

Music

Year Group

	EYFS	Year 1	Year 2	Year 3
Notation	Not Required	Visual representation Compose using pictorial symbols (created/invented)	Stick notation for crotchets, quavers, rests Compose & represent 3 note tunes	Dot notation on a basic staff (unlined – showing higher and lower notes) Begin to read and write musical notation including crotchet, quavers and crotchet rests on basic staff (higher or lower on the page)
Performing	Begin to build a repertoire of songs and dances	<ul style="list-style-type: none"> • Join in and use their voices to speak/sing (nativity/music assemblies)/chant • Clap short, rhythmic patterns (body percussion – Peter & The Wolf) • Use instruments (tuned or untuned) to perform a simple piece (Peter & The Wolf) • Respond to musical indications about when to play and sing (nativity/Peter & The Wolf) • Respond musically with increasing accuracy to a call – (High/low loud/soft fast/slow) and keep a steady pulse (Peter & The Wolf) 	<ul style="list-style-type: none"> • Understand the importance of a warm up (Music Assemblies/ Nativity) • Follow the melody using their voice or instrument (Music Assemblies/ Nativity) • Sing songs as part of an ensemble following the tune (melody) and follow the instructions of a leader e.g. hand signals to indicate pitch and note duration (Music Assemblies/ Nativity) • Play simple rhythmic patterns on an instrument (tuned or untuned) with control (Tear Thief) • Sing/clap a pulse increasing/decreasing tempo (Music Assemblies/ Nativity) • Perform musical patterns with a steady beat/pulse (Tear Thief) 	<ul style="list-style-type: none"> • Sing songs from memory with increasing expression, accuracy and fluency (Music Assembly) • Maintain a simple part within an ensemble (Music Assembly) • Modulate and control their voice when singing and pronounce the words clearly • Play notes on tuned and un-tuned instruments with increasing clarity and accuracy • Improvise, within a group, using the voice – including call and response • Collaborate with others to create a piece of music

<p>Composing</p>	<p>Explore the different sounds of instruments and different ways of changing them. Create music with instruments, showing an awareness of pitch, melody and rhythm.</p>	<p>Seaside Soundscapes</p> <ul style="list-style-type: none"> • Make a range of sounds with their voice and instruments • Identify changes in sounds • Differentiate between long and short sounds • Repeat short, rhythmic and melodic patterns • Represent sounds pictorially (explore and invent their own symbols -see model music curriculum for further guidance) • Make a sequence of sounds for a purpose 	<p>Tear Thief</p> <ul style="list-style-type: none"> • Order sounds to have a beginning/middle/end • Represent sounds pictorially with increasing relevance (stick & dot notation for 3 note tunes – see model music curriculum) • Choose sounds to achieve an effect – including use of technology (Purple Mash 2.7 -Tear Thief) • Begin to compose short melodic patterns using 2 or 3 notes (tuned instrument/voice) • Create short, rhythmic patterns – sequences of long/short sounds • Selective in the control used on an instrument in order to create an intended effect • Create their own symbols to represent sounds (embedded from year 1 p13 model music curriculum) • Choose sounds to make an effect on the listener 	<p>Play Script music – Stig of the Dump & Roman Invasion</p> <ul style="list-style-type: none"> • Create repeated patterns using tuned instruments • Create accompaniments for melodies • Combine different sounds to create a specific mood or feeling • Understand how the use of tempo can provide contrast within a piece of music • Begin to read and write musical notation including crotchet, quavers and crotchet rests on basic staff (higher or lower on the page) • Effectively choose, order, combine and control sounds to create different textures • Use silent beats for effect (rests) • Combine different musical elements (eg – fast/slow, high/low, loud/soft) in their composition
<p>Appraising</p>	<p>Listen to, review and evaluate music across a range using high quality live and recorded music. Use appropriate musical terms (see below) to evaluate a range of music</p>	<ul style="list-style-type: none"> • Form an opinion to express how they feel about a piece of music (Through the year/African music/Seaside) • Identify what different sounds could represent and give a reason why (Peter & The Wolf) • Recognise repeated patterns (Peter & The Wolf/Seaside Soundscapes) • Differentiate between a fast/slow tempo, loud/quiet and high/low sounds (Throughout year) • Hear a pulse in a piece of music (Throughout year) 	<ul style="list-style-type: none"> • Identify particular features when listening to music – including music from historical periods/ different genres/styles and traditions (Music Assembly/ Diwali) • Begin to associate sounds with instruments (Music Assemblies) • Identify the pulse in a piece of music and tap along (Music Assemblies) • Recall short rhythmic patterns in a piece of music (Music Assemblies) • Begin to recognise changes in timbre, dynamics and pitch (Music Assemblies) • Recognise and name different instruments by sight (Music Assemblies) • Evaluate and improve their own work and give reasons (Tear Thief) 	<p>Stig of The Dump Soundtrack</p> <ul style="list-style-type: none"> • Use musical words (pitch/duration/dynamics/tempo) to describe and give their opinion on a piece of music (Throughout music topics & Music Assembly) • Evaluate and improve their work, explaining how it has improved using a success criterion (Composition pieces linked back to original soundtrack) • Recognise the work of at least one famous composer (Music Assembly) • Understand that music can be played or listened to for a variety of purposes (including different cultures and periods in history) – Music Assembly and both composition pieces

