



Music

at Bidston Village Primary School



Music

Development Matters		
Birth to Three	Three and Four-Year-Olds	Children in Reception
<ul style="list-style-type: none"> Shows attention to sounds and music Responds emotionally and physically to music when it changes Moves and dances to music Explores with his/ her voice and enjoys making sounds Joins in with songs/ rhymes, making sounds Make rhythmical and repetitive sounds Explores a range of sound-makers and instruments and plays them in different ways 	<ul style="list-style-type: none"> Listens with increased attention to sounds Is able to remember and sing entire songs Can sing the pitch of a tone sung by another person ('Pitch Match') Can sing the melodic shape (moving melody such as up and down) in familiar songs Is able to create own song or improvise a song around one they know Plays instruments with increasing control to express own feelings and ideas 	<ul style="list-style-type: none"> Listens attentively, moves to and talks about music expressing own feelings and responses Sings in a group or on own, increasingly matching the pitch and following the melody Explores in music making and dance, performing solo or in groups
Early Learning Goals		
<ul style="list-style-type: none"> Performs songs, rhymes, poems and stories with others, and when appropriate, tries to move in time with music Sings a well- known range of nursery rhymes and songs 		

Key Stage 1
<p>Pupils should be taught to:</p> <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
Key Stage 2
<p>Pupils should be taught 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</p> <p>Pupils should be taught to:</p> <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

Knowledge, skills and understanding breakdown of Music – Model Music Curriculum

Musicianship – Understanding music

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Moving their whole body to sounds they enjoy, such as music or a regular beat.</p> <p>Beginning to move to music, listen to or join in rhymes or songs.</p> <p>Creating sounds by banging, shaking, tapping or blowing.</p> <p>Showing an interest in the way musical instruments sounds.</p> <p>Beginning to move rhythmically.</p> <p>Imitating movement in response to music.</p> <p>Tapping out simple repeated rhythms.</p> <p>Exploring and learning how sounds can be changed.</p> <p>Creating movement in response to music.</p> <p>Explores the different sounds of instruments.</p>	<p>Use body percussion, instruments and voices.</p> <p>Find and keep a steady beat together. Begin to move in time with a steady beat/pulse.</p> <p>Copy back simple long and short rhythms with clapping.</p> <p>Copy back singing simple high and low patterns.</p> <p>Start to know and demonstrate the difference between pulse, rhythm and pitch.</p>	<p>Use body percussion, instruments and voices.</p> <p>Move in time and keep a steady beat together.</p> <p>Create their own rhythmic and melodic patterns.</p> <p>Continue to copy back simple rhythmic patterns using long and short.</p> <p>Continue to copy back simple melodic patterns using high and low.</p> <p>Understand the difference between creating a rhythm pattern and a pitch pattern. Sing short phrases independently.</p> <p>Continue to learn to watch and follow a steady beat.</p> <p>Begin to understand that the speed of the beat can change, creating a faster or slower pace (tempo).</p> <p>Play copy-back rhythms, copy a leader, and invent rhythms for others to copy on untuned and tuned percussion.</p> <p>Create rhythms using word phrases as a starting point.</p> <p>Recognise long and short sounds, and match them to syllables and movement.</p>	<p>Use body percussion, instruments and voices.</p> <p>Explore the time signatures of 2/4, 3/4 and 4/4. Internalise, keep and move in time with a steady beat in 4/4, 3/4 and 2/4 time.</p> <p>Find and keep a steady beat. Listen and copy more complex rhythmic patterns by ear or from notation.</p> <p>Copy back more complex melodic patterns. Copy back and improvise with rhythmic patterns using minims, crotchets, quavers and their equivalent rests.</p> <p>Copy back and improvise simple rhythmic patterns using semibreves, minims, dotted crotchets, crotchets, quavers and their rests.</p> <p>Copy back and improvise simple melodic patterns using the notes: C, D, E G, A, B F, G, A A, B, C</p> <p>Understand the beginnings of formal notation, linking sounds to symbols, and understand that music has its own language.</p> <p>Start learning about basic music theory:</p> <p>Introduce and understand the differences between crotchets and paired quavers.</p> <p>Play and sing in the time signatures of 2/4, 3/4 and 4/4. Create rhythms using word phrases as a starting point. • Identify the names of some pitched notes on a staff.</p> <p>Identify if a song is major or minor in tonality.</p>	<p>Explore improvisation within major and minor scales, using the notes: C, D, E D, E, A F, G, A D, F, G</p> <p>Explore and begin to create personal musical ideas using the given notes for the unit.</p> <p>Understand that improvisation is about the children making up their own very simple tunes on the spot.</p> <p>Follow a steady beat and stay 'in time'.</p> <p>Improvise simple vocal patterns using 'question and answer' phrases.</p> <p>Understand the difference between creating a rhythm pattern and a pitch pattern.</p>	<p>Use body percussion, instruments and voices. Explore the time signatures of 2/4, 3/4, 4/4, 5/4 and 6/8. Find and keep a steady beat.</p> <p>Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.</p> <p>Copy back melodic patterns using the notes: C, D, E C, D, E, F, G, A, B D, E, F#, G, A A, B, C, D, E, F#, G F, G, A, Bb, C, D, E G, A, B, C, D, E, F# Find and keep a steady beat.</p> <p>Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.</p> <p>Copy back</p>	<p>Use body percussion, instruments and voices.</p> <p>Explore the time signatures of 2/4, 3/4, 4/4, 5/4 and 6/8. Find and keep a steady beat. Listen and copy rhythmic patterns made of minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.</p> <p>Copy back melodic patterns using the notes: D, E, F, G, A C, D, E, F, G, A, B G, A, B, C, D, E, F# D, E, F#, G, A, B, C# A, B, C, D, E, F, G</p> <p>Listen and copy rhythmic patterns made of minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation</p>

