

	Hearing and Listening	Vocalising and Singing	Moving and Dancing	Exploring and Playing
	<p>Begins to build a repertoire of songs and dances.                      Explores different sounds of different instruments.                      Represent their own thoughts, feelings and ideas through music.</p> <p>Being imaginative: children 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.                      Exploring and using media and materials: children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>			
Nursery	<p>Describe music, e.g. "scary music, angry music, happy music".</p> <p>Identify specific sounds in the environment e.g. sounds of cars, running water.</p> <p>Identify and match an instrumental sound, e.g. hear a shaker and indicate that they understand it is a shaker.</p> <p>Listen to a variety of sounds, and talk about their favourite sounds, songs and music.</p>	<p>Join in with action songs by singing some words and creating some or all actions</p> <p>Vocalise whilst moving, sing phrases of songs whilst moving</p> <p>Creates sound effects for toys in their pretend play</p> <p>Sings and chants with and to others</p>	<p>Moves in response to rhythms heard played on instruments eg a drum.</p> <p>Claps or taps to the pulse of the music he or she is listening to. &lt;</p> <p>Claps or taps to the pulse of the song he or she is singing.</p>	<p>Experiments with ways of playing instruments, eg volume (dynamics), speed (tempo), character of sounds such as tapping a tambourine/shaking a tambourine (timbre).</p> <p>Shows control in holding and playing instruments.</p> <p>Adds sound effects to stories using instruments</p>
Reception	<p>Think abstractly about music and express this physically or verbally e.g. "This music sounds like floating on a boat." "This music sounds like dinosaurs."</p> <p>Distinguish and describe changes in music and compare pieces of music, e.g. "this music started fast and then became slow."</p>	<p>Creates sounds in vocal sound games.</p> <p>Show an awareness of pitch (high and low sounds)</p> <p>Match the pitch of a song, i.e. reproduces with his or her voice the pitch of a tone sung by another</p> <p>Perform in a group or a solo</p>	<p>Moves in time to the pulse of the music being listened to and physically responds to changes in the music</p> <p>Replicates familiar choreographed dances</p> <p>Choreographs his or her own dances to familiar music, individually, in pairs/small groups.</p>	<p>Shows control to hold and play instruments to produce a musical sound</p> <p>Creates music based on a theme eg creates the sounds of the seaside.</p> <p>Keeps a steady beat whilst playing instruments.</p> <p>Creates rhythms using instruments and body percussion.</p>

Appraise	Perform (singing and playing instruments)	Composing
<ul style="list-style-type: none"> <li><i>Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes</i></li> <li><i>Pupils should be taught to play tuned and untuned instruments musically</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music</i></li> </ul>
<p>Say whether they like or dislike a piece of music (<i>a variety of music from different styles, traditions and times</i>)</p> <p><u>Suggested WAL's:</u>                      I can show that I can hear different moods in music.                      I can recognize fast, medium and slow tempos                      I can recognise that sections of music can sound the same or different.</p>	<p>Clap and repeat short rhythmic and melodic patterns (<i>find and internalise the pulse using movement e.g. clap, march, tap knees / rhythm is long and short sounds that happen over that steady beat</i>)</p> <p>Make different sounds with voice and with instruments</p> <p>Follow instructions about when to play and sing</p> <p>Use untuned instruments to perform and choose sounds to represent different things</p> <p>Use voices to sing songs, chants and rhymes</p> <p><u>Suggested WAL's:</u>                      I take part in singing.                      I can play tuned and untuned instruments with control.                      I follow instructions on how and when to sing or play an instrument.                      I can make and control long and short sounds, using voices and instruments.                      I can imitate changes in pitch.                      I take notice of others when I am performing.                      I can use my voice in different ways to create different effects.                      I can explore different sound materials such as skin, wood, metal and clay.                      I can explore different ways to play instruments such as shaking, hitting, plucking and scraping.</p>	<p>Make a sequence of sounds and respond to different moods in music</p> <p><u>Suggested WAL's:</u>                      I can copy a simple pattern of long and short sounds.                      I can make a sequence of long and short sounds with help.                      I can use invented or real symbols to invent and record simple rhythm patterns.                      I can choose sounds to represent different things (ideas, thoughts, feelings, moods etc).                      I can make sounds that are very different (loud and quiet, high and low etc).</p>
<p><b>Suggested Charanga Units:</b>  <b>Hey You!</b> - <i>Hip Hop</i>  <b>Into the groove</b> - <i>Blues, Baroque, Latin, Bhangra, Folk and Funk</i>  <b>Your imagination</b> - <i>Contemporary music from children's films</i></p>	<p><b>Keywords:</b> <b>appraising, pulse, rhythm, pitch, sound, loud, quiet, high, low, long, short, tempo</b></p>	

