

National Curriculum:	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>KS1 Use voices to sing songs expressively and speak chants and rhymes.</p> <p>KS2 Use voices with increasing accuracy, fluency, control and expression. Play and perform in solo and ensemble contexts.</p> <p>Charanga "Singing"</p>	<ul style="list-style-type: none"> Begin to develop a singing voice. Listen to melodies. Sing with a sense of awareness of pulse. Sing simple songs and chants. Sing along with a pre-recorded song and add actions. Sing along with the backing track. Know that songs have sections. 	<ul style="list-style-type: none"> Develop their singing voice. Sing a melody. Sing with awareness of pulse and rhythm with expression. Recognise phrase lengths. Follow pitch movements with their hands and use high, low and middle voices. Sing with an awareness of other performers. Confidently sing or rap a range of songs from memory and sing them in unison. Know voices, sing notes of different pitches (high and low). Make different types of sounds with their voices. Say words in rhythm. Follow singing lead, starting and stopping appropriately. 	<ul style="list-style-type: none"> Use their singing voice confidently. Sing a melody accurately at their own pitch. Recognise phrase lengths and know when to breathe. Sing songs showing expression in volume. Begin to sing with control of pitch (e.g. following the shape of the melody). Sing within a group keeping in time. Confidently know and sing five songs from memory. Know that unison is everyone singing at the same time. Songs include other ways of using the voice e.g. rapping (spoken word). Know why we need to warm up our voices. 	<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. Sing songs and create different vocal effects. Understand the definition of a choir and the roles associated (conductor). Understanding that songs can make you feel different things. Awareness of listening to each other in order to sing as part of an ensemble. Understanding of why you must warm up your voice. 	<ul style="list-style-type: none"> Recognise simple structures (phrases). Sing expressively with awareness and control at some of the expressive elements. E.g. timbre, tempo, dynamics. Understand how mouth shapes can affect voice sounds. Internalise sounds by singing parts of a song 'in their heads.' Understand how a solo singer makes a thinner texture than a large group. Sing in two parts and unison. Have an awareness of being 'in tune' Rejoin a song if 'lost'. 	<ul style="list-style-type: none"> Sing songs with increasing control of breathing and posture. Sing songs with an awareness of being in tune and of other parts. Identify phrases through breathing in appropriate places. Sing confidently as a class, in small groups and alone. Know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. Choose a song and be able to talk about: <ul style="list-style-type: none"> Its main features Singing in unison, the solo, lead vocal, backing vocals or rapping To know what the song is about and the meaning of the lyrics To know and explain the importance of warming up your voice 	<ul style="list-style-type: none"> Sing songs with sound projection. Identify phrases through breathing in appropriate places. Sing with expression and rehearse with others. Sing a round in two parts and identify the melodic phrases and how they fit together. Have an awareness of vocal improvisation. Know about the styles of songs so you can present the feeling and context to your audience. Listen to each other to be aware of how you fit into the group.

<p>KS1 Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>KS2 Listen with attention to detail and recall sounds with increasing aural memory. Develop an understanding of the history of music.</p> <p>Charanga “Listen & Respond / Appraise”</p>	<ul style="list-style-type: none"> Experience songs from different cultures. Learn simple songs and chants. Respond physically when performing. Explore different sounds. Learn that music can touch your feelings. Enjoy moving to music by dancing, marching, being animals or Pop stars. Know the stories of some nursery rhymes. 	<ul style="list-style-type: none"> Know how songs from different cultures sound different due to their history. Remember short songs and sequences. Respond physically when performing and appraising music. Identify different sound sources. Know a range of songs off by heart. Know what the songs are about. Know and recognise the sound and names of some of the instruments they use. Move to music by dancing, marching, being animals or pop stars. 	<ul style="list-style-type: none"> Explore cultural songs and how they connect to their origins. Remember short songs, sequences and patterns of sounds. Respond physically when performing, composing and appraising music. Identify well-defined (clear) musical features. Know five songs off by heart. Know some songs have a chorus or a response/answer part. Know that songs have a musical style. 	