

Music

Summary and Progression				Performing and Singing			
Nursery	Reception	<u>Y1</u>	<u>Y2</u>	<u>Y3</u>	<u>Y4</u>	<u>Y5</u>	<u>Y6</u>
<p>Perform (dance, drama and storytelling)</p> <ul style="list-style-type: none"> Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and doll houses Know many rhymes, be able to talk about familiar books, be able to tell a long story 	<ul style="list-style-type: none"> Perform (dance, drama and storytelling) Watch and talk about dance and performing arts, expressing their feelings and responses. Develop storylines in their pretend play Explore and engage in music making and dance, performing solo or in groups. Learn rhymes, poems and songs. 	<p>Using their voices:</p> <ul style="list-style-type: none"> Speak and chant together. Sing songs showing increasing vocal control (singing more in tune, breathing deeply, singing words clearly). Sing songs in different styles conveying different moods (happy, sad, angry etc.) and with sense of enjoyment. Co-ordinate actions to go with a song. Sing in time to a steady beat. Perform an action or sound (clapping, stamping, etc.) on the steady beat whilst singing. <p>Using classroom instruments:</p> <ul style="list-style-type: none"> Play instruments by shaking, scraping, rattling, tapping etc. Play in time to a steady beat, using instruments or body sounds. Play loudly, quietly, fast, slow. Imitate a rhythm pattern on an instrument. Play a repeated rhythmic pattern (rhythmic ostinato) to accompany a song. Play a single pitched note to accompany a song (drone). Play with help the rhythmic pattern of a spoken sentence, e.g. 'Hungry caterpillar'. 	<p>Using their voices:</p> <ul style="list-style-type: none"> Sing a variety of songs with more accuracy of pitch. Sing words clearly and breathing at the end of phrases. Convey the mood or meaning of the song. Sing with a sense of control of dynamics (volume) and tempo (speed). Echo sing a short melodic phrase. Identify if the pitch is getting higher or lower, or is staying the same and copy with their voices. Follow a leader (teacher) starting and stopping together. <p>Using classroom instruments:</p> <ul style="list-style-type: none"> Play with control: <ul style="list-style-type: none"> Maintaining steady speed Getting faster or slower Getting louder or quieter Perform a repeated two note melodic ostinato to accompany a song. Perform a rhythm accompaniment to a song. Perform a sequence of sounds using a graphic score. Work and perform in smaller groups. Follow a leader (teacher) starting and stopping together. 	<p>Using their voices:</p> <ul style="list-style-type: none"> Sing songs in a variety of styles with confidence, singing an increasing number from memory. Show increasing accuracy of pitch and awareness of the shape of a melody. Imitate increasingly longer phrases with an awareness of the phrases in a song. Understand that posture, breathing and diction are important. Demonstrate an awareness of character or style in performance. Chat or sing a round in two parts. Sing songs with a recognised structure (verse and chorus/call and response). <p>Using classroom instruments:</p> <ul style="list-style-type: none"> Keep a steady beat on an instrument in a group or individually. Maintain a rhythmic or melodic ostinato simultaneously with a different ostinato and/or steady beat. Use tuned percussion with increasing confidence. Copy a short melodic phrase by ear on a pitched instrument. Play using symbols including graphic and/or simple traditional notation. 	<p>Using their voices:</p> <ul style="list-style-type: none"> Sing songs in a variety of styles with an increasing awareness of the tone of their voices and the shape of the melody. Sing songs showing musical expression (phrasing, changes of tempi, dynamics; reflecting the mood and character of the song and its context). Sing two/three part rounds with more confidence and increasing pitch accuracy. Sing confidently as part of a small group or solo being aware of posture and good diction. Copy short phrases and be able to sing up and down in step independently. <p>Using classroom instruments:</p> <ul style="list-style-type: none"> Maintain two or more different ostinato patterns in a small instrumental group against a steady beat. Play music that includes RESTS Use tuned percussion instruments with increasing confidence to accompany songs and improvise. Play by ear – find known phrases or short melodies using tuned instruments. 	<p>Using their voices:</p> <ul style="list-style-type: none"> Sing confidently in a wide variety of styles with expression. Communicate the meaning and mood of the song. Sing a simple second part of a two-part song with confidence. Maintain own part in a round. Perform a song from memory with attention to phrasing, dynamics and accuracy of pitch, for a special occasion. <p>Using classroom instruments:</p> <ul style="list-style-type: none"> Perform on a range of instruments in mixed groups to an audience, with confidence. Read and play with confidence from conventional or graphic notation. Continue to play by ear on pitched instruments, extending the length of phrases, melodies played. Perform with sensitivity to different dynamics, tempi. Lead/conduct a group of instrumental performers. Maintain a rhythmic or melodic accompaniment to a song. Maintain own part on a pitched instrument in a small ensemble. Perform own compositions to an audience. Use an MP3 recorder/video recorder to keep a record of work in progress and record performances. 	<ul style="list-style-type: none"> Using their voices: <ul style="list-style-type: none"> Sing confidently in a wide variety of styles with expression. Communicate the meaning and mood of the song. Sing a simple second part of a two-part song with confidence. Maintain own part in a round. Perform a song from memory with attention to phrasing, dynamics and accuracy of pitch, for a special occasion. Using classroom instruments: <ul style="list-style-type: none"> Perform on a range of instruments in mixed groups to an audience, with confidence. Read and play with confidence from conventional or graphic notation. Continue to play by ear on pitched instruments, extending the length of phrases, melodies played. Perform with sensitivity to different dynamics, tempi. Lead/conduct a group of instrumental performers. Maintain a rhythmic or melodic accompaniment to a song. Maintain own part on a pitched instrument in a small ensemble. Perform own compositions to an audience. Use an MP3 recorder/video recorder to keep a record of work in progress and record performances.