Year 1  
 \*Untuned percussion instruments  
 \*Glockenspiels

	Appraise	Perform (singing and playing instruments)	Composing
	<ul style="list-style-type: none"> <li><i>Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes</i></li> <li><i>Pupils should be taught to play tuned and untuned instruments musically</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music</i></li> </ul>
<p style="text-align: center;">Year 2</p> <p style="text-align: center;">*Untuned percussion instruments</p> <p style="text-align: center;">*Ocarinas</p>	<p>Make connections between notations and musical sounds</p> <p><u>Suggested WAL's:</u>                      I can show that I can hear different moods in music.                      I can recognize fast and slow tempos                      I can listen carefully to music, recognising the build-up of layers, such as the different instruments.                      I can recognise that songs may be verse, chorus, verse, or beginning, middle, end etc.</p>	<p>Sing or clap increasing and decreasing tempo</p> <p>Perform simple patterns and accompaniments keeping a steady pulse</p> <p>Play simple rhythmic patterns on an instrument</p> <p><u>Suggested WAL's:</u>                      I take part in singing songs, following the tune (melody) well.                      I use my voice to good effect.                      I perform with others', taking instructions from the leader.                      I can use my voice and instruments to make loud and quiet sounds (dynamics).</p>	<p>Order sounds to create a beginning, middle and an end</p> <p>Create music in response to different starting points</p> <p><u>Suggested WAL's:</u>                      I can copy a simple pattern of long and short sounds.                      I can make a sequence of long and short sounds with help.                      I can use invented or real symbols to invent and record simple rhythm patterns.                      I can choose sounds to represent different things (ideas, thoughts, feelings, moods etc).                      I can make sounds that are very different (loud and quiet, high and low etc).</p>
	<p><b>Suggested Charanga Units:</b>                      I wanna play in a band - <i>Rock</i>                      Zootime - <i>Reggae</i>                      Friendship Song</p>	<p><b>Keywords:</b> All of the previous vocab, tempo, dynamics (loud and quiet), melody, verse, chorus, layers.</p>	

