

Music

EYFS and KS1 including direct reference to national curriculum aims	Knowledge General knowledge, progressing to music history and music theory	Listen and evaluate		Sing and perform		Create and compose		Understand and explore music creation Including the inter-related dimensions of music (pitch, duration, dynamics, tempo, timbre, texture, structure, musical notations)
		Listening	Evaluating	Singing and playing	Performing and sharing	Improvising	Composing	
R EYFS Curriculum based Preparation for year 1 (Summer Term)	I know and can recognise some songs, chants and rhymes I have heard the terms: 'tuned' and 'untuned' instruments and I'm beginning to understand what this means	I can explore pulse (the regular beat) by clapping, tapping or moving my body I can listen to and enjoy music through movement	I can safely explore a range of musical instruments, noticing which ones can make a tune (melody) and which ones make a noise (non-melodic sounds).	I can sing along to songs I can use my voice to sing a range of well-known nursery rhymes and songs I can explore pitch (highness or lowness of tone) using my voice and classroom instruments	I can perform songs with others	I can create my own sounds using instruments. I can explore rhythm (patterns of sound) by clapping or tapping	I can try to move in time with music, noticing a difference with fast or slow pieces (tempo). I know that tempo means speed – fast or slow. I know the words high and low (in relation to pitch) and can identify something that makes a high pitched or low pitched sound.	

<p>1</p>	<p>I know and can recognise a range of songs, chants and rhymes</p> <p>I know that I should treat the instruments I use carefully and respectfully</p>	<p>I can listen with concentration to a range of high-quality live and recorded music</p> <p>I can explore pulse (the regular beat) by clapping, tapping or moving my body with increasing accuracy</p> <p>I can listen to and begin to copy simple rhythms</p>	<p>I am beginning to understand why I enjoy some music e.g. it makes me feel like dancing, it creates happy feelings</p>	<p>I can use my voice expressively to sing songs and to speak chants and rhymes</p> <p>I can listen to and sing back vocal warm-ups, including different pitches</p> <p>I can play tuned and untuned instruments – exploring: beating, tapping, blowing or pressing etc.</p>	<p>I can perform songs with others with increasing confidence</p> <p>I can start / stop as directed</p>	<p>I can clap my own simple rhythms – using rhythms I have heard to help me.</p> <p>I can improvise by playing one, two or three notes on a tuned instrument or by singing my own ‘answer’ to something I’ve heard.</p>	<p>I can compose a simple tune, playing one, two or three notes on a tuned instrument</p>	<p>I can experiment with and create sounds using the inter-related dimensions of music e.g. pulse, pitch, rhythm & tempo</p> <p>I am beginning to notice how the notes I am playing and composing with are written down</p>
<p>2</p>	<p>I know that some songs have a chorus or a response (answer) part.</p> <p>I know that songs have a musical style.</p> <p>I know how to treat the instruments I use carefully and respectfully</p>	<p>I can listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>I can explore pulse (the regular beat) by clapping,</p>	<p>I can say when some songs tell a story or describe an idea.</p> <p>I know what songs I like and I am beginning to say why / why not.</p>	<p>I can use my voice expressively and creatively to sing songs and to speak chants and rhymes</p> <p>I can play tuned and untuned instruments more musically – beginning to</p>	<p>I can perform songs with others with further increasing confidence</p> <p>I am beginning to control the volume of my voice as directed (P F – dynamics)</p>	<p>I can clap my own simple rhythms, using the rhythms of words to become more independent</p> <p>I can improvise with increasing musicality by playing one, two or three notes on a</p>	<p>I can help create simple melodies, using one, three or five notes</p>	<p>I can experiment with, create, select and combine sounds using the inter-related dimensions of music e.g. pulse, pitch, rhythm & tempo</p> <p>I am beginning to learn how the notes I am playing and composing with are written down</p>

