

Information for Early Years Music Curriculum.

The main Early Learning Goals at the top of each knowledge and skills section is taken from the Statutory framework for the early years foundation stage (Setting the standards for learning, development and care for children from birth to five Published: 31 March 2021 Effective: 1 September 2021). The main area of learning used is Expressive arts and Design. However, other prime areas of learning are incorporated into the music curriculum in the final Early Learning Goals columns where it links to other areas of the curriculum.

The objectives in green can be found in [Development Matters Non-statutory curriculum guidance for the early years foundation stage September 2020](#).

The objectives in blue can be found in [Musical Development Matters in the Early Years by Nicola Burke 2018](#).

This information is written in the music policy.

Key Stage One and Two Music Curriculum.

The Music programmes of study for key stages 1 and 2 is taken from the National curriculum in England.

In Key Stage One and Two, Music is taught using the Music scheme Charanga. The Charanga Scheme of work provides teachers with a week-by-week lesson support for each year group in the school. The Scheme supports all the requirements of the National Curriculum.

The areas of learning and objectives are taken from the Charanga scheme of work.

This information is written in the music policy.

PROGRESSION OF KNOWLEDGE AND SKILLS IN MUSIC

KNOWLEDGE - LISTEN AND APPRAISE				SKILLS - LISTEN AND APPRAISE			
<p>Early Learning Goals: Creating with Materials ELG -Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; Share their creations, explaining the process they have used. Being Imaginative and Expressive ELG—Children at the expected level of development will sing a range of well-known nursery rhymes and songs; They will perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.</p>							
Pre-Nursery	Nursery	Reception	ELG	Pre-Nursery	Nursery	Reception	ELG
<ul style="list-style-type: none"> * To begin to understand that not all music sounds the same. *To begin to understand that sounds are all around them. *To begin to understand that they can respond to music in different ways. 	<ul style="list-style-type: none"> *To understand that instruments can make different sounds. *To know that music can be represented in different ways. *To know that words can be used to describe music and sounds heard or made. * Is aware that musicians play instruments in different ways. 	<ul style="list-style-type: none"> *To understand that not all music sounds the same when making comparisons. *To understand that music can change in tempo or dynamics. *To know that their body can move in time and respond in different ways to music. *To begin to recognise the sound and names of some of the instruments they use. *To know that as a piece of music develops it may change and use different patterns within it. *To begin to recognise that music has different styles. 	<p>Links to other areas of the curriculum:</p> <p><u>Listening, Attention and Understanding</u> *Listen attentively and respond to what they hear with relevant questions, comments and actions during whole class discussions and small group interactions.</p> <p>*Make comments about what they have heard and ask questions to clarify their understanding</p> <p><u>Speaking:</u> *Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>*Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<ul style="list-style-type: none"> *To describe music, eg "scary music, angry music, happy music". *To be able to identify specific sounds in the environment eg sounds of cars, running water. *Moves in response to rhythms heard or played on instruments *Show attention to sounds and music. *To respond emotionally and physically to music when it changes. 	<ul style="list-style-type: none"> *To identify and match an instrumental sound, eg hear a shaker and indicate that they understand it is a shaker. *To match music to pictures/ visual resources. *To describe the sound of instruments eg scratchy sound, soft sound. *To listen with increased attention to sounds. Eg. Respond to songs and music from different cultures and historical periods. *To respond to what they have heard, expressing their thoughts and feelings. 	<ul style="list-style-type: none"> *To distinguish and describe changes in music and compares pieces of music, *Accurately anticipates changes in music, eg when music is going to get faster, louder, slower *Moves in time to the pulse of the music being listened to and physically responds to changes in the music, eg jumps in response to loud/ sudden changes in the music *Listen attentively, move to and talk about music, expressing their feelings and responses. *Watch and talk about dance and performance art, expressing their feelings and responses. 	<p>Links to other areas of the curriculum:</p> <p><u>Listening, Attention and Understanding</u> *Listen attentively and respond to what they hear with relevant questions, comments and actions during whole class discussions and small group interactions.</p> <p>*Make comments about what they have heard and ask questions to clarify their understanding</p> <p><u>Speaking:</u> *Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>*Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>

KNOWLEDGE - MUSICAL ACTIVITIES THROUGH GAMES

SKILLS - MUSICAL ACTIVITIES THROUGH GAMES

Early Learning Goals:

Creating with Materials ELG -Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; Share their creations, explaining the process they have used.

Being Imaginative and Expressive ELG—Children at the expected level of development will sing a range of well-known nursery rhymes and songs; They will perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.

Pre-Nursery	Nursery	Reception	ELG	Pre-Nursery	Nursery	Reception	ELG
<p>*To know that they can respond to music and instrument sounds through movement.</p> <p>*To know that they can make rhythmical and repetitive sounds.</p>	<p>*To understand that instrument sounds can be matched to the same instrument sound when hidden.</p> <p>*To begin to understand that their voice needs to be warmed up before singing.</p> <p>*To know that you can tap in time to the pulse of the music.</p> <p>*To know that you can tap the pulse of a song.</p> <p>*To know that there is a time to start and stop when singing or playing instruments.</p>	<p>*To know that songs can change in pitch.</p> <p>*To know that new songs can be learnt through call and response.</p> <p>*To be aware that different sounds can be used for different movements.</p> <p>*To know 3 Nursery rhymes or action songs.</p> <p>*To begin to recognise the sound and names of some of the instruments they use.</p>	<p>Links to other areas of the curriculum:</p> <p><u>Listening, Attention and Understanding</u></p> <p>*Listen attentively and respond to what they hear with relevant questions, comments and actions during whole class discussions and small group interactions.</p> <p><u>Fine Motor Skills</u></p> <p>*Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p><u>Speaking:</u></p> <p>*Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p><u>Managing Self</u></p> <p>*Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p>	<p>*Play instrument and movement games; invite children to move to the sounds of different instruments.</p> <p>*Move and dance to music.</p> <p>*Explore a range of sound makers and instruments and play them in different ways.</p> <p>*Can make rhythmical and repetitive sounds.</p>	<p>*Play sound-matching games, eg play instruments that children can't see and invite children to play a matching instrument or describe the instrument.</p> <p>*Play mouth exercise games and vocal warm up games before singing.</p> <p>*Clap or tap to the pulse of the music</p> <p>*Clap or tap to the pulse of a song.</p> <p>*Explore conducting games, together with the children: decide on a signal for start and stop eg hand gestures, puppets, red/green.</p>	<p>*Play pitch matching games, eg hum or sing short phrases and invite children to copy you.</p> <p>*Sing call and response songs so that children can echo phrases of songs sung</p> <p>*Play movement and listening games that use different sounds for different movements,</p> <p>*Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>	<p>Links to other areas of the curriculum:</p> <p><u>Listening, Attention and Understanding</u></p> <p>*Listen attentively and respond to what they hear with relevant questions, comments and actions during whole class discussions and small group interactions.</p> <p><u>Fine Motor Skills</u></p> <p>*Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p><u>Speaking:</u></p> <p>*Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p><u>Managing Self</u></p> <p>*Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p>

KNOWLEDGE - SINGING

SKILLS - SINGING

Early Learning Goals:

Creating with Materials ELG -Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; Share their creations, explaining the process they have used.

Being Imaginative and Expressive ELG—Children at the expected level of development will sing a range of well-known nursery rhymes and songs; They will perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.