Appraise	Perform (singing and playing instruments)	Compose
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	<ul style="list-style-type: none"> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• develop an understanding of the history of music</li> </ul>	<ul style="list-style-type: none"> <li>• listen with attention to detail and recall sounds with increasing aural memory</li> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> </ul>	<ul style="list-style-type: none"> <li>• improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>• use and understand staff and other musical notations</li> </ul>
<p style="text-align: center;">Year 3 * Recorders</p>	<p>Use musical words to describe a piece of music and compositions</p> <p>Use musical words to describe what they like and do not like about a piece of music</p> <p>Listen carefully and recognise high and low phrases</p> <p>Recognise the work of at least one famous composer (Bach)</p> <p><u>Suggested WAL's:</u> I can identify the beat in music. I recognise changes in timbre, dynamics and pitch. I can recognise the build-up of layers in music.</p>	<p>Play clear notes on instruments</p> <p><u>Suggested WAL's:</u> I take part in singing songs, following the tune (melody) well, with accurate pitch and using expression. I use my voice to maintain a simple part. I perform with others', taking instructions from the leader. I can vary dynamics with my voice and instruments when working alone or with others. I show control when playing musical instruments so that they sound, as they should.</p>	<p>Combine different sounds to create a specific mood or feeling</p> <p>Use different elements in composition</p> <p>Create repeated patterns with different instruments</p> <p>Improve my work; explaining how it has been improved</p> <p><u>Suggested WAL's:</u> I carefully choose sounds and order them to achieve an effect. (including use of ICT - garage band) I create short rhythmic phrases and record these using real or invented symbols. I can create short musical patterns. I use changes in pitch to communicate an idea. I make my own signs and symbols to make, record my music. I know how many beats in a minim, crotchet and semibreve and recognize their symbols.</p>
	<p><b>Suggested Charanga Units:</b> <b>Let your spirit fly - R&amp;B, Michael Jackson, Western Classical, Musicals, Motown, Soul</b> <b>Three Little Birds - Reggae</b> (links to Y2 Zootime) <b>Bringing Us Together - Disco</b> (links to Y2 Friendship Song)</p>	<p><b>Vocabulary: All of the previous vocab, expression, timbre, duration, texture, silence, symbols, minim, crotchet, semibreve, arrangement</b></p>	
	<p>Appraise</p> <ul style="list-style-type: none"> <li>• appreciate and understand a wide range of high-</li> </ul>	<p>Perform (singing and playing instruments)</p> <ul style="list-style-type: none"> <li>• listen with attention to detail and recall sounds with increasing aural</li> </ul>	<p>Compose</p> <ul style="list-style-type: none"> <li>• improvise and compose music for a range of</li> </ul>

	<p><i>quality live and recorded music drawn from different traditions and from great composers and musicians</i></p> <ul style="list-style-type: none"> <li><i>develop an understanding of the history of music</i></li> </ul>	<p><i>memory</i></p> <ul style="list-style-type: none"> <li><i>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i></li> </ul>	<p><i>purposes using the inter-related dimensions of music</i></p> <ul style="list-style-type: none"> <li><i>use and understand staff and other musical notations</i></li> </ul>
<p>Year 4 * Recorders</p>	<p>Identify and describe the different purposes of music</p> <p>Begin to identify the style of work of Beethoven, Mozart and Elgar</p> <p><u>Suggested WAL's:</u> I can listen to and evaluate a wide range of live and recorded music, including from different times and cultures. I describe music using words such as duration, timbre, pitch beat, tempo, and texture. I use these words to identify where my music works well and how it can be improved. I listen to several layers of sound and talk about the effect on the mood and feelings. I describe the different purposes of music throughout history and in other cultures.</p>	<p>Sing songs from memory with accurate pitch</p> <p><u>Suggested WAL's:</u> I sing in tune with expression and sense of phrase, showing control in my voice. I use my voice or an instrument to maintain a simple part. . I play notes on instruments with care so they sound clear. I perform with control and awareness of what others in the group are singing or playing.</p>	<p>Use notation to record compositions in a small group or individually Use notation to record and interpret sequences of pitches</p> <p><u>Suggested WAL's:</u> I compose and perform melodies and songs, using simple repeated patterns. (Including using ICT - garage band.) I recognise and create repeated patterns with a range of instruments. I create accompaniments for my tunes using drones or melodic ostinato. I carefully choose, order, combine and control sounds with awareness of their combined effect. I recognize the correct symbol for a minim, crotchet and semibreve and use them in compositions.</p>
	<p><b>Suggested Charanga Units:</b> <b>ABBA</b> - 70s and 80s pop music <b>Lean on Me</b> - Gospel <b>Stop!</b> - Grime, Classical, Bhangra, Tango, Latin Fusion</p>	<p><b>Vocabulary: All of the previous vocab, phrase, round, ostinato, drone, compose.</b></p>	

