



Music



Early Learning Goals

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

	Before starting Reception, children should:	During Reception, the children will learn to:	By the end of Reception, children should:
Expressive art and design	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	Being Imaginative and Expressive <ul style="list-style-type: none"> 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.
Physical	<ul style="list-style-type: none"> Increasingly be able to use and remember sequences and patterns of movements, which are related to music and rhythm. 	<ul style="list-style-type: none"> Progress towards a more fluent style of moving, with developing control and grace. 	
Communication & Language	<ul style="list-style-type: none"> Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. 	<ul style="list-style-type: none"> Listen carefully to rhymes and songs, paying attention to how they sound Learn rhymes, poems and songs. 	

National Curriculum Expectations:

Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

	By the end of Year 2	By the end of Year 4	By the end of Year 6
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	

Singing	<p>Children can:</p> <ul style="list-style-type: none"> • Sing simple songs and chants, collectively in unison with a small range • Sing a wide range of call and response songs to control vocal pitch and replicate with accuracy • Sing unison songs with a range of five notes with accurate pitch • Know the meaning of dynamics and tempo markings and demonstrate them when following directions (loud/quiet/fast/slow/dim/pause) • Sing short phrases independently within a singing game or short phrase 	<p>Children can:</p> <ul style="list-style-type: none"> • Sing unison songs (various styles and structures) with a range of five notes using expression (piano / forte) • Perform actions in time to a range of songs • Sing a broad range of songs with an octave range, accurately pitching the voice, following directions for crescendo/decrescendo • Sing rounds and partner songs in 2,3 and 4 time • Sing songs with small and large leaps and in two parts • Perform a range of songs in school assemblies 	<p>Children can:</p> <ul style="list-style-type: none"> • Sing from an extended repertoire with a sense of ensemble and performance • Observe phrasing, accurate pitching and appropriate style • Sing three-part rounds and those with a more complex structure • Perform in assemblies and other school performance activities • Perform songs with syncopated rhythms. • Sing three- and four-part rounds, developing independence and listening skills
Listening	<p>Children can:</p> <ul style="list-style-type: none"> • Listen to music and understand the stories, traditions, origins, history and social context of the music. 	<p>Children can:</p> <ul style="list-style-type: none"> • Listen to music and understand the stories, traditions, origins, history and social context of the music. 	<p>Children can:</p> <ul style="list-style-type: none"> • Listen to music and understand the stories, traditions, origins, history and social context of the music.
Composing and Improvising	<p>Children can:</p> <ul style="list-style-type: none"> • Improvise simple vocal chants using question and answer • Create musical sound effects/ short sequences in response to stimuli • Understand the difference between rhythm and pitch • Invest, retain and recall rhythm and pitch patterns • Use graphic score and music tech • Create music in response to a non-musical stimulus • Work with a partner to improvise simple question and answer phrases using untuned percussion • Use graphic score, dot notation and stick notation as appropriate • Use music technology to capture, change and combine sounds 	<p>Children can:</p> <ul style="list-style-type: none"> • Become more skilled at improvisation inventing on the spot responses using voice and percussion • Structure musical ideas (using echo or question and answer to create music with a beginning, middle and end, and to different stimuli • Combine rhythmic notation with letter names (do re mi) • Compose rhythmic backing accompaniments • Improvise on an instrument they are learning using staccato and legato • Structure improvisations • Compose a pentatonic melody combining rhythmic notation with letter names • Use notation cards • Compose a specific mood • Understand major and minor chords 	<p>Children can:</p> <ul style="list-style-type: none"> • Improvise over a drone using melodic instruments • Improvise over a simple groove creating melodic shape and using expression/ dynamics • Compose a melody in either C or Am, with an accompaniment • Compose a ternary piece • Use chords to evoke an atmosphere • Create music that uses contrast • Extend improvised melodies over a fixed groove with a musical shape • Plan, compose and notate an 8 or 16 beat melody • Compose in G major or Em, using chords • Compose a ternary piece using contrasts

Performance	<p>Children can:</p> <p>Pulse/Beat:</p> <ul style="list-style-type: none"> Walk, move or clap a steady beat with others and to live and recorded music, responding to tempo changes Use body percussion and tuned instruments to play repeated patterns Understand that the speed of the beat can change Tapping or clapping the beat, recognising changes in tempo Walk in time to a piece of music using left and right co-ordinated movements Group beats in 2's and 3's by tapping the first beat Identify music in 2 and 3 time <p>Rhythm:</p> <ul style="list-style-type: none"> Perform short copycat rhythms accurately Perform ostinato Perform word-pattern chants Play copycat rhythms, copy a leader, invent rhythms for others using untuned percussion Create rhythms using word phrases Create and perform their own rhythm patterns using stick notation <p>Pitch/Beat:</p> <ul style="list-style-type: none"> Recognise high and low Explore percussion sounds to tell a story Follow pictures and symbols to guide singing and playing Play back intervals of a third Sing short phrases independently Respond to pitch changes heard in a short phrase Recognise dot notation and match to three pitches using tuned instruments 	<p>Children can:</p> <ul style="list-style-type: none"> Develop ability in playing tuned percussion or a melodic instrument such as recorder or violin. Understand staff notation and crotchets and paired quavers Apply words to rhythms, linking each syllable with a musical note Develop skills in an instrument over a sustained period such as whole class tuition Play and perform melodies using staff notation of a 5th as a whole class or small group Perform in two or more parts using simple notation Copy short phrases using the pentatonic scale Understand the difference between minims, crotchets, paired quavers and rests Read and perform pitch notation of a 5th Follow and perform rhythmic scores and play within a rhythmic texture to achieve a sense of ensemble 	<p>Children can:</p> <ul style="list-style-type: none"> Play melodies on tuned percussion and melodic instruments using staff notation using C-C following dynamic changes Understand how triads are formed and play them, performing chords to simple songs Perform a range of repertoire that uses an ensemble Develop a play-by-ear skill Further understanding of notation Understand the difference between 2,3 and 4 time Accompany a melody using chords or bass line Read and play notation featuring different durations Further understand notation Read and perform pitch notation to an octave Read and play rhythmical phrases using cards confidently
Musical style repertoire Examples include:	<ul style="list-style-type: none"> Classical Music e.g. Mozart and Holst Popular Music e.g. Blues and Art Pop Traditional Music such as Brazilian Samba World music such as Western Classical Music such as Ravel Popular Music such as Rock n Roll, Britpop Indonesian Gamelan 	<ul style="list-style-type: none"> Handel Mussorgsky Film Music Popular Music such as Funk and Disco World music such as Indian Classical Music Beethoven Hildegard Rutter Popular Music such as Jazz and 90's Indie Music World music such as Calypso and Bhangra 	<ul style="list-style-type: none"> Vaughan Williams Britten Popular Music e.g. 90's music and 80's synth pop World music such as African Drumming and Vocal Music Tchaikovsky RnB Folk Music Tango