Pre-Nursery	Nursery	Reception	ELG	Pre-Nursery	Nursery	Reception	ELG
<p>*To know that they can use their voice to create sounds.</p> <p>*Understands that they can sing songs with others.</p> <p>*Begins to understand how songs can be joined together.</p> <p>*Begins to understand that songs can be sung from the beginning to the end.</p>	<p>*To know that they can sing songs from the beginning to the end.</p> <p>*To know that their voice can be used to create different sounds.</p> <p>*To know that they may like some songs more than other.</p> <p>*To understand that body percussion can be used to keep the pulse.</p> <p>*To understand that they can sing the same note (pitch) sung by another person.</p> <p>*To recognise that a song has a melodic shape.</p>	<p>*To begin to understand that songs change in pitch.</p> <p>*To begin to understand that the songs they sing have a special melodic shape to them.</p> <p>*To understand that a song needs to be sung from the beginning to the end.</p> <p>*To confidently sing 3 Nursery rhymes or songs from memory.</p>	<p>Links to other areas of the curriculum:</p> <p><u>Listening, Attention and Understanding</u></p> <p>*Listen attentively and respond to what they hear with relevant questions, comments and actions during whole class discussions and small group interactions.</p> <p><u>Managing Self</u></p> <p>*Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p><u>Self Regulation.</u></p> <p>*Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</p>	<p>*Explore their voices and enjoy making sounds.</p> <p>*Join in with songs and rhymes, making some sounds.</p> <p>*Reproduces songs in individual ways.</p> <p>*Join in with songs and rhymes, making some sounds.</p> <p>*May sing an entire song.</p> <p>*Enjoy and take part in action songs, such as Twinkle, Twinkle, Little Star.</p>	<p>*Can remember and sing entire songs; eg. nursery rhymes, pop songs, action songs</p> <p>*Creates sounds in vocal sound games.</p> <p>*Has strong preferences for songs they like to sing and/or listen to.</p> <p>*Claps or taps to the pulse of the song he or she is singing.</p> <p>*Sing the pitch of a tone sung by another person (Pitch match)</p> <p>*Sing the melodic shape (moving melody such as up and down, down and up) of familiar songs.</p>	<p>*Can pitch match, ie reproduces with their voice the pitch of a tone sung by another.</p> <p>*Able to sing the melodic shape of familiar songs.</p> <p>*Can sing entire songs.</p> <p>*Can sing call and response songs sometimes echoing phrases of songs sung.</p> <p>*Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>	<p>Links to other areas of the curriculum:</p> <p><u>Listening, Attention and Understanding</u></p> <p>*Listen attentively and respond to what they hear with relevant questions, comments and actions during whole class discussions and small group interactions.</p> <p><u>Managing Self</u></p> <p>*Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p><u>Self Regulation.</u></p> <p>*Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</p>

KNOWLEDGE - PLAYING INSTRUMENTS

SKILLS - PLAYING INSTRUMENTS

Early Learning Goals:

Creating with Materials ELG -Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; Share their creations, explaining the process they have used.

Being Imaginative and Expressive ELG—Children at the expected level of development will sing a range of well-known nursery rhymes and songs; They will perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.

Pre-Nursery	Nursery	Reception	ELG	Pre-Nursery	Nursery	Reception	ELG
<p>*Begins to understand that instruments can be played in different ways.</p> <p>*Begins to understand the importance of holding and controlling instruments when playing them.</p>	<p>*Understands that instruments can be used to add sound effects to stories.</p> <p>*Begins to understand the importance of listening to others when making music.</p> <p>*Knows that instruments need to be played with control.</p>	<p>*Knows that music can be used for a purpose.</p> <p>*Knows how to play instruments appropriately when following the structure of music.</p> <p>*Understands that instruments can be used to keep a steady beat.</p> <p>*Understands that instruments can be used to create rhythms.</p> <p>*Knows how to hold an instrument appropriately</p> <p>*Knows how to play some familiar instruments correctly.</p> <p>*Knows the names of the instruments they are playing.</p>	<p>Links to other areas of the curriculum:</p> <p><u>Listening, Attention and Understanding</u> *Listen attentively and respond to what they hear with relevant questions, comments and actions during whole class discussions and small group interactions.</p> <p>*Make comments about what they have heard and ask questions to clarify their understanding</p> <p><u>Fine Motor Skills</u> *Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p><u>Self Regulation</u> *Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p><u>Managing Self</u> *Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p>	<p>*Explore a range of soundmakers and instruments and play them in different ways. eg volume, speed, character of sounds such as tapping a tambourine/shaking a tambourine</p> <p>*Shows control in holding and playing instruments,</p> <p>*Enjoy and take part in action songs, such as Twinkle, Twinkle, Little Star eg. accompany the song using instruments.</p>	<p>*Adds sound effects to stories using instruments.</p> <p>*Leads or is led by other children in their music making, ie being a conductor.</p> <p>*Listens and responds to others in pair/ group music making.</p> <p>*Plays instruments with control to play loud/ quiet, fast/slow</p> <p>*Play instruments with increasing control to express their feelings and ideas.</p> <p>*Shows control to hold and play instruments to produce a musical sound.</p>	<p>*Creates music based on a theme</p> <p>*Plays instruments (including imaginary ones) to match the structure of the music,</p> <p>*Keeps a steady beat whilst playing instruments.</p> <p>*Taps rhythms to accompany words,</p> <p>*Creates rhythms using instruments and body percussion.</p> <p>*May play along to the beat of the song</p> <p>*May play along with the rhythm in music</p> <p>*Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Links to other areas of the curriculum:</p> <p><u>Listening, Attention and Understanding</u> *Listen attentively and respond to what they hear with relevant questions, comments and actions during whole class discussions and small group interactions.</p> <p>*Make comments about what they have heard and ask questions to clarify their understanding</p> <p><u>Fine Motor Skills</u> *Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p><u>Self Regulation</u> *Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p><u>Managing Self</u> *Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p>

KNOWLEDGE - IMPROVISATION

SKILLS - IMPROVISATION

Early Learning Goals:

Creating with Materials ELG -Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; Share their creations, explaining the process they have used.

Being Imaginative and Expressive ELG—Children at the expected level of development will sing a range of well-known nursery rhymes and songs; They will perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.

Pre-Nursery	Nursery	Reception	ELG	Pre-Nursery	Nursery	Reception	ELG
<p>*Is aware that songs can be produced in individual ways.</p> <p>*Knows that patterns of music can be created when making music.</p> <p>*Begins to understand that instruments can be played in different ways using interrelated dimensions.</p>	<p>*Knows that songs can be created by making them up.</p> <p>*Beginning to understand that songs have a structure.</p> <p>*Understands that some or all words can be changed in a familiar song.</p> <p>*Knows that familiar songs can be changed.</p>	<p>*Understands that dances can be created to music that they know.</p> <p>*Knows that body percussion can be used to create their own rhythms.</p> <p>*Understand that improvisation is about making up your own tunes on the spot.</p> <p>*Begins to understand that when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</p>	<p>Links to other areas of the curriculum:</p> <p><u>Listening, Attention and Understanding</u> *Listen attentively and respond to what they hear with relevant questions, comments and actions during whole class discussions and small group interactions.</p> <p><u>Managing Self</u> *Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p><u>Gross Motor Skills</u> *Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</p> <p><u>Creating with materials</u> *Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>*Reproduces songs in individual ways</p> <p>*Creates own patterns in music making.</p> <p>*Explore a range of soundmakers and instruments and play them in different ways. eg volume (dynamics), speed (tempo), character of sounds such as tapping a tambourine/shaking a tambourine (timbre).</p> <p>*Make rhythmical and repetitive sounds.</p>	<p>*Merges elements of familiar songs with improvised singing</p> <p>*Creates their own songs or improvise a song around one they know.</p> <p>*Creates own songs, often with a real sense of structure, eg a beginning and an end</p> <p>*Changes some or all of the words of a song.</p> <p>*Develop their own ideas and then decide which materials to use to express them.</p>	<p>*Choreographs own dances to familiar music, individually, in pairs/small groups.</p> <p>*Creates rhythms using instruments and body percussion</p> <p>*Can create their own compositions using ICT programs, instruments, voices etc.</p> <p>*Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Links to other areas of the curriculum:</p> <p><u>Listening, Attention and Understanding</u> *Listen attentively and respond to what they hear with relevant questions, comments and actions during whole class discussions and small group interactions.</p> <p><u>Managing Self</u> *Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p><u>Gross Motor Skills</u> *Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</p> <p><u>Creating with materials</u> *Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p>

KNOWLEDGE - COMPOSITION

SKILLS - COMPOSITION

Early Learning Goals:

Creating with Materials ELG -Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; Share their creations, explaining the process they have used.