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	<ul style="list-style-type: none"> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• develop an understanding of the history of music</li> </ul>	<ul style="list-style-type: none"> <li>• listen with attention to detail and recall sounds with increasing aural memory</li> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> </ul>	<ul style="list-style-type: none"> <li>• improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>• use and understand staff and other musical notations</li> </ul>
<p>Year 5 *Glockenspiels</p>	<p>Describe, compare and evaluate music using musical vocabulary</p> <p>Explain why they think music is successful or unsuccessful</p> <p>Contrast the work of a famous composer with another and explain preferences</p> <p><u>Suggested WAL's:</u> I use a range of words to help me describe music. (e.g. pitch, duration, dynamics, tempo, timbre, texture, and silence) I can describe my music using musical words and I use this to identify strengths and weaknesses in my music.</p>	<p>Maintain own part whilst others are performing their part Repeat a phrase from the music after listening intently.</p> <p><u>Suggested WAL's:</u> I sing in tune and show control, breathing well and using clear diction. I perform songs with an awareness of the meaning of the words. I hold my part in a round. I perform songs in a way that reflects their meaning and the occasion. I can sustain a drone or melodic ostinato to accompany singing. I can play an accompaniment on an instrument (e.g. glockenspiel, bass drum or cymbal).</p>	<p>Compose music which meets specific criteria Choose the most appropriate tempo for a piece of music</p> <p><u>Suggested WAL's:</u> I can improvise within a group. I know how to make creative use of the way sounds can be changed, organised and controlled (including ICT - garage band). I can create rhythmic patterns with an awareness of timbre and duration. I can vary and maintain rhythms to fit style e.g. blues, waltz, African etc I can read the musical stave, including the time signature and can work out the notes, EGBDF and FACE. I can draw a treble clef at the correct position on the stave.</p>
	<p><b>Suggested Charanga Units:</b> <b>Livin' On A Prayer</b> - Rock (links to Y2 I wanna play in a band) <b>Classroom Jazz 1</b> - Jazz <b>Fresh Prince of Bel Air</b> - Hip Hop (links to Y1 Hey You!)</p>	<p><b>Vocabulary:</b> All of the above, diction, accompaniment, improvise, notation, musical stave, time signature, treble clef.</p>	

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	<p><i>quality live and recorded music drawn from different traditions and from great composers and musicians</i></p> <ul style="list-style-type: none"> <li><i>develop an understanding of the history of music</i></li> </ul>	<p><i>memory</i></p> <ul style="list-style-type: none"> <li><i>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i></li> </ul>	<p><i>purposes using the inter-related dimensions of music</i></p> <ul style="list-style-type: none"> <li><i>use and understand staff and other musical notations</i></li> </ul>
<p>Year 6 *Ukulele</p>	<p>Analyse features within different pieces of music</p> <p>Compare and contrast the impact that different composers from different times have had on people of that time</p> <p><u>Suggested WAL's:</u> I understand how lyrics reflect the cultural context and have social meaning. I use this knowledge to enhance my own compositions. I appreciate harmonies and work out how drones and melodic ostinato are used to accompany singing. I refine and improve my work.</p>	<p>Sing in harmony confidently and accurately perform parts from memory</p> <p>Take the lead in a performance</p> <p>Accurately recall a part of the music listened to</p> <p><u>Suggested WAL's:</u> I sing or play from memory with confidence, expression and in tune. I hold my part in a round. I am confident in singing or playing solo. I sing a harmony part confidently and accurately. I maintain my own part with an awareness of what others are playing or singing.</p>	<p>Use a variety of different musical devices in composition (including melody, rhythms and chords).</p> <p><u>Suggested WAL's:</u> I demonstrate imagination and confidence in the use of sound. I use ICT to organize my musical ideas. I show thoughtfulness in selecting sounds and structures to convey an idea. I use a variety of different musical devices including melody, rhythms, and chords. I know and use standard musical notation to both perform and record my music. I can quickly read notes and know how many beats they represent.</p>
	<p><b>Suggested Charanga Units:</b> <b>Ukulele Course</b> Happy - Pop/Motown <b>Classroom Jazz 2</b> - Jazz (links to Y5 Classroom Jazz 1)</p> <p><a href="https://ukuleleintheclassroom.com/">https://ukuleleintheclassroom.com/</a></p>	<p><b>Vocabulary:</b> All of the above, chord, solo, harmony.</p>	