



MUSIC

Highlight by topic

Autumn - Singing/exploring instruments

Year A Spring – Handa’s Surprise/rhythm

Year A Summer – Music/dance

Year R

Knowledge, Skills and Understanding breakdown for Subject

<p>Play and perform Children can use their voices expressively and creatively by singing songs and speaking chants and rhymes. They play tuned and untuned instruments musically.</p>	<p>Improvise and compose Children can experiment with, create, select and combine sounds.</p>	<p>Listen Children can listen with concentration to a range of high quality live and recorded music.</p>	
<p>Can sing songs with others, remembering the tune and keeping in time.</p> <p>Can experiment with tuned and untuned sounds within a given structure.</p> <p>Can sing songs with others remembering the tune and keeping in time.</p> <p>Can join in a class performance.</p>	<p>Can use my voice to repeat rhythmic ‘fruit’ rhythms and chants.</p> <p>Can rehearse in a group (ensemble).</p> <p>Can use different instruments to play fruit rhythms.</p>	<p>Can identify some aspects of African music</p> <p>Can identify instrumental timbres (sounds) of African music.</p>	
<h2>Challenge</h2>			
<p>Year R</p>	<p>Children can use and understand staff and other musical notations.</p>	<p>Can read and begin to understand simple musical notation.</p>	



MUSIC

Highlight by topic

Autumn - Singing and performing

Spring – Water

Summer – Rhythm

Year 1

Knowledge, Skills and Understanding breakdown for Subject

Play and perform Children can use their voices expressively and creatively by singing songs and speaking chants and rhymes. They play tuned and untuned instruments musically.	Improvise and compose Children can experiment with, create, select and combine sounds.	Listen Children can listen with concentration to a range of high quality live and recorded music.
<p>Can explore different vocal sounds.</p> <p>Can recognise high, middle, low pitches.</p> <p>Can use actions to demonstrate changes in pitch</p> <p>Can identify the dynamics pp, p, f</p> <p>Can follow instructions about when and how to play/vocalise sounds.</p> <p>Can use my voice to make different sounds.</p> <p>Can sing simple musical patterns.</p> <p>Can sing with expression and energy to create a sense of performance.</p> <p>Can echo a simple four beat rhythm</p> <p>Can use tuned/ untuned instruments to perform a four beat rhythm.</p>	<p>Can extend a song by creating further verses.</p> <p>Can make up short musical patterns to reflect a journey.</p> <p>Can select and combine sounds as part of a group from different starting ideas.</p> <p>Can suggest improvements to group compositions, using the appropriate vocabulary.</p> <p>Can suggest appropriate sounds and instruments to represent a location through sound.</p> <p>Can maintain a rhythmic ostinato, selecting different instruments to perform it.</p> <p>Can compose a four-beat rhythm and use a range of instruments to perform it</p>	<p>Can describe music using appropriate words related to the inter-related dimensions of music.</p> <p>Can identify some instruments by listening to a piece of music and say how and why they have been used to create an effect or mood.</p> <p>Can listen to music and identify the strong beat.</p> <p>Can listen carefully to a piece of music and move around the room in time to it.</p> <p>Can listen to a piece of music and internalise (feel) the pulse.</p>

Challenge

Year 1	Children can use and understand staff and other musical notations.	Can read simple musical notation with increasing accuracy.	
--------	--	--	--



MUSIC

Highlight by topic

Autumn - Singing/Air

Spring – Rhythm/Pitch

Summer – Singing/Chronology

Year 2

Knowledge, Skills and Understanding breakdown for Subject

Play and perform Children can use their voices expressively and creatively by singing songs and speaking chants and rhymes. They play tuned and untuned instruments musically.	Improvise and compose Children can experiment with, create, select and combine sounds.	Listen Children can listen with concentration to a range of high quality live and recorded music.
<p>Can explore different vocal sounds.</p> <p>Can recognise high, middle, low pitches.</p> <p>Can use actions to demonstrate changes in pitch</p> <p>Can identify the dynamics pp, p, f</p> <p>Can recognise and sing a rising melody.</p> <p>Can explore high and low sounds using my voice and instruments.</p> <p>Can echo a simple melodic vocal pattern.</p> <p>Can use my voice to demonstrate character of the song e.g. sad/happy, slow/fast, smooth/bouncy.</p> <p>Can accurately follow the pitch of a simple song that moves into two parts.</p> <p>Can sing in a part that moves in leaps and steps.</p> <p>Can play a simple melodic ostinato to accompany a song.</p> <p>Can sing a song that can divide into parts.</p> <p>Can play high / middle and low notes on tuned instruments.</p> <p>Can choose and play an instrument to reflect a certain image.</p>	<p>Can extend a song by creating further verses.</p> <p>Can create, select and combine sounds within a given structure.</p> <p>Can make up simple musical patterns.</p> <p>Can choose different instruments to create different timbres.</p> <p>Can use simple graphics to illustrate pitch.</p> <p>Can create simple motifs for a piece of music using sampled sound in a given structure.</p>	<p>Can describe what I hear in music.</p> <p>Can recognise a repeated theme</p> <p>Can describe some features of Native American Indian music.</p> <p>Can listen to music from a range of historical eras.</p> <p>Can compare two pieces of music and identify differences and similarities.</p> <p>Can begin to name and recognise key orchestral instruments.</p> <p>Can begin to notice how music from contrasting historical eras sounds different.</p> <p>Can respond to music through dance and movement and art work.</p> <p>Can understand that the inter-related dimensions of music can be used to create different musical moods</p>

Challenge

Year 2	Children can use and understand staff and other musical notations.	Can read simple musical notation with increasing accuracy including by Year 2 semiquavers and rests.	
--------	--	--	--