where necessary. <p>Children will be able to use their voices in different ways e.g. chant/speak/sing and to use their voice for effect and to respond to change.</p>	<p>Children will:</p> <ul style="list-style-type: none"> Start to learn to play together in a band or ensemble using untuned percussion. . Join in and stop as appropriate. Start to respond to simple musical cues such as starting and stopping etc. Learn how to follow a leader/ conductor. Perform simple rhythmic and melodic patterns with an awareness of pulse and pitch. Create and choose sounds. Learn to play their instrument correctly and treat it with respect. 	<p>Children will:</p> <ul style="list-style-type: none"> Copy back rhythm patterns and pitch patterns using voices, claps and instruments. Question and Answer using voices, claps and instruments. (Classroom calls that are familiar to the children). Experiment with sounds and explore how to make new ones. 	<p>Children will:</p> <ul style="list-style-type: none"> Recognise and explore how sounds can be organised using pitch (so/fa/la) and rhythm sounds (Kodaly). Create musical sound effects and short sequences of sounds in response to a stimuli e.g. a rainstorm Notate music in different ways, using graphic/video, ICT. Creating own symbols where appropriate. 	<p>Children will:</p> <ul style="list-style-type: none"> Start to perform together in an ensemble/band. Sing, play, improvise and play back compositions as part of their ensemble/band in class and in front of an audience. Learn about performance and building confidence. Understand about practice. Record their performance and learn from watching it back.



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Year 2	<p>Children will:</p> <ul style="list-style-type: none"> Recognise very basic style indicators and start to recognise different instruments. ('I think this is a rock song because I can hear an electric guitar') Have fun finding the pulse together and start to understand what pulse is/ does/means etc. Begin to recognise the sound of the musical instruments used. Begin to recognise basic musical structure. (Verse, Chorus etc.) Discuss the purpose of the song - where/why would it be heard. Explain how the music makes them feel. Discuss the dimensions of music and how they fit into music: pulse - a steady beat, simple rhythm patterns, pitch, texture, tempo, dynamics. Start to use correct musical language and describe how the music makes them feel through safe and respectful discussion. 	<p>Children will</p> <ul style="list-style-type: none"> sing within a limited pitch range. Begin to understand how important it is and why we warm up our voices. Continue to join in and stop as appropriate - learn how to follow a leader/ conductor. Begin to know how melody and words should be interpreted. Use good diction when singing (modelled by teacher). Be able to perform with a awareness of pulse, pitch (so/fa/la) and rhythm (Kodaly). Be able to perform with an understanding of dynamics (loud/quiet) and tempo (fast/ slow). Begin to be able to pitch copy back including vocal warm-ups. Using voices and related to the song they are learning. 	<p>Children will:</p> <ul style="list-style-type: none"> Continue to learn to play together in a band or ensemble using untuned percussion and chime bars. Join in and stop as appropriate and more confidently. Continue to respond to simple musical cues such as starting and stopping. Follow a leader/conductor. Continue to learn to play their instrument correctly and treat it with respect. perform simple rhythmic patterns and melodies to the pulse. Create and choose sounds for the desired effect/task. 	<p>Children will:</p> <ul style="list-style-type: none"> Copy back using voices, claps and instruments and increasingly challenging patterns. Question and Answer using voices, claps and instruments. Copy and repeat simple rhythmic patterns (ostinatos). Explore melodic ostinatos. Create an improvised 'musical conversation' with a partner using untuned percussion. 	<p>Children will:</p> <ul style="list-style-type: none"> Continue to create their own simple melodies within the context of the song that is being learnt. Order and choose sounds according to a task. Create music in response to a non-musical stimulus Record the composition in any way appropriate. Notate music in different ways, using graphic/video, ICT. Begin to recognise/ identify the awareness of a link between shape and pitch using graphic notations. (lines etc.) 	<p>Children will:</p> <ul style="list-style-type: none"> Continue to learn how to perform together in an ensemble/band. Sing, play, improvise and play back compositions as part of your ensemble/band in class and in front of an audience. Learn about performance and building confidence. Understand in more depth about practice. Record their performance and learn from watching it back creating next steps for their future performances.



