

## Music Skills

<b>EYFS - Nursery</b> Expressive art and design - exploring and using media and materials & being imaginative.	
<b>Performing</b>	20 – 50 months Sings a few familiar songs Taps out simple repeated rhythms  40 – 60 months Begins to build a repertoire of songs
<b>Composing</b>	20 – 50 months Explores and learns how sounds can be changed Sings to self and makes up simple songs Makes up rhythms Captures experiences and responses with a range of media, such as music.  40 – 60 months Explores the different sounds of instruments
<b>Listening and Appraising</b>	20 – 50 months Developing preferences for forms of expression Beginning to move rhythmically Uses movement to express feelings Imitates movement in response to music Creates movement in response to music  40 – 60 months Initiates new combination of music and gesture in order to express and respond to feelings, ideas and experiences.
<b>Key Vocabulary</b>	High, Listen, Loud, Low, Music, Percussion, Quiet, Song, Emotive words to describe how music makes them feel such as, happy, sad, etc

## Music Skills

<h3>EYFS - Reception</h3> <p>Expressive art and design - exploring and using media and materials &amp; being imaginative.</p>	
<h3>Performing</h3>	<p>I can sing nursery rhymes and chants holding a melody line in unison            I can sing songs with a verse / chorus structure            I can play loud and soft sounds            I can make music with percussion instruments            I can move to rhythms (skipping, marching)            I can move appropriately to music at different speeds (running, crawling)</p>
<h3>Composing</h3>	<p>I can practice improvising through copy-back and answer games            I can experiment with ways of changing songs and music using my voice and un-tuned / body percussion            I can represent my own ideas, thoughts and feelings through music            I can represent ideas, thoughts and feelings through pictorial representations of music</p> <p><b>Extension (exceeding):</b>            Through my explorations, I find out and make decisions about how music can be combined and changed.</p>
<h3>Listening and Appraising</h3>	<p>I can recognise repetition            I can recognise high and low pitch            I can recognise sounds are made in a variety of ways</p> <p><b>Extension (exceeding):</b>            I talk about the ideas and processes which have led me to make music.            I can talk about features of my own and others' work, recognising the differences between them and the strengths of others.</p>
<h3>Key Vocabulary</h3>	<p>Cymbal, Drum, Hear, Marching, Mood, Shaker, Skipping, Soft, Tambourine, Triangle, Tune, Walking            Emotive words to describe how music makes them feel such as royal, scared, etc            Words to describe the sounds such as banging, squaky etc</p>

## Music skills

### Year 1

#### Performing

Children use their voices expressively to speak and chant  
They take part in singing songs and can copy sounds  
Pupils begin to sing with expression and explore creative ways in which the voice can be used  
They perform short rhythmic patterns  
They should be able to follow simple instructions about performing such as when to play and sing.  
Children experiment playing tuned / un-tuned percussion in groups

**Extension:** use dynamics when performing (loud and quiet)

#### Composing

Children should use their voice to create different sounds; and play an instrument creating different sounds  
They should be able to create and repeat short rhythmic and melodic patterns; and create a sequence of sounds.  
Children are able to improvise choosing sounds to illustrate different moods/ scenes inspired by stories and poems  
Children should notate their sounds using pictures/ symbols.

**Extension:** Use long/ short sounds in their composing. Vary pitch and dynamic (using voices and instruments).

#### Listening and Appraising

Listen to music with concentration  
They can recognise repeating patterns/ ideas when listening to music (e.g structure - distinguish between a verse a chorus)  
Respond to different moods in music saying how the music makes them feel  
Children can try out ideas and change as they go along

**Extension:** recognise the difference between basic elements of tempo, pitch and dynamics (fast/slow/high/ low/ loud/quiet)

#### Key Vocabulary

Teachers must continue to revisit vocabulary from previous year groups as well as the new vocabulary for their year.  
If appropriate, teachers can also start introducing vocabulary from the year groups above.

