

EYFS

Children in Reception will be learning to:

- Sing a range of songs and rhymes
- Explore the pitch of their voice and how to match it to the pitch of the song they are singing
- Make up their own songs and rhymes
- To listen to live and recorded music, hearing lyrics, rhymes and instruments, hearing changes in tempo, rhythm and dynamics and expressing how it makes them feel, and what it makes them imagine.
- To explore the range of sounds made by different instruments and use a range of percussive instruments to enhance songs and rhymes, knowing the names of instruments that they have explored and used.

Children at the expected level of development at the end of the Reception year will:

- Join in with familiar songs, matching the pitch of their voice to the song they are singing
- Create their own songs and rhymes
- Use music creatively to explore how it makes them feel
- Begin to understand the difference between lyrics, rhymes and instruments, and use simple movements to move in time with the music.
- Play a range of percussive instruments to accompany songs and rhymes, naming each instrument they play

Strand	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Composition & Appraisal Listen to, review and evaluate music across a range of historical periods, genres, styles, cultures and traditions, including the works of the great composers and musicians.	<p>To start to recognise different instruments</p> <p>To start to recognise and explore varied musical styles and traditions</p>	<p>Perform simple patterns and accompaniments keeping to a steady pulse.</p> <p>To start to develop an understanding of the history and context of music</p>	<p>To recognise different instruments</p> <p>Explore a range of musical genres</p>	<p>To confidently recognise different instruments.</p> <p>To listen with direction to a wide range of high-quality music.</p>	<p>Improve melodic and rhythmic phrases using a range of simple structures.</p> <p>Use musical ideas and structures to compose a score.</p> <p>Improve and compose using elements of different genres and styles.</p>	<p>Select and make expressive use of tempo, dynamics, phrasing and timbre.</p> <p>Use appropriate notation to effectively plan, revise and refine a musical score.</p> <p>Compare, improve and perform a range of melodies and songs for different audiences from different cultures.</p> <p>Develop an understanding of the history of music.</p>
Performing Learn to sing and use their voices to create and compose music on their own and with others, have the opportunity to learn a musical instrument and	<p>Sing simple songs with accuracy and pitch</p> <p>To work together in an ensemble band</p> <p>To appreciate the importance of starting and ending together</p>	<p>Singing with increasing expressions</p> <p>To sing and play instruments to an audience</p> <p>Identify ways of improving</p>	<p>Singing with awareness of breathing and diction</p> <p>Compose, improve and perform simple melodies and songs</p> <p>To build on the</p>	<p>Sing with awareness of dynamics, phrasing and pitch control.</p> <p>Compare, contrast and combine a range of musical genre.</p>	<p>Make use of a range of expressive elements in own performance.</p> <p>Maintain a complex part in an ensemble or choral group.</p>	<p>Explain the processes and contexts of a range of musical genre and styles.</p> <p>Maintain a complex part in a large ensemble or choral</p>

use technology appropriately.		own work Recognise how musical instruments are	correct musical language to suit the style of music being			
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Strand	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Recognise how musical elements can be used to create different effects	combined and used expressively	learnt about, as well as discussing feelings and emotions/likes and dislikes, that are linked to music	Maintain an increasingly complex part in an ensemble or choral group.		group with multiple parts.
Musical Elements Understand and explore how music is created, produced and communicated, including through; pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.	Identify high and low sounds in the environment. Identify long and short sounds in the environment. Identify loud and soft sounds in the environment. Identify fast and slow sounds in the environment. Listen to and repeat simple patterns of sounds.	Compare and contrast sounds according to pitch. Compare and contrast sounds according to duration. Explore the effect of silence. Use a cyclical pattern (fixed number of beats repeated continuously)	Improve a repeated pattern Recognise differences in soft loud etc Create and perform linear and cyclical patterns	Identify and create more complex patterns, maintaining own part. Recognise the difference between unison and harmony.	Invent a complex cyclical pattern using beats and patterns of different length. Recognise a range of dynamic features including accents. Explore complex structures containing more than one melody.	Create and perform musical pieces in more than one way. Use dynamic markings to create an expressive performance.