

MUSIC IN THE EARLY YEARS FOUNDATION STAGE					
Sing a range of well-known nursery rhymes & songs Perform songs, rhymes, poems and stories with others and (where appropriate) try to move in time to the music					
EARLY LEARNING GOALS Children talk about their own ideas and processes which have led them to make music. They can talk about the features of their own and others work (compositions), recognising the differences between them and the strengths of others					
MUSICIANSHIP – UNDERSTANDING MUSIC					
Year 1	Year 2	Year 3	Year 4	Year 5 & 6	
Use body percussion, instruments and voices in the key centres of C major and G major Find the beat of a piece of music Sing short phrases independently.	Use body percussion, instruments and voices in the key centres of: C major, G major and A minor. Find and keep a steady beat. Copy back simple rhythmic patterns using long and short. Copy back simple melodic patterns using high and low. Complete vocal warm-ups with a copy back option to use Sol-fa. Sing short phrases independently and with increasing accuracy.	Use body percussion, instruments and voices in the key centres of: C major, F major, G major and A minor. Find and keep a steady beat in the time signature of: 4/4 Listen and copy rhythmic patterns made of semibreves, minims, crotchets, quavers, and their rests, by ear. Copy back melodic patterns using the notes: C, D, E C, D, E, G, A G, A, B	Find and keep a steady beat in the time signatures of: 3/4 and 4/4. Find and keep a steady beat independently. Listen and copy rhythmic patterns made of semibreves, minims, dotted crotchets, crotchets, quavers and their rests, by ear and from notation. Copy back melodic patterns using the notes: C, D, E C, D, E, G, A G, A, B G, A, B, D, E F, G, A A, B, C, D, E, F, G	Use body percussion, instruments and Voices in the key centres of: C major, G major, D Major and A minor. In the time signatures of: 3/4, 4/4, 5/4 and 6/8. Listen and copy rhythmic patterns made of minims, dotted crotchets, crotchets, quavers, semiquavers and their rests, by ear Copy back melodic patterns using the notes: D, E, F, G, A C, D, E, F, G, A, B G, A, B, C, D, E, F# D, E, F#, G, A, B, C# A, B, C, D, E, F, G	Use body percussion, instruments and Voices in the key centres of: C major, G major, D major, A minor and D minor. Find and keep a steady beat in the time signature of: 3/4, 4/4 and 6/8. Listen and copy rhythmic patterns made of minims, dotted crotchets, crotchets, quavers, semiquavers and their rests from notation Copy back melodic patterns using the notes: D, E, F, G, A C, D, E, F, G, A, B G, A, B, C, D, E, F# D, E, F#, G, A, B, C#

					A, B, C, D, E, F, G
LISTENING					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Mark the beat of a listening piece by tapping or clapping</p> <p>Describe tempo as fast or slow.</p> <p>Describe dynamics as loud or quiet.</p> <p>Join in sections of the song, eg call and response.</p>	<p>Mark the beat of a listening piece by tapping or clapping and recognising tempo, as well as changes in tempo. Walk in time to the beat of a piece of music.</p> <p>Identify the beat groupings in the music you sing and listen, eg 2-time, 3-time etc.</p> <p>Talk about how the music makes you feel.</p> <p>Describe tempo as fast or slow using <i>presto</i> & <i>grave</i></p> <p>Describe dynamics as loud or quiet using <i>forte</i> & <i>piano</i></p> <p>Start to talk about the style of a piece of music.</p> <p>Recognise some band and orchestral instruments.</p>	<p>Talk about the words of a song.</p> <p>Find and demonstrate the steady beat.</p> <p>Identify 4/4 metre.</p> <p>Identify the tempo as fast, slow or steady.</p> <p>Recognise the style of music you are listening to.</p> <p>Discuss the structures of songs. Identify:</p> <ul style="list-style-type: none"> • Call and response • A solo vocal or instrumental line and the rest of the ensemble • A change in texture • Articulation on certain words • Programme music <p>Recall by ear memorable phrases heard in the music.</p> <p>Recognise the sound and notes of the</p>	<p>Think about why the song or piece of music was written.</p> <p>Identify 3/4, and 4/4 metre.</p> <p>Identify the tempo as fast (<i>presto</i>), slow (<i>grave</i>) or steady (<i>andante</i>).</p> <p>Describe legato (smooth) and staccato (stabbing).</p> <p>Identify major and minor tonality.</p> <p>Identify the following instruments by ear and through a range of media: bass guitar, electric guitar, percussion, sections of the orchestra such as brass, woodwind and strings, electric organ, pianos and synthesizers, and vocal techniques such as scat singing.</p>	<p>Talk about feelings created by the music with reference to Musical Elements.</p> <p>Identify 4/4, $\frac{3}{4}$ and 6/8</p> <p>Identify the musical style of a song using some musical vocabulary to discuss its Musical Elements.</p> <p>Discuss the structure of the music with reference to verse, chorus, bridge and an instrumental break.</p>	<p>Talk about feelings created by the music with reference to Musical Elements using correct vocabulary.</p> <p>Identify 4/4, $\frac{3}{4}$ and 6/8</p> <p>Identify the musical style of a song using musical vocabulary to discuss its Musical Elements.</p> <p>Recall by ear memorable phrases heard in the music. Identify major and minor tonality, chord triads I, IV and V, and intervals within a major scale.</p>