<ul style="list-style-type: none"> Connect with cultural songs through voice and dance. Identify melodic phrases. Listen to different genres of music. Play melodic phrases by ear. Know five songs from memory and who sang them or wrote them. Know the style of the five songs. Choose one song and talk about: <ul style="list-style-type: none"> Its lyrics: what the song is about Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) Identify the main sections of the song (introduction, verse, chorus etc.) Name some of the instruments they heard in the song 	<ul style="list-style-type: none"> Use instruments to repeat elements of songs from other cultures. Listen to and explore different genres of music. Create sequences of movements in response to sounds. Recognise the use of expressive elements through dance. Explore and chose different movements to describe vocabulary. Listen to and explore different genres of music. Choose one song and talk about: <ul style="list-style-type: none"> Musical characteristics, lyrics, dimensions (texture, dynamics, tempo, rhythm, pitch), identify introduction, verse and chorus and name instruments heard. 	<ul style="list-style-type: none"> Develop musical rhythms that link to songs from other cultures. Play short melodies on pitched percussion. Identify different moods. Listen to longer pieces of music and identify some features. Appreciate and understand a wide range of live and recorded music drawn from different traditions. <ul style="list-style-type: none"> Choose 2-3 songs and talk about: <ul style="list-style-type: none"> Style indicators (musical characteristics that give the songs their style, lyrics, dimensions and where used in the songs (texture, dynamics, tempo, rhythm, pitch), identify sections, name instruments and explore the historical context of the songs. 	<ul style="list-style-type: none"> Develop a good understanding of how and why music is represented in different cultures. Internalise short melodies and play these on pitched percussion (play by ear). Create dances that reflect musical features. Identify how a mood is created by music & lyrics. Listen to longer pieces of music and identify features. Understand music from great composers and musicians. Develop an understanding of the history of music. <ul style="list-style-type: none"> Identify the style of songs and name other songs in that style. Choose 3-4 songs and talk about: <ul style="list-style-type: none"> Style indicators, lyrics, dimensions including timbre, understand ‘musical identity’ and historical contexts Use musical language to describe music.
<p>KS1 Experiment with, create, select and combine sounds using the interrelated dimensions of music.</p> <p>KS2 Sing and play with increasing confidence and control.</p> <p>Charanga “Explore and Create” and “Games”</p>	<ul style="list-style-type: none"> Find long and short sounds in music. Make sounds and recognise how they can give a message. Know that we can move with the pulse of the music. Know that the words of songs can tell stories and paint picture. 	<ul style="list-style-type: none"> Join in getting faster and slower together. Perform a rhythm to a given pulse. Identify how sounds can be changed. Know that music has a steady pulse, like a heartbeat. Know that we can create rhythms from words. 	<ul style="list-style-type: none"> Identify the pulse in different pieces of music. Begin to internalise and create rhythmic patterns. Accompany a chant or song by clapping or playing the pulse or rhythm. Change sounds to reflect different stimuli. Know that music has a steady pulse, and we can create rhythms from words. Know that rhythms are different from the steady pulse. Understand how we add pitch when we sing and play instruments. 	<ul style="list-style-type: none"> Recognise rhythmic patterns. Identify repeated patterns used in a variety of music. Demonstrate the pulse. Differentiate between pulse and rhythm. Know pulse, rhythm and pitch work together to create a song. Know that every piece of music has a pulse/steady beat. Know the difference between a musical question and an answer. 	<ul style="list-style-type: none"> Perform a repeated pattern to a steady pulse. Identify and recall rhythmic and melodic patterns. Recognise and explore different combinations of pitch sounds. Know how pulse, rhythm and pitch work together. Gain a depth of understanding of the terms: Pulse, Rhythm, Pitch. Keep an internal pulse. Through musical leadership, create musical ideas for a group to copy. 	<ul style="list-style-type: none"> Improvise rhythm patterns. Perform an independent part keeping to a steady beat. Know how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and connect in a song. Through musical leadership, create musical ideas for a group to copy. Copy back 2-3 note riffs. 	<ul style="list-style-type: none"> Identify different speeds of pulse (tempo) by movement. Identify the metre of different songs through recognising the pattern of strong and weak beats. Subdivide the pulse while keeping to a steady beat. Question and answer using 2-3 different notes. Lead the class, inventing rhythms for others to copy back.

