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|  EYFS: Listening |
| EYFS:  | Knowledge: | Key Questions:  |
| Reception children will be learning to:Listen carefully to rhymes and songs, paying attention to how they sound.Listen attentively, move to and talk about music, expressing their feelings and responses.Expressive Arts and Design Early Learning Goals:Children at the expected level of development will: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. | * Respond to music through movement, altering movement to reflect the tempo, dynamics or pitch of the music.
* Explore lyrics by suggesting appropriate actions. Explore the story behind the lyrics or music.
* Listen to and follow a beat using body percussion and instruments.
* Consider whether a piece of music has a fast, moderate or slow tempo.
* Listen to sounds and match them to the object or instrument.
* Listen to sounds and identifying high and low pitch.
* Listen to and repeating a simple rhythm.
* Listen to and repeating simple lyrics.
* Understand that different instruments make different sounds and group them accordingly
 | * Do you like the music?
* Can you name the instruments?
* Do you recognise any of the instruments?
* Listen carefully. What can you hear? Describe the sound.
* What’s the tempo of the sound? Is it a fast, medium or slow sound?
* What’s the pitch of the sound? Is it a high, middle or low pitch?
* What’s the dynamic of the sound? Is it a loud, medium or soft sound?
* Which instruments are tuned/untuned?
* How does the music make you feel?
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| **Previous learning** Development MattersAge 3 – 4  year olds will be learning to: Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. | **Next learning****In Year 1, pupils will be taught to:**Recognise and understand the difference between pulse and rhythm. Understand that different types of sounds are called timbres. Recognise basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower).Describe the character, mood, or ‘story’ of music listened to, both verbally and through movement. Describe the differences between two pieces of music. Express a basic opinion about music (like/dislike). Listen to and repeat short, simple rhythmic patterns. Listen and respond to other performers by playing as part of a group.**In Year 2, pupils will be taught to:**Recognise timbre changes in music they listen to. Recognise structural features in music they listen to. Listen to and recognise instrumentation. Begin to use musical vocabulary to describe music. Identify melodies that move in steps. Listen to and repeat a short, simple melody by ear. Suggest improvements to their own and others’ work.**In Year 3, pupils will be taught to:**Discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary. Understand that music from different parts of the world has different features. Recognise and explain the changes within a piece of music using musical vocabulary. Describe the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. Begin to show an awareness of metre. Begin to use musical vocabulary when discussing improvements to their own and others’ work.**In Year 4, pupils will be taught to:** Recognise the use and development of motifs in music. Identify gradual dynamic and tempo changes within a piece of music. Recognise and discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary. Identify common features between different genres, styles and traditions of music. Recognise, name and explain the effect of the interrelated dimensions of music. Identify scaled dynamics (crescendo/decrescendo) within a piece of music. Use musical vocabulary to discuss the purpose of a piece of music. Use musical vocabulary when discussing improvements to their own and others’ work.**In Year 5, pupils will be taught to:** Recognise and confidently discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary. Represent the features of a piece of music using graphic notation, and colours, justify their choices with reference to musical vocabulary. Compare discuss and evaluate music using detailed musical vocabulary. Develop confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others’ work. |
| Key Vocab:   |
| music, dance, tempo, move, call, response, drum, rhythm, beat, instrument, action songs, voice sounds, body percussion voice, voice sounds, sound, loud, quiet, high, low, squeaky, soft, deep, body sounds, body percussion, fast, slow, instrumental sounds, fast, quickly, slowly, dynamic, environmental sounds, pitch, middle, nature sounds piece, composer, heartbeat, pulse, steady, repeat, constant, lyrics, verse, classical music, performance, orchestra, sound, conductor, wind, strings, percussion, brass. |
| The Inter-Related Dimensions of Music |
| **Pitch*** To understand that what ‘high’ and ‘low’ notes are.
 | **Timbre*** To know that different instruments can sound like a particular character.
 |
| **Duration*** To recognise that different sounds can be long or short.
 | **Texture*** To know that music often has more than one instrument being played at a time.
 |
| **Dynamics*** To understand that instruments can be played loudly or softly.
 | **Structure*** To recognise the chorus in a familiar song.
 |
| **Tempo*** To recognise music that is ‘fast’ or ‘slow’.
* To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music.
 | **Notation*** To know that signals can tell us when to start or stop playing.
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|  EYFS: Composing |
| EYFS:  | Knowledge: | Key Questions:  |
| Reception children will be learning to:Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.Explore and engage in music making and dance, performing solo or in groups.Expressive Arts and Design Early Learning Goals: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. | * Play untuned percussion ‘in time’ with a piece of music.
* Select classroom objects to use as instruments.
* Experiment with body percussion and vocal sounds to respond to music.
* Select appropriate instruments to represent action and mood.
* Experiment with playing instruments in different ways.
 | * Can you copy the sound?
* How does your mouth move when you make the sound?
* Can you move your body to the beat?