Knowledge, skills and understanding breakdown of Music – Model Music Curriculum

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listen and Respond	Moving their whole body to sounds they enjoy, such as music or a regular beat.	Move, dance and respond in any way they can when listening.	Find and try to keep a steady beat.	Talk about the style of the music. Share their thoughts and feelings about the music together.	Talk about the words of the song. Think about why the song or piece of music was written.	Talk about feelings created by the music. Justify a personal opinion with reference to the musical elements. Find and demonstrate the steady beat. Identify 2/4, 3/4, 4/4, 6/8 and 5/4 metre.	Talk about feelings created by the music. Justify a personal opinion with reference to the musical elements. Identify 2/4, 3/4, 4/4, 6/8 and 5/4 metre.
	Creating sounds by banging, shaking, tapping or blowing.	Describe their thoughts and feelings when listening to the music, including why they like or don't like the music.	Invent different actions to move in time with the music.	Find the beat or groove of the music. Invent different actions to move in time with the music.	Find and demonstrate the steady beat. Identify 2/4, 3/4, and 4/4 metre. Identify the tempo as fast, slow or steady.	Identify instruments by ear and through a range of media. Discuss the structure of the music with reference to the verses, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form.	Identify the following instruments by ear and through a range of media: bass guitar; electric guitar; percussion; sections of the orchestra such as brass, woodwind and strings; electric organ; congas; piano and synthesisers; and vocal techniques such as scat singing.
	Showing an interest in the way musical instruments sound.	Talk about any instruments they might hear and perhaps identify them.	Move, dance and respond with their bodies in any way they can.	Talk about what the song or piece of music means. Talk about the style of the music.	Discuss the structures of songs. Explain what a main theme is and identify when it is repeated.	Explain a bridge passage and its position in a song. Recall by ear memorable phrases heard in the music.	Identify the sound of a Gospel choir and soloist, a Rock band, a symphony orchestra and A cappella groups.
	Beginning to move rhythmically - Initiating movement in response to music	Recognise some band and orchestral instruments. Identify a fast or slow tempo.	Describe their thoughts and feelings when hearing the music.	Identify and describe their feelings when hearing the music, including why they like or don't like the music.	Identify: Call and response, a solo vocal/instrumental line and the rest of the ensemble, a change in texture - The articulation of certain words	Programme music	Discuss the structure of the music with reference to the verse, chorus, bridge and instrumental break.
	Tapping out simple repeated rhythms	Identify loud and quiet sounds as an introduction to understanding dynamics.	Describe what they see in their individual imaginations when listening to the piece of music.	Use appropriate musical language to describe and discuss the music. Start to use musical concepts and elements more confidently when talking about the music.	Know and understand what a musical introduction is and its purpose. Recall by ear memorable phrases heard in the music.	Explain the role of a main theme in musical structure.	Explain a bridge passage and its position in a song. Recall by ear memorable phrases heard in the music.
	Sings a few familiar songs	Talk about any other music they have heard that is similar.	Talk about why they like or don't like the music. Talk about any other music they have heard that is similar.	Mark the beat of a listening piece by tapping or clapping, and recognise tempo as well as changes in tempo.	Identify major and minor tonalities. Recognise the sound and notes of the pentatonic scale by ear and from notation.	Understand what a musical introduction is and know its purpose. Explain rapping. Identify major and minor tonalities.	Explain the role of a main theme in musical structure. Understand what a musical introduction and outro are and know their purpose.
	Exploring and learning how sounds can be changed.	Begin to understand where the music fits in the world.	Identify loud and quiet sounds as an introduction to understanding dynamics. Walk in time to the beat of a piece of music.	Talk about where the music fits into the world. Think about and discuss why the song or piece of music was written and what it might mean.	Describe legato and staccato. Recognise the style of music they are listening to.	Recognise the sound and notes of the pentatonic and Blues scales, by ear and from notation. Identify the musical style of a song or piece of music.	Identify major and minor tonalities and chord triads. Identify the musical style of a song, using some musical vocabulary to discuss its musical elements.
	Singing songs, making music and experimenting with ways of changing them.	Begin to understand different styles of music.	Describe differences in tempo and dynamics with more confidence. Recognise some band and orchestral instruments. Continue to talk about where music might fit into the world.	Recognise that some instruments are band instruments and some are orchestral instruments. Identify specific instruments if they can.	Recognise the following styles and any important musical features that distinguish each style: 20th and 21st Century Orchestral, Reggae, Soul, R&B, Pop, Folk, Jazz, Disco, Musicals, Classical, Rock, Gospel, Romantic, Choral, Funk and Electronic Dance Music.	Recognise the following styles and any key musical features that distinguish each style: 20th and 21st Century Orchestral, Gospel, Pop, Minimalism, Rock 'n' Roll, South African Pop, Jazz: Contemporary, Reggae, Film Music, Hip Hop, Funk, Romantic and Musicals.	Identify the structure of the music with reference to the verse, chorus, bridge and instrumental break.
	Initiating new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.		Begin to understand that there are different styles of music. Discuss the style(s) of the music.	Discuss what the song or piece of music might be about.			Recognise the following styles and any key musical features that distinguish the style: 20th and 21st Century Orchestral, Soul, Pop, Hip Hop, Jazz: Swing, Rock, Disco, Romantic, Zimbabwean Pop, R&B, Folk, Gospel, Salsa, Reggae, Musicals and Film Music

