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| EYFS | | |
| Nursery | Communication and Language | Sing a large repertoire of songs. |
| Physical Development | Use large-muscle movements to wave flags and streamers, paint and make marks. |
| Expressive Arts and Design | Listen with increased attention to sounds.  Respond to what they have heard, expressing their thoughts and feelings.  Remember and sing entire songs.  Sing the pitch of a tone sung by another person (‘pitch match’).  Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.  Create their own songs, or improvise a song around one they know.  Play instruments with increasing control to express their feelings and ideas |
| Reception | Communication and Language | Listen carefully to rhymes and songs, paying attention to how they sound.  Learn rhymes, poems and song |
| Physical Development | Combine different movements with ease and fluency. |
| Expressive Arts and Design | Explore, use and refine a variety of artistic effects to express their ideas and feelings.  Return to and build on their previous learning, refining ideas and developing their ability to represent them.  Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses.  Sing in a group or on their own, increasingly matching the pitch and following the melody.  Explore and engage in music making and dance, performing solo or in groups. |
| ELG | Expressive Arts  and Design  Being Imaginative and Expressive | Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. |

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| Year 1 | | | | |
| **Listen/Appraise** | **Singing/Playing** | **Improvisation** | **Composition** | **Performance** |
| To know 5 songs off by heart.  To know what the songs are about.  To know and recognise the sound and names of some of the instruments they use.  To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. | To confidently sing/rap 5 songs from memory and sing them in unison.  Learn names of the notes in their instrumental part when written down.  Learn the names of instruments they are playing.  Treat instruments carefully and with respect.  Play a tuned instrumental part with the song they perform.  Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts.  Listen to and follow musical instructions from a leader.  Learn about voices, singing notes of different pitches (high and low).  Learn that they can make different types of sounds with their voices –  you can rap or say words in rhythm | Improvisation is about making up your own tunes on the spot.  When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.  Everyone can improvise!  Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words).  Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.  Improvise! – Take it in turns to improvise using one or two notes. | Composing is like writing a story with music.  Everyone can compose.  Help to create a simple melody using one, two or three notes.  Learn how the notes of the composition can be written down and changed if necessary. | A performance is sharing music with other people, called an audience.  Choose a song they have learnt from the Scheme and perform it.  They can add their ideas to the performance.  Record the performance and say how they were feeling about it. |

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| Year 2 | | | | |
| **Listen/Appraise** | **Singing/Playing** | **Improvisation** | **Composition** | **Performance** |
| To know five songs off by heart.  To know some songs, have a chorus or a response/answer part.  To know that songs have a musical style.  To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.  To learn how songs can tell a story or describe an idea. | To confidently know and sing 5 songs from memory.  To know what unison is.  Songs include other ways of using the voice e.g. rapping.  To know why we need to warm up our voices.  Learn the names of the notes in their instrumental part from memory or when written down.  Know the names of untuned percussion instruments played in class.  Play their part with a steady pulse.  Listen to and follow musical instructions (singing and playing).  Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part).  Learn to find a comfortable singing position. | Improvisation is making up your own tunes on the spot.  When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.  Everyone can improvise, and you **can use one or two notes.**  Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words).  Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.  Improvise! – Take it in turns to improvise using one or two notes. | Composing is like writing a story with music.  Everyone can compose.  Help create three simple melodies with the Units using **one, three or five different notes.**  Learn how the notes of the composition can be written down and changed if necessary. | A performance is sharing music with an audience.  A performance can be a special occasion and involve a class, a year group or a whole school.  An audience can include your parents and friends.  Choose a song they have learnt from the Scheme and perform it.  They can add their ideas to the performance.  Record the performance and say how they were feeling about it. |

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| Year 3 | | | | |
| **Listen/Appraise** | **Singing/Playing** | **Improvisation** | **Composition** | **Performance** |
| To know five songs from memory and who sang them or wrote them and their style.  To choose one song and be able to talk about:  Lyrics, any musical dimensions featured in the song, and where they are used, identify main sections of the song.  Name some of the instruments they heard in the song.  To confidently identify and move to the pulse.  To think about what the words of a song mean.  To take it in turn to discuss how the song makes them feel.  Listen carefully and respectfully to other people’s thoughts about the music. | To know the definition of a choir, leader/conductor.  Songs can make you feel different things e.g. happy, energetic or sad  Singing as part of an ensemble or large group is fun, but that you must listen to each other  To know why you must warm up your voice.  To sing with awareness of being ‘in tune’.  To have an awareness of the pulse internally when singing.  Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation.  To rehearse and perform their part within the context of the Unit song. | To know about be able to talk about improvisation:  To know that using one or two notes confidently is better than using five.  To know that if you improvise using the notes you are given, you cannot make a mistake.  Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes.  Play and Improvise – Using your instruments, listen and play your own answer using one or two notes.  Improvise! – Take it in turns to improvise using one or two notes.  (Progress to three notes when ready) | To know and be able to talk about:  A composition: music that is created by you and kept in some way. It’s like writing a story. It can be played or performed again to your friends. Different ways of recording compositions (letter names, symbols, audio etc.)  Help create at least one simple melody using 1, 3 or 5  different notes.  Plan and create a section of music that can be performed within the context of the unit song.  Talk about how it was created.  Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.  Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). | To choose what to perform and create a programme.  To communicate the meaning of the words and clearly articulate them.  To talk about the best place to be when performing and how to stand or sit.  To record the performance and say how they were feeling, what they were pleased with what they would change and why.  You must sing or rap the words clearly and play with confidence  A performance can be a special occasion and involve an audience including of people you don’t know  It is planned and different for each occasion  It involves communicating feelings, thoughts and ideas about the song/music |

