



By the end of Reception, pupils will know and be able to:

- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.
  
- 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.

### **Being Imaginative and Expressive (ELG)**

- 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.

By the end of year 1 pupils will know and be able to:

**OURSELVES - EXPLORING SOUNDS - Autumn**

- create and respond to vocal sounds
- explore how to change sounds
- create and place vocal and body percussion sounds

**NUMBER – BEAT - Autumn**

- recognise and develop a sense of steady beat using voices and body percussion
- identify and perform changes in tempo
- learn to play percussion with control
- identify and keep a steady beat using movement, body percussion and instruments
- recognise and respond to changes in the tempo in music

**ANIMALS – PITCH - Spring**

- relating to pitch to high and low body posture
- understand pitch by singing and song with contrasting high and low melodies
- identify and play high and low pitches in music
- explore and develop an understanding of pitch using the voice and body movements
- recognise and perform pitch changes and contrasts

**WEATHER - EXPLORING SOUNDS - Spring**

- explore and control dynamics (volume), duration and timbre with voices, body percussions and instruments
- improvise descriptive music
- control duration and dynamics using voices, body percussion instrument identify a sequence of sounds (structure) in a piece of music
- identify sequence of sounds (structure) in a piece of music
- respond to music to movement

**MACHINES- BEAT**

play a steady beat

control changes in speed (tempo)

**SEASONS – PITCH - Summer**

- identify changes in pitch and respond to them with movement
- contrast changes in pitch with changes in dynamics (volume)

- relate pitch changes to graphic symbols and perform pitch changes vocally
- listen and respond to a falling pitch signal
- distinguish between pitched and un-pitched percussion sounds

#### OUR SCHOOL - EXPLORING SOUNDS

explore different sound sources and material

analyse the dynamics and duration of the sounds around the school

explore these elements/dimensions on instruments

create two contrasting textures

interpret sounds and explore instruments

create a soundscape as part of a song performance.

#### PATTERN – BEAT - Summer

- make a steady beat with voices in the body percussion
- perform a steady beat in patterns of 2,3 and 4 beats (metre)
- explore different ways to emphasise the first beat in a repeating pattern or metre
- identify metre by reorganising its pattern
- divide the number 12 in the 2s, 3s and 4s
- explore different ways to emphasise beats to form a group (metre)
- explore sounds and instruments and find different ways to vary their sound

#### STORY TIME - EXPLORING SOUNDS

discuss basic musical terms – fast, slow, loud, quiet

understand how music can tell a story

perform with concentration

play fast, slow, loud and quiet

create music that matches an event in a story

#### OUR BODIES – BEAT - Summer

- perform a steady beat at 2 different speeds (tempi)
- respond to change the mood in a piece of music with a slow and fast to the beat
- identify repeated rhythm pattern
- combine a rhythm pattern nice steady beat
- perform rhythm patterns on body percussion to a steady beat

#### TRAVEL - PERFORMANCE

combine voices, movement and instruments to perform a chant and a song  
keep a steady beat on instruments  
create word rhythms  
perform word rhythms with movement  
play and combine simple word rhythms  
respond to music and movement

WATER – PITCH - Summer

- understand musical structure by listening and responding
- perform a simple repeated pattern.

By the end of year 2 pupils will know and be able to:

#### OURSELVES - EXPLORING SOUNDS

- create and respond to vocal sounds and vocal percussion
- develop the use of vocal sounds to express feeling
- explore expression in a conversation without words
- notate pitch shape and duration using simple line graphics
- understand how mood can be expressed using the voice
- understand the structure of 'call and response' songs
- develop an expressive song performance with voice and instruments

#### TOYS - BEAT

- keep a steady beat at different speeds (tempi)
- make beats within a 4-beat meter
- develop a sense of a steady beat through chants, actions and instruments
- change the tempo

#### OUR LAND - EXPLORING SOUNDS

- explore timbre and texture to understand how sounds can be descriptive
- creating and perform descriptive instrumental music inspired by British myths and legends
- listen to and identify contrasting sections of descriptive music
- match descriptive sounds to images
- identify ways of producing sounds
- listen to and evaluate composition
- rehearse and refine to develop a performance.

#### OUR BODIES - BEAT

- recognise and respond to a rhythm ostinato pattern
- recognise and play rhythmic patterns
- recognise and respond to steady beats and different tempi
- play steady beat at different tempi on body percussion and instruments

#### ANIMALS - PITCH

- listen to a steady beat than responding movement

- identify and respond to changes in pitch, upwards and downwards
- perform changes in pitch using whole body movement and voice understanding perform upwards and downwards pitch direction
- read pitch line notation
- play pitch lines on a tuned Prakashan
- combine pitch change with changes in other elements/dimensions.

#### NUMBER - BEAT

- perform a steady beat and simple rhythms using movement and body percussion
- perform simple rhythms using movement and percussion
- understand and differentiate between beat and rhythm
- perform a steady beat and simple rhythms using movement and body percussion
- understand and differentiate between the beat and rhythm.