		<ul style="list-style-type: none"> • Follow simple hand signals indicating: loud/quiet and start/stop. 	<ul style="list-style-type: none"> • Demonstrate some confidence in performing as a group and as an individual. 	<ul style="list-style-type: none"> • Follow simple hand directions from a leader. • Perform with an awareness of others. • Combine musical sounds with narrative and movement. • Perform a composed piece to a friendly audience, as a member of a group or class. 	<ul style="list-style-type: none"> • Play music in a metre of two or three time. • Read and play from some conventional music symbols. • Combine instrumental playing with narrative and movement. • Follow a leader, stopping/starting, playing faster/slower and louder/quieter. • Perform to an audience with increasing confidence. 	<ul style="list-style-type: none"> • song. • Maintain own part on a pitched instrument in a small ensemble. • Perform own compositions to an audience. • Use an MP3 recorder/video recorder to keep a record of work in progress and record performances. 	
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Summary and Progression Exploring and Composing

Nursey	Reception	Y1	Y2	Y3	Y4	Y5	Y6
<ul style="list-style-type: none"> • Explore: • Listen with increased attention to sounds • Respond to what they have heard expressing their thoughts and feelings • Remember and sing entire songs • Sing the pitch of a tone sung by another person 'pitch matching' • Sing the melodic shape (moving melody such as up and down, down and up) of familiar songs • Create their own songs, or improvise a song around one they know • Play instruments with increasing control to express their feelings and ideas • Increasingly be able to use and remember sequences and the patterns and movements which are related to music and rhythm • Sing a large repertoire of songs • Know many rhymes, be able to talk about familiar books, be able to tell a long story 	<p>Explore:</p> <ul style="list-style-type: none"> • Listen attentively, move to and talk about music, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Explore and engage in music making and dance, performing solo or in groups. • Listen carefully to rhyme and songs, paying attention to how they sound • Learn rhymes, poems and songs. 	<p>Explore:</p> <ul style="list-style-type: none"> • Different sounds made by the voice and hands (timbre). • High and low sounds (pitch). • Long and short sounds (duration). • Loud and quiet sounds (dynamics). • Fast and slow sounds (tempo). • Pitch shapes (moving up and down) and rhythmic patterns. <p>Compose:</p> <ul style="list-style-type: none"> • Add sound effects to a story. • Choose musical sound effects to follow a story line or match a picture. • Use graphics/symbols to portray the sounds they have made. • Sequence these symbols to make a simple structure (score) • Compose own sequence of sounds without help and perform. 	<p>Explore:</p> <ul style="list-style-type: none"> • Ways in which sounds are made (tapped, blow, scraped, shaken) and can be changed. • Long and short sounds (rhythm – duration). • The rhythm patterns of words and sentences. • Changes in pitch (higher and lower). • Sequences of sound (structure) • Sounds in response to a stimulus (visual or aural). • How sounds can be manipulated to convey different effects and moods. <p>Compose:</p> <ul style="list-style-type: none"> • Short melodic phrases. • Short repeated rhythmic patterns (ostinato) • Rhythm patterns from words. • A piece of music that has a beginning, middle and end (structure) • Music that has long and short sounds, and/or 	<p>Explore:</p> <ul style="list-style-type: none"> • Longer – shorter/faster – slower/higher – lower/louder-quieter sounds on tuned and untuned percussion and voices. • Pitch notes moving by step (notes adjacent to each other) and by leap (notes with gaps between them). • Symbols to represent sound (graphic