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| Year 4 | | | | |
| **Listen/Appraise** | **Singing/Playing** | **Improvisation** | **Composition** | **Performance** |
| To know five songs from memory and who sang them or wrote them and their style.  To choose one song and be able to talk about:  Lyrics, any musical dimensions featured in the song, and where they are used, identify main sections of the song and the instruments in the song.  To conﬁdently identify and move to the pulse.  To talk about the musical dimensions working together in the Unit songs e.g. if the song gets louder in the chorus (dynamics).  Talk about the music and how it makes them feel.  Listen carefully and respectfully to other people’s thoughts about the music.  When you talk try to use musical words. | To re-join the song if lost.  To listen to the group when singing.  To sing in unison and in simple two-parts.  Singing as part of an ensemble or large group is fun, but that you must listen to each other  Texture: How a solo singer makes a thinner texture than a large group  To know and be able to talk about:  The instruments used in class (a glockenspiel, recorder or xylophone).  Other instruments they might play or be played in a band or orchestra or by their friends.  To experience leading the playing by making sure everyone plays in the playing section of the song. | To know that if you improvise using the notes you are given, you cannot make a mistake.  To know that you can use some of the riﬀs you have heard in the  Challenges in your improvisations.  Sing, Play and Copy Back – Listen and copy back using instruments, two diﬀerent notes.  Play and Improvise – Using your instruments, listen and play your own answer using two diﬀerent notes.  Improvise! – Take it in turns to improvise using three diﬀerent notes. | Help create at least one simple melody using one, three or all ﬁve  diﬀerent notes.  Plan and create a section of music that can be performed within the context of the unit song.  Talk about how it was created.  Listen to and reﬂect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.  Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). | To choose what to perform and create a programme.  Present a musical performance designed to capture the audience.  To communicate the meaning of the words and clearly articulate them.  To talk about the best place to be when performing and how to stand or sit.  To record the performance and say how they were feeling, what they were pleased with what they would change and why.  To understand performance:  It is planned and diﬀerent for each occasion.  It involves communicating feelings, thoughts and ideas about the song/music. |

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| Year 5 | | | | |
| **Listen/Appraise** | **Singing/Playing** | **Improvisation** | **Composition** | **Performance** |
| To know five songs from memory, who sang or wrote them, when they were written and, if possible, why?  To know the style of the five songs and to name other songs from the  Units in those styles.  To choose two or three other songs and be able to talk about: style indicators, lyrics, any musical dimensions featured in the song, when and where they are used, identify main sections of the song and the instruments.  To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.  To talk about the musical dimensions working together in the Unit songs. | To choose and song and be able to talk about:  Its main features and singing in unison, the solo, lead vocal, backing vocals or rapping.  To know and be able to talk about:  Different ways of writing music down – e.g. staff notation, symbols  The notes C, D, E, F, G, A, B + C on the treble stave.  The instruments they might play or be played in a band or orchestra or by their friends.  Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using  notation. | To know that you can use some of the riffs you have heard in the  Challenges in your improvisations.  To know three well-known improvising musicians.  Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan:  Bronze – Improvise using one note.  Silver – Improvise using two notes.  Gold – Improvise using three notes. | Create simple melodies using up to five different notes and simple  rhythms that work musically with the style of the Unit song.  Explain the keynote or home note and the structure of the melody.  Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.  Record the composition in any way appropriate that recognises the  connection between sound and symbol (e.g. graphic/pictorial notation).  A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure. | To choose what to perform and create a programme.  To communicate the meaning of the words and clearly articulate them.  To talk about the venue and how to use it to best effect.  To record the performance and compare it to a previous performance.  To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”  A performance involves communicating ideas, thoughts and feelings about the song/music. |

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| Year 6 | | | | |
| **Listen/Appraise** | **Singing/Playing** | **Improvisation** | **Composition** | **Performance** |
| To think about the message of songs.  To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.  Listen carefully and respectfully to other people’s thoughts about the music.  Talk about the music and how it makes you feel, using musical  language to describe the music.  The historical context of the songs. What else was going on at this time, musically and historically?  Know and talk about that fact that we each have a musical  Identity. | To experience rapping and solo singing.  To listen to each other and be aware of how you fit into the group.  To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.  To know about the style of the songs so you can represent the feeling  and context to your audience.  To know and be able to talk about:  Different ways of writing music down – e.g. staff notation, symbols.  The notes C, D, E, F, G, A, B + C on the treble stave.  The instruments they might play or be played in a band or orchestra or by their friends. | To know that you can use some of the riffs and licks you have learnt  in the Challenges in your improvisations.  To know three well-known improvising musicians.  To know that you can use some of the riffs and licks you have learnt  in the Challenges in your improvisations.  Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan:  Bronze – Improvise using one note.  Silver – Improvise using two notes.  Gold – Improvise using three notes.  Classroom Jazz 2 – Improvise with a feeling for the style of Bossa Nova and  Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern) | Create simple melodies using up to five different notes and simple  rhythms that work musically with the style of the Unit song.  Explain the keynote or home note and the structure of the melody.  Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.  Record the composition in any way appropriate that recognises the  connection between sound and symbol (e.g. graphic/pictorial notation). | To choose what to perform and create a programme.  To communicate the meaning of the words and clearly articulate  them.  To talk about the venue and how to use it to best effect.  To record the performance and compare it to a previous performance.  To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”  **(Progression from Y5 is shown via terminology, performance standards etc.)** |

*“On our journey of faith, with Jesus as our guide, we share friendship, value learning and show*

*respect for ourselves and others, as we live, learn, play, work and pray together in our community.”*