

Music National Curriculum

EYFS Early Learning Goals

ELG: Being Imaginative and Expressive

Children at the expected level of development will:

- 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.

Key Stage 1

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned 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.

Key Stage 2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- 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.

The

1. Controlling sounds through singing and playing (Play and Perform)

To learn to sing and play a variety of songs and music to themselves and to perform to an audience.

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2. Creating and developing musical ideas (Create and Compose)

To experiment with sounds and rhythm, learning to record and compose.



Westgarth

3. Responding and reviewing (Appraising Skills)

Respond to how music makes them feel and evaluate their own and other's work, suggesting how to improve it.

Core

4. Listening and applying knowledge and understanding.

Listen to and respond to different composers and genres of music to explore the relationship between sounds and music.

Music Skills

5. Vocabulary

To become familiar with and to use key musical vocabulary and terminology.

Skills progression 2020-21

Subject Area: Music

Subject Leader: Jenny Duncan



Skill	FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1. Controlling sounds through singing and playing (Play and Perform)	See EYFS Progression of Skills	<ul style="list-style-type: none"> • Use voices in different ways such as speaking, singing and chanting. • To create and choose sounds. • To perform simple rhythmical patterns, beginning to show an awareness of pulse. • To think about others when performing. 	<ul style="list-style-type: none"> • Use voices expressively and creatively. • To sing with the sense of shape of the melody. • To create and choose sounds for a specific effect. • To perform rhythmical patterns and accompaniments, keeping a steady pulse, • To think about others while performing. 	<ul style="list-style-type: none"> • To sing in unison, becoming aware of pitch. • To perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes. • To think about others while performing. 	<ul style="list-style-type: none"> • To sing in unison, maintaining the correct pitch and using increasing expression. • To play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics. • To think about others while performing. 	<ul style="list-style-type: none"> • To sing in unison with clear diction, controlled pitch and sense of phrase. • To play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression. • To maintain my own part and be aware how the different parts fit together. 	<ul style="list-style-type: none"> • To sing in solo and unison and in parts with clear diction, controlled pitch and with a sense of praise. • To play and perform with accuracy, fluency, control and expression. • To think about the audience when performing and how to create a specific effect.

Skills progression 2020-21

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Skill	FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>2. Creating and developing musical ideas (Create and Compose)</p>	<p>See EYFS Progression of Skills</p>	<ul style="list-style-type: none"> • To know about and experiment with sounds. • To recognise and explore how sounds can be organised. • To identify and organise sounds using simple criteria e.g. loud, soft, high, low. 	<ul style="list-style-type: none"> • Repeat short rhythmic and melodic patterns. • To begin to explore, choose and order sounds using inter-related dimensions of music*. • Introduce graphic scores as a way of recording compositions. 	<ul style="list-style-type: none"> • To create rhythmical patterns that use a small range of notes. • To begin to join simple layers of sound e.g. a background rhythm and a solo melody. • Sequences and rhythms can be written using informal symbols in a graphic score. 	<ul style="list-style-type: none"> • To create rhythmical and simple melodic patterns using an increased number of notes. • To join layers of sound, thinking about musical dynamics of each layer and understanding the effect. 	<ul style="list-style-type: none"> • To create increasingly complicated rhythmic and melodic phrases within given structures. • Begin to read and compose using stave notation 	<ul style="list-style-type: none"> • To create and improvise melodic and rhythmic phrases as part of a group performance and compose y developing ideas within a range of musical structures. • Be able to read and record an octave on a stave from C to C (standard chime bar)

Skills progression 2020-21

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Skill	FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
3.Responding and reviewing (Appraising Skills)	See EYFS Progression of Skills	<ul style="list-style-type: none"> •To talk about how music makes you feel or want to move. E.g. it makes me want to jump/sleep/shout etc. •To think about and make simple suggestions about what could make their own work better. E.g. play faster or louder. 	<ul style="list-style-type: none"> •To respond to different moods in music and explain thinking about changes in sound. •To identify what improvements could be made to own work and make these changes, including altering use of voice, playing of and choice of instruments. 	<ul style="list-style-type: none"> •To explore and comment on the way sounds can be used expressively. •To comment on the effectiveness of own work, identifying and making improvements. 	<ul style="list-style-type: none"> •To recognise and explore the ways sounds can be combined and used expressively and comment on this effect. •To comment on the effectiveness of own work, identifying and making improvements based on its intended outcome. 	<ul style="list-style-type: none"> •To describe, compare and evaluate different types of music, beginning to use musical words. •To comment on the success of own and other's work, suggesting improvements based on intended outcomes. 	<ul style="list-style-type: none"> •To describe, compare and evaluate different types of music using a range of musical vocabulary including the inter-related dimensions of music*. •To evaluate the success of own and others work, suggesting specific improvements based on intended outcomes and comment on how this could be achieved.

