

Music

Listening Musicians listen to and appreciate a variety of different styles of music.	Composing Musicians compose music for different themes.	Performing Musicians perform competently to others.	Notating Musicians record their own and others' music through notation.	Vocabulary Musicians use appropriate subject-specific vocabulary.
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	Listening	Composing	Performing	Notating	Vocabulary
N	<ul style="list-style-type: none"> →To explore and learn how sounds can be changed. →To develop a preference for forms of expression. → 	<ul style="list-style-type: none"> → 	<ul style="list-style-type: none"> →To sing a few familiar songs. →To imitate movement in response to music. →To tap out simple repeated rhythms. →To notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. →To sing to self and make up simple songs. →To make up rhythms. →To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words. 	<ul style="list-style-type: none"> → 	<ul style="list-style-type: none"> →
Rec	<ul style="list-style-type: none"> →To explore the different sounds of instruments. 	<ul style="list-style-type: none"> →To create simple representations of events, people and objects. →To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. →To use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. 	<ul style="list-style-type: none"> →To begin to build a repertoire of songs and dances. 	<ul style="list-style-type: none"> → 	<ul style="list-style-type: none"> →
Year 1	<ul style="list-style-type: none"> → Listen to a piece of music and identify whether it is fast or slow, happy or sad. →State what they like or dislike about a piece of music. 	<ul style="list-style-type: none"> →Make sounds in different ways, including hitting, blowing and shaking. 	<ul style="list-style-type: none"> →Perform with an awareness of others (e.g. take turns in a performance and sing/play with peers). →Sing with a sense of shape and melody. →Copy a simple rhythm by clapping or using percussion. 	<ul style="list-style-type: none"> →Begin to represent sounds with drawing. 	<ul style="list-style-type: none"> →Musicians can talk about the songs/pieces of music which they enjoy. →Fast, slow, happy, sad, beat, rhythm, high, low.
Year 2	<ul style="list-style-type: none"> →Explain why they like or dislike a piece of music and why. →Identify the difference between rhythm and pulse. →listen with concentration and understanding to a range of high-quality live and recorded music 	<ul style="list-style-type: none"> →Carefully choose instruments to combine layers of sound, showing awareness of the combined effect. →play tuned and untuned instruments musically 	<ul style="list-style-type: none"> →Use own voice in different ways, including speaking, singing and chanting for different effects. →Use own voice in different ways, including using a loud or soft voice, and sing simple repeated phrases →Use the inter-related dimensions of music to experiment with and create music 	<ul style="list-style-type: none"> →Follow a simple piece of rhythmic notation. 	<ul style="list-style-type: none"> →Musicians can describe basic elements of a piece of music (e.g. pace, volume, emotion). → Louder, quieter, faster, slower, beat, rhythm, pulse, pitch, duration, dynamics, tempo, timbre, texture, structure.
Year 3	<ul style="list-style-type: none"> →Recognise changes in the music, using words like 'pitch' (high/low), 'timbre' (sound quality), 'dynamics' (loud or soft) and 'tempo' (fast or slow). →Compare and contrast two pieces of music on the same theme. →Listen to music from different periods in history. →Listen with attention to detail and recall sounds with increasing aural memory 	<ul style="list-style-type: none"> →Create and repeat extended rhythmic patterns, vocally or by using clapping. 	<ul style="list-style-type: none"> →Perform own part with increased control or accuracy when singing or playing both tuned and untuned instruments. →Sing songs confidently both solo and in groups. 	<ul style="list-style-type: none"> →Use written symbols both standard and invented to represent sounds. 	<ul style="list-style-type: none"> →Musicians can use relevant musical vocabulary when talking about elements of music. →Notation, steady rhythm, smooth, unison, canon, crotchet, quaver, rest, percussion, strings, woodwind, brass.
Year 4	<ul style="list-style-type: none"> → Describe how a piece of music makes them feel, attempting to explain why. Recall sounds with increasing aural memory. → Appreciate and listen to music drawn from different traditions, cultures and composers. 	<ul style="list-style-type: none"> →Shape composition, considering dynamics, tempo and timbre. →Create and repeat extended rhythmic patterns, using a range of percussion and tuned instruments. 	<ul style="list-style-type: none"> →Perform significant parts from memory and from notations, either on a musical instrument or vocally. →Maintain a simple part within an ensemble. 	<ul style="list-style-type: none"> →Follow a basic melody line, using standard notation. 	<ul style="list-style-type: none"> →Musicians can describe, compare and evaluate different kinds of music using appropriate musical vocabulary. →Melody, crotchet, quaver, rest, crescendo, diminuendo, verse, chorus, instrumental, solo, duet, ensemble.
Year 5	<ul style="list-style-type: none"> →Explain how different musical elements (pitch, tempo, rhythm, melody, and dynamics) have been used to create mood and effects. →Appreciate and understand high quality music, both live and recorded. →Recognise and describe music and musical instruments from different periods in history. →Develop an understanding of the history of music. 	<ul style="list-style-type: none"> →Improvise musical phrases to develop musical compositions. →Create simple rhythmic patterns with an awareness of timbre (quality of sound) and duration (length of notes and intervals). 	<ul style="list-style-type: none"> →Maintain own part in a performance with confidence, accuracy and an awareness of what others are playing. →Maintain a more complex part within an ensemble (e.g. sing in a round) 	<ul style="list-style-type: none"> →Perform from simple notation on tuned/untuned instruments. →Notate musical phrases to develop compositions. 	<ul style="list-style-type: none"> →Musicians can use musical vocabulary to explain some of the reasons why a piece of music might have been composed. →Major, minor, key, rhythmic patterns, time signature, treble clef, staff.
Year 6	<ul style="list-style-type: none"> →Identify and explore the relationship between sounds and how different meanings can be expressed through sound and music. →Listen to and comment on the work of musicians and composers, indicating own preferences. →Explain the influence of historical events on music. 	<ul style="list-style-type: none"> →Compose a piece of music based on a theme (e.g. a film or special event). →Create complex rhythmic patterns using a variety of instrumentation with an awareness of timbre (quality of sound) and duration (length of notes and intervals). 	<ul style="list-style-type: none"> →Take the lead in performances and provide suggestions to others. →Identify how sounds can be combines and used expressively, layering sounds and singing in tune with other performers. 	<ul style="list-style-type: none"> →Recognise/use staff and use unconventional notation when composing. 	<ul style="list-style-type: none"> →Musicians can describe how music can be used to create expressive effects and convey emotion. →forte, piano, semibreve, minim, semiquaver, scale, ostinato, staccato.