#### STORY TIME - EXPLORING SOUNDS

- combine sounds to create a musical affect
- understand how music, dance and drama and combining storytelling
- explore voices to create descriptive musical effects
- create and match descriptive sounds made with the voice
- combine sounds to create a musical affect
- perform to an audience

#### SEASONS – PITCH

- sing with expression, paying attention to the pitch shape of the melody
- use sign language in a song
- accompany a song with vocal and instrumental astinati
- identify rising and falling pitch
- perform rising pitch sequence in a song
- listen respond to pitch changes with movements
- sing with expression and paying attention to pitch shape of the melody

#### WEATHER/EXPLORING SOUNDS

- perform a rhythmic chant and play and independent rhythm pattern to accompany it
- listen in detail to piece of orchestral music
- perform an updated version of a traditional rhyme with a rap section included
- accompany a song with three different repeated word patterns

- compose music to illustrate a story

#### PATTERN – BEAT

- perform steady beat patterns with the song
- play different patterns of steady beat within four beats, matching to a simple score
- perform and create simple rhythms using a simple score
- perform steady patterns in groups to accompany a song
- play different patterns of steady beat in groups and match them to a simple score
- perform and create simple three beat rhythms using a simple score
- interpret a score to perform different beat patterns.
- perform beat patterns with voices and percussion
- explore different ways to organise music

#### WATER - PITCH

- understand pitch through singing, movement and note names
- perform a melody
- understand melody through songs, movement and perform pitch shapes on a tuned instrument
- explore and develop an understanding of pitch
- use musical scales, high notes and low notes in a composition

#### TRAVEL – PERFORMANCE

- explore patterns of musical movement in a game song
- respond to a song with movement
- use simple musical vocabulary to describe music
- combine a steady beat and the reasons to accompany a song
- listen and respond to contemporary orchestral music

By the end of year 3 pupils will know and be able to:

#### ENVIRONMENT – COMPOSITION

- select descriptive sounds to accompany a poem
- create a musical retelling of a poem
- sing in a two-part harmony
- accompany a song with a melodic ostinato
- explore timbre to create a descriptive piece of music
- learn about ternary form
- sing a song with expression
- develop the lyrics of a song
- choose timbre to make an accompaniment
- combine chants and sound pictures in a class performance in a rando structure

#### BUILDING – BEAT

- understand how music can be organised in sequences
- use voices and actions to perform simple rhythms within a steady beat
- understand how music can be organised in layers
- combine rhythms in layers
- create music using the children's own ideas
- make choices about musical structure

#### SOUNDS – EXPLORING SOUNDS

- learn how sounds are produced and instruments are classified
- learn about aerophones
- understand musical convention structure
- learn about idiophones
- develop an understanding of call and response
- learn about chordophones.

#### POETRY – PERFORMANCE

- enhance and extend the performance of the poem using vocal patterns
- create a piece of playground music out of layered vocal patterns as part of a performance piece
- explore contrasting moods and effects as part of a performance
- combine two rhythmic patterns using body percussion and percussion instruments as part of a performance piece.



#### CHINA – PITCH

- understand the pentatonic scale
- understand pitch through composing, notating and reading graphic notation
- perform a pentatonic song with tuned and untuned accompaniments
- play in steps using graphic notation

#### TIME – BEAT

- identify the metre in a piece of music
- play independent parts in more than one metre simultaneously
- identify and perform an ostinato
- improvise an ostinato accompaniment
- perform a rhythmic ostinati individually and in combination layer rhythms. Recognise rhythm patterns in staff notation.

#### IN THE PAST – PITCH

- understand pitch
- learn to read simple pitch notation
- understand and use pitch notations
- read simple rhythmic notation
- learn a Tudor dance.

#### COMMUNICATION – COMPOSITION

- represent sounds with symbols
- use voices creatively and expressively
- create and perform from a symbol score

#### HUMAN BODY – STRUCTURE

- understand call and response structure
- perform word rhythms
- explore sounds
- sing in 2 parts
- perform a call and response structure
- understand and perform binary form

#### SINGING FRENCH – PITCH

- understand pitch through melody
- develop a song
- understand pitch through singing and playing the melody
- recognise pitch shapes
- read notations to play a melody

#### ANCIENT WORLDS - STRUCTURE

- explore tuned and untuned percussion to create soothing, repetitive music based on ostinato
- sing a song then accompany it with tuned percussion ostinato.
- explore musical phases, melodic imitation and rounds
- perform a round in three parts
- arrange an accompaniment with attention to balance and musical affect.

#### FOOD AND DRINK – PERFORMANCE

- explore simple accompaniments using beat and rhythm patterns
- use a score and combine sounds to create different musical textures
- explore different types of accompaniment

By the end of year 4 pupils will know and be able to:

- know the history of the D’Jembe; where it originates from and how it is made
- understand how drumming is a huge part of the everyday community life in West Africa
- have fun and build confidence
- build strength, stamina and listening skills:
- perform pulse and rhythm
- perform all the west African rhythms taught

By the end of year 5 pupils will know and be able to:

- understand how we start a song (by counting in) and also understand that the speed of the counting informs the speed of the strumming
- to strum in time, on the beat, know most of the following chords from memory and have started to change from one chord to another.
  - 0 fingers - Am7
  - 1 finger - C, C7, Am
  - 2 finger - F, D7, Em7
- read chord diagrams and at least work out where their fingers should be for any given chord even if coordinating their fingers is not yet possible.
- perform a more complex strumming pattern than simply down strums on the beat
- extend the chords they know from memory to more complex 3 finger chords and changes between chord become more and more fluid.
  - 3 fingers - G, G7, E7, Em
- understand how tablature notation functions.
- able to play ukulele and sing at the same time.
- produce a short composition of their own.
- perform barre chords (covering all four strings)

By the end of year 6 pupils will know and be able to:

#### Composing Music

- compose and notate a piece of music
- play and perform in solo and ensemble contexts, using tuned instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- play and perform in solo and ensemble contexts, using tuned instruments their voices with increasing accuracy, fluency, control and expression

#### History of Music

- Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians
- Develop an understanding of the history of music