* How many different sounds can you make with your body?
* What classroom objects can you use as drums?
* How can you use the instrument to make different sounds?
* Which sounds match the different parts of the story?
* How should we play the instruments to match the mood or feeling?
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| **Previous learning** Development MattersAge 3 – 4  year olds will be learning to: Create their own songs, or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas. | **Next learning****In Year 1, pupils will be taught to:**Select and create short sequences of sound with voices or instruments to represent a given idea or character. Combine instrumental and vocal sounds within a given structure. Create simple melodies using a few notes. Choose dynamics, tempo and timbre for a piece of music. Create a simple graphic score to represent a composition. Begin to make improvements to their work as suggested by the teacher.**In Year 2 pupils will be taught to:**Select and create longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. Successfully combine and layer several instrumental and vocal patterns within a given structure. Create simple melodies from five or more notes. Choose appropriate dynamics, tempo and timbre for a piece of music. Use letter name and graphic notation to represent the details of their composition. Begin to suggest improvements to their own work.**In Year 3 pupils will be taught to:**Compose a piece of music in a given style with voices and instruments. Combine melodies and rhythms to compose a multi-layered composition in a given style. Use letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. Suggest and implement improvements to their own work, using musical vocabulary.**In Year 4 pupils will be taught to:**Compose a coherent piece of music in a given style with voices, bodies and instruments. Begin to improvise musically within a given style. Develop melodies using rhythmic variation, transposition, inversion, and looping. Create a piece of music with at least four different layers and a clear structure. Use letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions. Suggest improvements to others’ work, using musical vocabulary.**In Year 5 pupils will be taught to:**Compose a detailed piece of music from a given stimulus with voices, bodies and instruments. Improvise coherently within a given style. Combine rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. Use staff notation to record rhythms and melodies. Select, discuss and refine musical choices both alone and with others, using musical vocabulary with confidence. Suggest and demonstrate improvements to own and others’ work. |
| Key Vocab:   |
| music, dance, tempo, move, call, response, drum, rhythm, beat, instrument, action songs, voice sounds, body percussion voice, voice sounds, sound, loud, quiet, high, low, squeaky, soft, deep, body sounds, body percussion, fast, slow, instrumental sounds, fast, quickly, slowly, dynamic, loudly, quietly, environmental sounds, pitch, middle, nature sounds piece, composer, heartbeat, pulse, steady, repeat, constant, lyrics, verse, classical music, performance. |
| The Inter-Related Dimensions of Music |
| **Pitch*** To understand that what ‘high’ and ‘ low’ notes are.
 | **Timbre*** To know that different instruments can sound like a particular character.
 |
| **Duration*** To recognise that different sounds can be long or short.
 | **Texture*** To know that music often has more than one instrument being played at a time.
 |
| **Dynamics*** To understand that instruments can be played loudly or softly.
 | **Structure*** To recognise the chorus in a familiar song.
 |
| **Tempo*** To recognise music that is ‘fast’ or ‘slow’.
* To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music.
 | **Notation*** To know that signals can tell us when to start or stop playing.
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|  EYFS: Performing |
| EYFS:  | Knowledge: | Key Questions:  |
| Reception children will be learning to:Learn rhymes, poems and songs.Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Explore and engage in music making and dance, performing solo or in groups.Expressive Arts and Design Early Learning Goals: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. | * Remember and maintain their role within a group performance.
* Move to music with instruction to perform actions.
* Participate in performances to a small audience.
* Stop and start playing at the right time.
 | * Can you move in time to the music?
* Can you copy and repeat the rhythm?
* Can you play your instrument in time with the rest of the group?
* Do you enjoy performing with others?
* Are you able to start at the right time?
* Are you able to stop at the right time?
 |
| **Previous learning** Development MattersAge 3 – 4  year olds will be learning to: Create their own songs, or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas. | **Next learning****In Year 1, pupils will be taught to:**Maintain the pulse (play on the beat) using hands, and tuned and untuned instruments. Copy back short rhythmic and melodic phrases on percussion instruments. Respond to simple musical instructions such as tempo and dynamic changes as part of a class performance. Perform from graphic notation.**Year 2 pupils will be taught to:**Copy longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse. Perform expressively using dynamics and timbre to alter sounds as appropriate. Sing back short melodic patterns by ear and play short melodic patterns from letter notation. **Year 3 pupils will be taught to:**Sing and play in time with peers, with some degree of accuracy and awareness of their part in the group performance. Perform from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology.**Year 4 pupils will be taught to:**Sing and play in time with peers with accuracy and awareness of their part in the group performance. Play melody parts on tuned instruments with accuracy and control and develop instrumental technique. Play syncopated rhythms with accuracy, control and fluency.**Year 5 pupils will be taught to:**Work as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group. Perform with accuracy and fluency from graphic and simple staff notation. Play a simple chord progression with accuracy and fluency. |
| Key Vocab:   |
| music, dance, tempo, move, call, response, drum, rhythm, beat, instrument, action songs, voice sounds, body percussion voice, voice sounds, sound, loud, quiet, high, low, squeaky, soft, deep, body sounds, body percussion, fast, slow, instrumental sounds, fast, quickly, slowly, dynamic, loudly, quietly, environmental sounds, pitch, middle, nature sounds piece, composer, heartbeat, pulse, steady, repeat, constant, lyrics, verse, classical music, performance. |
| The Inter-Related Dimensions of Music |
| **Pitch*** To understand that what ‘high’ and ‘ low’ notes are.
