



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listen & Appraise	<ul style="list-style-type: none"> -Listen carefully to rhymes and songs -Talk about music, expressing their feelings and responses. -Listen carefully to rhymes and songs, paying attention to how they sound. (C&L) <i>(Phase 1 phonics percussion/boomwhackers, nursery rhymes and songs.)</i> 	<ul style="list-style-type: none"> -Identify a beat and join in. <i>Listen to music of different tempos comparing the different beats.</i> 	<ul style="list-style-type: none"> - Say what they like and don't like about others' performances. <i>Mood/Tempo/Melody/Rhythm</i> -Explain which of two sounds is higher or lower. <i>Using instruments/voice/songs.</i> 	<ul style="list-style-type: none"> -Reflect on and improve own work. -Begin to identify how many beats are in a bar when listening to music. <i>Listen to music of different tempos comparing the different beats.</i> -Explain what they think a music's purpose could be. -Compare pieces thinking about pitch, mood, tempo, and rhythm. 	<ul style="list-style-type: none"> -Evaluate others work thinking about pitch, mood, rhythm and tempo. <i>Peer evaluation after Christmas performance. Evaluate composer's music, a modern piece of music and a historical piece of music.</i> -Find similarities and differences in the work of a great composer/musician from history. -Express opinions about music from the past. <i>Link to above encouraging children to use musical vocabulary.</i> 	<ul style="list-style-type: none"> -Begin to explore reasons for composers' tempo choice. -Pick out details within a piece and recall these details from memory. -Find similarities and differences between different historical composers and musicians. -Explain how music has changed over time. <i>Compare songs that have been remade in the current years (I'll bring you flowers - Sweet Female Attitude and Rak-Su).</i> 	<ul style="list-style-type: none"> -Explain how the music of the past reflected the society. <i>Link to History/P4C</i> -Evaluate others' work thinking about texture, structure, timbre and dynamics. <i>Compare and contrast composers/historical music/modern music and encourage children to use musical vocabulary.</i> -Reflect on own composition's dynamics, tempo and timbre.
Composing	<ul style="list-style-type: none"> Explore and engage in music making, solo or in groups. Create or improvise songs independently and/or collaboratively. Play instruments with increasing control. Express their own ideas and feelings through music. <i>(Outdoor music area)</i> 	<ul style="list-style-type: none"> -Use body to make sounds. <i>Feet - stamping, tapping. Hands- clicking, rubbing, clapping, tapping.</i> -Make and change sound on an instrument. <i>Glockenspiels and percussion instruments.</i> -Make patterns with sounds 	<ul style="list-style-type: none"> - Use voice to do humming, whistles and whispers. - Make sounds that reflect a topic. Use given symbols to record long and short sounds. <i>Use glockenspiels and percussion instruments.</i> 	<ul style="list-style-type: none"> -Use voice and copy a given scale. -Compose 3 note patterns. <i>Using voice, glockenspiels and percussion.</i> 	<ul style="list-style-type: none"> -Create own symbols to represent different sounds and instruments in compositions. -Improvise repeated patterns. -Compose simple tunes using a pentatonic scale. <i>(Link to soundscape - children record symbols or notation using 5 notes - high pitch, low pitch,</i> 	<ul style="list-style-type: none"> -Understand when to use varying volumes, pitch, expression in voice to portray an idea or mood. -Compose a soundscape. <i>Model and practise to begin then apply to Mayans and Mexicans varying above.</i> 	<ul style="list-style-type: none"> -Layer sounds to create effects <i>(Improvisation workshop)</i> -Compose melodic and rhythmic phrases. <i>(Improvisation workshop)</i> -Sing expressively combining dynamics, tempo and pitch.

		<i>Instruments and body.</i> -Use short given patterns. Use high voice, middle voice, low voice.			<i>high pitch, low pitch high)</i>		
Performing	-Learn poems, rhymes and songs -Combine different movements with ease and fluency (PD) Sing in a group or on their own. <i>(Nativity and Easter performance)</i> <i>Nursery rhymes</i> Express their ideas and feelings through songs and music. Create collaboratively, sharing ideas, resources and skills Return to and build on their previous learning, refining ideas and developing their ability to represent them. Explore and engage in music making and dance, performing solo or in groups. Sing in a group or on their own Sing a range of well known nursery rhymes and songs Perform songs, rhymes, poems with others and try to move in time to the music: Being Imaginative and Expressive ELG Perform	-Sing in unison with a group -Sing in tune.	-Perform to an audience and improve performance by practising.	-Sing expressively in time to the beat and rhythm. -Perform given compositions/songs from memory.	-Perform as part of a group and individually to an audience. <i>Christmas instrument performance.</i> -Take part in two-part songs and harmonies. <i>Christmas Carol Concert.</i>	-Perform own compositions from memory. Perform own rhythmic and melodic patterns on an instrument.	-Lead a group in a performance. <i>(workshop and end of year performance)</i> -Take part in three part harmonies and descants.

Vocabulary	Singing Instruments Beat Pattern Loud/Quiet Fast/Slow	Pattern Musician Unison beat	Humming Rhythm Mood Tempo Audience Melody	Scale Pitch Three note tempo Melodic	Pentatonic Harmonies minim ostinato composer compositions crochet	Soundscape Dynamics structure	Timbre descants texture
Enrichment activities	Nativity Spoons Workshop Subject to booking availability*	African drumming Spoons Workshop	African Drumming Spoons Workshop	Singing Workshop African Drumming	African Drumming Singing Workshop	Singing Workshop Trip to Symphony Hall	Improvisation Workshop Singing workshop Leavers Assembly
Composers	Camille Saint-Saens - Carnival of the Animals	Mozart	Beethoven	Vivaldi	John Williams Gustav Holtz - Mars <i>To compare similarities of the above as they are similar.</i>	Gustav Holtz - space link Beethoven	Tchaikovsky Edward Elgar

Class teachers will colour code for autumn, spring and summer terms and add in examples of activities for broad objectives.