



MUSIC

Nursery Class

KEY SKILLS

- To sing familiar songs.
- To play simple repeated rhythm patterns and to compose some of their own.
- To explore how sounds can be changed using instruments/body parts.
- To imitate and create movements in response to music.



MUSIC

Reception Class

KEY SKILLS

- To recognise sounds and explore how sounds can be changed.
- To sing simple songs from memory.
- To recognise repeated sounds and patterns.
- To move to music.
- To explore the different sounds that can be made on percussion instruments and body parts.
- To build a repertoire of songs with actions/movements.

KNOWLEDGE & CONCEPTS

- World music, traditional songs and rhymes



MUSIC

Year 1

KEY SKILLS

- To use their voice with some expression and creativity to sing songs and to speak chants and rhymes. To identify high and low pitches and create high and low sounds with their voices.
- To create and choose sounds in response to a given starting point.
- To answer questions about different pieces of live/recorded music.
- To move to music.
- To identify a steady beat.
- To identify long and short sounds in music.
- To repeat a short rhythm pattern.
- To play tuned and untuned percussion instruments
- To select and combine sounds using the inter-related dimensions of music.

KNOWLEDGE & CONCEPTS

- To ensure that listening and application of knowledge and understanding are developed through the interrelated skills of performing, composing and appraising.
- To cover the musical elements of pitch, duration, dynamics, tempo, timbre and texture



MUSIC

Year 2

KEY SKILLS

- To begin to sing in tune and use some expression.
- To recall, perform and accompany simple songs, rhythmic patterns and sequences.
- To play (and name) tuned and untuned percussion instruments with control and expression.
- To identify the beat and be able to join in, getting faster and slower together.
- To perform long and short sounds
- To compose by selecting, combining, creating and ordering sounds within simple structures or in response to given starting points
- To use the musical elements tempo, pitch, timbre to create different moods and effects
- To recognise and explore how sounds can be represented with symbols and different ways they can be organised.
- To improve their work.
- To work on their own and in groups.
- To listen with concentration and understanding to a range of live and recorded music.

KNOWLEDGE & CONCEPTS

- To ensure that listening and application of knowledge and understanding are developed through the interrelated skills of performing, composing and appraising.
- To cover the musical elements of pitch, duration, dynamics, tempo, timbre and texture



MUSIC

Year 3

KEY SKILLS

- To sing in tune, with expression and with an awareness of diction and control of pitch.
- To begin to recognise, create, recall and perform simple rhythmic/melodic patterns.
- Explore the way sounds can be combined and used expressively.
- To improvise repeated patterns.
- To recognise and explore pitch and different combinations of sounds.
- To listen to a range of live and recorded music drawn from different traditions and from great composers and musicians.
- To listen with increasing attention to detail and to be able to recall some simple patterns.
- To use ICT to explore and create music.
- To compose in response to a range of different starting points and for a range of different purposes. To use the inter-related dimensions of music and to be able record their work using symbols.
- To begin to understand the history of music.

KNOWLEDGE & CONCEPTS

- To ensure that listening and application of knowledge and understanding are developed through the interrelated skills of performing, composing and appraising.
- To cover the musical elements of pitch, duration, dynamics, tempo, timbre and texture



MUSIC

Year 4

KEY SKILLS

- To internalise sounds by singing parts of a song 'in their heads' and attempt to play simple melodic phrases by ear.
- To explore and extend the ways sounds can be combined and used.
- Improvise simple melodies based on the pentatonic scale.
- To combine several parts/layers with an awareness of the overall effect.
- To begin to understand staff notation.
- To perform with control and an awareness of audience and other parts that are playing/singing
- To compose and perform different melodies and accompaniments recognising different musical elements and how they can be used together.
- To listen with increasing attention to detail and to be able to recall some sounds.
- To increase their understanding of the history of music and realise that different styles of music come from different periods of history.
- To listen to a range of live and recorded music drawn from different traditions and from great composers and musicians.

KNOWLEDGE & CONCEPTS

- To ensure that listening and application of knowledge and understanding are developed through the interrelated skills of performing, composing and appraising.
- To cover the musical elements of pitch, duration, dynamics, tempo, timbre and texture



MUSIC

Year 5

KEY SKILLS

- To perform by ear
- To perform rounds and part songs maintaining their own part with an awareness of how different parts fit together.
- Sing songs with increased control of breathing, posture and sound projection.
- To listen with attention to detail and recall sounds with increasing aural memory.
- Improvise melodic and rhythmic phrases
- Compose their own instrumental/vocal music from different starting points by developing ideas within musical structures.
- Use ICT to change and manipulate sounds and to support creative work.
- Suggest improvements to their own and others work
- To appreciate, describe and compare music from a range of traditions and from great composers and musicians. To answer questions and discuss using appropriate musical vocabulary.
- To be aware that different styles of music come from different periods of history and be able to identify some of these.
- To develop their understanding of staff notation and other forms of notation.

KNOWLEDGE & CONCEPTS

- To ensure that listening and application of knowledge and understanding are developed through the interrelated skills of performing, composing and appraising.
- To cover the musical elements of pitch, duration, dynamics, tempo, timbre and texture



MUSIC

Year 6

KEY SKILLS

- To listen carefully developing and demonstrating musical understanding and aural memory.
- To describe and compare different kinds of live and recorded music by great composers and musicians, using appropriate musical vocabulary.
- To perform significant parts from memory with awareness of their own contributions
- Perform solo parts and lead others using musical notation
- To identify the metre of different songs/pieces of music recognising the strong and weak beats.
- Analyse and compare musical features and structures
- To compose and perform their own music and refine and improve their work through evaluation, analysis and comparison.
- Use a variety of notation.
- To be aware that different styles of music come from different periods of history and be able to name some key composers from some of these different periods.

KNOWLEDGE & CONCEPTS

- To ensure that listening and application of knowledge and understanding are developed through the interrelated skills of performing, composing and appraising.
- To cover the musical elements of pitch, duration, dynamics, tempo, timbre and texture