Skills progression 2020-21

Subject Area: Music

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Skill	FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
4. Listening and applying knowledge and understanding.	See EYFS Progression of Skills	<ul style="list-style-type: none"> • To begin to identify simple repeated patterns and follow basic musical instructions. • To begin to understand that different musical elements can be used to create different moods and effects • To begin to represent sounds with simple symbols including shapes and marks • To listen to short, simple pieces of music and talk about when and why they may hear it. E.g. a lullaby or wedding march. 	<ul style="list-style-type: none"> • To identify and recognise repeated patterns and follow a wider range of musical instruments • To understand how different musical elements, create different moods and effects. • To confidently represent sounds with a range of symbols, shapes or marks. • To listen to pieces of music and discuss where and when they may be heard, explaining why using simple music vocabulary. E.g. It's quiet and smooth so it 	<ul style="list-style-type: none"> • To listen with attention and begin to recall sounds. • To begin to understand how different musical elements are combined and used to create an effect. • To begin to recognise simple notions to represent music, including pitch and volume. • To listen to and begin to respond to music drawn from different traditions and great composer and musicians. • To listen and appraise different genres of music 	<ul style="list-style-type: none"> • To listen to and recall patterns of sounds with increasing accuracy • To understand how different musical elements are combined and used expressively • To understand and begin to use established and invented musical notions to represent music. • To listen to and understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians. • To listen and appraise 	<ul style="list-style-type: none"> • To listen to and recall and range of sounds and patterns of sounds. • To begin to identify the relationship between sounds and how music can reflect different meanings. • To recognise and use arrange of musical notations, including staff notation. • To listen to a range of high quality, live and recorded music from different traditions, composers and musicians and begin to discuss their differences and 	<ul style="list-style-type: none"> • To listen to, internalise and recall sounds and patterns of sounds with accuracy and confidence. • To identify and explore the relationship between sounds and how music can reflect different meanings. • To use and apply a range of musical notations to plan, revise and refine notation to plan, revise and refine musical material. • To develop an understanding of the history of music from different cultures,

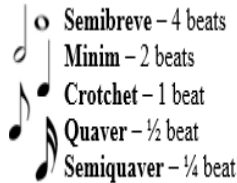
	<ul style="list-style-type: none"> •To listen and appraise different genres of music. •Listen to a variety of different composers. 	<ul style="list-style-type: none"> •To listen and appraise different genres of music. •Listen to a variety of different composers. 	<p>would be good for a lullaby.</p> <ul style="list-style-type: none"> •To listen and appraise different genres of music. •Listen to a variety of different composers. 	<ul style="list-style-type: none"> •Listen to composers of Romantic music between 1830s and 1900s e.g. Beethoven, Tchaikovsky and Brahms 	<p>different genres of music</p> <ul style="list-style-type: none"> •Listen to composers of 20th century music from 1901 to 2000 e.g. John Williams, Beatles, Gershwin, Lady GaGa 	<p>how music may have changed over time.</p> <ul style="list-style-type: none"> •To listen and appraise different genres of music •Listen to composers of Renaissance music 1400s and 1600s; Monteverdi, Josquin Des, Prez 	<p>traditions, composers and musicians, evaluating how venue, occasions and purpose effects the way that music is created and performed.</p> <ul style="list-style-type: none"> •, To listen and appraise different genres of music and as a result be able to confidently recognise and describe key feature of each genre. •Listen to composers from the classical period 1750 to 1825; Mozart, Bach, Clara Schumann.
	<p>Ensure children are listening to a range of music from different cultures places and periods, linking to curriculum topics where appropriate e.g. Traditional war songs, Sea Shanties etc.</p>						

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5. Vocabulary	See EYFS Progression of Skills	Pulse - constant beat Rhythm - a structured pattern of beats Beat - a unit of rhythm Perform Ensemble Pitch - High and Low Volume Tempo - Fast and Slow Unison- playing together	All previous: Express Melody Rhythmical pattern Melodic pattern Steady pulse Tempo Pitch Volume Pulse Beat Butterfly Caterpillar	All Previous: Notes Dynamics  Forte- loud Piano - quiet Solo Background rhythm Ostinato - repeated rhythm Musical effect - happy - major sad or spooky minor.	All Previous: Dynamics Forte- loud Piano - quiet Fortissimo - Very loud Pianissimo - Very quiet Crescendo - Gradually getting louder Diminuendo - Gradually getting quieter	All previous: Diction - style of pronunciation Ensemble Stave notation Quavers Crotchets Minim Semi-quaver Time signature 4/4 Bar line	Previous: Further notation to be added. Musical phrase Improvisation Internalise Culture Tradition

*Inter-related dimensions of music to be used throughout each year group.

- PULSE: the steady beat of a piece of a piece of music
- PITCH: the melody and the way the notes change from low to high and vice versa.
- RHYTHM: or duration is the pattern of long and short sounds in a piece of music
- DYNAMICS: Loud and soft

- TEMPO: Fast and slow
- TIMBRE: The type of sound - whisper/hum/sing/talk (examples with the voice) or twinkly/hard/soft (examples with instruments)
- TEXTURE: Layers of sound (number of instruments or voices playing together)
- STRUCTURE: The way the music is laid out -e.g. Verse, chorus, verse.