

MUSIC				Autumn	Spring	Summer
INTENT						
End of EYFS		End of KS1		End of KS2		
Pupils will be given the opportunity to: - 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.		Pupils will be given the opportunity 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.		Pupils will be given the opportunity 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. - 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.		
IMPLEMENTATION						
Core Skills	End of EYFS		End of KS1		End KS2	
Listening and Appraising	Listen carefully to rhymes and songs, paying attention to how they sound.		March, clap, tap your knees, move to find and internalise the pulse. Continue		Identify basic musical styles through learning about their style indicators and the instruments played.	

	• Move to music and talk about it, expressing their feelings and responses. • Watch and talk about dance and performance art. • Clap out the structure of words. • Keep a steady beat	to understand what it means to find the pulse. • Start using basic musical language to describe the music you are listening to and your feelings towards it. • Begin to listen, with respect, to other people's ideas and feelings towards the music you have listened to. • Discuss simple dimensions of music (pulse, rhythm, pitch, and perhaps tempo and dynamics) and how they fit into the music you are listening to. • Copy a simple rhythm and sing over the pulse. • Clap the rhythm of your name, favourite food, favourite colour etc.	• Find the pulse confidently of the music they are listening to and understand what that means. • Use accurate musical language confidently and consistently to describe and talk about music. • Listen to other ideas about music, respect those ideas and feelings. • Continue to realise/understand and show how pulse, rhythm, pitch, tempo and dynamics fit together. • Continue to realise, understand, explain and give examples to show how pulse, rhythm, pitch, tempo, dynamics, timbre, texture and structure fit together. • Clap, play rhythms and copy one to two note pitches confidently and create their own rhythm. Lead others if asked.
Performance - singing	• Perform a repertoire of songs, poems and rhymes in a group or solo. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Use their voice to represent sounds	• Begin to understand the importance of warming up their voices and to establish a good singing position. • Start to consider that words mean something and how they work together with the music. • Sing with a good sense of the pulse internally and try to sing together with the group, gradually developing the confidence to sing alone. • Stop and start as appropriate, begin to follow a leader/conductor.	• Sing in tune and work together as part of an ensemble or as a soloist. • Perform and interpret a song stylistically and as musically as you can. • Understand the importance of warming up their voices and to establish a good singing position. • Sing in two parts, confidently keeping your own part. • Follow a leader/conductor with confidence and ease, understand why and how the ensemble works/fits

		• Practise, rehearse and present performances with some awareness of an audience.	together. Perhaps lead the group yourself. • Practise, rehearse and present performances with awareness of an audience. Begin to realise that performance can influence how music is presented.
Performance –Instruments	• Play instruments with increasing control to express their feelings and ideas. • Choose instruments to represent sounds. • Play un-tuned and tuned instruments to a steady beat.	• Begin to play a classroom instrument as part of a group/ensemble and as part of the song that is being learnt. • Play as part of your ensemble/group with a sound-before-symbol (by ear) approach. • Learn to stop/start and respond to basic musical cues from the leader/conductor. • Learn how to treat your instrument with respect and how to play it correctly. • Practise, rehearse and present performances with some awareness of an audience.	• Play a classroom instrument as part of a group/ensemble and as part of the song you are learning with more knowledge, confidence and ease. • Move between differentiated parts as required using a sound-before-symbol approach. Begin to use notation. • Continue to respond to basic musical cues from the leader/conductor. Follow the leader confidently. • Treat your instrument with respect and care to play it correctly. • Demonstrate confidence and fluency when playing your instrument in a solo or ensemble context. • Continue to treat your instrument with respect and care and to play it correctly. • Practise, rehearse and present performances with awareness of an audience. Begin to realise that performance can influence how music is presented. • Watch a recording and/or discuss the performance. Offer helpful and thoughtful comments and feedback about others.

			• Read and perform pitch notation within an octave (e.g. C–C').
Composition	• Create their own songs, or improvise a song around one they know. • Explore collections of materials with similar and/or different properties.	• Create your own very simple melodies (usually in a group) within the context of the song that is being learnt. • Create compositions using one or two notes, increasing to three notes if appropriate. • Record the composition in any way appropriate. Notate music in different ways, using graphic/pictorial notation, video, ICT. • Musically demonstrate a very simple understanding and use of the interrelated dimensions of music as appropriate within this context of creating and making music eg getting louder (dynamics), quieter (dynamics), higher (pitch), lower (pitch). • Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. • Explore standard notation	• Compose a section of music that can be added to a performance of a song. • Confidently create your own melodies within the context of the song that is being learnt. • Move beyond composing using two notes, increasing to three notes then five. • Use voice, sounds, technology and instruments in creative ways. Record the composition in any way appropriate. • Notate music in different ways, using graphic/pictorial notation, video, ICT. • Musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate within the context of creating and making music. • Recognise and musically and/or verbally demonstrate awareness of a link between shape and pitch using notations as appropriate. • Represent compositions using symbols and/or any appropriate means of notation.
Improvisation	• Create their own songs, or improvise a song around one they know. • Explore collections of materials with similar and/or different properties.	• Explore and create simple musical sounds with voices and instruments within the context of the song/music being learnt. • Begin to understand through activity, that when you improvise you make up	• Continue to explore and create musical improvisations with voices and instruments within the context of the song/music being learnt. • Deepen your understanding through activity, that when you improvise you

		your own tune (or rhythm) using one or two notes. An improvisation is not written down or notated. If written down in any way or recorded, it becomes a composition. • Improvise using very simple patterns on your instrument and/or voice. • Create your own simple rhythmic patterns that lead to melodies in a group or a solo situation. • Start to perform your own rhythms and melodies with confidence and understanding in the group. Start improvising using one or two notes.	make up your own tune (or rhythm) using one, two or three notes, or you can sing. • Improvise using very simple patterns on your instrument and/or voice. • Create your own more complex rhythmic patterns that lead to melodies in a group or a solo situation. • Perform your own rhythms and melodies with confidence and understanding in the group. Improvise using up to three notes with confidence.
IMPACT			
Pupil Voice			
Subject Monitoring			