

	EYFS	KS1	LKS2	UKS2
Singing	Sing familiar songs and rhymes from memory.	<p>Confidently sing or rap some songs from memory and sing them in unison.</p> <p>Make different sounds with their voice and rap or say words in a rhythm.</p> <p>Start and stop singing when following a leader.</p> <p>Learn about voices and sing notes of different pitches (high and low). Sing songs with increasing vocal control, demonstrating an awareness of tempo and dynamics when singing.</p> <p>Be able to find a comfortable singing position.</p>	<p>Sing a widening range of unison and 2-part songs tunefully and with expression.</p> <p>Demonstrate a good singing posture.</p> <p>Show an awareness of the pulse when singing.</p> <p>To sing with an awareness of being in tune.</p>	<p>Be able to sing in unison, lead vocals, backing vocals and rapping.</p> <p>Confidently sing a broad range of songs (including rounds) from memory with a strong internal pulse (observing phrasing, accurate pitching and appropriate style).</p> <p>To listen to each other and be aware of how you fit into the group.</p>
Playing	<p>Explore the sounds of percussion instruments.</p> <p>Begin to handle and look after instruments carefully.</p>	<p>Learn how to handle and look after instruments correctly and carefully.</p> <p>Learn the names of the instruments they are playing.</p> <p>Follow a simple musical score (graphic score→early stick notation).</p> <p>Play an instrumental part in time with a steady pulse.</p> <p>Listen to and follow musical instructions from a leader.</p>	<p>Play melodies following staff notation using a small range (Glockenspiel).</p> <p>Understand the differences between minims, crotchets, paired quavers and rests.</p>	<p>Play a musical instrument with the correct technique (Glockenspiel/Y5 Violin lessons).</p> <p>Begin to play melodies on tuned percussion, following staff notation written on one staff.</p> <p>Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies.</p> <p>Perform simple chordal accompaniments to familiar songs.</p> <p>Understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests.</p>
Performing	Perform a song and add actions, dance or instruments.	<p>Perform a song and add their own ideas to the performance.</p> <p>Record the performance and talk about how they were feeling about it.</p> <p>Talk about different types of performance and audience e.g. special occasions, friends, parents.</p>	<p>Plan performances.</p> <p>To communicate the meaning of the words and clearly articulate them.</p> <p>Know that a performance is planned and can be for different occasions and for different audiences.</p> <p>Record the performance and talk about what they are pleased with and how they could improve.</p>	<p>Talk about how performance includes communicating ideas, thoughts and feelings about the music/song. Communicate the meaning of the words and clearly articulate them.</p> <p>Plan performances thinking about venue and audience.</p> <p>Record the performance and compare it to previous performances. Talk musically about what went well and how it could be improved.</p>
Improvising	<p>Improvise new songs from familiar ones.</p> <p>Make up own songs and sound effects for songs and stories.</p>	<p>Learn that when someone improvises, they make up their own tune that has never been heard before.</p> <p>Use voices, clapping and instruments to listen and play their own answer.</p> <p>Improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation.</p>	<p>Improvise using instruments in the context of the song they are learning to perform.</p> <p>Improvise in the Bronze, Silver and Gold challenges.</p>	<p>Improvise with the feeling and style of Jazz in the 'Classroom Jazz' units.</p> <p>Use 2, 3 or 5 notes in their improvisations.</p>
Composing	Make up own songs and sound effects for songs and stories.	<p>Help to create a simple melody, using 1, 2 or 3 notes.</p> <p>Recognise how graphic notation can represent created sounds. Explore and invent own symbols. Use graphic symbols to keep a record of composed pieces.</p>	<p>Learn about the different ways of recording compositions (letter names, symbols, audio etc).</p> <p>Recognise the connection between sound and symbol.</p>	<p>Create simple melodies and rhythms using up to 5 notes.</p> <p>Compose a short ternary piece ABA (12 bars).</p> <p>Record compositions in ways that recognises the connection between sound and symbol (graphic/notation).</p>