Knowledge, skills and understanding breakdown of Music – Model Music Curriculum

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listen and Respond	Moving their whole body to sounds they enjoy, such as music or a regular beat.	Move, dance and respond in any way they can when listening.	Find and try to keep a steady beat.	Talk about the style of the music. Share their thoughts and feelings about the music together.	Talk about the words of the song. Think about why the song or piece of music was written.	Talk about feelings created by the music. Justify a personal opinion with reference to the musical elements. Find and demonstrate the steady beat. Identify 2/4, 3/4, 4/4, 6/8 and 5/4 metre.	Talk about feelings created by the music. Justify a personal opinion with reference to the musical elements. Identify 2/4, 3/4, 4/4, 6/8 and 5/4 metre.
	Creating sounds by banging, shaking, tapping or blowing.	Describe their thoughts and feelings when listening to the music, including why they like or don't like the music.	Invent different actions to move in time with the music.	Find the beat or groove of the music. Invent different actions to move in time with the music.	Find and demonstrate the steady beat. Identify 2/4, 3/4, and 4/4 metre. Identify the tempo as fast, slow or steady.	Identify instruments by ear and through a range of media. Discuss the structure of the music with reference to the verses, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form.	Identify the following instruments by ear and through a range of media: bass guitar; electric guitar; percussion; sections of the orchestra such as brass, woodwind and strings; electric organ; congas; piano and synthesisers; and vocal techniques such as scat singing.
	Showing an interest in the way musical instruments sound.	Talk about any instruments they might hear and perhaps identify them.	Move, dance and respond with their bodies in any way they can.	Talk about what the song or piece of music means. Talk about the style of the music.	Discuss the structures of songs. Explain what a main theme is and identify when it is repeated.	Explain a bridge passage and its position in a song. Recall by ear memorable phrases heard in the music.	Identify the sound of a Gospel choir and soloist, a Rock band, a symphony orchestra and A cappella groups.
	Beginning to move rhythmically - Initiating movement in response to music	Recognise some band and orchestral instruments. Identify a fast or slow tempo.	Describe their thoughts and feelings when hearing the music.	Identify and describe their feelings when hearing the music, including why they like or don't like the music.	Identify: Call and response, a solo vocal/instrumental line and the rest of the ensemble, a change in texture - The articulation of certain words	Programme music	Discuss the structure of the music with reference to the verse, chorus, bridge and instrumental break.
	Tapping out simple repeated rhythms	Identify loud and quiet sounds as an introduction to understanding dynamics.	Describe what they see in their individual imaginations when listening to the piece of music.	Use appropriate musical language to describe and discuss the music. Start to use musical concepts and elements more confidently when talking about the music.	Know and understand what a musical introduction is and its purpose. Recall by ear memorable phrases heard in the music.	Explain the role of a main theme in musical structure.	Explain a bridge passage and its position in a song. Recall by ear memorable phrases heard in the music.
	Sings a few familiar songs	Talk about any other music they have heard that is similar.	Talk about why they like or don't like the music. Talk about any other music they have heard that is similar.	Mark the beat of a listening piece by tapping or clapping, and recognise tempo as well as changes in tempo.	Identify major and minor tonalities. Recognise the sound and notes of the pentatonic scale by ear and from notation.	Understand what a musical introduction is and know its purpose. Explain rapping. Identify major and minor tonalities.	Explain the role of a main theme in musical structure. Understand what a musical introduction and outro are and know their purpose.
	Exploring and learning how sounds can be changed.	Begin to understand where the music fits in the world.	Mark the beat of a listening piece by tapping or clapping, and recognise tempo as well as changes in tempo.	Talk about where the music fits into the world. Think about and discuss why the song or piece of music was written and what it might mean.	Describe legato and staccato. Recognise the style of music they are listening to.	Recognise the sound and notes of the pentatonic and Blues scales, by ear and from notation. Identify the musical style of a song or piece of music.	Identify major and minor tonalities and chord triads. Identify the musical style of a song, using some musical vocabulary to discuss its musical elements.
	Singing songs, making music and experimenting with ways of changing them.	Begin to understand different styles of music.	Identify loud and quiet sounds as an introduction to understanding dynamics. Walk in time to the beat of a piece of music.	Recognise that some instruments are band instruments and some are orchestral instruments. Identify specific instruments if they can.	Recognise the following styles and any important musical features that distinguish each style: 20th and 21st Century Orchestral, Reggae, Soul, R&B, Pop, Folk, Jazz, Disco, Musicals, Classical, Rock, Gospel, Romantic, Choral, Funk and Electronic Dance Music.	Recognise the following styles and any key musical features that distinguish each style: 20th and 21st Century Orchestral, Gospel, Pop, Minimalism, Rock 'n' Roll, South African Pop, Jazz: Contemporary, Reggae, Film Music, Hip Hop, Funk, Romantic and Musicals.	Identify the structure of the music with reference to the verse, chorus, bridge and instrumental break.
	Initiating new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.		Describe differences in tempo and dynamics with more confidence. Recognise some band and orchestral instruments. Continue to talk about where music might fit into the world.	Talk about the style of the music and any other music they have heard that is similar			Explain a bridge passage and its position in a song. Recall by ear memorable phrases heard in the music.
			Begin to understand that there are different styles of music. Discuss the style(s) of the music.				Explain the role of a main theme in musical structure. Understand what a musical introduction and outro are and know their purpose.
		Discuss what the song or piece of music might be about.				Identify major and minor tonalities and chord triads. Identify the musical style of a song, using some musical vocabulary to discuss its musical elements.	
						Recognise the following styles and any key musical features that distinguish the style: 20th and 21st Century Orchestral, Soul, Pop, Hip Hop, Jazz: Swing, Rock, Disco, Romantic, Zimbabwean Pop, R&B, Folk, Gospel, Salsa, Reggae, Musicals and Film Music	