scores/traditional notation). • The sounds of different instruments – TIMBRE and how they can represent pictures/stories/moods. • The different sounds (timbres) that one instrument can make. • How the musical elements can be combined to compose descriptive music. <p>Compose:</p> <ul style="list-style-type: none"> • Words and actions to go with songs. • A simple rhythmic accompaniment to go with a song, using ostinato patterns. • Music that has a recognisable structure; Beginning, Middle and End or verse/chorus. • Music that tells a story, paints a picture or creates a mood. • Music that uses repetition/echo. 	<p>Explore:</p> <ul style="list-style-type: none"> • Sounds to create particular effects (timbre). • Rhythm patterns in music from different times and places (duration). • The pentatonic scale • Pitched notes that move by steps and/or leaps to make short phrases/melodies. • Music that describes feelings or moods using 'tense' or 'calm' sounds using dynamics, different tempi, different timbres etc. • Combining and controlling sounds to achieve a desired effect. • Music that incorporates effective silences (Rests) • Different groupings of beats (metre of 2/3). <p>Compose:</p> <ul style="list-style-type: none"> • A simple rhythmic accompaniment to a song using ostinato patterns and drones. • A simple melody from a selected group of notes (i.e. a pentatonic scale). 	<p>Explore:</p> <ul style="list-style-type: none"> • Chords/harmony – concord and discord. • Scales, such as pentatonic, rag, blues. • Texture created by layering rhythmic and/or melodic ostinatos. • Developing ideas, using musical devices such as repetition, question and answer, ostinato. • Characteristics of various styles, for example, Blues, Rap, Gospel, Folk, African, etc. • Improvising in a variety of styles. <p>Compose:</p> <p>(Always considering the musical elements)</p> <ul style="list-style-type: none"> • Create own simple songs reflecting the meaning of words. • Compose music that reflects given intentions, e.g. descriptive music, a rap, a melody with ostinato accompaniment. • Arrange a song for class performance with an appropriate pitched and unpitched accompaniment. • Refine own compositions after discussion. • Use a range of symbols (conventional or graphic) to record compositions. • Use ICT (computers/iPads/tablets/MP3 recorders etc.) to record, sample, sequence, loop and manipulate sound to create soundscapes/compositions. 	<p>Explore:</p> <ul style="list-style-type: none"> • Explore: • Chords/harmony – concord and discord. • Scales, such as pentatonic, rag, blues. • Texture created by layering rhythmic and/or melodic ostinatos • Developing ideas, using musical devices such as repetition, question and answer, ostinato. • Characteristics of various styles, for example, Blues, Rap, Gospel, Folk, African, etc. • Improving in a variety of styles. <p>Compose:</p> <ul style="list-style-type: none"> • (Always considering the musical elements) • Create own simple songs reflecting the meaning of the words. • Compose music that reflects given intentions, e.g. descriptive music, a rap, a melody with ostinato accompaniment. • Arrange a song for class performance with an appropriate pitched and unpitched accompaniment. • Refine own compositions after discussion. • Use a range of symbols (conventional or graphic) to record compositions. • Use ICT (computers/iPads/tablets/MP3 recorders etc.) to record, sample, sequence, loop and manipulate sound to create soundscapes/compositions.

changes in tempo, timbre and dynamics, in small groups.

- Music that conveys different moods.

- Music that has a recognisable structure.
- A Piece of music that reflects images/and atmosphere, that has a clearly defined plan, making subtle adjustments to achieve the intended effect.
- Arrange a song using tuned and untuned accompaniments developed from the song and perform to a friendly audience.

