



Music

	EYFS	KS1	LKS2	UKS2
Play and Perform	<ul style="list-style-type: none"> • Begin to build a repertoire of songs and dances. • Explore the different sounds of instruments. 	<ul style="list-style-type: none"> • Listen to, copy and repeat a simple rhythm or melody. • Learn and perform chants, rhythms, raps and songs. • Learn to follow the conductor or band leader. • Sing songs musically and understand how to warm up and project the voice whilst demonstrating good posture. • Improvise a simple rhythm using different instruments including the voice. • Use voice expressively and creatively by singing songs and speaking chants and rhymes with growing confidence. • Sing a song in two parts. • Use tunes and unturned classroom percussion to play accompaniments and tunes. • Play instruments using the correct techniques with respect. 	<ul style="list-style-type: none"> • Sing songs with multiple parts with increasing confidence. • Play and perform in solo or ensemble contexts with confidence. • Copy increasingly challenging rhythms using body percussion and unturned instruments where appropriate. • Sing as part of an ensemble with confidence and precision. • Play and perform in solo or ensemble contexts with increasing confidence. 	<ul style="list-style-type: none"> • Sing as part of an ensemble with increasing confidence and precision. • Play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression. • Sing as part of an ensemble with full confidence and precision. • Play and perform in solo or ensemble contexts with increasing accuracy, control, fluency and expression.



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Composing	<ul style="list-style-type: none"> • Sing songs, make music and dances, and experiment with ways of changing them. • Represent own ideas, thoughts and feelings through music. 	<ul style="list-style-type: none"> • Use tunes and unturned classroom percussion to compose and improvise. • Practise, rehearse and present performances to audiences with a growing awareness of the people watching. • Experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<ul style="list-style-type: none"> • Confidently recognise and explore a range of musical styles and traditions and know their basic style indicators. 	<ul style="list-style-type: none"> • Compose complex rhythms from an increasing aural memory. • Improvise with increasing confidence using own voice, rhythms and varied pitch. • Create a simple composition and record using formal notation. • Improvise and compose music for a range of purposes using the inter-related dimensions of music.
Listen & Respond		<ul style="list-style-type: none"> • Listen to music with sustained concentration. • Discuss feelings and emotions linked to different pieces of music. • Listen with concentration and understanding to a range of high-quality live and recorded music. • Develop an understanding of melody, the words and their importance in the music being listened to. • Begin to describe a piece of music using a developing understanding of the interrelated musical dimensions. 	<ul style="list-style-type: none"> • Listen with direction to a range of high quality music. • Find the pulse within the context of different songs/music with ease. • Begin to listen to and recall sounds with increasing aural memory. • Listen to and recall sounds with increasing aural memory. • Use musical language to appraise a piece or style of music. 	<ul style="list-style-type: none"> • Listen with attention to detail and recall sounds with increasing aural memory. • Appropriately discuss the dimensions of music and recognize them in music heard. • Listen with attention to detail and recall sounds with increasing aural memory and accuracy. • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.



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<p>Musical Knowledge</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Recognise different instruments. • Find the pulse whilst listening to music and using movement. • Begin to understand that the rhythm is a mixture of long and short sounds that happen over the pulse. • Use the correct musical language to describe a piece of music. • Understand that pitch describes how high or low sounds are. • Understand that temp describes how fast or slow the music is. • Understand that dynamics describe how loud or quiet the music is. • Understand that timbre describes the character or quality of a sound. • Understand that texture describes the layers within the music. • Understand that structure describes how different sections of music are ordered. • Build an understanding of the pulse and internalise it when listening to a piece of music. 	<ul style="list-style-type: none"> • Confidently recognise a range of musical instruments and the sounds they make. • Understand that improvisation is when a composer makes up a tune within boundaries. • Understand that composition is when a composer writes down and records a musical ideas. • Develop an understanding of formal, written notation which includes crotchets and rests. • Develop an understanding of formal, written notation which includes minims and quavers. 	<ul style="list-style-type: none"> • Understand how pulse, rhythm and pitch work together. • Deepen an understanding and use of formal, written notation which includes staff, semibreves and dotted crotchets. • Develop and increasing understanding of the history and context of music.
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