Music

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|  | Preschool | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Singing and Performing | Begins to build a repertoire of songs and dances.  Sing songs, and dance experimenting with changing them. | Use voices to sing songs, chants and rhymes.  Explore and create sounds with a variety of instruments.  Perform publicly | Sing songs and chants rhymes with some expression.  Experiment to create accompaniments using instruments.  Perform publicly. | Sing songs creatively adding accompaniments. changing the words and musical qualities.  Add accompaniments to create and combine sounds using tuned and untuned instruments.  Perform publicly | Perform in a group using voices and instruments with expression.  Begin to read simple notation on the Treble Clef and understand how notes and rests are organised  Sing in a round  Perform publicly | Perform in a group and alone using voices and instruments.  Begin to read simple notation on the Treble Clef and understand how notes and rests are organised  Sing in a round and in canon.  Perform publicly | Perform in a group and alone using voices and instruments with increasing fluency, accuracy, control and expression  Begin to read simple notation on the Treble Clef and understand how notes, repeats and rests are organised  Sing in two parts including two part harmonies.  Perform publicly, in large, small or solo contexts | Perform in a group and alone using voices and instruments with increasing fluency, accuracy, control and expression  Begin to read simple notation on the Treble Clef and understand how notes, repeats and rests are organised  Sing in two parts including two part harmonies.  Perform publicly, in large, small or solo contexts |
| Composing | Make music experimenting with changing.  Explores different sounds of instruments. | Experiment with different sounds to create music. | Explore different instruments and ways of making a sound with them.  Begin to use symbols to represent sounds.  Begin to use technology to record sounds. | Adapt symbols representing music to show changes in dynamics.  Choose and control sounds to create different moods and effects. | Interpret notation of rhythm (not on a stave.) | Improvise and compose music for a range of purposes controlling musical qualities. | Begin to use simple formal notation including beats in a bar. | Compose using an understanding of music from a range of cultures, times and styles.  Plan for expression in compositions. |
| Listening and Appraising | Listen and begin to make comments on others work.  Begin to say if music loud / quiet fast / slow. | Listen to and say dislikes / likes to a range of music. | Recognise clear changes in sounds (pitch, tempo, volume) and musical patterns.  Respond to different moods in music. | Understand how different musical elements combined can create a mood.  Identify different instruments used in a piece of music. | Able to describe and compare moods in different pieces of music.  Use critique to improve work. | Begin to appreciate and understand different works and composers.  Listen to live music and evaluate impact. | Listen and appraise using appropriate musical vocabulary.  Identify characteristics of a piece and repeat using voice or instrument. | identify features that typify the work of great composers through time.  Analyse and compare musical features. |
| Whole Class Ensemble Teaching (WCET) | Djembes, untuned percussion | Djembes, untuned percussion | Steel Pans, Djembes, tuned and untuned percussion | Ukulele, Steel Pans, Djembes, tuned and untuned percussion | Recorder, Ukulele, Steel Pans, Djembes, tuned and untuned percussion | Recorder, Ukulele, Steel Pans, Djembes, tuned and untuned percussion | Clarinets, Recorders, Steel Pans, Djembes, Voice (Part singing) | Clarinets, Recorders, Steel Pans, Djembes, Voice (Part singing) |