Knowledge, skills and understanding breakdown of Music - Model Music Curriculum

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Singing	<p>Join in singing favourite songs</p> <p>Singing to self and making up simple songs, including rhythms.</p> <p>Enjoying joining in with dancing and singing games.</p> <p>Signing songs, making music and experimenting with ways of changing them.</p> <p>Sing a range of well-known nursery and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and- when appropriate- try to move in time to music.</p>	<p>Sing, rap or rhyme as part of a choir/group.</p> <p>Begin to demonstrate good singing posture - standing up straight with relaxed shoulders.</p> <p>Sing unit songs from memory. Perhaps have a go at singing a solo.</p> <p>Try to understand the meaning of the song. Try to follow the leader or conductor.</p> <p>Add actions and/or movement to a song.</p>	<p>Sing as part of a choir. Have a go at singing a solo.</p> <p>Demonstrate good singing posture.</p> <p>Sing songs from memory. Sing with more pitch accuracy.</p> <p>Understand and follow the leader or conductor. Sing and try to communicate the meaning of the words.</p> <p>Listen for being 'in time' or 'out of time'.</p> <p>Add actions and perhaps movement to a song.</p>	<p>Sing as part of a choir and in unison. Have a go at singing a solo.</p> <p>Demonstrate good singing posture.</p> <p>Sing the unit songs from memory.</p> <p>Sing with attention to clear diction.</p> <p>Sing more expressively, with attention to breathing and phrasing.</p> <p>Discuss what the song or piece of music might be about.</p> <p>Follow the leader or conductor confidently.</p> <p>Sing with attention to the meaning of the words. Listen for being 'in time' or 'out of time', with an awareness of following the beat.</p> <p>Perform actions confidently and in time. Sing a widening range of unison songs, of varying styles and structures.</p>	<p>Sing as part of a choir with awareness of size: the larger the choir, the thicker and richer the musical texture.</p> <p>Rehearse and learn songs from memory and/or with notation.</p> <p>Sing in different time signatures: 2/4, 3/4 and 4/4.</p> <p>Demonstrate good singing posture.</p> <p>Demonstrate vowel sounds, blended sounds and consonants. Sing 'on pitch' and 'in time'. Sing expressively, with attention to breathing and phrasing.</p> <p>Sing expressively, with attention to staccato and legato.</p> <p>Talk about the different styles of singing used for different styles of song. Talk about how the songs and their styles connect to the world.</p>	<p>Sing in unison and parts, and as part of a smaller group.</p> <p>Sing a second part in a song.</p> <p>Rehearse and learn songs from memory and/or with notation.</p> <p>Sing in 2/4, 3/4, 4/4, 5/4 and 6/8 metre. Sing 'on pitch' and 'in time'.</p> <p>Self-correct if lost or out of time. Sing expressively, with attention to breathing and phrasing. Sing expressively, with attention to dynamics and articulation.</p> <p>Develop confidence as a soloist.</p> <p>Talk about the different styles of singing used for different styles of song.</p> <p>Talk confidently about how connected they feel to the music and how it connects to the world. Respond to a leader or conductor</p>	<p>Rehearse and learn songs from memory and/or with notation.</p> <p>Sing a broad range of songs as part of a choir, including those that involve syncopated rhythms, with a good sense of ensemble and performance.</p> <p>This should include observing rhythm, phrasing, accurate pitching and appropriate style.</p> <p>Continue to sing in parts, where appropriate. Sing in 2/4, 3/4, 4/4, 5/4 and 6/8.</p> <p>Demonstrate and maintain good posture and breath control whilst singing.</p> <p>Sing with and without an accompaniment. Sing syncopated melodic patterns.</p> <p>Lead a singing rehearsal.</p> <p>Talk about the different styles of singing used in the various styles of song visited throughout this year.</p> <p>Discuss with one another how connected they are to the music and songs, and how the songs and styles are connected to the world.</p>