Beat, Beater, Chime bars, Claves, Duration, Dynamics, Falling, Fast, Guiro, Long, Maracas, Pattern, Repeated, Rising, Sequence, Short, Slow, Speed, Tuned percussion, Un-tuned percussion, Volume, Woodblock

## Music Skills

### Year 2

<b>Performing</b>	<p>Children can follow a melody accurately when singing.            Children can sing in rounds            They should be able to follow instructions about performing- when to play/ sing/ breathe/be louder etc.            They perform with others            They can keep a steady pulse when performing simple patterns            Sing songs expressively and creatively showing an awareness of pitch            Develop playing tuned and un-tuned percussion to create rhythmic / melodic patterns            Children learn minims, crotchets and quavers through rhythmic word association</p> <p><b>Extension:</b> Some children will be able to keep the beat in rhythmic patterns whilst showing simple changes in tempo [fast/ slow].</p>
<b>Composing</b>	<p>Children should begin making connections between notations and musical sounds.            They should use symbols to represent sound and begin to order sounds into a structure (e.g beginning, middle, end, representing rising and falling pitch).            They should be able to create music from different starting points- a poem/ picture/ story/ emotion and rehearse their composition</p> <p><b>Extension:</b> Use a simple structure when composing (eg. ternary- Part A, Part B, Part A).            Use knowledge of timbre, dynamics and pitch to choose carefully and order sounds for effect including rhythmic phrases.</p>
<b>Listening and Appraising</b>	<p>Children should be able to identify the beat in music            They should respond to different moods in music, noticing the changes in sounds, repeated patterns and how music can be used to create different moods and effects and to communicate ideas.            Children should be able to suggest ways in which to improve their own work, recognising patterns/ ideas when listening to music.            Children begin to refine their listening skills and recognise particular elements of music (eg. timbre [“colours”-instrumentation-mood]/ pitch [high-low-melody]/ dynamics [loud-quiet-silence])</p> <p><b>Extension:</b> recognise sounds that move in steps and leaps.</p>
<b>Key Vocabulary</b>	<p>Call, Chant, Duration , Glockenspiel, Improvise, Instruments , Melody, Pattern, Pitch, Pulse, Response, Rhythm, Rhythmic, Symbols, Tempo, Timbre, Voices, Xylophone</p>
	<p>Teachers must continue to revisit vocabulary from previous year groups as well as the new vocabulary for their year.            If appropriate, teachers can also start introducing vocabulary from the year groups above.</p>

## Music Skills

### Year 3

#### Performing

Children sing a melody in tune with expression and control.  
They show control of the voice when singing, including clear diction.  
When using instruments, children play clear notes. eg strike chime bars cleanly/ are able to prevent instruments from sounding eg tambourine  
Sing and play un-tuned instruments together

**Extension:** Children are able to work with a partner to perform a piece using more than one instrument.  
They can play a piece using notated rhythms on a single line without word association - minims (2-beat notes), crotchets (1-beat notes) quaver (1/2 beat notes) semibreves (4-beat notes) and crotchet rests.

#### Composing

Children should be able to use different elements in their work, compose repeated patterns on a range of instruments and create accompaniments to a melody eg drone.  
Children rehearse rhythmic or melodic compositions as a class or in groups to perform to an audience  
They should begin to choose instruments purposefully and combine different sounds to create an intended effect.  
Explore instruments from different cultures (finger harp, pan pipes)

**Extension:** Show an awareness of time signatures; recognise crotchet, minim and semibreve and their value.

#### Listening and Appraising

Children should be able to use musical vocabulary to describe a piece of music, discussing their likes and dislikes  
Compare high and low pitch in music  
Describe changes in dynamics  
Recognise sounds of individual instruments  
They should begin to improve their work, stating how it has been improved.  
They should recognise the work of at least one famous composer showing awareness of when it was written

**Extension:** Children should recognise changes in music (eg tempo (faster / slower) key change [modulation]) and show an awareness of the time signatures of music.

#### Key Vocabulary

Teachers must continue to revisit vocabulary from previous year groups as well as the new vocabulary for their year.  
If appropriate, teachers can also start introducing vocabulary from the year groups above.

Accompaniment, Compose, Conductor, Faster, Jingle, Layers, Leaps, Pace, Recorder, Rest, Score, Silence, Slower, Steps, Strong, Texture, Tuned, Unison, Un-tuned, Weak

## Music Skills

### Year 4

#### Performing

Children can memorise songs and perform with expression and accuracy (pitch)  
 Children can rhythmically perform a simple part including rests  
 Maintain a part in a group showing awareness of others - sing in parts and play tuned instruments in unison  
 Develop skills playing tuned / un-tuned percussion instruments in groups and recognise the importance of individual roles in an ensemble.