Being Imaginative and Expressive ELG—Children at the expected level of development will sing a range of well-known nursery rhymes and songs; They will perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.

Pre-Nursery	Nursery	Reception	ELG	Pre-Nursery	Nursery	Reception	ELG
<p>*Understands that patterns can be created when exploring instruments, body percussion and vocal sounds.</p>	<p>*Knows that instruments can be used to create sound effects.</p> <p>*Knows that sounds and instruments can be represented by pictures.</p> <p>*Knows that familiar songs can be changed.</p>	<p>*Understands that music can be created to describe environmental sounds.</p> <p>*Understands that composing is like writing a story with music.</p> <p>*Understands that everyone can compose.</p> <p>*Understands that everyone can create their own dance moves.</p>	<p>Links to other areas of the curriculum:</p> <p><u>Listening, Attention and Understanding</u> *Listen attentively and respond to what they hear with relevant questions, comments and actions during whole class discussions and small group interactions.</p> <p><u>Managing Self</u> *Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p><u>Gross Motor Skills</u> *Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</p> <p><u>Creating with materials</u> *Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>* Creates own patterns in music making</p> <p>*Explore a range of soundmakers and instruments and play them in different ways.</p>	<p>*Adds sound effects to stories using instruments</p> <p>* Creates visual representation of sounds, instruments and pieces of music, eg mark making to specific sounds or pieces of music.</p> <p>*Creates their own songs or improvise a song around one they know.</p> <p>*Develop their own ideas and then decide which materials to use to express them.</p>	<p>*Creates music based on a theme eg creates the sounds of the seaside.</p> <p>*Creates own dance moves, using some of the steps and techniques they have learnt.</p> <p>*Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Links to other areas of the curriculum:</p> <p><u>Listening, Attention and Understanding</u> *Listen attentively and respond to what they hear with relevant questions, comments and actions during whole class discussions and small group interactions.</p> <p><u>Managing Self</u> *Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p><u>Gross Motor Skills</u> *Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</p> <p><u>Creating with materials</u> *Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p>

KNOWLEDGE - PERFORMANCE

SKILLS - PERFORMANCE

Early Learning Goals:

Creating with Materials ELG -Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; Share their creations, explaining the process they have used.

Being Imaginative and Expressive ELG—Children at the expected level of development will sing a range of well-known nursery rhymes and songs; They will perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.

Pre-Nursery	Nursery	Reception	ELG	Pre-Nursery	Nursery	Reception	ELG
<p>*Understands that songs and chants can be sung with others as part of a group.</p> <p>*Knows that they can use toys or props when singing songs.</p> <p>*Knows that they can perform a song during their dramatic play and with others.</p>	<p>*Knows that they can lead or be led by other children when making music.</p> <p>*Knows that they can express their thoughts and feelings when talking about a performance they have done.</p>	<p>*Knows that music may be performed on their own or in groups.</p> <p>*Knows that songs can be sung from the beginning to the end.</p> <p>*Begins to understand that a performance is sharing music with other people.</p>	<p>Links to other areas of the curriculum:</p> <p><u>Listening, Attention and Understanding</u> *Listen attentively and respond to what they hear with relevant questions, comments and actions during whole class discussions and small group interactions.</p> <p>*Make comments about what they have heard and ask questions to clarify their understanding</p> <p><u>Fine Motor Skills</u> *Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p><u>Speaking:</u> *Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>*Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p><u>Managing Self</u> *Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p>	<p>*Sings and chants with and to others</p> <p>*Sings to and with toys, props, resources.</p> <p>*Sings in their dramatic role play, eg singing phrases such as "dinner's ready" or "let's go"</p> <p>*Enjoys and takes part in action songs, such as Twinkle, Twinkle, Little Star.</p>	<p>*Leads or is led by other children in their music making, ie being a conductor.</p> <p>*Respond to what they have heard, expressing their thoughts and feelings.</p>	<p>*May enjoy performing, solo and or in groups.</p> <p>*Sings entire songs</p> <p>*Explore and engage in music making and dance, performing solo or in groups.</p> <p>*Can replicate choreographed dances, such as pop songs and traditional dances from around the world.</p> <p>*Can choreograph their own dance moves, using some of the steps and techniques they have learnt.</p>	<p>Links to other areas of the curriculum:</p> <p><u>Listening, Attention and Understanding</u> *Listen attentively and respond to what they hear with relevant questions, comments and actions during whole class discussions and small group interactions.</p> <p>*Make comments about what they have heard and ask questions to clarify their understanding</p> <p><u>Fine Motor Skills</u> *Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p><u>Speaking:</u> *Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>*Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p><u>Managing Self</u> *Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p>

KNOWLEDGE - LISTEN AND APPRAISE

National Curriculum aim: To listen with concentration and understanding to a range of high-quality live and recorded music. To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. To develop an understanding of the history of music. To listen with attention to detail and recall sounds with increasing aural memory.

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>*To know 5 songs off by heart. (SUMMER B)</p> <p>*To know what the songs are about. (SUMMER B)</p> <p>*To know and recognise the sound and names of some of the instruments they use. (SPRING B)</p>	<p>*To know 5 songs off by heart. (SUMMER B)</p> <p>*To know some songs have a chorus or a response/answer part. (SPRING B)</p> <p>*To know that songs have a musical style (AUTUMN B)</p>	<p>*To know five songs from memory and who sang them or wrote them. (SUMMER A)</p> <p>*To know the style of the five songs. (SUMMER A)</p> <p>*To choose one song and be able to talk about:</p> <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 (SPRING B) 	<p>*To know five songs from memory and who sang them or wrote them. (SUMMER A)</p> <p>*To know the style of the five songs. (SUMMER A)</p> <p>*To choose one song and be able to talk about:</p> <ul style="list-style-type: none"> □ Some of the style indicators of that song (musical characteristics that give the song its style). □ The 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. (SPRING B) 	<p>*To know five songs from memory, who sang or wrote them, when they were written and, if possible, why? (SUMMER A)</p> <p>*To know the style of the five songs and to name other songs from the Units in those styles. (SUMMER A)</p> <p>*To choose two or three other songs and be able to talk about:</p> <ul style="list-style-type: none"> □ Some of the style indicators of the songs (musical characteristics that give the songs their style) □ The lyrics: what the songs are about □ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) □ Identify the main sections of the songs (intro, verse, chorus etc.) □ Name some of the instruments they heard in the songs □ The historical context of the songs. What else was going on at this time? (SPRING B) 	<p>*To know five songs from memory, who sang or wrote them, when they were written and why? (SUMMER A)</p> <p>*To know the style of the songs and to name other songs from the Units in those styles. (SUMMER A)</p> <p>*To choose three or four other songs and be able to talk about:</p> <ul style="list-style-type: none"> □ The style indicators of the songs (musical characteristics that give the songs their style) □ The lyrics: what the songs are about □ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) □ Identify the structure of the songs (intro, verse, chorus etc.) □ Name some of the instruments used in the songs □ The historical context of the songs. What else was going on at this time, musically and historically? □ Know and talk about that fact that we each have a musical identity (SPRING B)

KNOWLEDGE - MUSICAL ACTIVITIES THROUGH GAMES

National Curriculum aim: To experiment with, create, select and combine sounds using the inter-related dimensions of music.

