

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Singing songs with control and using the voice expressively.	<p>Beginning to use my voice to correctly match pitch</p> <p>Singing songs in a group to an audience.</p>	<p>To find their singing voice and use their voices confidently.</p> <p>Sing a melody accurately at their own pitch.</p> <p>Sing with a sense of awareness of pulse and control of rhythm and with increasing expression.</p> <p>Recognise phrase lengths and know when to breathe.</p> <p>Follow pitch movements with their hands and use high, low and middle voices.</p> <p>Begin to sing with control of pitch (e.g. following the shape of the melody)</p> <p>Sing with an awareness of other performers.</p>	<p>Sing in tune in a group with confidence and wider vocal range.</p> <p>Sing with awareness of pulse and control of rhythm.</p> <p>Recognise simple structures (phrases)</p> <p>Sing expressively with awareness and control at the expressive elements. E.g timbre, tempo. dynamics.</p> <p>Sing songs and create different vocal effects.</p> <p>Understand how mouth shapes can affect voice sounds.</p> <p>Internalise sounds by singing parts of a song in their heads.</p>	<p>Sing songs with increasing control of breathing, posture and sound projection.</p> <p>Singing songs with an awareness of different parts and with 2 part harmonies.</p> <p>Identify phrases through breathing in appropriate places.</p> <p>Sing with expression and rehearse with others.</p> <p>Sing a round in 2 parts - identifying how the melodic phrases fit together.</p> <p>Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice.</p>			

<p>Listening, Memory and Movement.</p>	<p>To listen and recognise different rhythmic patterns</p>	<p>Listen to music and describe how it makes them feel and use some musical terminology to describe sound and instruments.</p> <p>Use different movement and symbols to describe different sounds to show pitch.</p>	<p>Listen to music, identifying different instruments.</p> <p>Identify different pitches and mirror them with a movement.</p> <p>Starting to think about different pitches and how they go up in steps.</p> <p>Begin to use appropriate musical terminology to describe a piece of music.</p>	<p>Explain how music makes them feel.</p> <p>Listen to and recognise different instruments.</p> <p>Use musical terminology to describe different sounds and discuss the tempo, dynamics and structure.</p> <p>Repeat and copy different rhythmic patterns.</p>	<p>Use musical terminology to describe different sounds and discuss the tempo, dynamics, pitch and structure - identifying phrases that could be used as an introduction, interlude and ending.</p>	<p>Listen to others whilst playing in an ensemble.</p> <p>Internalise rhythmic patterns on a instrument.</p> <p>Listen to longer pieces of music and describe different features of a music from a range of periods throughout music history.</p>	<p>Listen to each other and maintain a melodic and rhythmic line when performing as a group.</p> <p>Continue to listen to longer pieces of music and identify a range of mood and textures and how this is created by music and lyrics.</p>
---	--	--	---	--	---	---	---

<p>Controlling pulse and rhythm</p>	<p>Starting to internalise rhythms and maintaining a pulse.</p>	<p>Understanding pulse and rhythm.</p>	<p>Reading and clapping rhythms from rhythm cards.</p> <p>Begin to understand the difference between rhythm and pulse.</p> <p>Understanding different note values.</p> <p>Identify a strong beat/pulse in a piece of music.</p>	<p>Understanding the difference between rhythm and pulse.</p> <p>Clapping and composing a 4 beat rhythm.</p> <p>Perform a repeated rhythmic pattern to a steady pulse.</p>	<p>Recall and clap a notated rhythm.</p> <p>Understanding different tempo markings.</p> <p>Identify repeated patterns used in a variety of music.</p>	<p>Play in time with an ensemble.</p> <p>Play a noted rhythm on an instrument maintaining a steady pulse.</p> <p>Play different pieces of music on an instrument with a range of different tempos.</p>	<p>Have a great understanding of different rhythmic patterns including ostinatos, triplets.</p> <p>Compose and improvise a 2 bar rhythm that is correctly notated.</p>
--	---	--	---	--	---	--	--

<p>Exploring sounds, melody and accompaniment.</p>	<p>Use actions to describe different sounds that they can hear (e.g demonstrating a pitch)</p>	<p>Use actions to describe different sounds that they can hear (e.g demonstrating a pitch)</p>	<p>Explain how music makes them feel and recognise different instruments and the sounds that they make.</p> <p>Discuss the different rhythm, tempo and structure of a piece of music.</p>	<p>Being able to choose suitable timbres and dynamics to represent a particular mood of music.</p> <p>Identify melodic phrases within a piece of music.</p>	<p>Being able to choose suitable timbres and dynamics to represent a particular mood of music.</p> <p>Describe the instruments and pitch of a piece of music.</p>	<p>Explore the different sounds that a chosen instrument can make.</p> <p>Understanding how to play with different dynamics on an instrument.</p> <p>Understand how a part fits in to a piece of music when playing in an ensemble.</p>	<p>Express and respond to music that they are hearing, using appropriate musical terminology and recognising instruments and sounds.</p>
---	--	--	---	---	---	---	--