		pentatonic scale by ear and from notation.			
SINGING					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Sing as part of a choir.</p> <p>Sing to communicate the meaning of the words.</p> <p>Add actions to a song.</p> <p>Move confidently to a steady beat Join in sections of the song, eg chorus.</p>	<p>Demonstrate good singing posture.</p> <p>Sing songs from memory and/or from notation.</p> <p>Sing in unison and sometimes in parts, and with more pitching accuracy.</p> <p>Understand and follow the leader or conductor.</p> <p>Sing in different tempos - fast or slow.</p> <p>Know the meaning of dynamics (loud/quiet) and tempo (fast/slow), and be able to demonstrate these when singing.</p>	<p>Rehearse and learn songs from memory and/or with notation.</p> <p>Demonstrate good singing posture.</p> <p>Sing 'on pitch' and 'in time'.</p> <p>Sing as part of a choir with awareness of size: the larger, the thicker and richer the musical texture</p> <p>Demonstrate vowel sounds, blended sounds and consonants.</p>	<p>Rehearse and learn songs with notation. Sing in different time signatures: 3/4 and 4/4.</p> <p>Sing expressively, with attention to breathing and phrasing. Sing expressively, with attention to staccato and legato.</p> <p>Talk about the different styles of singing used for different styles of song.</p> <p>Talk about how the songs and their styles connect to the world.</p>	<p>Sing a broad range of songs as part of a choir, including those that involve syncopated rhythms</p> <p>Sing in parts where appropriate.</p> <p>Sing in, 4/4, 3/4 and 6/8. Sing with and without an accompaniment.</p> <p>Sing expressively, with attention to dynamics and articulation.</p>	<p>Sing a broad range of songs as part of a choir, including those that involve syncopated rhythms, with a good sense of ensemble and performance</p> <p>Continue to sing in parts where appropriate.</p> <p>Sing syncopated melodic patterns.</p> <p>Lead a singing rehearsal.</p> <p>Sing expressively, with attention to breathing and phrasing.</p>
PLAYING INSTRUMENTS					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Play pitched and unpitched percussion instruments</p>	<p>Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major,</p> <p>Play Djembe using open and closed tones.</p>	<p>Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major and D major.</p>	<p>Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major and D major.</p>	<p>Play a melody following staff notation written on one stave and using notes within an octave range.</p> <p>Make decisions about dynamic range, including very loud (fortissimo),</p>	<p>Rehearse and learn to play one of four differentiated instrumental parts.</p> <p>Recognise and play the chords of C, F, G and Am on the ukulele.</p>

		Play recorder, learning the notes B, A, G, F, E, D	Play recorder, learning the notes B, A, G, F, E, D accurately. Begin to read standard notation	very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano). Read standard notation	Perform simple songs using four chords on the ukulele
COMPOSING					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Explore and create graphic scores.</p> <p>Create musical sound effects and short sequences of sounds in response to music and video stimulus.</p>	<p>Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.</p> <p>Create a story, choosing and playing classroom instruments.</p> <p>Create and perform your own rhythm patterns with stick notation, including crotchets, quavers and minims.</p>	<p>Begin to use standard notation</p> <p>Combine known rhythmic notation with letter names, to create short, pentatonic phrases using a limited range of five pitches, suitable for the instruments being learnt.</p> <p>Create music in response to music and video stimulus.</p> <p>Use simple dynamics.</p> <p>Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values.</p> <p>.</p>	<p>Use standard notation</p> <p>Compose over a simple chord progression.</p> <p>Improvise and compose over a groove or beat.</p> <p>Start to use simple structures within compositions, eg introduction, verse, chorus or AB form.</p> <p>Create a melody using crotchets, minims, quavers and their rests.</p> <p>Use a pentatonic scale</p>	<p>Plan and compose an 8 or 16-bar melodic phrase, using the pentatonic scale (eg C, D, E, G, A),</p> <p>Play this melody on available tuned percussion and/or orchestral instruments.</p> <p>Notate this melody.</p> <p>Compose a ternary (ABA form) piece;</p> <p>Create music in response to music and video stimulus.</p> <p>Use simple dynamics.</p> <p>Use a pentatonic and a full scale. Use major and minor tonality:</p>	<p>Use music technology, if available, to capture, change and combine sounds.</p> <p>Start to use structures within compositions, eg introduction, multiple verse and chorus sections, AB form or ABA form (ternary form).</p> <p>Use rhythmic variety.</p> <p>Use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet).</p> <p>Create a melody using crotchets, quavers and minims, and perhaps semibreves and all equivalent rests.</p>
GREATER DEPTH IN MUSIC					
At St John's a Greater Depth musician will display the following attributes and skills:					

- Play notes and rhythms highly accurately.
- Perform confidently.
- Lead others in practises and performances.
- Support and teach peers.
- Participate in musical discussions using the vocabulary effectively.
- Apply musical learning across different units of work.
- Talk about the musical choices they make and justifying using correct musical vocabulary.