**Extension:** They can perform using simple harmonic ideas [ use an ostinato/ accompany a song using single chime bars/ sing an unaccompanied round and sustain parts]

#### Composing

Begin to improvise using repeated patterns  
 Create layered compositions (e.g rhythm and melody) as a class or in groups  
 They should transcribe their composition ideas using basic rhythmic notation (notes of the staff)  
 Read and write minims (2-beat notes), crotchets (1-beat notes quaver (1/2 beat notes) semibreves (4-beat notes) and crotchet rests.  
 They should also have experiences of composing a short song (lyrics and melody) and perform.  
 Compose using given form of structure e.g verse/chorus, ABA,  
 Read and write notes A to C on a single line

**Extension:** create more than one musical idea to be performed simultaneously. Read and write A to E on two lines

#### Listening and Appraising

Listen to a range of genres of music  
 Children should identify the different purposes of music, using musical vocabulary.  
 They should further develop their understanding of a musical timeline, recognising there are different eras of music and being able to recognise their differences.  
 Describe changes in tempo in music  
 Recognise sounds of individual instruments  
 They should be able to explain how silence can affect the overall effect of a musical piece or idea.  
 Use the terms and symbols for *forte* and *piano*

**Extension:** Describe how specific musical elements, if changed, can affect the overall sound of a piece of music.

#### Key Vocabulary

Teachers must continue to revisit vocabulary from previous year groups as well as the new vocabulary for their year.  
 If appropriate, teachers can also start introducing vocabulary from the year groups above.

Brass, Chord, Clarinet, Crotchet, Drones, Flute, Forte, Minim, Ocarina, Ostinato, Pentatonic, Pianissimo, Quaver, Rest, Saxophone, Strings, Trombone, Trumpet, Violin, Woodwind

Notes A, B, C, D, E on treble clef

## Music Skills

### Year 5

<h2 style="margin: 0;">Performing</h2>	<p>Children can sing or play using correct phrasing and demonstrate understanding of how to add expression [this should also include greater breath control and singing technique].</p> <p>Show confidence in part singing</p> <p>Play tuned and un-tuned instruments in two parts e.g. rhythmic and melodic lines</p> <p>Children should hold their own part in a group- improvising melody and rhythm, singing a harmony part, drone/ ostinati etc</p> <p>Pupil led ensemble in groups using tuned and or un-tuned instruments. Start to take it in turns to lead and direct the group</p> <p>They should perform music using a variety of structural forms-[call and response/ rounds/ folk songs/ verse-chorus/ 2-part etc]</p> <p>Develop performing skills on both classroom instruments and individual instruments such as clarinet or recorder.</p> <p>Children should also begin to develop performing by ear and using simple notations.[rhythm or pitch/ more detailed graphic scores/ stave etc]</p> <p><b>Extension:</b> Perform/ improvise an idea that builds up layers of sound to produce simple chords.</p>
<h2 style="margin: 0;">Composing</h2>	<p>Children should create a song showing an understanding of the link between lyrics and melody (the mood of the song).</p> <p>Improvise with rhythm and expression</p> <p>They should compose a piece of music from given criteria using a variety of musical devices eg rhythm, chords, melody, tempo, timbre, structure etc.</p> <p>Choose a suitable structure for a composition</p> <p>Read and write notes A to G on a 3 line staff incorporating bar lines and time signatures.</p> <p>Read and write minims (2-beat notes), crotchets (1-beat notes) quaver (1/2 beat notes) semibreves (4-beat notes) and crotchet rests.</p> <p><b>Extension:</b> Compose using chords and record ideas using notation including time signatures and any sharps or flats in the key signature. Read and write notes A to G on a full staff.</p>
<h2 style="margin: 0;">Listening and Appraising</h2>	<p>Children should be able to refine and improve their own compositions and performances; and suggest improvements to the work of others.</p> <p>They should evaluate their work using appropriate musical vocabulary, stating what was successful/ unsuccessful and why</p> <p>Listen to a wide range of musical genres</p> <p>They should use standard musical notation to record their ideas.</p> <p>Recognise sounds of individual instruments playing in an ensemble and their contribution to the overall sound</p> <p>Introduce terms and symbols for <i>crescendo</i> and <i>diminuendo</i></p> <p>Introduce musical language for tempo e.g <i>lento</i>, <i>allegro</i></p> <p><b>Extension:</b> Compare and contrast a variety of music indicating preferences using musical vocabulary to describe opinions.</p>
<h2 style="margin: 0;">Key Vocabulary</h2> <p>Teachers must continue to revisit vocabulary from previous year groups as well as the new vocabulary for their year.</p> <p>If appropriate, teachers can also start introducing vocabulary from the year groups above.</p>	<p>Accent, Acoustic, bassoon, Cello, Choral, Concerto, Crescendo, Cyclic, Diminuendo , Euphonium, Fanfare, Genre, Harp, Jazz, Lyrics, Notation, Oboe, Octave, Orchestration, Phrasing, Piano, Round, Scales, Semi-quaver, Symphony, Synthesiser, Timpani, Treble, Tuba , Viola</p> <p>Musical language for tempo. E.g. <i>Lento</i>, <i>Allegro</i></p> <p>Notes A, B, C, D, E, F, G on treble clef</p>