Summary and Progression

Listening, Reflecting and Appraising

Nursey	Reception	Y1	Y2	Y3	Y4	Y5	Y6
<ul style="list-style-type: none"> Listen with increased attention to sounds Respond to what they have heard expressing their thoughts and feelings Remember and sing entire songs Sing the pitch of a tone sung by another person 'pitch matching' Sing the melodic shape (moving melody such as up and down, down and up) of familiar songs Create their own songs, or improvise a song around one they know Play instruments with increasing control to express their feelings and ideas Increasingly be able to use and remember sequences and the patterns and movements which are related to music and rhythm Sing a large repertoire of songs Know many rhymes, be able to talk about familiar books, be able to tell a long story 	<ul style="list-style-type: none"> Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups. Listen carefully to rhyme and songs, paying attention to how they sound Learn rhymes, poems and songs. 	<p>Listening:</p> <ul style="list-style-type: none"> Listen to a piece of music and move in time to its steady beat. Recognise and respond through movement/dance to the different musical characteristics and moods of music. Recognise the sounds of the percussion instruments used in the classroom and identify and name them. <p>Appraising:</p> <ul style="list-style-type: none"> Begin to use musical terms (louder/quieter, faster/slower, higher/lower). Begin to articulate how changes in speed, pitch and dynamics effect the mood. 	<ul style="list-style-type: none"> Listen with increased concentration. Recognise the sounds of the percussion instruments used, their names, how they are played and which ones can make high and low sounds. Recognise how sounds are made – tapping, rattling, scraping, blowing etc. Identify different qualities of sound such as smooth, scratchy, clicking, ringing (timbre) Recognise and respond to different changes of speed (tempo)/volume (dynamics) and pitch. Respond through movement/dance to different musical characteristics and moods (angrily, sadly, cheerfully, daintily, etc.) Recognise and respond to the mood of a piece of music. Begin to use music terminology when describing how the mood is created (i.e. the mood is sad because the music played is played very slowly and quietly). 	<ul style="list-style-type: none"> Listen with concentration to longer pieces/extracts of music. Listen to live/recorder extracts of different kinds of music and identify where appropriate: <ul style="list-style-type: none"> A steady beat/no steady beat A specific rhythm patten or event The speed (tempo) of the music The volume (dynamics) The melody Identify common characteristics Recognise some familiar instrumental sounds in recorded music (piano, violin, guitar, drums, etc.). Identify repetition in music i.e. a song with a chorus. Recognise aurally wooden, metal, skin percussion instruments and begin to know their names. Listen to their own compositions and use musical language to describe what happens in them. 	<ul style="list-style-type: none"> Recognise aurally the range of percussion (tuned and untuned) used in school and some individual orchestral instruments taught in school. Recognise and talk about some contrasting styles of music in broad terms, using appropriate musical language (the tempo, dynamics, metre, texture, timbre). Recognise music from different times and countries identifying key elements that give it its unique sound. Identify repeated rhythmic or melodic phrases in live or recorded music. Identify whether a song has a verse/chorus or call and response structure. Identify the use of metre in 2 or 3 in a piece of recorded or live music. Recognise the combined effect of layers of sound by listening to their own arrangements, compositions and recordings. 	<ul style="list-style-type: none"> Distinguish differences in timbre and texture between a wide variety of instruments and instrumentation. Identify and discuss 'what happens when' within simple musical structures. Recognise and identify features of expression (phrasing, melody, harmony, different dynamics, metre and tempi) in an extract of live or recorded music. Compare two pieces of instrumental music from different countries/times and discuss the similarities and differences. Use musical vocabulary and knowledge to talk about and discuss music from a variety of sources, traditions and cultures, including performances of their own and others' compositions. Use musical vocabulary and knowledge to help identify areas for development or refinement when composing. 	<ul style="list-style-type: none"> Distinguish differences in timbre and texture between a wide variety of instruments and instrumentation. Identify and discuss 'what happens when' within simple musical structures. Recognise and identify features of expression (phrasing, melody, harmony, different dynamics, metre and tempi) in an extract of live or recorded music. Compare two pieces of instrumental music from different countries/times and discuss the similarities and differences. Use musical vocabulary and knowledge to talk about and discuss music from a variety of sources, traditions and cultures, including performances of their own and others' compositions. Use musical vocabulary and knowledge to help identify areas for development or refinement when composing.