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Year 3	<p>Children will:</p> <ul style="list-style-type: none"> Have an awareness of some basic style indicators of different music styles. Listen to music from a great number of composers, musicians and traditions and respond using the correct musical language, describing how the music makes them feel, why or where it might be played and effects used within the music through safe and respectful discussion. Have fun finding the pulse together and deepen their understanding of what pulse is/does/means etc. Continue to recognise the sound of musical instruments used (grouping into musical instrument families) and basic musical structure. Continue to deepen their understanding of the dimensions of music (discussing when prompted) and how they fit into music: pulse - a steady beat, simple rhythm patterns, pitch, texture, tempo, dynamics, structure. Develop their understanding of the origins of different styles of music and historical significance. 	<p>Children will:</p> <ul style="list-style-type: none"> sing in tune with an awareness of pitch in a group singing in unison and taking on solo parts where necessary. Perform actions confidently and in time to a range of songs. Understand the importance of working together in an ensemble or as part of a group and how the musical outcomes are of higher quality when doing so. Know how to join in and stop as appropriate – continue to follow a leader/ conductor confidently. Discuss how melody and words should be interpreted with support from adult modelling. Use good diction when singing. Know how to confidently perform with a good sense of pulse and rhythm. 	<p>Children will:</p> <ul style="list-style-type: none"> Continue to experience playing together in a band or ensemble. Join in and stop as appropriate. Respond with more confidence to musical cues such as starting and stopping. Treat each instrument with respect and use the correct techniques to play them. Play simple melodies and rhythms using a range of pitches and rhythm sounds on the recorder. Read staff notation (recorders) and Kodaly rhythms and begin to write with both. 	<p>Children will:</p> <ul style="list-style-type: none"> Sing, Play and Copy back - clapping progressing to using instruments. Copy back a musical idea. Invent a musical answer using one or two notes. Listen to each other's musical ideas and replicate and build on from them. 	<p>Children will:</p> <ul style="list-style-type: none"> Create simple rhythmic and melodic patterns using a range of pitches and rhythm sounds. Experiment with composing rising and falling phrases with just three notes. Begin to recognise how sounds and melodies can be layered in parts. Record the composition in any way that is appropriate - using graphic/pictorial notation, using ICT, video or with formal notation. Begin to musically demonstrate increased understanding and use of the interrelated dimensions of music when making choices about their music. Read staff notation (recorders) and Kodaly rhythms and begin to write with both – using dots to show higher or lower pitches. 	<p>Children will:</p> <ul style="list-style-type: none"> Continue to perform together with confidence in an ensemble/band with an increasing understanding of how to improve their performance. Sing, play, improvise and play back compositions as part of their ensemble/band with increasing confidence in front of an audience with more understanding of their needs. Record their performance and learn from watching it back. Justifying why they would change something.



