



Strand	EYFS	KS1	LKS2	UKS2
Perform	<ul style="list-style-type: none"> <li>-Use voices to echo sounds.</li> <li>-Join in call and response and familiar songs.</li> <li>-Tap out rhythms to accompany words.</li> <li>- To respond to music through movement.</li> </ul>	<ul style="list-style-type: none"> <li>-Use voices expressively by singing songs and speaking chants and rhymes.</li> <li>-To sing and follow the melody (tune).</li> <li>-To sing accurately at a given pitch.</li> <li>-To clap short rhythmic patterns.</li> <li>-To perform simple patterns and accompaniments keeping a steady pulse.</li> <li>-To select and create sounds.</li> <li>-To copy sounds.</li> <li>- To follow basic musical instructions.</li> <li>-Play tuned and un-tuned instruments and use them to perform.</li> </ul>	<ul style="list-style-type: none"> <li>- To sing songs from memory with accurate pitch.</li> <li>-To sing in tune using expression.</li> <li>- To sing in unison maintaining the correct pitch.</li> <li>-To exercise control over voice when singing.</li> <li>- To listen to and recall patterns of sounds with increasing precision.</li> <li>- To begin to recognise simple notations to represent music, including pitch and volume,</li> <li>-To improvise using repeated patterns.</li> <li>-To perform a simple part rhythmically.</li> <li>- To perform simple rhythmic or musical part, varying the pitch with a small range of notes.</li> <li>-To play notes on instruments with increased accuracy and control.</li> </ul>	<ul style="list-style-type: none"> <li>-To sing in unison with clear diction, controlled pitch and sense of phrase.</li> <li>- To sing a harmony part confidently and accurately.</li> <li>-To play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression.</li> <li>-To maintain own part and be aware how the different parts fit together.</li> <li>-To listen to and recall a range of sounds and patterns of sounds confidently.</li> <li>- To perform using notations.</li> <li>- To improvise within a group using melodic and rhythmic phrases.</li> <li>-To recognise and use basic structural forms e.g. rounds, variations, rondo form.</li> <li>-To play and perform with accuracy, fluency, control and expression.</li> </ul>

<p><b>Compose/ Improvise</b></p>	<ul style="list-style-type: none"> <li>-Clap or tap out simple rhythms, using instruments and body percussion.</li> <li>-To make up own rhythms.</li> <li>-To explore the sounds that different instruments can make and find out how those sounds can be changed.</li> </ul>	<ul style="list-style-type: none"> <li>-To recognise and explore how sounds can be organised.</li> <li>- To identify and organise sounds using simple criteria e.g. loud, soft, high, low...</li> <li>- To confidently represent sounds with a range of symbols, shapes or marks.</li> <li>- To create a sequence of long/short sounds.</li> <li>- To create a mixture of different sounds (long and short, loud and quiet, high and low).</li> <li>- Choose and sequence sounds to create an effect.</li> <li>-Create short, musical patterns and rhythmic phrases.</li> </ul>	<ul style="list-style-type: none"> <li>-Compose and perform melodic songs.</li> <li>-Use sound to create abstract effects.</li> <li>-Create repeated patterns with a range of instruments.</li> <li>-Create accompaniments for tunes.</li> <li>-Choose, order, combine and control a range of sounds to create an effect.</li> <li>-To create simple rhythmical patterns that use an increasing range of notes.</li> <li>-To join layers of sound, thinking about musical dynamics of each layer and understanding the effect.</li> <li>-To recognise and explore the ways sounds can be combined and used expressively.</li> <li>-To understand and begin to use established and standard musical notations in their composition.</li> <li>-Devise non-standard symbols to indicate when to play and rest.</li> <li>--Recognise the notes EGBDF and FACE on the musical stave.</li> </ul>	<ul style="list-style-type: none"> <li>- To create and improvise melodic and rhythmic phrases as part of a group performance, creating rhythmic patterns with an awareness of timbre and duration.</li> <li>-Create songs with verses and a chorus.</li> <li>-Combine a variety of musical devices, including melody, rhythm and chords.</li> <li>-Thoughtfully select elements for a piece in order to gain a defined effect, conveying the relationship between the lyrics and the melody.</li> <li>- To recognise that different forms of notation serve different purposes.</li> <li>-To use a range of musical notations including staff notation, to plan and compose by developing ideas within a range of musical structures.</li> <li>-Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.</li> <li>Use and understand simple time signatures.</li> </ul>
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<p><b>Listen and Appraise</b></p>	<ul style="list-style-type: none"> <li>-To say what they like and dislike about a piece of music.</li> <li>-To respond to music by creating marks/symbols and/or pictures.</li> <li>-To move to the sound of instruments and pieces of music.</li> <li>- Begin to identify the beat of a tune.</li> <li>- Recognise changes in pitch, tempo and volume.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>-- To understand that sounds can be made in different ways and described using given and invented signs and symbols.</li> <li>- To talk about how music makes you feel or want to move.</li> <li>- To understand and respond to how musical elements create different moods and effects.</li> <li>- To listen to pieces of music and discuss where and when they may be heard explaining why using simple musical vocabulary.</li> <li>- Make simple suggestions about what could make their own work better.</li> <li>- Identify what improvements could be made to own work and make these changes, including altering use of voice, playing of and choice of instruments.</li> <li>- Identify the beat of a tune.</li> <li>- Recognise changes in timbre, pitch and dynamics.</li> </ul>	<ul style="list-style-type: none"> <li>-Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.</li> <li>- Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.</li> <li>- Evaluate music using musical vocabulary to identify areas of likes and dislikes.</li> <li>-To recognise the work of at least one famous composer.</li> <li>-To improve their work explaining how it has improved.</li> <li>-To explain the place of silence and say what effect it has.</li> <li>-To recognise the style of a piece of music</li> <li>- Understand layers of sounds and discuss their effect on mood and feelings.</li> </ul>	<ul style="list-style-type: none"> <li>- Develop an understanding of the history of music.</li> <li>-Choose from a range of musical vocabulary to accurately describe and appraise varied music from different traditions and from known composers and musicians.</li> <li>- To describe, compare and evaluate different styles of music using a range of musical vocabulary including the interrelated dimensions of music. *</li> <li>- To identify and explore the relationship between sounds and how music can reflect different meanings.</li> <li>- To suggest improvements to their own or others' work.</li> <li>- To choose the most appropriate tempo for a piece of music.</li> <li>- To contrast the work of famous composers and show preferences.</li> <li>- To be able to evaluate how the venue, occasion and purpose affects the way a piece of music is created</li> <li>- To be able to analyse features within different pieces of music.</li> </ul>
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\*Inter-related dimensions of music (dynamics):

- **PULSE**: the steady beat of a piece of a piece of music.
- **PITCH**: the melody and the way the notes change from low to high and vice versa.
- **RHYTHM**: or duration is the pattern of long and short sounds in a piece of music.
- **DYNAMICS**: Loud and soft,
- **TEMPO**: Fast and slow.
- **TIMBRE**: The type of sound - whisper/hum/sing/talk (examples with the voice) or twinkly/hard/soft (examples with instruments).
- **TEXTURE**: Layers of sound (number of instruments or voices playing together).
- **STRUCTURE**: The way the music is laid out -e.g. Verse, chorus, verse.