

Music Skills Overview							
Aspects	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Singing and playing	<p>Begin to build a repertoire of songs and dances.</p> <p>Tap out simple repeated rhythms.</p> <p>Explore the different sounds of instruments.</p> <p><i>ELG • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</i></p>	<p>Use different voices and find their singing voice</p> <p><i>e.g. speaking voice, whispering voice, singing voice, thinking voice (singing 'in your head')</i></p> <p>Sing with a sense of the shape of the melody</p> <p><i>E.g. sing call and response and pitch-matching games/songs</i></p>	<p>Sing with a sense of the shape of the melody</p> <p>Perform simple patterns (rhythmic and melodic) and accompaniments, keeping to a steady pulse</p>	<p>Sing with increasing accuracy in tuning and expression</p> <p>Perform rhythmically simple parts using mainly untuned percussion.</p>	<p>Sing in tune, with expression</p> <p>Perform rhythmically simple parts that use a range of notes</p> <p><i>E.g. singing rounds</i></p> <p><i>Focus on diction and expression in Yr4 Production songs.</i></p>	<p>Sing /play a short solo (<i>e.g. in call and response song</i>).</p> <p>Sing/play in an ensemble, maintaining their own part with some awareness of how the different parts fit together and the need to achieve an overall effect.</p> <p><i>E.g. singing rounds with an added ostinato.</i></p>	<p>Sing songs with increasing control of breathing, posture and sound projection</p> <p>Improve tone production and use diction and other vocal techniques, <i>e.g. legato [smoothly] and staccato [sharply separated]</i></p> <p>Make expressive use of elements and technique and develop their performances</p> <p><i>E.g. focus on quality of singing (solos, groups and unison) in Yr6 Production.</i></p>
Improvising and Composing	<p>Imitate movement in response to music.</p> <p>Sing to self and make up simple songs.</p> <p>Make up rhythms.</p> <p>Capture experiences and responses with a range of media, such as music, dance and words.</p> <p>Notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</p>	<p>Choose and order sounds within simple structures.</p> <p><i>E.g. create a short rhythm or tune for your name;</i></p> <p><i>Create a short rhythm to play along to a song/nursery rhyme.</i></p>	<p>Choose carefully and order sounds within simple structures in response to given starting points</p> <p><i>E.g. use instruments to add sound effects to a poem or story extract.</i></p>	<p>Improvise repeated patterns and begin to combine several layers of sound with awareness of the combined effect</p> <p><i>E.g. use rhythm of chosen topic words – can we say/clap/play two at the same time? How does it sound?</i></p>	<p>Improvise repeated patterns and combine several layers of sound with awareness of the combined effect</p> <p><i>E.g. create sequences and layers of rhythms using stick notation cards.</i></p> <p><i>By end of year, move on to basic standard rhythm notation (crotchets, two quavers, minim, crochet rest, minim rest)</i></p>	<p>Improvise melodic and rhythmic phrases as part of a group performance</p> <p>Compose by developing ideas within suggested musical structures</p> <p><i>E.g. play simple rounds on Boomwhackers.</i></p> <p><i>Create own round based on pentatonic scale [five-note scale CDEGA] or triad [e.g. CEG, GBD, FAC].</i></p>	<p>Improvise melodic and rhythmic phrases as part of a group performance</p> <p>Compose by developing ideas within musical structures</p> <p><i>E.g. Learn song and add instrumental accompaniment</i></p> <p><i>Create a melodic ostinato to add to a known song (e.g. choose two words from song to create</i></p>

	<i>ELG • Use what they have learnt about media in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through music, dance, role play and stories.</i>						<i>ostinato).</i> <i>Create composition based on pentatonic scale [five-note scale CDEGA] or triad [e.g. CEG, GBD, FAC] using Clocks (by Coldplay) as inspiration.</i> <i>Create melody with Garageband</i>
Evaluating and improving	Explore and learn how sounds can be changed. Develop a preference for forms of expression.	Say what sounded good and why. Suggest changes.	Improve their own work	Make improvements to their own work, commenting on the intended effect. Make reference to at least one musical element.	Make improvements to their own work, commenting on the intended effect, relating comments to two musical elements.	Suggest improvements to their own and others' work, commenting on how intentions have been achieved, including reference to three musical elements.	Suggest improvements to their own and others' work, commenting on how intentions have been achieved, including reference to four or more musical elements.
Notation	Follow basic symbols <i>E.g. flash cards showing story characters from story.</i> Explore and create using Music Toolkit 2Simple	Follow basic symbols <i>E.g. flash cards showing clapping hands/drum/shaker</i>	Represent sounds with symbols <i>E.g. draw a shape or picture to represent a sound</i> <i>link several pictures/symbols in a sequence to create a 'sound story'</i> <i>Play from simple number/letter notation that represents pitch</i>	Use symbols to recall, plan, and explore sounds Use graphic notation and grid notation <i>E.g. Winter composition creating motifs for penguin/polar bear/igloo.</i> <i>Use number or symbols to represent sounds – create a sequence/grid to show when to play.</i>	Perform by ear and from simple notations (<i>e.g. stick notation</i>) <i>E.g. Use rhythm cards to read and practise stick notation.</i> <i>By end of year, move on to basic standard rhythm notation (crotchets, two quavers, minim, crochet rest, minim rest)</i>	Perform by ear and from simple standard rhythmic notation (i.e. crotchets, quavers and minims) <i>E.g. create and play 4 bars of 4 beats</i> <i>Begin to use staff notation by learning to play recorder.</i>	Show an understanding of staff notation. <i>E.g. discuss melodic shape – high/low/same;</i> <i>Play simple melodies from staff notation with note names added.</i>
Describing	Adult-led discussion of music <i>E.g. what did you</i>	Describe a musical	Recognise how musical elements can be used	Recognise how a musical element is used	Recognise how the different musical	Describe and compare different kinds of music	Describe, compare and evaluate different kinds

	<i>like/dislike? What did the music make you think of? Tell me a word to describe the music.</i>	element in a given piece <i>E.g. loud/quiet, high/low, fast /slow</i>	to create different moods and effects. <i>E.g. What does this music make you think of? How does it make you feel? What was it about the music that made you feel like that?</i>	expressively <i>E.g. describe how a musical element is used in a piece of recorded music such as increasing tempo to create sense of excitement.</i>	elements are combined and used expressively. <i>E.g. describe how tempo and dynamics create effective incidental music.</i> Listen with attention to detail and develop aural memory.	using an appropriate musical vocabulary. <i>E.g. comment on three or more musical elements when describing recorded music.</i>	of music using an appropriate musical vocabulary <i>E.g. describe topic-linked music from different styles and eras making reference to four or more musical elements.</i>
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Musical elements are also referred to as '**dimensions**'.

They are: **pitch** (high/low), **tempo** (speed), **dynamics** (variations in loudness), **rhythm** (duration/note lengths), **timbre** (quality of a sound e.g. metallic), **texture** (layers of sound/harmony) and **structure** (organisation of the music, e.g. verse/chorus).

Historical appreciation and World Music will be developed through the choice of different styles of music for listening and singing and will be linked with class topics and themes.