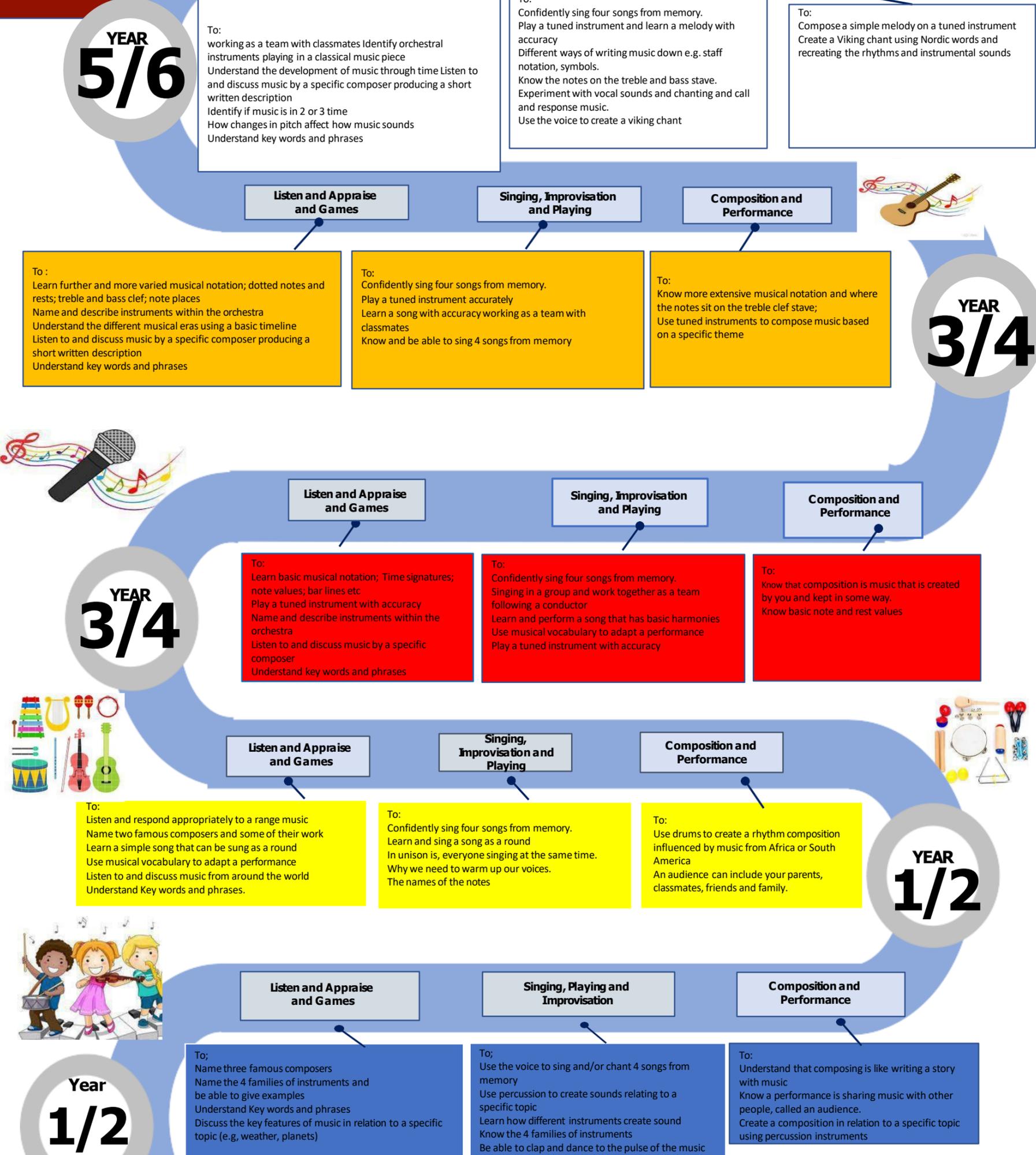


Music

MUSIC MATTERS!



Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression. Improve and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions. Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions. Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices. Listen with increasing discrimination to a wide range of music from great composers and musicians. Develop a deepening understanding of the music that they perform and to which they listen, and its history.



**Preschool**  
**Communication and Language:**  
• Sing a large repertoire of songs.  
**Physical Development:**  
• Use large-muscle movements to wave flags and streamers, paint and make marks.  
**Expressive Art and Design:**  
• 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 match').  
• 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.