		<p>Learn how compositions can be recorded and changed if necessary.</p> <p>Create musical sound effects and short sequences of sounds in response to stimuli including a non-musical stimulus (e.g. a storm, or a rocket launch).</p> <p>Use music technology to capture, change and combine sounds.</p>	<p>Compose song accompaniments on untuned percussion using known rhythms and note values.</p> <p>Help to create simple melodies using 1, 3 or 5 notes. Plan and create simple compositions and make musical decisions about pulse, rhythm, dynamics, pitch and tempo.</p>	<p>Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</p> <p>Use the 'Quick Beats' & 'YU studio' software to compose their own rhythm compositions.</p> <p>Compose for a range of purposes e.g. Mars ostinatos (linked to our Science topic).</p> <p>Use chords to compose music to evoke a specific atmosphere.</p>
History	<p>Listen to music from different periods.</p> <p>Begin to talk about composers (e.g. through Music Week).</p>	<p>Talk about different composers and their work through the Charanga units and through assemblies and our whole school music days (BBC ten pieces etc).</p> <p>Begin to recognise differences between music of different musical styles and eras.</p>	<p>Talk about the musical style and when the piece of music was composed.</p>	<p></p> <p>Talk about the historical context of the songs/music and what else was happening musically and historically at the time.</p> <p>Learn about some of the great composers such as Handel, Beethoven and Mozart.</p>
Listening & Appraising	<p>Listen to music and explore how sounds can be changed (loud/quiet, fast/slow)</p> <p>Move to music in different ways.</p>	<p>Describe what the songs are about & how it makes them feel. Recognise how songs can tell a story or describe an idea.</p> <p>Begin to talk about the musical dimensions of a piece of music e.g. tempo and dynamics.</p> <p>Recognise the sound and name some of the instruments used in a piece of music/song.</p> <p>Know that some songs have a chorus or a response/answer part.</p> <p>Know that songs have a musical style and start to learn the names of some of these styles.</p>	<p>Listen to a piece of music and be able to talk about the style, composer, the instruments and the musical dimensions of the song (texture, dynamics, tempo, rhythm and pitch).</p> <p>Identify the main sections of a song (introduction, verse, chorus etc).</p> <p>Talk about how the song makes them feel. Begin to use musical words when talking about music.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p>	<p>Listen to a piece of music and be able to talk about the main style indicators, the lyrics, composer, instruments and the musical dimensions of the song (texture, dynamics, tempo, rhythm and pitch and timbre).</p> <p>Compare two songs in the same style.</p> <p>Talk about how musical dimensions work together. Identify the main sections of a song (introduction, verse, chorus etc).</p> <p>Talk about how the song makes them feel using musical language to describe the music.</p>
Musical Games/ Musicianship (Pulse, Rhythm, Pitch, Notation)	<p>Begin to move with the pulse of the music (tap, stamp etc).</p> <p>Copy simple rhythms.</p> <p>Explore high & low sounds.</p>	<p>Create rhythms from words, our names, favourite foods etc. Listen and sing back simple tunes.</p> <p>Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. Respond to the pulse in recorded/live music through movement and dance.</p> <p>Use body percussion and classroom percussion to play repeated rhythm patterns and short, pitched patterns on tuned instruments (e.g. glockenspiels) to maintain a steady beat.</p> <p>Explore percussion sounds to accompany stories.</p> <p>Compare high & low sounds.</p> <p>Follow pictures and symbols to guide singing and playing e.g. dots and stick notation (use rhythm grid/rhythm pizza).</p>	<p>Find and demonstrate the pulse and explain the difference between pulse and rhythm.</p> <p>Use warm-up games to find the pulse, copy and make up rhythms.</p> <p>Introduce the staff, lines and spaces and treble clef.</p> <p>Understand the differences between minims, crotchets, paired quavers and rests.</p> <p>Read and perform pitch notation within a defined range.</p>	<p>Know and talk about how to keep the internal pulse.</p> <p>Through warm-up games, find the pulse, copy and make up rhythms, improvise and invent rhythms for others to copy back (more complex/using knowledge of notes).</p> <p>Know what a Major and Minor chord is (happy v sad sounds) Understand how triads are formed and play them on chime bars.</p> <p>Understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests.</p> <p>Read and play short rhythmic phrases at sight.</p>