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Year 4	<p>Children will:</p> <ul style="list-style-type: none"> Continue to recognise basic style indicators and continue to recognise different instruments. They will deepen knowledge and understanding of specific musical styles through listening to more examples of the same styles and understanding its musical structure and style indicators. They will continue to recognise the sound of musical instruments used and basic musical structure (verse, chorus, bridge, introduction, instrumental). Identify when sounds are combined and talk about the effect e.g. backing/ solo, rounds. Discuss the purpose of the song and context within history. Making links to its importance at the time. How does a song become timeless? Continue to deepen their understanding of the dimensions of music and how they fit into music. The children will begin to give specific reference to musical dimensions: pulse - a steady beat, simple, rhythm patterns, pitch, texture, tempo, dynamics, timbre, structure during discussion. 	<p>Children will:</p> <ul style="list-style-type: none"> Sing in tune within a limited pitch range. The importance of working together in an ensemble or as part of a group and how the musical outcomes are of higher quality when doing so. The children will use this to evaluate their own singing performances. How important it is and why we warm up our voices, posture, breathing and voice projection. How to join in and stop as appropriate - continue to follow a leader/conductor confidently and begin to act as the leader within a small group. How melody and words should be interpreted. Try to match your performance of the song to how the music sounds ie start to think musically. 	<p>Children will:</p> <ul style="list-style-type: none"> Continue to experience playing together in a band or ensemble. Join in and stop as appropriate. Respond with more confidence to musical cues such as starting and stopping. Lead their own small group. Treat each instrument with respect and use the correct techniques to play them. Continue reading staff notation (recorders). Begin to use rhythm notation names alongside Kodaly and build upon music theory e.g bar lines etc. 	<p>Children will:</p> <ul style="list-style-type: none"> Sing, Play and Copy back - clapping progressing to using instruments. Invent a musical answer using one, two or three notes considering musical features such as detached sounds (staccato) or smooth sounds (legato). Listen and copy musical ideas by ear (rhythmic or melodic). 	<p>Children will:</p> <ul style="list-style-type: none"> Create short pentatonic phrases using a limited range of pitches. Sing and play these compositions. Listen to the sound of the composition as it unfolds and make decisions about it. Record the composition in any way that is appropriate - using graphic/pictorial notation, using ICT, video or with formal notation. Begin to use rhythm notation names alongside Kodaly and build upon music theory e.g bar lines etc. Musically demonstrate increased understanding and use of the interrelated dimensions of music when justifying their choices whilst composing. 	<p>Children will:</p> <ul style="list-style-type: none"> Continue to perform together with confidence in an ensemble/band with an increasing understanding of how to improve their performance. Sing, play, improvise and play back compositions as part of their ensemble/band with increasing confidence in front of an audience with more understanding of their needs. Learn about performance skills and building confidence. (Posture, breathing etc.) Understand in more depth about practice and why we do it. Record their performance and learn from watching it back using the interrelated dimensions to discuss next steps for their performance.



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Year 5	<p>Children will:</p> <ul style="list-style-type: none"> continue to recognise features of key musical styles and continue to recognise different instruments. They will deepen knowledge and understanding of specific musical styles through listening to more examples of the same styles and understanding its musical structure and style indicators. Listen to the music, finding and internalising the pulse using movement. Use correct musical language consistently to describe the music they are listening to and their feelings towards it, discussing the similarities and difference between different pieces of music. Continue to discuss the purpose of the song and context within history. Making links to its importance at the time. How does a song become timeless? What makes a composer significant? 	<p>Children will:</p> <ul style="list-style-type: none"> Sing within an appropriate vocal range with clear diction in songs with up to three parts Begin to understand the workings of an ensemble/choir, how everything fits together. Follow the leader/conductor and have a chance to be the leader/conductor. Understand how important it is and why we warm up our voices, posture, breathing and voice projection. Sing together with confidence, with increasingly difficult melody and words. Have a greater understanding of melody, words and their importance and how to interpret a song musically. Begin to demonstrate musical quality and understanding of how the interrelated dimensions of music play their part. 	<p>Children will:</p> <ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, and maintaining an appropriate pulse. Demonstrate musical quality eg clear starts, ends of pieces/phrases, technical accuracy etc. Maintain an independent part in a small group. Continue to treat each instrument with respect and use the correct techniques to play them. Read Kodaly rhythm patterns and attribute notation names to them (crotchets, minims, semibreves, rest) continue building upon music theory and writing. 	<p>Children will:</p> <ul style="list-style-type: none"> Understand what musical improvisation means. Improvise and perform in solo and ensemble contexts, use quality not quantity of notes and consider a wider range of dynamics within their own piece. Continue to create more complex rhythms and melodies and create their own rhythmic patterns that lead to melodies. 	<p>Children will:</p> <ul style="list-style-type: none"> continue to create their own more complex tunes and melodies within the context of the song that is being learnt and do this with understanding as part of a group or with their whole class. Continue with a differentiated approach, composing using two notes, increasing to three notes and beyond if required. Record the composition in any way that is appropriate - using graphic/pictorial notation, using ICT, video or with formal notation. Musically demonstrate increased understanding and use of the interrelated dimensions of music as appropriate within this context. Read Kodaly rhythm patterns and attribute notation names to them (crotchets, minims, semibreves, rest) continue building upon music theory and writing. Understand that there are different time signatures and how these can impact the musical sound. 	<p>Children will:</p> <ul style="list-style-type: none"> continue to perform together in an ensemble/band with a deeper understanding of how to improve their performance musically. Sing, play, improvise and play back compositions as part of their ensemble/band with increasing confidence, skill and accuracy in front of an audience with more understanding of their needs. Communicate ideas, thoughts and feelings through the performance. Record their performance and learn from watching it back. Respond to feedback and offer positive comment.