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>*To know 5 songs off by heart. (SUMMER B)</p> <p>*To know what the songs are about. (SUMMER B)</p> <p>*To know and recognise the sound and names of some of the instruments they use. (SPRING B)</p>	<p>*To know that music has a steady pulse, like a heartbeat. (AUTUMN A)</p> <p>*To know that we can create rhythms from words, our names, favourite food, colours and animals. (AUTUMN B)</p> <p>*Rhythms are different from the steady pulse. (SPRING B)</p> <p>*We add high and low sounds, pitch, when we sing and play our instruments. (SUMMER B)</p>	<p>*Know how to find and demonstrate the pulse. (AUTUMN A)</p> <p>*Know the difference between pulse and rhythm. (AUTUMN A)</p> <p>*Know how pulse, rhythm and pitch work together to create a song. (SPRING B)</p> <p>*Know that every piece of music has a pulse/ steady beat. (AUTUMN B)</p> <p>* Know the difference between a musical question and an answer. (SPRING A)</p>	<p>Know and be able to talk about:</p> <p>*How pulse, rhythm and pitch work together (SPRING A)</p> <p>*Pulse: Finding the pulse - the heartbeat of the music (AUTUMN A)</p> <p>*Rhythm: the long and short patterns over the pulse (SPRING B)</p> <p>*Know the difference between pulse and rhythm (SUMMER B)</p> <p>*Pitch: High and low sounds that create melodies (SPRING A)</p> <p>*How to keep the internal pulse (SPRING B)</p> <p>*Musical Leadership: creating musical ideas for the group to copy or respond to (SUMMER A)</p>	<p>Know and be able to talk about:</p> <p>*How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song (SPRING B)</p> <p>*How to keep the internal pulse (SUMMER A)</p> <p>*Musical Leadership: creating musical ideas for the group to copy or respond to. (SUMMER B)</p>	<p>Know and be able to talk about:</p> <p>*How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music (SPRING B)</p> <p>*How to keep the internal pulse (SPRING A)</p> <p>*Musical Leadership: creating musical ideas for the group to copy or respond to (SUMMER A)</p>

KNOWLEDGE - SINGING

National Curriculum aim: To use voices expressively and creatively when singing songs and speaking chants and rhymes. To use voices with increasing accuracy, fluency, control and expression. To perform in solo and ensemble contexts, using their voices.

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>*To confidently sing or rap 5 songs from memory and sing them in unison. (SUMMER B)</p>	<p>*To confidently know and sing 5 songs from memory. (SUMMER B)</p> <p>*To know that unison is everyone singing at the same time. (AUTUMN A)</p> <p>*Songs include other ways of using the voice e.g. rapping (spoken word). (AUTUMN B)</p> <p>*To know why we need to warm up our voices. (SPRING B)</p>	<p>To know and be able to talk about:</p> <p>*Singing in a group can be called a choir (AUTUMN A)</p> <p>*Leader or conductor: A person who the choir or group follow (SPRING A)</p> <p>*Songs can make you feel different things e.g. happy, energetic or sad (SPRING B)</p> <p>*Singing as part of an ensemble or large group is fun, but that you must listen to each other (AUTUMN A)</p> <p>*To know why you must warm up your voice (AUTUMN A)</p>	<p>To know and be able to talk about:</p> <p>*Singing in a group can be called a choir (AUTUMN A)</p> <p>*Leader or conductor: A person who the choir or group follow (SPRING A)</p> <p>*Songs can make you feel different things e.g. happy, energetic or sad (SPRING B)</p> <p>*Singing as part of an ensemble or large group is fun, but that you must listen to each other (AUTUMN A)</p> <p>*Texture: How a solo singer makes a thinner texture than a large group (SPRING B)</p> <p>*To know why you must warm up your voice (AUTUMN A)</p>	<p>*To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. (SUMMER A)</p> <p>*To choose a song and be able to talk about:</p> <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 (SPRING B) 	<p>*To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. (SUMMER A)</p> <p>*To know about the style of the songs so you can represent the feeling and context to your audience (SUMMER A)</p> <p>*To choose a song and be able to talk about:</p> <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 (SPRING B)

KNOWLEDGE - PLAYING INSTRUMENTS

National Curriculum aim: To have the opportunity to learn a musical instrument, play tuned and untuned instruments musically and with increasing accuracy, fluency, control and expression. To use and understand staff and other musical notations.

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>*Learn the names of the notes in their instrumental part from memory or when written down. (SUMMER B)</p> <p>*Learn the names of the instruments they are playing. (SPRING B)</p>	<p>*Learn the names of the notes in their instrumental part from memory or when written down. (SUMMER B)</p> <p>*Know the names of untuned percussion instruments played in class. (SPRING B)</p> <p>*Begin to play the recorder learning the notation for BAG (SPRING B)</p>	<p>To know and be able to talk about:</p> <p>*The instruments used in class (a glockenspiel, a recorder) (AUTUMN B)</p>	<p>To know and be able to talk about:</p> <p>*The instruments used in class (a glockenspiel, recorder or xylophone). (AUTUMN B)</p> <p>*Other instruments they might play or be played in a band or orchestra or by their friends. (SPRING B)</p>	<p>To know and be able to talk about:</p> <p>*Different ways of writing music down - e.g. staff notation, symbols (SPRING B)</p> <p>*The notes C, D, E, F, G, A, B + C on the treble stave (SUMMER B)</p> <p>*The instruments they might play or be played in a band or orchestra or by their friends. (SPRING B)</p>	<p>To know and be able to talk about:</p> <p>*Different ways of writing music down - e.g. staff notation, symbols (SPRING B)</p> <p>*The notes C, D, E, F, G, A, B + C on the treble stave (SUMMER A)</p> <p>*The instruments they might play or be played in a band or orchestra or by their friends (SPRING B)</p>

KNOWLEDGE - IMPROVISATION

National Curriculum aim: To improvise and compose music for a range of purposes using the inter-related dimensions of music.

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>*Improvisation is about making up your own tunes on the spot. (AUTUMN B)</p> <p>*When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. (SPRING B)</p> <p>*Everyone can improvise! (SUMMER B)</p>	<p>*To know that improvisation is making up your own tunes on the spot. (AUTUMN B)</p> <p>*When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. (SPRING B)</p> <p>*Everyone can improvise, and you can use one or two notes. (SUMMER B)</p>	<p>To know and be able to talk about improvisation:</p> <p>*Improvisation is making up your own tunes on the spot (SPRING A)</p> <p>*When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them (SPRING B)</p> <p>*To know that using one or two notes confidently is better than using five (SUMMER A)</p> <p>*To know that if you improvise using the notes you are given, you cannot make a mistake (SPRING A)</p>	<p>To know and be able to talk about improvisation:</p> <p>*Improvisation is making up your own tunes on the spot (AUTUMN A)</p> <p>*When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. (SPRING B)</p> <p>*To know that using one or two notes confidently is better than using five (SPRING B)</p> <p>*To know that using one or two notes confidently is better than using five (SUMMER A)</p> <p>*To know that if you improvise using the notes you are given, you cannot make a mistake (SPRING A)</p> <p>*To know that if you improvise using the notes you are given, you cannot make a mistake (SPRING A)</p> <p>*To know that you can use some of the riffs you have heard in the Challenges in your improvisations (SUMMER B)</p>	<p>To know and be able to talk about improvisation:</p> <p>*Improvisation is making up your own tunes on the spot (AUTUMN A)</p> <p>*When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. (SPRING B)</p> <p>*To know that using one or two notes confidently is better than using five (SUMMER A)</p> <p>*To know that if you improvise using the notes you are given, you cannot make a mistake (SPRING A)</p> <p>*To know that you can use some of the riffs you have heard in the Challenges in your improvisations (SUMMER B)</p> <p>*To know three well-known improvising musicians (SUMMER B)</p>	<p>To know and be able to talk about improvisation:</p> <p>*Improvisation is making up your own tunes on the spot (AUTUMN A)</p> <p>*When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. (AUTUMN A)</p> <p>*To know that using one, two or three notes confidently is better than using five (SPRING A)</p> <p>*To know that if you improvise using the notes you are given, you cannot make a mistake (SPRING A)</p> <p>*To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations (SPRING B)</p> <p>*To know three well-known improvising musicians (SPRING B)</p>

KNOWLEDGE - COMPOSITION

National Curriculum aim: To improvise and compose music for a range of purposes using the inter-related dimensions of music.