<p>NC:</p> <p>KS1 Play tuned and untuned instruments musically.</p> <p>KS2 Play musical instruments with increasing accuracy, fluency, control and expression. Develop an understanding of musical composition.</p> <p>Charanga “Playing”, “Improvisation”, “Composition”</p>	<ul style="list-style-type: none"> Know that different instruments produce different sounds. Make sounds using different materials and some instruments. 	<ul style="list-style-type: none"> Identify and name classroom instruments. Play instruments in different ways and create sound effects. Know the names of the notes in their instrumental part from memory or when written down. Learn the names of instruments they are playing. Treat instruments carefully and with respect. Play a tuned instrumental part. Listen to and follow musical instructions from a leader. Understand improvisation (making own tunes on the spot). Understand composing is like writing a story with music. 	<ul style="list-style-type: none"> Handle and play instruments with control. Identify different groups of instruments. Contribute to the creation of a class composition. Create long and short sounds on instruments. Learn the names of the notes in their instrumental part from memory or when written down. Know the names of untuned percussion instruments played in class. Know that improvisation is making a tune that has never been heard before. Create improvisations with one and two notes. Create simple melodies using one, three or five different notes. Learn how notes can be written. 	<ul style="list-style-type: none"> Select instruments to describe visual images. Use technology to explore the composition of music. Know and be able to talk about the instruments used in class. Play any one, or all of four, differentiated parts on a tuned instrument (a one-note, simple or medium part or the melody of the song) from memory or using notation. Listen to and follow musical instructions from a leader. Know that using one or two notes confidently is better than using five. Know that if you improvise using the notes you are given, you cannot make a mistake. Know that compositions are created by you and kept to be played again at a later time. Understand that there are different ways to record compositions (letter names, symbols, audio). 	<ul style="list-style-type: none"> Choose instruments on the basis of internalised sounds. Have the opportunity to learn a musical instrument (harmonica / ukulele / recorder). Be able to talk about a range of instruments in an orchestra. Experience leading the playing by making sure everyone plays in the playing section of the song. Use riffs heard in improvisations. Improvise using 3 different notes. Listen to and reflect upon developing compositions and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record compositions that recognises the connection between sound and symbol (graphic / pictorial notation). 	<ul style="list-style-type: none"> Identify and control different ways percussion instruments make sounds. Explore meaning of lyrics. Compose music using stimuli. Know and be able to talk about: Different ways of writing music down – e.g. staff notation, symbols The notes C, D, E, F, G, A, B + C on the treble stave The instruments they might play or be played in a band or orchestra or by their friends Identify three well-known improvising musicians. Know that composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure. Recognise the connection between sound and symbol. 	<ul style="list-style-type: none"> Play accompaniments with control and accuracy. Select different sounds to compose a soundscape. Compose a song. Write lyrics. Lead a rehearsal session. Play a musical instrument with the correct technique. Select and learn an instrumental part using one of the differentiated parts. Use some of the riffs and licks from challenges in improvisations. Create melodies with up to 5 different notes. Explain the keynote and the structure of melodies. Make musical decisions about how the melody connects to the song.
<p>NC:</p> <p>KS1 Understand and explore how music is created, produced and communicated.</p> <p>KS2 Use and understand staff and other musical notations. Understand pitch, duration, dynamics, tempo, timbre, texture, structure.</p> <p>Charanga “Share & Perform” “Performance”</p>	<ul style="list-style-type: none"> Perform any of the nursery rhymes by singing and adding actions or dance. Perform any nursery rhymes or songs adding a simple instrumental part. Record the performance to talk about. 	<ul style="list-style-type: none"> Perform long and short sounds in response to symbols. Explore and understand duration. Understand ‘performance’ is sharing music with other people called an ‘audience’. 	<ul style="list-style-type: none"> Play and sing phrases from symbols. Record own ideas. Explore and understand pitch. Know a performance can be a special occasion and involve a class, or multiple classes. An audience can include parents and friends. Explain how they feel about a performance they have completed. 	<ul style="list-style-type: none"> Make own symbols as part of a score. Explore and understand tempo. Develop a deeper understanding of performance: can be one person to another, planning is involved, audience can be people you don’t know, confidence helps a performance, it involves communicating feelings, thoughts or ideas. 	<ul style="list-style-type: none"> Perform using notation as support. Explore and understand timbre. Learn that a performance is planned and different for each occasion. Identify own emotions, strengths and areas for own development after a performance. 	<ul style="list-style-type: none"> Identify symbols for notation. Explore and understand dynamics. Know that musical symbols represent notes. Recognise symbols for semibreve, minim, crotchet and quaver. Choose what to perform and create a programme. Communicate the meaning of the words and clearly articulate them. Discuss and talk musically about performances – “What went well?” and “It would have been even better if...?” 	<ul style="list-style-type: none"> Compose short phrases using notation. Explore and understand texture and structure. Know that musical symbols can represent notes. Recognise symbols for semibreve, minim, crotchet and quaver. Identify a musical staff and know how notes are positioned on a staff. Talk about the location and how to use it to best effect. Record a performance and compare it to a previous performance.