Knowledge, skills and understanding breakdown of Music - Model Music Curriculum

Playing Instruments

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Showing an interest in the way musical instruments sound.</p> <p>Exploring and learning how sounds can be changed.</p> <p>Exploring the different sounds of instruments.</p>	<p>Rehearse and learn to play a simple melodic instrumental part by ear.</p> <p>Play a part on a tuned or untuned instrument by ear. Learn to treat instruments carefully and with respect.</p> <p>Rehearse and perform their parts within the context of the unit song.</p> <p>Learn to play together with everybody while keeping in time with a steady beat.</p> <p>Perform short, repeating rhythm patterns (ostinati or riffs) while keeping in time with a steady beat.</p>	<p>Rehearse and learn to play a simple melodic instrumental part by ear.</p> <p>Play a part on a tuned or untuned instrument by ear (either Part 1, Part 2 or the optional Easy Part).</p> <p>Rehearse and perform their parts within the context of the unit song. Learn to treat instruments carefully and with respect.</p> <p>Play together as a group while keeping in time with a steady beat.</p> <p>Perform short, repeating rhythm patterns (ostinati or riffs) while keeping in time with a steady beat.</p>	<p>Rehearse and learn to play a simple melodic instrumental part, by ear or from notation, in C major, F major, G major and E major.</p> <p>Develop facility in playing tuned percussion or a melodic instrument, such as the violin or recorder.</p> <p>Play a part on a tuned instrument by ear or from notation. Play the instrumental part they are comfortable with and swap when appropriate.</p> <p>Treat instruments carefully and with respect.</p> <p>Play the right notes with secure rhythms. Play together as a group while keeping the beat.</p> <p>Listen to and follow musical instructions from a leader.</p> <p>Play their instruments with good posture and technique.</p>	<p>Rehearse and learn to play a simple melodic instrumental part, by ear or from notation, in C major, F major, G major, D major and D minor.</p> <p>Rehearse and perform their parts within the context of the unit song.</p> <p>Treat instruments carefully and with respect.</p> <p>Play the right notes with secure rhythms.</p> <p>Play together as a group while keeping the beat.</p> <p>Listen to and follow musical instructions from a leader.</p> <p>Play their instruments with good posture and technique.</p>	<p>Rehearse and learn to play one of four differentiated instrumental parts, by ear or from notation, in the tonal centres of C major, F major, G major, E\flat major, C minor and D minor.</p> <p>Play a part on a tuned instrument, by ear or from notation. Treat instruments carefully and with respect.</p> <p>Play the right notes with secure rhythms.</p> <p>Rehearse and perform their parts within the context of the unit song.</p> <p>Play together as a group while keeping the beat. Listen to and follow musical instructions from a leader.</p> <p>Play their instruments with good posture.</p> <p>Begin to understand how to rehearse a piece of music in order to improve.</p>	<p>Rehearse and learn to play one of four differentiated instrumental parts, by ear or from notation, in the tonal centres of C major, F major, G major, D major, E major, A major, E\flat major, D minor and F minor.</p> <p>Play a melody, following staff notation written on one staff and using notes within an octave range; make decisions about dynamic range, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).</p> <p>Play a part on a tuned instrument, by ear or from notation.</p> <p>Treat instruments carefully and with respect.</p> <p>Play the right notes with secure rhythms. Rehearse and perform their parts within the context of the unit song.</p> <p>Play together with everybody while keeping the beat. Listen to and follow musical instructions from a leader.</p> <p>Play their instruments with good posture. Understand how to rehearse a piece of music in order to improve.</p> <p>Play a more complex part.</p>