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>*Composing is like writing a story with music. (SPRING B)</p> <p>*Everyone can compose. (SUMMER B)</p>	<p>*Composing is like writing a story with music. (SPRING B)</p> <p>*Everyone can compose. (SUMMER B)</p>	<p>To know and be able to talk about:</p> <p>*A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. (SPRING A)</p> <p>*Different ways of recording compositions (letter names, symbols, audio etc.) (SUMMER A)</p>	<p>To know and be able to talk about:</p> <p>*A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. (SPRING A)</p> <p>*Different ways of recording compositions (letter names, symbols, audio etc.) (SUMMER A)</p>	<p>To know and be able to talk about:</p> <p>*A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. (SPRING A)</p> <p>*A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure (SUMMER B)</p> <p>*Notation: recognise the connection between sound and symbol (SUMMER A)</p>	<p>To know and be able to talk about:</p> <p>*A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. (AUTUMN A)</p> <p>*A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure (SPRING B)</p> <p>*Notation: recognise the connection between sound and symbol (SUMMER A)</p>

KNOWLEDGE - PERFORMANCE

National Curriculum aim: To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>*A performance is sharing music with other people, called an audience. (SUMMER B)</p>	<p>*A performance is sharing music with an audience. (AUTUMN A)</p> <p>*A performance can be a special occasion and involve a class, a year group or a whole school. (SPRING A)</p> <p>*An audience can include your parents and friends. (SUMMER B)</p>	<p>To know and be able to talk about:</p> <p>*Performing is sharing music with other people, an audience (AUTUMN A)</p> <p>*A performance doesn't have to be a drama! It can be to one person or to each other (SPRING A)</p> <p>*You need to know and have planned everything that will be performed (SPRING A)</p> <p>*You must sing or rap the words clearly and play with confidence (SUMMER A)</p> <p>*A performance can be a special occasion and involve an audience including of people you don't know (SPRING B)</p> <p>*It is planned and different for each occasion (SUMMER B)</p> <p>*It involves communicating feelings, thoughts and ideas about the song/music (AUTUMN A)</p>	<p>To know and be able to talk about:</p> <p>*Performing is sharing music with other people, an audience (AUTUMN A)</p> <p>*A performance doesn't have to be a drama! It can be to one person or to each other (SPRING A)</p> <p>*You need to know and have planned everything that will be performed (SPRING A)</p> <p>*You must sing or rap the words clearly and play with confidence (SPRING B)</p> <p>*A performance can be a special occasion and involve an audience including of people you don't know (SUMMER A)</p> <p>*It is planned and different for each occasion (SUMMER A)</p> <p>*It involves communicating feelings, thoughts and ideas about the song/music (AUTUMN A)</p>	<p>To know and be able to talk about:</p> <p>*Performing is sharing music with other people, an audience (AUTUMN A)</p> <p>*A performance doesn't have to be a drama! It can be to one person or to each other (SPRING B)</p> <p>*Everything that will be performed must be planned and learned (SUMMER B)</p> <p>*You must sing or rap the words clearly and play with confidence (SPRING B)</p> <p>*A performance can be a special occasion and involve an audience including of people you don't know (SUMMER B)</p> <p>*It is planned and different for each occasion (SUMMER A)</p> <p>*A performance involves communicating ideas, thoughts and feelings about the song/music. (AUTUMN A)</p>	<p>To know and be able to talk about:</p> <p>*Performing is sharing music with an audience with belief (SUMMER A)</p> <p>*A performance doesn't have to be a drama! It can be to one person or to each other (AUTUMN A)</p> <p>*Everything that will be performed must be planned and learned (SUMMER A)</p> <p>*You must sing or rap the words clearly and play with confidence (SPRING B)</p> <p>*A performance can be a special occasion and involve an audience including of people you don't know (SUMMER B)</p> <p>*It is planned and different for each occasion (SUMMER B)</p> <p>*A performance involves communicating ideas, thoughts and feelings about the song/music (AUTUMN A)</p>

SKILLS - LISTEN AND APPRAISE

National Curriculum aim: To listen with concentration and understanding to a range of high-quality live and recorded music. To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. To develop an understanding of the history of music. To listen with attention to detail and recall sounds with increasing aural memory.

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>*To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. (AUTUMN A)</p>	<p>*To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. (AUTUMN A)</p> <p>*To learn how songs can tell a story or describe an idea. (SPRING B)</p>	<p>*To confidently identify and move to the pulse. (AUTUMN A)</p> <p>*To think about what the words of a song mean. (SPRING A)</p> <p>*To take it in turn to discuss how the song makes them feel. (SPRING B)</p> <p>*Listen carefully and respectfully to other people's thoughts about the music. (SUMMER A)</p>	<p>*To confidently identify and move to the pulse. (AUTUMN A)</p> <p>*To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics). (SUMMER B)</p> <p>*Talk about the music and how it makes them feel. (AUTUMN A)</p> <p>*Listen carefully and respectfully to other people's thoughts about the music. (SPRING B)</p> <p>*When you talk try to use musical words (SUMMER A)</p>	<p>*To identify and move to the pulse with ease. (AUTUMN A)</p> <p>*To think about the message of songs. (SUMMER A)</p> <p>*To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. (SUMMER B)</p> <p>*Listen carefully and respectfully to other people's thoughts about the music. (SPRING B)</p> <p>*When you talk try to use musical words. (SUMMER A)</p> <p>*To talk about the musical dimensions working together in the Unit songs. (SUMMER B)</p> <p>*Talk about the music and how it makes you feel. (AUTUMN A)</p>	<p>*To identify and move to the pulse with ease. (AUTUMN A)</p> <p>*To think about the message of songs. (SPRING B)</p> <p>*To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. (SPRING B)</p> <p>*Listen carefully and respectfully to other people's thoughts about the music. (SPRING A)</p> <p>*Use musical words when talking about the songs. (SPRING A)</p> <p>*To talk about the musical dimensions working together in the Unit songs. (SPRING B)</p> <p>*Talk about the music and how it makes you feel, using musical language to describe the music. (AUTUMN A)</p>

SKILLS - GAMES

National Curriculum aim: To experiment with, create, select and combine sounds using the inter-related dimensions of music.

