

Music Curriculum Skills Overview

Reception	<p>Early Learning Goals linked to Music</p> <p>By the end of the Early Years Foundation Stage, most children will:</p> <ul style="list-style-type: none"> • show a continued interest in music and music related activities • be confident to try new activities and initiate new ideas • maintain attention, concentrate, and sit quietly when appropriate • work as part of a group or class, taking turns and sharing fairly • explore and experiment with sounds • listen with enjoyment and respond to songs and other music, rhymes and poems and make up their own stories, songs, rhymes and poems • sustain attentive listening, responding to what they have heard by relevant comments, questions or actions • speak clearly and audibly with confidence and control and show awareness of the listener • recognise and explore how sounds can be changed • sing simple songs from memory • recognise repeated sounds and sound patterns • match movements to music • use their imagination in music, dance, imaginative and role play and stories • express and communicate their ideas, thoughts and feelings by using a variety of songs and musical instruments • move with control and coordination • show awareness of space, of themselves and of others 	
Key Stage 1		
<p>National Curriculum Requirements:</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and un-tuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music 		
Year One	Singing songs with control and using the voice expressively	<ul style="list-style-type: none"> • To find their singing voice and use their voices confidently. • Sing a melody accurately at their own pitch.

		<ul style="list-style-type: none"> • Sing with a sense of awareness of pulse and control of rhythm. • Recognise phrase lengths and know when to breathe.
	Listening, Memory and Movement	<ul style="list-style-type: none"> • Recall and remember short songs and sequences and patterns of sounds. • Respond physically when performing, composing and appraising music.
	Controlling pulse and rhythm	<ul style="list-style-type: none"> • Identify the pulse in different pieces of music. • Identify the pulse and join in getting faster and slower together. • Identify long and short sounds in music.
	Exploring sounds, melody and accompaniment	<ul style="list-style-type: none"> • To explore different sound sources. • Make sounds and recognise how they can give a message. • Identify and name classroom instruments.
	Control of instruments	<ul style="list-style-type: none"> • Play instruments in different ways and create sound effects. • Handle and play instruments with control.
	Composition	<ul style="list-style-type: none"> • Contribute to the creation of a class composition.
	Reading and writing Notation	<ul style="list-style-type: none"> • Perform long and short sounds in response to symbols. • Create long and short sounds on instruments.
	Performance skills	<ul style="list-style-type: none"> • Perform together and follow instructions that combine the musical elements.
	Evaluating and appraising	<ul style="list-style-type: none"> • Choose sounds and instruments carefully and make improvements to their own and others' work.
Year 2	Singing songs with control and using the voice expressively	<ul style="list-style-type: none"> • Sing songs expressively. • Follow pitch movements with their hands and use high, low and middle voices. • Begin to sing with control of pitch (e.g. following the shape of the melody). • Sing with an awareness of other performers.
	Listening, Memory and Movement	<ul style="list-style-type: none"> • Identify different sound sources.

		<ul style="list-style-type: none"> • Identify well-defined musical features.
	Controlling pulse and Rhythm	<ul style="list-style-type: none"> • Perform a rhythm to a given pulse. • Begin to internalise and create rhythmic patterns. • Accompany a chant or song by clapping or playing the pulse or rhythm.
	Exploring sounds, melody and accompaniment	<ul style="list-style-type: none"> • Create and chose sounds in response to a given stimulus. • Identify how sounds can be changed. • Change sounds to reflect different stimuli.
	Control of instruments	<ul style="list-style-type: none"> • Identify different groups of instruments.
	Composition	<ul style="list-style-type: none"> • Contribute to the creation of a class composition.
	Reading and writing notation	<ul style="list-style-type: none"> • Play and sing phrase from dot notation. • Record their own ideas. • Make their own symbols as part of a class score.
	Performance skills	<ul style="list-style-type: none"> • Perform together and follow instructions that combine the musical elements.
	Evaluating and appraising	<ul style="list-style-type: none"> • Choose sounds and instruments carefully and make improvements to their own and others' work.

Key Stage 2

National Curriculum Requirements:

Pupils should be taught to:

- sing and play musically with increasing confidence and control
- develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory
- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory

- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

Year 3	Singing songs with control and using the voice expressively	<ul style="list-style-type: none"> • Sing with confidence using a wider vocal range. • Sing in tune. • Sing with awareness of pulse and control of rhythm. • Recognise simple structures. (Phrases).
	Listening, Memory and Movement	<ul style="list-style-type: none"> • Identify melodic phrases and play them by ear. • Create sequences of movements in response to sounds. • Explore and chose different movements to describe animals.
	Exploring sounds, melody and accompaniment.	<ul style="list-style-type: none"> • Identify ways sounds are used to accompany a song. • Analyse and comment on how sounds are used to create different moods.
	Control of instruments	<ul style="list-style-type: none"> • Identify melodic phrases and play them by ear.
	Composition	<ul style="list-style-type: none"> • Create textures by combining sounds in different ways. • Create music that describes contrasting moods/emotions. • Improvise simple tunes based on the pentatonic scale.
	Reading and writing Notation	<ul style="list-style-type: none"> • Perform long and short sounds in response to symbols. • Create long and short sounds on instruments. • Play and sing phrase from dot notation. • Record their own ideas. • Make their own symbols as part of a class score
	Performance skills	<ul style="list-style-type: none"> • Perform in different ways, exploring the way the performers are a musical resource.

