

|  | <b>Reception</b>   | <b>Year 1</b>  | <b>Year 2</b>   | <b>Years 3 to 6 termly rotation of music provision</b><br>Cello & Violins/Samba Drumming/Singing  |  |
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| <b>Controlling sounds through singing and playing (performing)</b> | <p>Sing echo songs and perform movements to a steady beat.</p> <p>Explore singing at different speeds and pitch to create moods and feelings.</p> <p>Discover how to use the voice to create loud and soft sounds.</p> | <p>Take part in singing.</p> <p>Follow instructions on how and when to sing/play an instrument.</p> <p>Take notice of others when performing.</p> <p>Make and control long and short sounds (duration).</p> <p>Imitate changes in pitch– high and low.</p> | <p>Sing songs in ensemble following the tune (melody) well.</p> <p>Use voice to good effect understanding the importance of warming up first.</p> <p>Perform in ensemble with instructions from the leader.</p> <p>Make and control long and short sounds using voices and instruments, playing by ear and including simple improvisation (duration).</p> | <p>Sing in tune, breathe well, pronounce words, change pitch and dynamics.</p> <p>Sustain a rhythmic ostinato/ drone/ melodic ostinato (riff) (to accompany singing) on an instrument (tempo/ duration/ texture).</p> <p>Perform with control and awareness of what others are singing/ playing.</p> <p>Improvise within a group using more than 2 notes.</p> | <p>Sing or play from memory with confidence.</p> <p>Take turns to lead a group.</p> <p>Maintain own part in a round/ sing a harmony/ play accurately with awareness of what others are playing.</p> <p>Play more complex instrumental parts.</p> <p>Improvise using 5 notes of the pentatonic scale.</p> |

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| <p><b>Creating and developing musical ideas (composing)</b></p> | <p>Play instruments to a steady beat.</p> <p>Understand how to hold and play an instrument with care.</p> <p>Explore the different sounds instruments make.</p> <p>Choose an instrument to create a specific sound.</p> | <p>Make a sequence of long and short sounds with help (duration).</p> <p>Clap longer rhythms with help.</p> <p>Make different sounds (high and low– pitch; loud and quiet– dynamics; fast and slow-tempo; quality of the sound- smooth, crisp, scratchy, rattling, tinkling etc.– timbre).</p> | <p>Carefully choose sounds to achieve an effect (including use of ICT).</p> <p>Order sounds to create an effect (structure- beginnings/endings).</p> <p>Create short musical patterns.</p> <p>Create sequences of long and short sounds- rhythmic patterns (duration).</p> <p>Control playing instruments so they sound as they should.</p> <p>Use pitch changes to communicate an idea.</p> <p>Start to compose with two or three notes.</p> | <p>Compose and perform melodies using three or four notes.</p> <p>Make creative use of the way sounds can be changed, organised and controlled.</p> <p>Create accompaniments for tunes using drones or melodic ostinato (riffs).</p> <p>Create (dotted) rhythmic patterns with awareness of timbre and duration.</p> | <p>Compose and perform melodies using five or more notes.</p> <p>Show confidence, thoughtfulness and imagination in selecting sounds and structures to convey an idea.</p> <p>Create music reflecting given intentions and record using standard notation.</p> |
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| <b>Responding and reviewing (appraising)</b> | <p>Express feelings in music by responding to different moods in a musical score.</p> <p>Listen to music and respond by using hand and whole body movements.</p> <p>Listen to different sounds (animal noise, water etc.) and respond with voice and movement.</p> | <p>Hear the pulse in music.</p> <p>Hear different moods in music.</p> <p>Identify texture— one sound or several sounds?</p> <p>Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.).</p> | <p>Identify the pulse in music.</p> <p>Recognise changes in timbre (sound quality- smooth, crisp, scratchy, rattling, tinkling etc.), dynamics (loud and quiet), tempo (fast and slow) and pitch (high and low).</p> <p>Start to recognise different instruments.</p> | <p>Know how pulse stays the same but rhythm changes in a piece of music and dance.</p> <p>Listen to several layers of sound (texture) and talk about the effect on mood and feelings. Interpret in dance.</p> <p>Use more musical dimensions vocabulary to describe music— duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony.</p> <p>Counting simple music when dancing.</p> | <p>Use musical vocabulary confidently to describe music and dance structures such as canon, fugue, unison, rondo.</p> <p>Refine and improve own/ others' work. Use a range of words to describe music (eg. duration, timbre, pitch, dynamics, tempo, texture, structure, beat, rhythm, metre, silence, riff, ostinato, melody, harmony, chord, flat, sharp, dotted rhythm, staccato, legato, crescendo, diminuendo).</p> <p>Use these words to identify strengths and weaknesses in own and others' music.</p> <p>Identify orchestral family.</p> |

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| <p><b>Listening and applying knowledge and understanding</b></p> | <p>Choose different instruments, including the voice, to create sound effects in play.</p> <p>Investigate a variety of ways to create sound with different materials.</p> <p>Experiment performing songs and music together with body movements to a steady beat.</p> | <p>Listen for different types of sounds.</p> <p>Know how sounds are made and changed.</p> <p>Make sounds with a slight difference, with help.</p> <p>Use voice in different ways to create different effects.</p> | <p>Listen carefully and recall short rhythmic and melodic patterns.</p> <p>Use changes in dynamics, timbre and pitch to organise music.</p> <p>Change sounds to suit a situation.</p> <p>Make own sounds and symbols to make and record music.</p> <p>Start to look at basic formal notation- play by ear first.</p> <p>Know music can be played or listened to for a variety of purposes (in history/ different cultures).</p> | <p>Combine sounds expressively (all dimensions).</p> <p>Read notes and know how many beats they represent (minim, crotchet, semibreve, quaver, dotted crotchet, rests).</p> <p>Describe different purposes of music in history/ other cultures.</p> <p>Listen to music identify instruments and suggest historical period.</p> <p>Know the names of Classical composers such as Mozart, Beethoven and Hayden.</p> <p>Respond in movement and dance to musical scores.</p> | <p>Use increased aural memory to recall sounds accurately.</p> <p>Know and use standard musical notation to perform and record own music (adding dotted quavers).</p> <p>Use different venues and occasions to vary performances.</p> <p>Describe different purposes of music in history/ other cultures.</p> <p>Retain knowledge of musical periods and assign key works to historical period through deduction</p> <p>Know of key composers and which period they relate to</p> |