



## Music

## Early Years and Key Stage 1

	EYFS: Nursery	EYFS: Reception	Year 1	Year 2	End of Key Stage Expectations
<b>Vocal Skills</b>	<p>I can begin to build a repertoire of songs.</p> <p>I can sing a few familiar songs.</p> <p>I can sing to myself and make up simple songs.</p> <p>I can show awareness of rhyme and alliteration.</p>	<p>I can build a repertoire of songs.</p> <p>I can sing songs.</p> <p>I can experiment with ways of changing songs.</p>	<p>I can use my voice in different ways</p> <p>I can sing collectively at the same pitch</p> <p>I can use my voice to sing songs, speaking chants and rhymes</p>	<p>I can use my voice expressively and creatively by singing songs and speaking chants and rhymes</p> <p>I can accurately pitch simple melodies</p> <p>I can pitch small intervals with a good degree of accuracy</p>	<p><b>Pupils should be taught to:</b></p> <p>-use their voices expressively and creatively by singing songs and speaking chants and rhymes</p>
<b>Performing</b>	<p>I can make up rhythms.</p> <p>I can tap out simple repeated rhythms.</p> <p>I can explore and learn how sounds can be changed</p> <p>I can create movement in response to music.</p> <p>I can explore the different sounds of instruments.</p>	<p>I can sing songs, make music and dance.</p> <p>I can experiment with ways of changing songs, music and dance.</p> <p>I can represent my own ideas, thoughts and feelings through music and dance.</p>	<p>I can perform simple songs from memory</p> <p>I can experiment with, create, select and combine sounds using the inter-related dimensions of music</p>	<p>I can play tuned and untuned instruments musically</p> <p>I can rehearse and perform with others</p> <p>I can create, repeat, adapt and extend simple rhythmic and melodic patterns and words as appropriate to given or chosen stimuli or in play contexts</p>	<p>-play tuned and untuned instruments musically</p> <p>-experiment with, create, select and combine sounds using the inter-related dimensions of music</p>
<b>Listening and Appraising</b>	<p>I can listen and do for short span demonstrating two-channelled attention</p>	<p>I can maintain attention, concentrate and sit quietly during appropriate activities.</p> <p>I can listen attentively in a range of situations.</p>	<p>I can listen to a variety of music from a range of cultures, traditions and historical periods</p>	<p>I can listen carefully and develop my aural memory</p> <p>I can express an opinion after listening to a piece of live or recorded music</p> <p>I can listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>I can recognise how musical elements can be used to create different moods and effects</p>	<p>-listen with concentration and understanding to a range of high-quality live and recorded music</p>



## Music

## Key Stage 2

	Year 3	Year 4	Year 5	Year 6	End of Key Stage Expectations
<b>Vocal Skills &amp; Performing</b>	<p>I can develop an understanding of breathing, posture, phrasing, dynamics and accuracy of pitch</p> <p>I can sing in tune with expression</p> <p><b>Recorders</b></p>	<p>I can develop sensitivity in playing/singing (e.g. replicate block dynamics)</p> <p>I can play a simple melodic pattern based on a couple of notes</p> <p>I can maintain an independent part in a group or as a soloist when singing or playing for example rhythm, ostinato, drone, simple part-singing etc.</p> <p>I can sing within an appropriate vocal range with clear diction, mostly accurate tuning and control of breathing</p> <p><b>Keyboards</b></p>	<p>I can maintain an independent part in a group or as a soloist when singing or playing, for example when part singing, showing an awareness of how parts fit together.</p> <p>I can sing within an appropriate vocal range with clear diction, accurate tuning, control of breathing and communicating an awareness of style</p> <p><b>African and Samba Drumming</b></p>	<p>I can play or sing a complicated melody and maintain it as part of a multi-layered ensemble piece</p> <p>I can perform in solo and ensemble contexts, using my voice with increasing accuracy, fluency, control and expression</p> <p><b>Production</b></p>	<p><b>Pupils should be taught to:</b></p> <p>-play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>
<b>Composing and Improvising</b>	<p>I can create short improvisations, arrangements and compositions from a broad range of given or chosen musical and nonmusical stimuli</p>	<p>I can create simple rhythmic patterns, melodies and accompaniments</p> <p>I can improvise within given or chosen parameters (e.g. structures, using particular scales/notes etc.)</p>	<p>I can improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>I can improvise within given or chosen parameters (e.g. structures, using particular scales/notes etc.)</p>		<p>-improvise and compose music for a range of purposes using the inter-related dimensions of music</p>
<b>Listening and Appraising</b>	<p>I can listen with attention to detail and recall sounds</p> <p>I can recognise how musical elements are combined and used expressively</p> <p>I can appreciate a wide range of high quality music drawn from different traditions and from great composers and musicians.</p> <p><b>Singing Assemblies</b></p> <p><b>During each term we will listen to at least one piece from every major musical period</b>  <b>Autumn – Classical (Baroque and classical)</b>  <b>Spring – Classical (Romantic and 20<sup>th</sup> Century)</b>  <b>Summer – World Music</b></p>	<p>I can listen with attention to detail and recall sounds with increasing aural memory</p> <p>I can make improvements to my own work, commenting on intended effect</p> <p>I can appreciate a wide range of high quality music drawn from different traditions and from great composers and musicians. <b>Singing Assemblies</b></p> <p><b>During each term we will listen to at least one piece from every major musical period</b>  <b>Autumn – Classical (Baroque and classical)</b>  <b>Spring – Classical (Romantic and 20<sup>th</sup> Century)</b>  <b>Summer – World Music</b></p>	<p>I can make improvements to their own work, commenting on intended effect using appropriate musical vocabulary</p> <p>I can appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians.  <b>JS Bach and Handel- Baroque</b>  <b>Mozart and Beethoven- Classical</b>  <b>Chopin, Tchaikovsky- Romantic</b>  <b>Gershwin, Joplin, Ravel- 20th Century</b></p> <p><b>Singing Assemblies</b></p> <p><b>During each term we will listen to at least one piece from every major musical period</b>  <b>Autumn – Classical (Baroque and classical)</b>  <b>Spring – Classical (Romantic and 20<sup>th</sup> Century)</b>  <b>Summer – World Music</b></p>	<p>I can suggest improvements to my own and others' work, comment on how intentions have been achieved</p> <p>I know the elements of music and to be able to show understanding of these by applying appropriately when describing a piece of music.</p> <p>I can appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p><b>JS Bach and Handel- Baroque</b>  <b>Mozart and Beethoven- Classical</b>  <b>Chopin, Tchaikovsky- Romantic</b>  <b>Gershwin, Joplin, Ravel- 20th Century</b></p> <p><b>Singing Assemblies</b></p> <p><b>During each term we will listen to at least one piece from every major musical period</b>  <b>Autumn – Classical (Baroque and classical)</b>  <b>Spring – Classical (Romantic and 20<sup>th</sup> Century)</b>  <b>Summer – World Music</b></p>	<p>-listen with attention to detail and recall sounds with increasing aural memory</p> <p>-appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>--develop an understanding of the history of music.</p>
<b>Notation</b>	<p>I can experience the use of staff notation when performing</p> <p>I can be able to recognise crotchet, quaver and minim rhythms</p> <p>I can be able to read notation for and clap/tap a 4-beat pattern</p>	<p>I can understand how pitch is represented on a stave</p>			<p>-use and understand staff and other musical notations</p>