	Evaluating and appraising	<ul style="list-style-type: none"> • Recognise how music can reflect different intentions.
Year 4	Singing songs with control and using the voice expressively	<ul style="list-style-type: none"> • Sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics. • Sing songs and create different vocal effects. • Understand how mouth shapes can affect voice sounds. • Internalise sounds by singing parts of a song 'in their heads'.
	Listening, Memory and Movement	<ul style="list-style-type: none"> • Demonstrate the ability to recognise the use of structure and expressive movement. • Identify phrases that could be used as an introduction, interlude and ending.
	Controlling pulse and Rhythm	<ul style="list-style-type: none"> • Identify and recall rhythmic and melodic patterns. • Identify repeated patterns used in a variety of music. (Ostinato).
	Exploring sounds, melody and accompaniment	<ul style="list-style-type: none"> • Explore and perform different types of accompaniment. • Explore and select different melodic patterns. • Recognise and explore different combinations of pitch sounds.
	Composition	<ul style="list-style-type: none"> • Compose music in pairs and make improvements to their own work. • Create an accompaniment to a known song. • Create descriptive music in pairs or small groups.
	Reading and writing Notation	<ul style="list-style-type: none"> • Perform long and short sounds in response to symbols. • Create long and short sounds on instruments. • Play and sing phrase from dot notation. • Record their own ideas. • Make their own symbols as part of a class score
	Performance skills	<ul style="list-style-type: none"> • Perform with awareness of different parts.
	Evaluating and appraising	<ul style="list-style-type: none"> • Recognise how music can reflect different intentions.

Year 5	Singing songs with control and using the voice expressively	<ul style="list-style-type: none"> • Sing songs with increasing control of breathing, posture and sound projection. • Sing songs in tune and with an awareness of other parts. • Identify phrases through breathing in appropriate places.
	Listening, Memory and Movement	<ul style="list-style-type: none"> • Internalise short melodies and play these on pitched percussion (play by ear). • Identify different moods and textures.
	Controlling pulse and Rhythm	<ul style="list-style-type: none"> • Identify different speeds of pulse (tempo) by clapping and moving. • Improvise rhythm patterns. • Perform an independent part keeping to a steady beat.
	Exploring sounds, melody and accompaniment	<ul style="list-style-type: none"> • Identify ways sounds are used to accompany a song. • Analyse and comment on how sounds are used to create different moods. • Explore and perform different types of accompaniment. • Explore and select different melodic patterns. • Recognise and explore different combinations of pitch sounds.
	Control of instruments	<ul style="list-style-type: none"> • Identify and control different ways percussion instruments make sounds. • Play accompaniments with control and accuracy.
	Composition	<ul style="list-style-type: none"> • Identify different starting points for composing music. • Explore, select combine and exploit a range of different sounds to compose a soundscape. • Write lyrics to a known song.
	Reading and writing Notation	<ul style="list-style-type: none"> • Perform using notation as a support. • Sing songs with staff notation as support.
	Performance skills	<ul style="list-style-type: none"> • Present performances effectively with awareness of audience, venue and occasion.
	Evaluating and appraising	<ul style="list-style-type: none"> • Improve their work through analysis, evaluation and comparison.
Year 6	Singing songs with control and using the voice	<ul style="list-style-type: none"> • Sing with expression and rehearse with others.

	expressively	<ul style="list-style-type: none"> • Sing a round in two parts and identify the melodic phrases and how they fit together. • Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice.
	Listening, Memory and Movement	<ul style="list-style-type: none"> • Identify how a mood is created by music and lyrics. • Listen to longer pieces of music and identify features.
	Controlling pulse and Rhythm	<ul style="list-style-type: none"> • Perform an independent part keeping to a steady beat. • Identify the metre of different songs through recognising the pattern of strong and weak beats.
	Exploring sounds, melody and accompaniment	<ul style="list-style-type: none"> • Identify ways sounds are used to accompany a song. • Analyse and comment on how sounds are used to create different moods. • Explore and perform different types of accompaniment. • Explore and select different melodic patterns. • Recognise and explore different combinations of pitch sounds.
	Control of instruments	<ul style="list-style-type: none"> • Create different effects using combinations of pitched sounds. • Use ICT to change and manipulate sounds.
	Composition	<ul style="list-style-type: none"> • Compose a short song to own lyrics based on everyday phrases. • Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition.
	Reading and writing Notation	<ul style="list-style-type: none"> • Perform using notation as a support. • Sing songs with staff notation as support.
	Performance skills	<ul style="list-style-type: none"> • Present performances effectively with awareness of audience, venue and occasion.
	Evaluating and appraising	<ul style="list-style-type: none"> • Improve their work through analysis, evaluation and comparison.