Knowledge, skills and understanding breakdown of Music - Model Music Curriculum

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Improvising	<p>Creating sounds by banging, shaking, tapping or blowing.</p> <p>Exploring and learning how sounds can be changed.</p> <p>Singing songs, making music and experimenting with ways of changing them.</p> <p>Initiating new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p>	<p>Explore improvisation within a major and minor scale, using the notes: C, D, E D, E, A F, G, A D, F, G</p> <p>Explore and begin to create personal musical ideas using the given notes for the unit.</p> <p>Understand that improvisation is about the children making up their own very simple tunes on the spot.</p> <p>Follow a steady beat and stay 'in time'. Improvise simple vocal patterns using 'question and answer' phrases.</p> <p>Understand the difference between creating a rhythm pattern and a pitch pattern.</p>	<p>Explore improvisation within a major scale, using the notes: C, D, E C, G, A G, A, B F, G, A</p> <p>Begin to create personal musical ideas using the given notes.</p> <p>Understand that improvisation is about the children making up their own very simple tunes on the spot.</p> <p>Follow a steady beat and stay 'in time'. Work with partners and in the class to improvise simple 'question and answer' phrases, to be sung and played on untuned percussion, creating a musical conversation.</p>	<p>Explore improvisation within a major scale, using the notes: C, D, E C, D, E, F, G C, D, E, G, A G, A, B G, A, B, D, E G, A, B, C, D F, G, A F, G, A, C, D</p> <p>Structure musical ideas (eg using echo or 'question and answer' phrases) to create music that has a beginning, middle and end.</p> <p>When improvising, follow a steady beat and stay 'in time'. Become more skilled in improvising; perhaps try more notes and rhythms, including rests or silent beats.</p> <p>Think about creating music with 'phrases' made up of notes, rather than simply lots of notes played one after the other.</p>	<p>Explore improvisation within a major scale, using the notes: C, D, E C, D, E, G, A C, D, E, F, G D, E, F# D, E, F# A, B</p> <p>Explore improvisation within a major scale, using more notes.</p> <p>Improvise using a limited range of pitches on the instruments they are learning, making use of musical features, including smooth (legato) and detached (staccato) articulation.</p> <p>Improvise over a simple chord progression /groove.</p>	<p>Explore improvisation within a major and minor scale, using the following notes: C, D, E\flat, F, G C, D, E, F, G C, D, E, G, A F, G, A, B\flat, C D, E, F, G, A</p> <p>Improvise over a simple groove, responding to the beat and creating a satisfying melodic shape. Experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).</p> <p>Follow a steady beat and stay 'in time'.</p> <p>Become more skilled in improvising; perhaps try more notes and rhythms. Become more skilled in improvising; perhaps try to use melodic jumps (intervals) that might get higher and lower.</p> <p>Explore rhythm patterns created from quavers, crotchets, semiquavers, minims and their rests. Include rests or silent beats. Think about creating music with 'phrases' made up of notes, rather than just lots of notes played one after the other. Include smooth (legato) and detached (staccato) articulation when playing notes. ehearse and learn to play one of four differentiated instrumental parts, by ear or from notation, in the tonal centres of C major, F major, G major, E\flat major, C minor and D minor.</p> <p>Play a part on a tuned instrument, by ear or from notation. Treat instruments carefully and with respect.</p> <p>Play the right notes with secure rhythms.</p> <p>Rehearse and perform their parts within the context of the unit song.</p> <p>Play together as a group while keeping the beat. Listen to and follow musical instructions from a leader.</p> <p>Play their instruments with good posture.</p> <p>Begin to understand how to rehearse a piece of music in order to improve.</p>	<p>Explore improvisation within a major scale, using the notes: C, D, E, F, G G, A, B\flat, C, D G, A, B, C, D F, G, A, C, D</p> <p>Improvise over a groove, responding to the beat, creating a satisfying melodic shape with varied dynamics and articulation.</p> <p>Follow a steady beat and stay 'in time'. Become more skilled in improvising, perhaps trying more notes and rhythms.</p> <p>Include rests or silent beats. Think about creating music with 'phrases' made up of notes, rather than just lots of notes played one after the other.</p> <p>Challenge themselves to play for longer periods, both as soloists and in response to others in a group.</p>