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Year 6	<p>Children will:</p> <ul style="list-style-type: none"> Continue to show their increasing depth of knowledge and understanding. The children will recognise style indicators with increasing knowledge and confidence and continue to recognise different instruments. They will deepen knowledge and understanding of specific musical styles through listening to more examples of the same styles and understanding its musical structure and style indicators. When listening to the music, find and internalise the pulse using movement confidently and independently and understand the pulse and its role as the foundation of music. Use correct musical language to confidently describe the music they are listening to and their feelings towards it discussing the venue, occasion or purpose that a piece of music may be written/used for. 	<p>Children will:</p> <ul style="list-style-type: none"> Sing within an appropriate vocal range with clear diction Understand the workings of an ensemble/choir, how everything fits together. Follow the leader/conductor and have a chance to be the leader/conductor. Understand how important it is and why we warm up our voices, posture, breathing and voice projection. Sing together with confidence, with increasingly difficult melody and words, sometimes in up to four parts. Have a greater understanding of melody, words and their importance and how to interpret a song musically. Demonstrate musical quality and understanding of how the interrelated dimensions of music play their part. 	<p>Children will:</p> <ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency and maintaining an appropriate pulse. Demonstrate musical quality eg clear starts, ends of pieces/phrases, technical accuracy etc. Maintain an independent part in a small group. Continue to treat each instrument with respect and use the correct techniques to play them. Develop staff notation reading skills further (recorder) and continue developing music theory skills, writing on the treble clef (crotchets, minims, semibreves, rests, quavers and semiquavers where appropriate). 	<p>Children will:</p> <ul style="list-style-type: none"> deepen their understanding of what musical improvisation means. Continue to improvise and perform confidently in solo and ensemble contexts, use quality not quantity of notes. Continue to create more complex rhythms and melodies and create their own rhythmic patterns that lead to melodies over a fixed groove or drone. 	<p>Children will:</p> <ul style="list-style-type: none"> Confidently create their own 8 or 16 beat melodic phrase using the pentatonic scale Use voice, sounds, technology and instruments in creative ways. Record the composition in any way appropriate. Notate music in different ways, using graphic/pictorial notation, video, or ICT Continue to musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate. Recognise and musically and/or verbally demonstrate awareness of a link between shape and pitch using notations if appropriate. 	<p>Children will:</p> <ul style="list-style-type: none"> Continue to perform together in an ensemble/band with an increasing understanding of how to improve their performance musically. Sing, play, improvise and play back compositions as part of their ensemble/band with increasing confidence, skill and accuracy. Communicate ideas, thoughts and feelings through the performance. Understand about practice related to performance outcomes. Record their performance and learn from watching it back. Respond to feedback and offer positive comments using musical terms where appropriate.