## Music Skills

### Year 6

<h2 style="text-align: center;">Performing</h2>	<p>Show an awareness of musical shaping in their singing            Show fluency, expression and accuracy and begin to show a balancing of dynamics when singing in parts            Confidently sing a harmony part with accuracy and be able to perform from memory            Provide rhythmic support in a performance from notation.            Understand and use the correct techniques for a range of tuned, un-tuned percussion and instruments.            Perform in pupil led ensemble groups using tuned / un-tuned instruments            Perform from a variety of notations.            Play 3 part ensembles e.g rhythm, harmony and melody            Children should also be developing their confidence to perform, being able to take a lead role in a performance. This may include a solo performance or a solo part in an ensemble.  <b>Extension:</b> Perform a piece of music which has at least 2 or more parts, showing understanding of how the parts fit together.</p>
<h2 style="text-align: center;">Composing</h2>	<p>Develop melodic and rhythmic improvisational skills            Children should use relevant notations for their composition work            Choose a suitable structure for a composition            Pupil led ensemble in groups using tuned and un-tuned instruments to convey an emotion or message (lyrics can be used here)            Several musical devices should be combined when composing eg rhythm, chords, melody, tempo, timbre, structure etc.            Use digital technologies to aid with the creation and recording of ideas eg computing sessions/ ipads / keyboards etc            Read and write middle C to top G on a treble clef staff incorporating bar lines, time signatures and rests            Read and write minims (2-beat notes), crotchets (1-beat notes quaver (1/2 beat notes) semibreves (4-beat notes) and crotchet rests.            Use and understand <i>pp, p, mp, mf, f, ff, cresc</i> and <i>dim</i>  <b>Extension:</b> use a variety of notes, including chromatic notes to help build up ideas</p>
<h2 style="text-align: center;">Listening and Appraising</h2>	<p>Children should be able to improve their own performances and compositions.            Listen to a wide range of musical genres            When listening to other sources of music they should be able to identify different musical devices in a variety of musical genres and show some awareness of the influence and place music has had in society over time.            Recognise sounds of individual instruments playing in an ensemble and their contribution to the overall sound            Develop musical language for tempo e.g. andante, presto</p>
<h2 style="text-align: center;">Key Vocabulary</h2> <p>Teachers must continue to revisit vocabulary from previous year groups as well as the new vocabulary for their year.            If appropriate, teachers can also start introducing vocabulary from the year groups above.</p>	<p>12 bar blues, Bop / scat, Bowed, Classical, Enunciate, Folk , Gamelan, Harmonies, Medieval, Melodic, Modern, Motif, Pizzicato, Renaissance, Romantic, Staccato, Swing, Syncopation  <i>Pp, p, mp, mf, f, ff, cresc, dim,</i>            Musical language for tempo. E.g. Andante, Presto            Notes C, D, E, F, G, A, B, C, D, E, F, G on treble clef</p>