		<ul style="list-style-type: none"> Describe how sounds are made and changed (Throughout year – particularly in Peter & The Wolf) Respond to different moods in music and say how a piece of music makes them feel (Throughout year) 		<ul style="list-style-type: none"> Recognise a range of instruments by ear (Music Assembly) Internalise the pulse in a piece of music (Compositions & Music Assembly) Recognise the symbol for crotchet and crotchet rests (through composition) Know the location of notes on the staff means high/low pitch (through composition) Identify the features within a piece of music (throughout music topics & Music assembly)
Greater Depth	<ul style="list-style-type: none"> Talk about the ideas and processes which have led them to make their music Talk about the features of their own and other's work, recognising the differences between them and the strengths of others Skip in time to music 	<ul style="list-style-type: none"> Perform a rhythm to a steady pulse Give reasons as to why they have chosen the instrument they have Identify layered texture – listening for more than one sound at the same time Identify musical structure in a piece of music (verse/chorus etc) 	<ul style="list-style-type: none"> Sing/play rhythmic patterns in contrasting dynamics, keeping to the pulse Use simple structures in a piece of music – eg repetition and order Understand phrases are where we breath in a song Describe what effects pitch/tempo/dynamic/texture and timbre has on a piece of music 	<ul style="list-style-type: none"> Sing/play rhythmic patterns in contrasting tempos; keeping the pulse Compose a simple piece of music that they can recall to use again Understand metre (time signature) in 4 beats, then 3 beats Recognise changes in sounds that move incrementally and more dramatically Compare repetition, contrast and variation within a piece of music

Vocabulary	Beat Chant Fast	as EYFS plus: beater cymbal	as Year 1 plus accompany body percussion	as Key Stage One plus: names of orchestral instruments accompaniment
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	<p>Follow High Instrument Low Loud Quiet (use instead of 'soft') Repeat Rhythm Sing Slow Song Sounds Voice</p>	<p>drum high (sound) hit (drum) listen low (sound) perform quiet shaker steady beat tambourine tempo triangle tune</p>	<p>chime bar chord claves compose crotchet duration ostinato rest percussion phrase pitch quaver/s & paired quavers</p>	<p>call and response castanets composer conductor drone duet duration dynamics glockenspiel lines lyrics melodic phrase melody minim orchestra orchestration ostinato round scale spaces stave structure theme unison woodblock xylophone</p>
<p>ELG / Defined End Point</p>	<p><i>- Perform songs, rhymes, poems and stories with others and try to move in time to music</i> <i>-Sing a range of well known</i></p>	<p><i>- Perform, listen to, review and evaluate music across a range high quality live and recorded music and experiment with sounds to create basic pieces of music</i></p>	<p><i>- Perform, listen to, review and evaluate music across a range high quality live and recorded music, using this to experiment with sounds to create basic pieces of music</i></p>	<p><i>- Use appropriate musical terms to evaluate a range of music and begin to read, write and perform using basic musical notation.</i></p>

	<i>nursery rhymes and songs</i>			
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