<p>Control of instruments</p>	<p>Exploring different instruments and discussing them.</p>	<p>Understanding the importance of controlling breathing.</p>		<p>Using percussion and body percussion to make different sounds.</p> <p>Learning the recorder and be able to play a variety of pitches with increased control.</p> <p>Holding it correctly.</p>	<p>Using percussion and body percussion to make different sounds.</p> <p>Playing a greater range of rhythm and notes on a particular instrument.</p> <p>Offer of learning a new musical instrument with peripatetic lessons in school.</p>	<p>Recognising different features of different instruments and understanding how they make different sounds.</p> <p>Playing a range of notes and rhythms on a chosen instrument, reading notes and playing them on the instrument.</p>	<p>Some children will have continued to learn a particular instrument and will make progress in their understanding of an instrument and grow in confidence with their performance.</p>
--------------------------------------	---	---	--	--	---	--	--

Composition	Starting to recognise the structure of a piece of music	Create musical sounds to match a chosen image - thinking about sounds/mood.	Compose 4 beat rhythms.	Using percussion or body percussion to explore a range of sounds and consider different structures to compositions and choose suitable timbre to represent a particular mood.	Composing a 4 beat rhythm that includes a rest. Using percussion or body percussion to explore a range of sounds and consider different structures to compositions and choose suitable timbre to represent a particular mood		Compose a 2 bar rhythm that is correctly notated.
--------------------	---	---	-------------------------	---	---	--	---

<p>Reading and writing notation</p>	<p>I understand that music can be written down.</p>	<p>Starting to think of different symbols to represent different sounds.</p>	<p>Understanding different note values and how to represent a rest.</p>	<p>Recognising the value of each note: crotchet, quaver, minim, semi-breve and representing a rest.</p> <p>Reading and clapping the rhythms on rhythm cards.</p> <p>To be able to represent own compositions on graphical score.</p>	<p>Clap a notated rhythm.</p> <p>Understand different tempo markings.</p> <p>Representing rests in 4 beat rhythms.</p> <p>Describing the pitch of a note and notate step wise ascending and descending scales and intervals.</p>	<p>To be able to name a particular note and play that note on an instrument.</p> <p>Read a range of rhythms and play them on an instrument.</p>	<p>Have a greater understanding of how different rhythms are notated including triplets.</p>
--	---	--	---	--	--	---	--

<p>Performance skills</p> <p>Both solo and ensemble</p>	<p>Playing and rehearsing rhythms in a group and beginning to maintain a steady pulse. Singing in performance to an audience</p>	<p>Understanding what makes a good performance.</p>		<p>Using the recorder to perform in a group, listening carefully to each other and make sure everyone is playing together.</p>	<p>Maintaining a rhythmic line within an ensemble.</p>	<p>Remembering that is important to listen to others whilst playing in an ensemble and understanding the importance of balance.</p> <p>Playing and instrument in time with an ensemble.</p>	<p>To perform different parts (inc harmonies) and maintain a rhythmic and melodic line whilst performing to an audience.</p> <p>Some children will have additional performance opportunities on a chosen instrument that they are learning.</p>
<p>Evaluating and appraising</p>	<p>Starting to give feedback to peers</p>			<p>Discussing what makes a good performance. Listening to each others performances and offering verbal feedback of what went well and what could be improved.</p>	<p>Reflecting on ensemble sound whilst playing in a group and adapting playing appropriately.</p>	<p>With more performance opportunities the children will continue to develop ways to reflect on their performance and discuss a variety of ways to improve with both their peers and teachers.</p>	

<p>Music Chronology and the History of Music.</p> <p>Understanding how music is different within different cultures.</p>		<p>Beginning to learn different composers and famous pieces of music and to be able to recognise key features of different periods.</p>	<p>Identify different musical features from different cultures.</p>	<p>Think about how music has changed. Be able to name 3 different periods of music. Discuss the key features of Baroque music and a variety of instruments used in Renaissance. Be able to name some composers from musical history.</p>	<p>Understand the different features of music from different cultures.</p> <p>Identify how different cultures use different instruments to create unique sounds.</p>	<p>Gain a greater understanding of different periods within music and name composers and features from that particular period.</p> <p>To be able to describe how features change between different periods.</p>	
<p>Children working above average</p> <p>Children working below average.</p>							