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>*Game 1 - Pulse!</p> <p>*Game 2 - Copy Rhythms</p> <p>*Game 3 - Create rhythms</p> <p>*Game 4 - Pitch</p>	<p>*Game 1 - Pulse!</p> <p>*Game 2 - Rhythm Copy back short rhythmic phrases</p> <p>*Game 3 - Rhythm Create rhythms for others to copy.</p> <p>*Game 4 - Pitch</p>	<p>*1. Find the Pulse</p> <p>*2. Rhythm Copy Back: a. Bronze: Clap and say back rhythms b. Silver: Create your own simple rhythm patterns c. Gold: Perhaps lead the class using their simple rhythms</p> <p>*3. Pitch Copy Back Using 2 Notes a. Bronze: Copy back - 'Listen and sing back' (no notation) b. Silver: Copy back with instruments, without then with notation c. Gold: Copy back with instruments, without and then with notation</p> <p>*4. Pitch Copy Back and Vocal Warm-ups</p>	<p>Children will complete the following in relation to the main song, using two notes:</p> <p>*1. Find the Pulse</p> <p>*2. Rhythm Copy Back: a. Bronze: Clap and say back rhythms b. Silver: Create your own rhythm patterns c. Gold: Perhaps lead the class using their simple rhythms</p> <p>*3. Pitch Copy Back Using 2 Notes a. Bronze: Copy back - 'Listen and sing back' (no notation) b. Silver: Copy back with instruments, without then with notation c. Gold: Copy back with instruments, without and then with notation</p> <p>*4. Pitch Copy Back and Vocal Warm-ups</p>	<p>Children will complete the following in relation to the main song, using three notes:</p> <p>*Bronze Challenge <input type="checkbox"/> Find the pulse <input type="checkbox"/> Copy back rhythms based on the words of the main song, that include syncopation/off beat <input type="checkbox"/> Copy back one-note riffs using simple and syncopated rhythm patterns</p> <p>*Silver Challenge <input type="checkbox"/> Find the pulse <input type="checkbox"/> Lead the class by inventing rhythms for others to copy back <input type="checkbox"/> Copy back two-note riffs by ear and with notation <input type="checkbox"/> Question and answer using two different notes</p> <p>*Gold Challenge <input type="checkbox"/> Find the pulse <input type="checkbox"/> Lead the class by inventing rhythms for them to copy back <input type="checkbox"/> Copy back three-note riffs by ear and with notation <input type="checkbox"/> Question and answer using three different notes</p>	<p>Children will complete the following in relation to the main song, using three notes:</p> <p>*Bronze Challenge <input type="checkbox"/> Find the pulse <input type="checkbox"/> Copy back rhythms based on the words of the main song, that include syncopation/off beat <input type="checkbox"/> Copy back one-note riffs using simple and syncopated rhythm patterns</p> <p>*Silver Challenge <input type="checkbox"/> Find the pulse <input type="checkbox"/> Lead the class by inventing rhythms for others to copy back <input type="checkbox"/> Copy back two-note riffs by ear and with notation <input type="checkbox"/> Question and answer using two different notes</p> <p>*Gold Challenge <input type="checkbox"/> Find the pulse <input type="checkbox"/> Lead the class by inventing rhythms for them to copy back <input type="checkbox"/> Copy back three-note riffs by ear and with notation <input type="checkbox"/> Question and answer using three different notes</p>

SKILLS - SINGING

National Curriculum aim: To use voices expressively and creatively when singing songs and speaking chants and rhymes. To use voices with increasing accuracy, fluency, control and expression. To perform in solo and ensemble contexts, using their voices.

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>*Learn about voices, singing notes of different pitches (high and low). (SPRING B)</p> <p>*Learn that they can make different types of sounds with their voices - you can rap or say words in rhythm. (AUTUMN B)</p> <p>*Learn to start and stop singing when following a leader. (AUTUMN A)</p>	<p>*Learn about voices singing notes of different pitches (high and low). (SPRING B)</p> <p>*Learn that they can make different types of sounds with their voices - you can rap (spoken word with rhythm). (AUTUMN B)</p> <p>*Learn to find a comfortable singing position. (SUMMER A)</p> <p>*Learn to start and stop singing when following a leader. (AUTUMN A)</p>	<p>*To sing in unison and in simple two-parts. (AUTUMN A)</p> <p>*To demonstrate a good singing posture. (SUMMER B)</p> <p>*To follow a leader when singing. (SUMMER B)</p> <p>*To enjoy exploring singing solo. (SUMMER B)</p> <p>*To sing with awareness of being 'in tune'. (SUMMER B)</p> <p>*To have an awareness of the pulse internally when singing. (SUMMER B)</p>	<p>*To sing in unison and in simple two-parts. (SUMMER B)</p> <p>*To demonstrate a good singing posture. (SUMMER B)</p> <p>*To follow a leader when singing. (AUTUMN A)</p> <p>*To enjoy exploring singing solo. (SUMMER A)</p> <p>*To sing with awareness of being 'in tune'. (SUMMER B)</p> <p>*To rejoin the song if lost. (SPRING A)</p> <p>*To listen to the group when singing. (SPRING A)</p>	<p>*To sing in unison and to sing backing vocals. (SUMMER A)</p> <p>*To enjoy exploring singing solo. (SUMMER A)</p> <p>*To listen to the group when singing. (AUTUMN A)</p> <p>*To demonstrate a good singing posture. (SUMMER B)</p> <p>*To follow a leader when singing. (AUTUMN A)</p> <p>*To experience rapping and solo singing. (SPRING B)</p> <p>*To listen to each other and be aware of how you fit into the group. (SPRING A)</p> <p>*To sing with awareness of being 'in tune'. (SPRING A)</p>	<p>*To sing in unison and to sing backing vocals. (SPRING B)</p> <p>*To demonstrate a good singing posture. (SPRING A)</p> <p>*To follow a leader when singing. (AUTUMN A)</p> <p>*To experience rapping and solo singing. (SUMMER A)</p> <p>*To listen to each other and be aware of how you fit into the group. (SPRING B)</p> <p>*To sing with awareness of being 'in tune' (AUTUMN A)</p>

SKILLS - PLAYING INSTRUMENTS

National Curriculum aim: To have the opportunity to learn a musical instrument, play tuned and untuned instruments musically and with increasing accuracy, fluency, control and expression. To use and understand staff and other musical notations.

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>*Treat instruments carefully and with respect. (AUTUMN A)</p> <p>*Play a tuned or untuned instrumental part with the song they perform. (AUTUMN B)</p> <p>*Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (SUMMER A)</p> <p>*Listen to and follow musical instructions from a leader. (SPRING A)</p>	<p>*Treat instruments carefully and with respect. (AUTUMN A)</p> <p>*Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (SUMMER A)</p> <p>*Play the part in time with the steady pulse. (AUTUMN B)</p> <p>*Listen to and follow musical instructions from a leader. (SPRING A)</p>	<p>*To treat instruments carefully and with respect. (AUTUMN A)</p> <p>*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. (AUTUMN B)</p> <p>*To rehearse and perform their part within the context of the Unit song. (AUTUMN B)</p> <p>*To listen to and follow musical instructions from a leader. (AUTUMN B)</p>	<p>*To treat instruments carefully and with respect. (AUTUMN A)</p> <p>*Play any one, or all 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. (AUTUMN B)</p> <p>*To rehearse and perform their part within the context of the Unit song. (AUTUMN B)</p> <p>*To listen to and follow musical instructions from a leader. (AUTUMN B)</p> <p>*To experience leading the playing by making sure everyone plays in the playing section of the song. (SUMMER B)</p>	<p>*Play a musical instrument with the correct technique within the context of the Unit song. (AUTUMN B)</p> <p>*Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts - a one-note, simple or medium part or the melody of the song from memory or using notation. (AUTUMN B)</p> <p>*To rehearse and perform their part within the context of the Unit song. (AUTUMN B)</p> <p>*To listen to and follow musical instructions from a leader. (AUTUMN B)</p> <p>*To lead a rehearsal session. (SUMMER B)</p>	<p>*Play a musical instrument with the correct technique within the context of the Unit song. (AUTUMN B)</p> <p>*Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts - a one-note, simple or medium part or the melody of the song from memory or using notation. (AUTUMN B)</p> <p>*To rehearse and perform their part within the context of the Unit song. (AUTUMN B)</p> <p>*To listen to and follow musical instructions from a leader. (AUTUMN B)</p> <p>*To lead a rehearsal session. (SPRING B)</p>

SKILLS - IMPROVISATION

National Curriculum aim: To improvise and compose music for a range of purposes using the inter-related dimensions of music.

