

E21C Primaries – Music Curriculum Skills Overview 2020-2021

Reception	<p style="text-align: center;"><u>Early Learning Goals linked to Music</u></p> <p>By the end of the Early Years Foundation Stage, most children will:</p> <ul style="list-style-type: none"> • show a continued interest in music and music related activities • be confident to try new activities and initiate new ideas • maintain attention, concentrate, and sit quietly when appropriate • work as part of a group or class, taking turns and sharing fairly • explore and experiment with sounds • listen with enjoyment and respond to songs and other music, rhymes and poems and make up their own stories, songs, rhymes and poems • sustain attentive listening, responding to what they have heard by relevant comments, questions or actions • speak clearly and audibly with confidence and control and show awareness of the listener • recognise and explore how sounds can be changed • sing simple songs from memory • recognise repeated sounds and sound patterns • match movements to music • use their imagination in music, dance, imaginative and role play and stories • express and communicate their ideas, thoughts and feelings by using a variety of songs and musical instruments • move with control and coordination • show awareness of space, of themselves and of others 	
	<p style="text-align: center;"><u>Key Stage 1</u></p> <p><u>National Curriculum Requirements:</u> 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 	
Year 1	Singing songs with control and using the voice expressively	<ul style="list-style-type: none"> • To find their singing voice and use their voices confidently. • Sing a melody accurately at their own pitch. • Sing with a sense of awareness of pulse and control of rhythm.

		<ul style="list-style-type: none"> Recognise phrase lengths and know when to breathe.
	Listening, Memory and Movement	<ul style="list-style-type: none"> Recall and remember short songs and sequences and patterns of sounds. Respond physically when performing, composing and appraising music.
	Controlling pulse and rhythm- Autumn 1	<ul style="list-style-type: none"> Identify the pulse in different pieces of music. Identify the pulse and join in getting faster and slower together. Identify long and short sounds in music.
	Exploring sounds, melody and accompaniment	<ul style="list-style-type: none"> To explore different sound sources. Make sounds and recognise how they can give a message. Identify and name classroom instruments.
	Control of instruments	<ul style="list-style-type: none"> Play instruments in different ways and create sound effects. Handle and play instruments with control.
	Composition	<ul style="list-style-type: none"> Contribute to the creation of a class composition.
	Reading and writing notation	<ul style="list-style-type: none"> Perform long and short sounds in response to symbols. Create long and short sounds on instruments.
	Performance skills	<ul style="list-style-type: none"> Perform together and follow instructions that combine the musical elements.
	Evaluating and appraising	<ul style="list-style-type: none"> Choose sounds and instruments carefully and make improvements to their own and others' work.
Year 2	Singing songs with control and using the voice expressively	<ul style="list-style-type: none"> Sing songs expressively. Follow pitch movements with their hands and use high, low and middle voices. Begin to sing with control of pitch (e.g. following the shape of the melody). Sing with an awareness of other performers.
	Listening, Memory and Movement	<ul style="list-style-type: none"> Identify different sound sources. Identify well-defined musical features.
	Controlling pulse and rhythm	<ul style="list-style-type: none"> Perform a rhythm to a given pulse. Begin to internalise and create rhythmic patterns. Accompany a chant or song by clapping or playing the pulse or rhythm.
	Exploring sounds, melody and accompaniment	<ul style="list-style-type: none"> Create and chose sounds in response to a given stimulus. Identify how sounds can be changed. Change sounds to reflect different stimuli.
	Control of instruments	<ul style="list-style-type: none"> Identify different groups of instruments.
	Composition	<ul style="list-style-type: none"> Contribute to the creation of a class composition.

	Reading and writing notation	<ul style="list-style-type: none"> • Play and sing phrase from dot notation. • Record their own ideas. • Make their own symbols as part of a class score.
	Performance skills	<ul style="list-style-type: none"> • Perform together and follow instructions that combine the musical elements.
	Evaluating and appraising	<ul style="list-style-type: none"> • Choose sounds and instruments carefully and make improvements to their own and others' work.

Key Stage 2

National Curriculum Requirements:

Pupils should be taught to:

- sing and play musically with increasing confidence and control
- develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory
- 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

Year 3	Singing songs with control and using the voice expressively	<ul style="list-style-type: none"> • Sing with confidence using a wider vocal range. • Sing in tune. • Sing with awareness of pulse and control of rhythm. • Recognise simple structures. (Phrases).
	Listening, Memory and Movement	<ul style="list-style-type: none"> • Identify melodic phrases and play them by ear. • Create sequences of movements in response to sounds. • Explore and chose different movements to describe animals.
	Controlling pulse and rhythm	<ul style="list-style-type: none"> • Recognise rhythmic patterns. • Perform a repeated pattern to a steady pulse.
	Exploring sounds, melody and accompaniment.	<ul style="list-style-type: none"> • Identify ways sounds are used to accompany a song. • Analyse and comment on how sounds are used to create different moods.
	Control of instruments	<ul style="list-style-type: none"> • Identify melodic phrases and play them by ear.