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Composing

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Creating sounds by banging, shaking, tapping or blowing.</p> <p>Imitating and improvising actions they have observed, e.g. clapping or waving.</p> <p>Exploring and learning how sounds can be changed.</p> <p>Singing songs, making music and experimenting with ways of changing them.</p> <p>Initiating new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p>	<p>Begin to understand that composing is like writing a story with music.</p> <p>Explore sounds and create their own melody.</p> <p>Perform their simple composition/s using two, three, four or five notes.</p> <p>Use simple notation if appropriate:</p> <p>Create a simple melody using crotchets and minims.</p> <p>C, D C, D, E C, D, E, F C, D, E, F, G</p> <p>Start and end on the note C</p> <p>F, G F, G, A F, G, A, C</p> <p>F, G, A, C, D</p> <p>Start and end on the note</p> <p>F, D, F D, F, G D, F, G, A D, F, G, A, C</p> <p>Start and end on the note D.</p>	<p>Continue to understand that composing is like writing a story with music.</p> <p>Perform their simple composition/s using two, three, four or five notes.</p> <p>Start their tune/s on note one and end it on note one.</p> <p>Use simple notation if appropriate:</p> <p>Create a simple melody using crotchets and minims.</p> <p>C, D C, D, E C, D, E, F C, D, E, F, G</p> <p>Start and end on the note C (C major).</p> <p>G, A G, A, B</p> <p>G, A, B, D</p> <p>G, A, B, D, E</p> <p>Start and end on the note G (pentatonic on G).</p> <p>F, G F, G, A F, G, A, C F, G, A, C, D</p>	<p>Create a simple melody using crotchets, minims and perhaps paired quavers:</p> <p>C, D C, D, E C, D, E, G C, D, E, G, A</p> <p>Start and end on the note C (pentatonic on C).</p> <p>C, D C, D, E C, D, E, F C, D, E, F, G</p> <p>Start and end on the note C (C major).</p> <p>F, G F, G, A F, G, A, B^b F, G, A, B^b, C</p> <p>Start and end on the note F (F major).</p> <p>G, A G, A, B G, A, B, D G, A, B, D, E</p> <p>Start and end on the note G (pentatonic on G). Successfully create a melody in keeping with the style of the backing track.</p>	<p>Create a melody using crotchets, minims, quavers and their rests.</p> <p>Use a pentatonic scale: C, D, E, F, G</p> <p>C, D, E, G C, D, E, G, A</p> <p>Start and end on the note C (pentatonic on C).</p> <p>C, D C, D, E C, D, E, F C, D, E, F, G</p> <p>Start and end on the note C (C major).</p> <p>A, B A, B, C A, B, C, D A, B, C, D, E</p> <p>D, E D, E, F D, E, F, G D, E, F, G, A</p> <p>Start and end on the note D (D minor).</p> <p>G, A G, A, B G, A, B, D G, A, B, D, E</p> <p>Start and end on the note G (pentatonic on G)</p>	<p>Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, plus all equivalent rests.</p> <p>Use a pentatonic and a full scale.</p> <p>Use major and minor tonality:</p> <p>F, G F, G, A F, G, A, B^b F, G, A, B^b, C</p> <p>Start and end on the note F (F major).</p> <p>G, A G, A, B G, A, B, C G, A, B, C, D</p> <p>Start and end on the note G (G major).</p> <p>G, A G, A, B G, A, B, D, E</p> <p>Start and end on the note G (pentatonic on G).</p> <p>Understand how chord triads are formed and play them on tuned percussion, melodic instruments or keyboards.</p> <p>Perform simple, chordal accompaniments.</p>	<p>Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, plus all equivalent rests.</p> <p>Use a pentatonic and a full scale.</p> <p>Use major and minor tonality:</p> <p>C, D C, D, E C, D, E, F C, D, E, F, G</p> <p>Start and end on the note C (C major).</p> <p>G, A G, A, B G, A, B, D G, A, B, D, E</p> <p>Start and end on the note G (pentatonic on G).</p> <p>G, B^b G, B^b, C G, B^b, C, D G, B^b, C, D, F</p> <p>Start and end on the note G (minor pentatonic on G).</p> <p>D, E D, E, F D, E, F, G D, E, F, G, A</p> <p>Start and end on the note D (D minor).</p> <p>F, G F, G, A F, G, A, B^b F, G, A, B^b, C</p> <p>Start and end on the note F (F major).</p> <p>F, G F, G, A F, G, A, C F, G, A, C, D</p> <p>Start and end on the note F (pentatonic on F).</p>