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>*Clap and Improvise (AUTUMN B)</p> <p>*Sing, Play and Improvise (SPRING B)</p> <p>*Improvise! - using one or two notes. (SUMMER B)</p>	<p>*Clap and Improvise (AUTUMN B)</p> <p>*Sing, Play and Improvise (SPRING B)</p> <p>*Improvise! - using one or two notes (SUMMER B)</p>	<p>*Improvise using instruments in the context of the song they are learning to perform. Using the improvisation tracks provided, children will complete the Bronze, Silver or Gold Challenges:</p> <p>*Bronze Challenge: <input type="checkbox"/> Copy Back <input type="checkbox"/> Play and Improvise <input type="checkbox"/> Improvise! (AUTUMN A)</p> <p>*Silver Challenge: <input type="checkbox"/> Sing, Play and Copy Back <input type="checkbox"/> Play and Improvise <input type="checkbox"/> Improvise! (SPRING B)</p> <p>*Gold Challenge: <input type="checkbox"/> Sing, Play and Copy Back <input type="checkbox"/> Play and Improvise <input type="checkbox"/> Improvise! (SUMMER B)</p>	<p>*Improvise using instruments in the context of a song they are learning to perform. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</p> <p>*Bronze Challenge: <input type="checkbox"/> Copy Back <input type="checkbox"/> Play and Improvise <input type="checkbox"/> Improvise! (AUTUMN A)</p> <p>*Silver Challenge: <input type="checkbox"/> Sing, Play and Copy Back <input type="checkbox"/> Play and Improvise <input type="checkbox"/> Improvise! (SPRING B)</p> <p>*Gold Challenge: <input type="checkbox"/> Sing, Play and Copy Back <input type="checkbox"/> Play and Improvise <input type="checkbox"/> Improvise! (SUMMER B)</p>	<p>*Improvise using instruments in the context of a song to be performed. Complete Bronze, Silver or Gold Challenges.</p> <p>*Play and Copy Back <input type="checkbox"/> Bronze - Copy back using instruments. Use one note. <input type="checkbox"/> Silver - Copy back using instruments. Use the two notes. <input type="checkbox"/> Gold - Copy back using instruments. Use the three notes. (AUTUMN A)</p> <p>*Play and Improvise You will be using up to three notes: <input type="checkbox"/> Bronze - Question and Answer using instruments. Use one note in your answer. <input type="checkbox"/> Silver - Question and Answer using instruments. Use two notes in your answer. Always start on a G. <input type="checkbox"/> Gold - Question and Answer using instruments. Use three notes in your answer. Always start on a G. (SPRING A)</p> <p>*Improvise! You will be using up to three notes: <input type="checkbox"/> Bronze - Improvise using one note. <input type="checkbox"/> Silver - Improvise using two notes. <input type="checkbox"/> Gold - Improvise using three notes. (SUMMER A)</p>	<p>*Improvise using instruments in the context of a song to be performed. Complete Bronze, Silver or Gold Challenges.</p> <p>*Play and Copy Back <input type="checkbox"/> Bronze - Copy back using instruments. Use one note. <input type="checkbox"/> Silver - Copy back using instruments. Use the two notes. <input type="checkbox"/> Gold - Copy back using instruments. Use the three notes. (AUTUMN A)</p> <p>*Play and Improvise You will be using up to three notes: <input type="checkbox"/> Bronze - Question and Answer using instruments. Use one note in your answer. <input type="checkbox"/> Silver - Question and Answer using instruments. Use two notes in your answer. Always start on a G. <input type="checkbox"/> Gold - Question and Answer using instruments. Use three notes in your answer. Always start on a G. (SPRING A)</p> <p>*Improvise! You will be using up to three notes: <input type="checkbox"/> Bronze - Improvise using one note. <input type="checkbox"/> Silver - Improvise using two notes. <input type="checkbox"/> Gold - Improvise using three notes. (SPRING B)</p>

SKILLS - COMPOSITION

National Curriculum aim: To improvise and compose music for a range of purposes using the inter-related dimensions of music.

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>*Help to create a simple melody using one, two or three notes. (SUMMER A)</p> <p>*Learn how the notes of the composition can be written down and changed if necessary. (SUMMER A)</p>	<p>*Help create three simple melodies with the Units using one, three or five different notes. (SUMMER A)</p> <p>*Learn how the notes of the composition can be written down and changed if necessary. (SPRING A)</p>	<p>*Help create at least one simple melody using one, three or five different notes. (AUTUMN A)</p> <p>*Plan and create a section of music that can be performed within the context of the unit song. (SPRING B)</p> <p>*Talk about how it was created. (AUTUMN A)</p> <p>*Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. (SUMMER A)</p> <p>*Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). (SUMMER B)</p>	<p>*Help create at least one simple melody using one, three or all five different notes. (AUTUMN A)</p> <p>*Plan and create a section of music that can be performed within the context of the unit song. (SPRING B)</p> <p>*Talk about how it was created. (AUTUMN A)</p> <p>*Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. (SUMMER A)</p> <p>*Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). (SUMMER B)</p>	<p>*Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. (AUTUMN A)</p> <p>*Explain the keynote or home note and the structure of the melody. (SPRING A)</p> <p>*Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. (SUMMER A)</p> <p>*Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). (SUMMER B)</p>	<p>*Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. (AUTUMN A)</p> <p>*Explain the keynote or home note and the structure of the melody. (SPRING A)</p> <p>*Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. (SPRING B)</p> <p>*Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). (SPRING B)</p>

SKILLS - PERFORMANCE

National Curriculum aim: To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>*Choose a song they have learnt from the Scheme and perform it. (SUMMER B)</p> <p>*They can add their ideas to the performance. (SPRING A)</p> <p>*Record the performance and say how they were feeling about it. (SUMMER A)</p>	<p>*Choose a song they have learnt from the Scheme and perform it. (SUMMER B)</p> <p>*They can add their ideas to the performance. (SPRING A)</p> <p>*Record the performance and say how they were feeling about it. (SUMMER A)</p>	<p>*To choose what to perform and create a programme. (SUMMER B)</p> <p>*To communicate the meaning of the words and clearly articulate them. (SUMMER A)</p> <p>*To talk about the best place to be when performing and how to stand or sit. (SPRING B)</p> <p>*To record the performance and say how they were feeling, what they were pleased with what they would change and why. (SPRING A)</p>	<p>*To choose what to perform and create a programme. (SUMMER B)</p> <p>*Present a musical performance designed to capture the audience. (SUMMER B)</p> <p>*To communicate the meaning of the words and clearly articulate them. (SUMMER A)</p> <p>*To talk about the best place to be when performing and how to stand or sit. (SPRING B)</p> <p>*To record the performance and say how they were feeling, what they were pleased with what they would change and why. (SPRING A)</p>	<p>*To choose what to perform and create a programme. (SUMMER B)</p> <p>*To communicate the meaning of the words and clearly articulate them. (SUMMER A)</p> <p>*To talk about the venue and how to use it to best effect. (SUMMER B)</p> <p>*To record the performance and compare it to a previous performance. (SPRING B)</p> <p>*To discuss and talk musically about it - "What went well?" and "It would have been even better if...?" (SPRING A)</p>	<p>*To choose what to perform and create a programme. (SUMMER B)</p> <p>*To communicate the meaning of the words and clearly articulate them. (SUMMER B)</p> <p>*To talk about the venue and how to use it to best effect. (SUMMER B)</p> <p>*To record the performance and compare it to a previous performance (SPRING B)</p> <p>*To discuss and talk musically about it - "What went well?" and "It would have been even better if...?" (SPRING A)</p>

VOCABULARY

(REVISE AND SECURE VOCABULARY INTRODUCED IN PREVIOUS YEAR GROUPS)

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Song, Melody, Tune, Percussion, tambourine, wood-block, triangle, guiro, castanets, Performance, Pitch, high, low. Rhythm, pattern, Beat (Pulse) Tempo, fast, slow Dynamics, loud, quiet.</p>	<p>Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination.</p>	<p>Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, crotchet, quaver, minim, perform/ performance, audience, rap, Reggae, glockenspiel.</p>	<p>Structure, intro/ introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard Synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco.</p>	<p>Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality.</p>	<p>Rock, bridge, back-beat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody.</p>	<p>style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, semi-breve dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, Jazz, improvise/ improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony.</p>

PROGRESSION IN MUSIC IN LINE WITH THE NEW NATIONAL CURRICULUM: MUSICAL DIMENTIONS

STRUCTURE

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
*Sing songs with verse/chorus structure. Recognise repetition.	*Show awareness of structure - listen to and distinguish between a verse and chorus	*Show awareness of structure - listen to and distinguish between a verse and chorus	*Compose using given forms e.g. verse/chorus, A B A etc.	*Compose using given forms e.g. verse/chorus, A B A etc.	* Choose a suitable structure for a composition	* Choose a suitable structure for a composition.

