

Music

	EYFS	Year 1	Year 2	Year 3
Listen & Appraise	Listening and responding to different styles of music, embedding foundations of the interrelated dimensions of music,	The children will listen to a variety of musical styles from different times, traditions and composers. Learn to recognise instruments and basic style indicators. Encourage discussions using musical language.	The children will continue to listen to a variety of musical styles from different times, traditions and composers. Learn to recognise instruments and basic style indicators. Encourage discussions using musical language.	The children will understand and appreciate a variety of musical styles from different times and traditions. Continue to recognise the sound of musical instruments and basic features of key musical styles. Encourage discussion using more accurate musical language.
Musical Activities	listening to, learning to sing or sing along with nursery rhymes and action songs, improvising leading to playing classroom instruments and, share and perform the learning that has taken place 40-60 Begins to build a repertoire of songs and dances. ELG Children sing songs, make music and	Games: Begin to understand how pulse, rhythm and pitch work together to create music through warm-up games and flexible games. Singing: Start to sing songs/raps together in a group/ensemble. Playing Instruments: Use glocks, recorders or band instruments if appropriate. Start to learn to play together in a band or ensemble. Improvisation: Begin to learn that improvisation is when you make up your own tune or rhythm. An improvisation is not written down or notated. If written down in any way or recorded, it becomes composition. Composition: Start to learn that composition is creating very simple rhythms and melodies that are notated or recorded in some way	Games: Continue to understand how pulse, rhythm and pitch work together to create music through Warm-up Games and Flexible Games. Singing: Continue to sing songs/raps together in a group/ensemble. Playing Instruments: Use glocks, recorders or band instruments if appropriate. Learn to play together in a band or ensemble. Improvisation: Continue to learn that improvisation is when you make up your own tune or rhythm. An improvisation is not written down or notated. If written down in any way or recorded, it becomes a composition. Composition: Continue to learn that composition is creating simple rhythms and melodies that are notated or recorded in some way.	Games: Continue to understand how pulse, rhythm and pitch work together to create music through Warm-up Games and Flexible Games. Singing: Continue to sing songs/raps together in a group/ensemble. Playing Instruments: Use glocks, recorders or band instruments if appropriate. Learn to play together in a band or ensemble. Improvisation: Continue to learn that improvisation is when you make up your own tune or rhythm. An improvisation is not written down or notated. If written down in any way or recorded, it becomes a composition. Composition: Continue to learn that composition is creating simple rhythms and melodies that are notated or recorded in some way.
Perform/Share	dance, and experiment with ways of changing them. They represent their own ideas, thoughts and feelings through music.	Perform together in an ensemble/band. Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and un-tuned instruments musically.	Perform together in an ensemble/band. Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and un-tuned instruments musically.	Perform together in an ensemble/band. Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and un-tuned instruments musically.

	Year 4	Year 5	Year 6
Listen & Appraise	<p>The children will continue to understand and appreciate a variety of musical styles from different times and traditions. Continue to recognise the sound of musical instruments and basic features of key musical styles. Encourage more confident discussion using accurate musical language.</p> <p>Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.</p> <p>Ten Pieces Tchaikovsky: The Nutcracker Wagner: Ride of the Valkyries Carl Orff: Carmina Burana</p>	<p>The children will continue to listen to a variety of musical styles from different times and traditions. Recognise instruments and features of key musical styles. Encourage confident discussion using accurate musical language</p> <p>Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.</p> <p>Ten Pieces: Florence Price Symphony No.1, Mozart Horn Concerto and Prokofiev Peter and the Wolf</p>	<p>The children will continue to listen to a variety of musical styles from different times and traditions. Recognise instruments and features of key musical styles. Encourage confident discussion using accurate musical language.</p> <p>Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.</p> <p>Ten Pieces: Bernstein: Mambo, Holst: Mars from the Planets and Bach: Toccata and Fugue</p>
Musical Activities	<p>Games: Continue to build on previous learning about how pulse, rhythm and pitch work together to create music through Warm-up Games and Flexible Games.</p> <p>Singing: Learn and understand more about preparing to sing. Explore a range of vocal activity eg rapping, beatboxing. Perhaps sing as a soloist and as part of a larger group and/or in parts.</p> <p>Playing Instruments: Perform as a soloist and as part of a band or ensemble, by ear and/or from different notations. Playing pieces in unison and in two parts.</p> <p>Improvisation: Continue inventing musical ideas within improvisation.</p> <p>Composition: Continue inventing musical ideas within composition. They can be recorded in sound or written using any appropriate notation</p>	<p>Games: The children will have an understanding of how pulse, rhythm and pitch work together to create music through Warm-up Games.</p> <p>Singing: Understand more about preparing to sing songs/raps together in a group/ensemble, sometimes in parts and confidently.</p> <p>Playing Instruments: Use glocks, recorders or band instruments. Play together with confidence and understanding in a band or ensemble.</p> <p>Improvisation: Know and understand that when you make up your own tune or rhythm it's called improvisation. Have the knowledge and understanding that an improvisation is not written down or notated. If written down in any way or recorded, it becomes composition.</p> <p>Composition: Know and understand that composition is creating your own melody within given boundaries. It can be notated or recorded in some way.</p>	<p>Games: Games and Flexible Games. A deeper understanding of how pulse, rhythm and pitch work together to create music through Warm-up Games</p> <p>Singing: Understand with greater depth about preparing to sing songs/raps together in a group/ensemble, sometimes in parts and confidently</p> <p>Playing Instruments: Use glocks, recorders or band instruments. Play together with more confidence and deeper understanding in a band or ensemble</p> <p>Composition: Understand with greater depth that composition is creating your own melody within given boundaries. It can be notated or recorded in some way.</p>
	Perform together in an ensemble/band.	Perform together in an ensemble/band with ease and confidence.	Perform together in an ensemble/band with ease, confidence and knowledge of your audience.