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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Performing	<p>Perform songs, rhymes, poems and stories with others, and- when appropriate- try to move in time with music.</p>	<p>Rehearse a song and perform it to an audience, explaining why the song was chosen.</p> <p>Add actions and perhaps movement to the song. Perform the song from memory.</p> <p>Follow the leader or conductor. Talk about the performance afterwards, expressing what was enjoyed and what they think could have been better.</p> <p>When planning, rehearsing, introducing and performing the song: Introduce the performance. Begin to play tuned and untuned instruments musically within the performance. Begin to use the voice expressively and creatively by singing simple songs. Begin to play together as a group /band /ensemble. Show their understanding of the Musical Spotlight and Social Question, and how they have influenced the performance.</p>	<p>Rehearse a song and then perform it to an audience, explaining why the song was chosen.</p> <p>Add actions to the song.</p> <p>Show a simple understanding of the Musical Spotlight and Social Question, and how they have influenced the performance. Perform the song from memory.</p> <p>Follow the leader or conductor. Continue to play tuned and untuned instruments musically within the performance.</p> <p>Continue to use the voice expressively and creatively by singing simple songs.</p> <p>Continue to play together as a group /band /ensemble. Talk about the performance afterwards; saying what they enjoyed and what they think could have been better.</p>	<p>Plan, rehearse and perform for an audience a song that has been learnt in the lesson, from memory or with notation, and with confidence.</p> <p>Explain why the song was chosen. Show their understanding of the Musical Spotlight and Social Question, and how they have influenced their performance.</p> <p>Follow the leader or conductor. Talk about the strengths of the performance, how they felt and what they would like to change.</p> <p>Introduce the performance with an understanding of what the song is about and comment on any other relevant connections.</p> <p>Include any actions, instrumental parts/improvisatory ideas/composed passages within the rehearsal and in the performance.</p> <p>Reflect on feelings about sharing and performing, eg excitement, nerves, enjoyment, etc.</p>	<p>Rehearse and enjoy the opportunity to share what has been learnt in the lessons.</p> <p>Perform, with confidence, a song from memory or using notation.</p> <p>Play and perform melodies following staff notation, using a small range, as a whole class or in small groups.</p> <p>Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance.</p> <p>Explain why the song was chosen, including its composer and the historical and cultural context of the song.</p> <p>Communicate the meaning of the words and articulate them clearly.</p> <p>Reflect on the performance and how well it suited the occasion.</p> <p>Discuss and respond to any feedback; consider how future performances might be different.</p>	<p>Create, rehearse and present a holistic performance for a specific purpose, for a friendly but unfamiliar audience.</p> <p>Perhaps perform in smaller groups, as well as with the whole class. Perform a range of repertoire pieces and arrangements, combining acoustic instruments to form mixed ensembles, including a school orchestra.</p> <p>Perform from memory or with notation, with confidence and accuracy. Include instrumental parts/improvisatory sections/composed passages within the rehearsal and</p> <p>Explain why the song was chosen, including its composer and the historical and cultural context of the song.</p> <p>A student will lead part of the rehearsal and part of the performance. Record the performance and compare it to a previous performance; explain how well the performance communicated the mood of each piece.</p> <p>Discuss and talk musically about the strengths and weaknesses of a performance.</p> <p>Collect feedback from the audience and reflect on how future performances might be different.</p>	<p>Create, rehearse and present a holistic performance for a specific event, for an unfamiliar audience, with a detailed understanding of the musical, cultural and historical contexts.</p> <p>Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.</p> <p>Perform from memory or with notation.</p> <p>Understand the value of choreographing any aspect of a performance.</p> <p>Understand the importance of the performing space and how to use it.</p> <p>Rehearse and lead parts of the performance, individually Record the performance and compare it to a previous one.</p> <p>Collect feedback from the audience and reflect on how the audience believed in/supported the performance.</p> <p>Discuss how the performance might change if it were repeated in a larger/smaller performance space.</p>