**Reception**  
**Communication and language:**  
• Listen carefully to rhymes and songs, paying attention to how they sound.  
• Learn rhymes, poems and songs.  
**Physical Development:**  
• Combine different movements with ease and fluency.  
**Expressive Arts and Design:**  
• Explore, use and refine a variety of artistic effects to express their ideas and feelings.  
• Return to and build on their previous learning, refining ideas and developing their ability to represent them.  
• Create collaboratively, sharing ideas, resources and skills.  
• 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.  
**Early Learning Goal**  
Sing a range of well-known nursery rhymes and songs.  
Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

**Early Years**

YEAR 7

YEAR 5/6

YEAR 5/6

YEAR 3/4

YEAR 3/4

YEAR 1/2

To :  
Learn further and more varied musical notation; dotted notes and rests; treble and bass clef; note places  
Name and describe instruments within the orchestra  
Understand the different musical eras using a basic timeline  
Listen to and discuss music by a specific composer producing a short written description  
Understand key words and phrases

To:  
Confidently sing four songs from memory.  
Play a tuned instrument accurately  
Learn a song with accuracy working as a team with classmates  
Know and be able to sing 4 songs from memory

To:  
Know more extensive musical notation and where the notes sit on the treble clef staff;  
Use tuned instruments to compose music based on a specific theme

To:  
Learn basic musical notation; Time signatures; note values; bar lines etc  
Play a tuned instrument with accuracy  
Name and describe instruments within the orchestra  
Listen to and discuss music by a specific composer  
Understand key words and phrases

To:  
Confidently sing four songs from memory.  
Singing in a group and work together as a team following a conductor  
Learn and perform a song that has basic harmonies  
Use musical vocabulary to adapt a performance  
Play a tuned instrument with accuracy

To:  
Know that composition is music that is created by you and kept in some way.  
Know basic note and rest values

To:  
Listen and respond appropriately to a range music  
Name two famous composers and some of their work  
Learn a simple song that can be sung as a round  
Use musical vocabulary to adapt a performance  
Listen to and discuss music from around the world  
Understand Key words and phrases.

To:  
Confidently sing four songs from memory.  
Learn and sing a song as a round  
In unison is, everyone singing at the same time.  
Why we need to warm up our voices.  
The names of the notes

To:  
Use drums to create a rhythm composition influenced by music from Africa or South America  
An audience can include your parents, classmates, friends and family.

Year 1/2

To;  
Name three famous composers  
Name the 4 families of instruments and be able to give examples  
Understand Key words and phrases  
Discuss the key features of music in relation to a specific topic (e.g, weather, planets)

To;  
Use the voice to sing and/or chant 4 songs from memory  
Use percussion to create sounds relating to a specific topic  
Learn how different instruments create sound  
Know the 4 families of instruments  
Be able to clap and dance to the pulse of the music

To:  
Understand that composing is like writing a story with music  
Know a performance is sharing music with other people, called an audience.  
Create a composition in relation to a specific topic using percussion instruments

Listen and Appraise and Games

To:  
Identify differences between musical theatre and film scores  
Analyse a musical score and identify key features  
Take part in a performance  
Create a chart of four composers noting the type of music, the nationality and some key features of their music  
Identify if music is in a major or minor key  
Understand broader use of musical notation such as accidentals, crescendo markings, rits and dims  
Understand key words and phrases

Singing, Improvisation and Playing

To:  
Confidently sing four songs from memory.  
Play a tuned instrument and learn a song with accuracy working as a team with classmates  
Compose a simple melody on a tuned instrument and notate it including key notation features

Composition and Performance

To:  
Compose a simple melody on a tuned instrument and notate it including key notation features  
Compose music that is created by you and kept in some way.  
It has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure.  
Notation: recognise the connection between sound and symbol

Listen and Appraise and Games

To:  
working as a team with classmates Identify orchestral instruments playing in a classical music piece  
Understand the development of music through time Listen to and discuss music by a specific composer producing a short written description  
Identify if music is in 2 or 3 time  
How changes in pitch affect how music sounds  
Understand key words and phrases

Singing, Improvisation and Playing

To:  
Confidently sing four songs from memory.  
Play a tuned instrument and learn a melody with accuracy  
Different ways of writing music down e.g. staff notation, symbols.  
Know the notes on the treble and bass stave.  
Experiment with vocal sounds and chanting and call and response music.  
Use the voice to create a viking chant

Composition and Performance

To:  
Compose a simple melody on a tuned instrument  
Create a Viking chant using Nordic words and recreating the rhythms and instrumental sounds

Listen and Appraise and Games

Singing, Improvisation and Playing

Composition and Performance

Listen and Appraise and Games

Singing, Improvisation and Playing

Composition and Performance

Listen and Appraise and Games

Singing, Improvisation and Playing

Composition and Performance

Listen and Appraise and Games

Singing, Playing and Improvisation

Composition and Performance