	Composition	<ul style="list-style-type: none"> • Create textures by combining sounds in different ways. • Create music that describes contrasting moods/emotions. • Improvise simple tunes based on the pentatonic scale.
	Reading and writing notation	<ul style="list-style-type: none"> • Perform long and short sounds in response to symbols. • Create long and short sounds on instruments. • Play and sing phrase from dot notation. • Record their own ideas. • Make their own symbols as part of a class score
	Performance skills	<ul style="list-style-type: none"> • Perform in different ways, exploring the way the performers are a musical resource.
	Evaluating and appraising	<ul style="list-style-type: none"> • Recognise how music can reflect different intentions.
Year 4	Singing songs with control and using the voice expressively	<ul style="list-style-type: none"> • Sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics. • Sing songs and create different vocal effects. • Understand how mouth shapes can affect voice sounds. • Internalise sounds by singing parts of a song 'in their heads'.
	Listening, Memory and Movement	<ul style="list-style-type: none"> • Demonstrate the ability to recognise the use of structure and expressive elements through dance. • Identify phrases that could be used as an introduction, interlude and ending.
	Controlling pulse and rhythm	<ul style="list-style-type: none"> • Identify and recall rhythmic and melodic patterns. • Identify repeated patterns used in a variety of music. (Ostinato).
	Exploring sounds, melody and accompaniment	<ul style="list-style-type: none"> • Explore and perform different types of accompaniment. • Explore and select different melodic patterns. • Recognise and explore different combinations of pitch sounds.
	Control of instruments	<ul style="list-style-type: none"> • Select instruments to describe visual images.
	Composition	<ul style="list-style-type: none"> • Compose music in pairs and make improvements to their own work. • Create an accompaniment to a known song. • Create descriptive music in pairs or small groups.
	Reading and writing notation	<ul style="list-style-type: none"> • Perform long and short sounds in response to symbols. • Create long and short sounds on instruments. • Play and sing phrase from dot notation. • Record their own ideas. • Make their own symbols as part of a class score

	Performance skills	<ul style="list-style-type: none"> Perform with awareness of different parts.
	Evaluating and appraising	<ul style="list-style-type: none"> Recognise how music can reflect different intentions.
Year 5	Singing songs with control and using the voice expressively	<ul style="list-style-type: none"> Sing songs with increasing control of breathing, posture and sound projection. Sing songs in tune and with an awareness of other parts. Identify phrases through breathing in appropriate places.
	Listening, Memory and Movement	<ul style="list-style-type: none"> Internalise short melodies and play these on pitched percussion (play by ear). Create dances that reflect musical features. Identify different moods and textures.
	Controlling pulse and rhythm	<ul style="list-style-type: none"> Identify different speeds of pulse (tempo) by clapping and moving. Improvise rhythm patterns. Perform an independent part keeping to a steady beat.
	Exploring sounds, melody and accompaniment	<ul style="list-style-type: none"> Identify ways sounds are used to accompany a song. Analyse and comment on how sounds are used to create different moods. Explore and perform different types of accompaniment. Explore and select different melodic patterns. Recognise and explore different combinations of pitch sounds.
	Control of instruments	<ul style="list-style-type: none"> Identify and control different ways percussion instruments make sounds. Play accompaniments with control and accuracy.
	Composition	<ul style="list-style-type: none"> Identify different starting points or composing music. Explore, select combine and exploit a range of different sounds to compose a soundscape. Write lyrics to a known song.
	Reading and writing notation	<ul style="list-style-type: none"> Perform using notation as a support. Sing songs with staff notation as support.
	Performance skills	<ul style="list-style-type: none"> Present performances effectively with awareness of audience, venue and occasion.
	Evaluating and appraising	<ul style="list-style-type: none"> Improve their work through analysis, evaluation and comparison.
Year 6	Singing songs with control and using the voice expressively	<ul style="list-style-type: none"> Sing with expression and rehearse with others. Sing a round in two parts and identify the melodic phrases and how they fit together. Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice.
	Listening, Memory and Movement	<ul style="list-style-type: none"> Identify how a mood is created by music and lyrics. Listen to longer pieces of music and identify features.

	Controlling pulse and rhythm	<ul style="list-style-type: none"> • Perform an independent part keeping to a steady beat. • Identify the metre of different songs through recognising the pattern of strong and weak beats.
	Exploring sounds, melody and accompaniment	<ul style="list-style-type: none"> • Identify ways sounds are used to accompany a song. • Analyse and comment on how sounds are used to create different moods. • Explore and perform different types of accompaniment. • Explore and select different melodic patterns. • Recognise and explore different combinations of pitch sounds.
	Control of instruments	<ul style="list-style-type: none"> • Create different effects using combinations of pitched sounds. • Use ICT to change and manipulate sounds.
	Composition	<ul style="list-style-type: none"> • Compose a short song to own lyrics based on everyday phrases. • Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition.
	Reading and writing notation	<ul style="list-style-type: none"> • Perform using notation as a support. • Sing songs with staff notation as support.
	Performance skills	<ul style="list-style-type: none"> • Present performances effectively with awareness of audience, venue and occasion.
	Evaluating and appraising	<ul style="list-style-type: none"> • Improve their work through analysis, evaluation and comparison.