		tapping or moving my body with further increasing accuracy I can listen to and copy simple rhythms with improving accuracy		take notice of pulse, rhythm or pitch I can listen to and sing back vocal warm-ups, including different pitches, with improving accuracy I am beginning to play in time to a steady pulse	I can watch a recording of my performance and say how I was feeling	tuned instrument or by singing my own 'answer' to something I've heard.		
KS2 including direct reference to national curriculum aims	Knowledge General knowledge, progressing to music history and music theory	Listen and evaluate		Sing and perform		Create and compose		Understand and explore music creation Including the inter-related dimensions of music (pitch, duration, dynamics, tempo, timbre, texture, structure, musical notations)
		Listening	Evaluating	Singing and playing	Performing and sharing	Improvising	Composing	
LKS2 (Working towards during year 3, to be achieved by the end of year 4)	I am beginning to develop a basic understanding of the history of music. I can identify some different musical styles e.g. classical, reggae, pop.	I can appreciate a range of high quality live and recorded music drawn from different traditions and from great composers	I can explain what I like / dislike about a song or musical style. I am beginning to articulate how a song or style	I know how to warm up my voice before singing. I can perform musically in solo and ensemble contexts using	I can rehearse and perform a part on a tuned instrument, following musical instructions from a leader e.g. louder,	I am beginning to improvise music for a range of purposes. I am beginning to show consideration of the inter-	I am beginning to compose music for a range of purposes. I am beginning to show	I am beginning to use and understand staff and other musical notations. I am beginning to organise and manipulate ideas within musical structures

		<p>and musicians.</p> <p>I am beginning to listen with attention to detail, and I am beginning to recall sounds with increasing aural memory.</p> <p>I can identify the pulse in a piece of music.</p>	<p>makes me feel.</p> <p>I can talk about a song making reference to the style, lyrics or sections (e.g. chorus, verse, bridge or instruments heard)</p>	<p>my voice with increasing accuracy and fluency.</p> <p>I can sing in unison and in two simple parts e.g. a round.</p> <p>I am beginning to sing with good posture.</p>	<p>quieter, finish etc.</p> <p>I can play an instrument in solo and ensemble contexts, playing with increasing accuracy and fluency.</p>	<p>related dimensions of music during my improvisations.</p>	<p>consideration of the inter-related dimensions of music while composing.</p>	
<p>UKS2 (Working towards in year 5, to be achieved by the end of year 6)</p>	<p>I have developed a basic understanding of the history of music.</p> <p>I can confidently identify a range of different musical styles e.g. classical,</p> <p>I know and can explain the difference between pulse and rhythm.</p>	<p>I can appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>I can listen with attention to detail, and</p>	<p>I can clearly explain what I like / dislike about a song or music style with reference to musical terms or ideas.</p> <p>I can articulate how a song or style makes me feel.</p> <p>I can confidently talk about a</p>	<p>I can perform musically in solo and ensemble contexts using my voice with increasing accuracy, fluency, control and expression.</p> <p>I can sing with good posture.</p> <p>I can sing a range of parts e.g. solo, in unison, backing vocals, simple</p>	<p>I can confidently rehearse and perform a part on a tuned instrument, following musical instructions from a leader e.g. louder, quieter, finish etc.</p> <p>I can play an instrument with musicality in solo and ensemble</p>	<p>I can improvise for a range of purposes using the inter-related dimensions of music e.g. pitch, duration, dynamics, tempo, timbre, texture, structure and musical notations.</p> <p>I can invent rhythms for others to copy or answer.</p>	<p>I can compose for a range of purposes using the inter-related dimensions of music e.g. pitch, duration, dynamics, tempo, timbre, texture, structure and musical notations.</p>	<p>I can use and understand staff and other musical notations.</p> <p>I can organise and manipulate ideas within musical structures</p> <p>I understand how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music</p>

		<p>recall sounds with increasing aural memory.</p> <p>I can confidently identify and count the pulse in a piece of music, internally as well as out loud.</p>	<p>song, making reference to the style, lyrics or sections (e.g. chorus, verse, bridge or instruments heard).</p> <p>I can talk about a song making reference to some of the inter-related dimensions of music e.g. its texture, dynamics, tempo, rhythm or pitch.</p> <p>I can compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences</p>	<p>rounds and / or harmonies.</p> <p>I am aware of whether my singing is in tune.</p>	<p>contexts, playing with increasing accuracy, fluency, control and expression.</p>		<p>I can use technology effectively to support my compositions</p>	
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