



# 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><b>Play and perform</b> 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><b>Improvise and compose</b> Children can experiment with, create, select and combine sounds.</p>	<p><b>Listen</b> 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

<b>Play and perform</b> Children can use their voices expressively and creatively by singing songs and speaking chants and rhymes. They play tuned and untuned instruments musically.	<b>Improvise and compose</b> Children can experiment with, create, select and combine sounds.	<b>Listen</b> 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.	
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# MUSIC

## Highlight by topic

Autumn - Singing/Air

Spring – Rhythm/Pitch

Summer – Singing/Chronology

## Year 2

### Knowledge, Skills and Understanding breakdown for Subject

<b>Play and perform</b> Children can use their voices expressively and creatively by singing songs and speaking chants and rhymes. They play tuned and untuned instruments musically.	<b>Improvise and compose</b> Children can experiment with, create, select and combine sounds.	<b>Listen</b> 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.	
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