PROGRESSION IN MUSIC IN LINE WITH THE NEW NATIONAL CURRICULUM: MUSICAL DIMENTIONS

PULSE

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
* Keeps a steady pulse whilst playing instruments or performing actions.	* Keep a steady pulse in a group and be able to pick out two different tempos in music	* Keep a steady pulse in a group and solo with musical accompaniment; demonstrate at least 2 different time signatures (3/4 and 4/4)	* Keep a steady pulse in a group and solo without musical accompaniment; demonstrate 2/4, $\frac{3}{4}$ and 4/4 using at least 3 different tempos	* On a tuned instrument, keep a steady pulse in: 2/4, 3/4 and 4/4 time signatures and using different tempos with other pupils playing another ostinato to accompany	* On a tuned instrument, regularly and accurately perform pieces using at least 3 contrasting tempos and time signatures	* When performing solo and in an ensemble, follow direction to change tempo accurately within pieces of music

PROGRESSION IN MUSIC IN LINE WITH THE NEW NATIONAL CURRICULUM: MUSICAL DIMENTIONS

PITCH

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
* Sing and recognise high and low pitch	*Read and write graphic representations of rising and falling pitch	*Read and write graphic representations of rising and falling pitch	*Compare high and low pitch in music within a range of note middle C to C.	*Read and write notes middle C to C progressing to top E	* Read and write notes middle C to top E	*Read and write middle C to top E progressing to top G.

PROGRESSION IN MUSIC IN LINE WITH THE NEW NATIONAL CURRICULUM: MUSICAL DIMENTIONS

RHYTHM

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
* Move to rhythms e.g. skipping, marching *copy and clap simple rhythms	* Repeat back short basic rhythms and perform rhythmic ostinatos	* Repeat back longer basic rhythms (at least 2 bars); performing notation (using crotchets, quavers and minims).	* Perform rhythms that are longer than 2 bars using crotchets, quavers, minims and their rests	* Perform pieces with at least 2 rhythms happening together; recognise and clap back rhythms using single quaver rests	* Perform pieces which use off-beat and dotted rhythms and single quaver rests	* Perform pieces which use off-beat and syncopated rhythms in: 3 different time signatures 3 different tempos

PROGRESSION IN MUSIC IN LINE WITH THE NEW NATIONAL CURRICULUM: MUSICAL DIMENTIONS

TIMBRE

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
*Recognise that sounds are made in a variety of ways	*Choose sounds to match pictures, scenes, stories, emotions etc.	*Choose sounds to match pictures, scenes, stories, emotions etc.	*Recognise the sounds of individual instruments	*Recognise the sounds of individual instruments	*Recognise the sounds of individual instruments playing in an ensemble and their contribution to the overall sound.	*Recognise the sounds of individual instruments playing in an ensemble and their contribution to the overall sound.

PROGRESSION IN MUSIC IN LINE WITH THE NEW NATIONAL CURRICULUM: MUSICAL DIMENTIONS

TEXTURE

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
*Sing in unison	*Sing in rounds. Play untuned or tuned instruments in unison	*Sing in rounds. Play untuned or tuned instruments in unison	*Sing and play tuned instruments together	*Sing in parts. Play tuned instruments in unison	*Play tuned and untuned instruments in two parts e.g. rhythmic and melodic lines	*Play three-part ensembles e.g. rhythm, harmony and melody

PROGRESSION IN MUSIC IN LINE WITH THE NEW NATIONAL CURRICULUM: MUSICAL DIMENTIONS

DYNAMICS

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
*Play loud and soft sounds	*Play sounds getting louder and getting softer	*Listen to and identify loud and soft dynamics	*Describe changes in dynamics	*Introduce the terms and symbols for forte and piano	*Introduce the terms and symbols for crescendo and diminuendo	*Use and understand pp, p, mp/mf, f, ff, cresc. and dim.

PROGRESSION IN MUSIC IN LINE WITH THE NEW NATIONAL CURRICULUM: MUSICAL DIMENTIONS

TEMPO

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
*Move appropriately to music at different speeds e.g. running, crawling	*Play untuned or tuned instruments at fast and slow tempos and moving between the two i.e. getting faster, getting slower	*Describe music as fast or slow	*Compare music using the terms faster or slower	*Describe changes in tempo in music	*Introduce musical language for tempo e.g. lento, allegro	*Develop musical language for tempo e.g. andante, presto

ENDPOINTS—MUSICAL SKILLS AND PLAYING INSTRUMENTS

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Children will begin to:</p> <ul style="list-style-type: none"> *build a repertoire of songs and rhymes; *hold and play some instruments appropriately; *use instruments to match the structure of the music; *respond appropriately to music through dance and movement; *listen with concentration to a variety of music and begin to express their opinions *hold and play tuned and untuned instruments appropriately, *keep a steady beat and tap out a simple rhythm. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> *respond to music either through movement or expressing personal opinions. *Children will learn to sing songs, building up a class repertoire; *start to play simple rhythm or graphic notation; *compose and improvise simple melodies and rhythmic patterns; *start to understand the concepts of pitch and duration; *start playing and learning about different instruments. *play tuned and untuned instruments musically *perform simple melodies and rhythmic patterns using instruments 	<p>Children will be able to:</p> <ul style="list-style-type: none"> *to respond and evaluate music, including their own compositions; *learn slightly more complicated songs; *play from and notate rhythm grids; *carry out various composing activities; *explore the inter-related dimensions such as pitch, duration and structure; *play and learn about different instruments *Begin to use technology to record and manipulate sounds; *to play tuned and untuned instruments musically and gain a greater control over pitch and rhythm. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> * respond and evaluate music, including their own compositions; *review and build the class repertoire of songs; *play from and compose with notation, including one-line staves; *use technology to record and manipulate sounds; *cement an understanding of inter-related dimensions; play instruments in a variety of contexts. *to play with increasing accuracy, fluency, control and expression. *to play in solo and ensemble contexts. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> * listen to and evaluate music, including their own compositions; *review and build the class repertoire of songs; *learn to sing in two part harmony; *play from and compose with notation, including one-line staves and staff notation; *carry out various composition activities, some of which use music technology; *cement and understanding of the inter-related dimensions; play instruments in a variety of contexts. *to play with increasing accuracy, fluency. *to play in solo and ensemble contexts and play increasingly complex pieces that require some control over both pitch and rhythm. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> *listen to and evaluate music, including their own compositions; *review and build the class repertoire of songs; continue to sing in two part harmony; *play from and compose with notation, including one-line staves and staff notation; *carry out various composition activities, with a focus on composing melodies. *Cement and understanding of inter-related dimensions; play instruments in a variety of contexts. *to play with increasing accuracy, fluency and control. *to play in solo and ensemble contexts and play increasingly complex pieces that require increasing control over both pitch and rhythm. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> *listen to and evaluate music, including their own compositions; *review and build the class repertoire of songs; *continue to sing in two part harmony while developing diction, expression and articulation; *play from and compose with notation, including one-line staves and staff notation; *carry out various composition activities. *Cement and understanding of inter-related dimensions; play instruments in a variety of contexts. *to play with increasing accuracy, fluency, control and expression. *to play in solo and ensemble contexts and play increasingly complex pieces that require control over both pitch and rhythm.