 | **Timbre*** To know that different instruments can sound like a particular character.
 |
| **Duration*** To recognise that different sounds can be long or short.
 | **Texture*** To know that music often has more than one instrument being played at a time.
 |
| **Dynamics*** To understand that instruments can be played loudly or softly.
 | **Structure*** To recognise the chorus in a familiar song.
 |
| **Tempo*** To recognise music that is ‘fast’ or ‘slow’.
* To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music.
 | **Notation*** To know that signals can tell us when to start or stop playing.
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|  EYFS: Singing |
| EYFS:  | Knowledge: | Key Questions:  |
| Reception children will be learning to:Learn rhymes, poems and songsSing 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.Expressive Arts and Design Early Learning Goals:Children at the expected level of development will: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. | * Use their voices to join in with well-known songs from memory.
* Remember and maintain their role within a group performance.
* Move to music with instruction to perform actions.
* Participate in performances to a small audience.
* Stop and start playing at the right time.
 | * Do you enjoy performing with others?
* Do you enjoy performing for others?
* Are you able to start at the right time?
* Are you able to stop at the right time?
* Can you sing in time to the music?
* Are you able to join in with the words and the actions to the song?
* Can you make a loud sound?
* Can you make a quiet sound?
* Can you make a high sound?
* Can you make a low sound?
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| **Previous learning** Development MattersAge 3 – 4  year olds will be learning to: Sing a large repertoire of songs.Remember and sing entire songs.Sing the pitch of a tone sung by another person (‘pitch match’). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs, or improvise a song around one they know.  | **Next learning****In Year 1, pupils will be taught to:**Use their voices expressively to speak and chant. Sing short songs from memory, maintaining the overall shape of the melody and keeping in time. Respond to simple musical instructions such as tempo and dynamic changes as part of a class performance. **In Year 2 pupils will be taught to:**Use their voices expressively when singing, including the use of basic dynamics (loud and quiet). Sing short songs from memory, with melodic and rhythmic accuracy. Sing back short melodic patterns by ear and play short melodic patterns from letter notation.**Year 3 pupils will be taught to:**Sing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. Sing and play in time with peers, with some degree of accuracy and awareness of their part in the group performance.**Year 4 pupils will be taught to:**Sing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. Sing and play in time with peers with accuracy and awareness of their part in the group performance.**Year 5 pupils will be taught to:**Sing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. |
| Key Vocab:   |
| music, dance, tempo, move, call, response, drum, rhythm, beat, instrument, action songs, voice sounds, body percussion voice, voice sounds, sound, loud, quiet, high, low, squeaky, soft, deep, body sounds, body percussion, fast, slow, instrumental sounds, fast, quickly, slowly, dynamic, loudly, quietly, environmental sounds, pitch, middle, nature sounds piece, composer, heartbeat, pulse, steady, repeat, constant, lyrics, verse, classical music, performance. |
| The Inter-Related Dimensions of Music |
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| **Dynamics*** To understand that instruments can be played loudly or softly.
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 | **Notation*** To know that signals can tell us when to start or stop playing.
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| Suggested Composers/Artists | Piece of Music | Period/Tradition/Style |
| Beautiful Ram BhajanJalikunda African DrumsElla JenkinsJames PierpointArthur WarrellNanette ReganThe KiboomersJean-Philippe RameauJustin TimberlakePharrell WilliamsAmerican AuthorsJohn DenverSchubertKno Piano MusicMozart, Vivaldi, Bach, BeethovenUnknownkindyRockJohn Walter BrattonSergei ProkofievUnknown - Traditional nursery rhymeThe Laurie Berkner BandAuckland Symphony Orchestra | Spiritual IndiaUnknownToom-Bah-Ee-LeroJingle BellsWe Wish You a Merry ChristmasWhen Santa Got Stuck Up the ChimneyThe Reindeer CokeyFrère JacquesCan’t Stop the FeelingHappyBest Day of My LifeAnnie’s SongMilitary MarchDisney Piano CollectionCompilation of Classical MusicTechno Rave MixJingle Scarf SongTeddy Bear’s PicnicPeter and the WolfThere Was a Princess Long AgoWe Are The DinosaursPirates of the Caribbean | PopularPercussionFolkPopularPopularPopularPopularNursery RhymePopularPopularRockPopularClassicalFilm SoundtrackClassicalPopularPopularPopularClassicalNursery RhymePopularFilm Soundtrack |