

Nurture and Challenge

Our children will develop their understanding of rhythm and pitch and learn how music is structured, as well as learning technical vocabulary. They will experience listening to music from different cultures and eras, and will participate in a range of musical experiences, building up their confidence at the same time.

Music Year R	<p>The following early years goals are prerequisite skills for Music in KS1.</p> <p>Expressive Arts and Design (Exploring and Using Media and Materials) Children sing songs, make music, dance and experiment with ways of changing them.</p> <p>Expressive Arts and Design (Being Imaginative) Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>					
Music	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Performing	<ul style="list-style-type: none"> • Sing with good diction • Begin to be able to sing in tune songs with a limited range 		<ul style="list-style-type: none"> • Sing with good diction • Sing in tune songs with a limited range • Sing a song with two parts or more • Perform with expression • Use correct technique to play instruments 		<ul style="list-style-type: none"> • Sing with good diction • Sing in tune • Sing a song with two or more parts, showing confidence at being able to maintain tempo and pitch • Perform with accuracy and expression, showing an understanding of the context of the music 	
				Recorders Djembe		Djembe polyrhythms Tuned percussion
	<ul style="list-style-type: none"> • Name a variety of instruments • Perform with a good sense of beat and rhythm • Perform together in a ensemble • Change the tempo or dynamics while playing an instrument 					
	African drums	Tuned percussion				
Listening	<ul style="list-style-type: none"> • Begin to recognise different genres of music • Begin to recognise instruments being played in a piece of music 		<ul style="list-style-type: none"> • Find the beat in a piece of music; • Explain the tempo, dynamics and duration of a piece of music • Begin to recognise some orchestral instruments in a piece of music 		<ul style="list-style-type: none"> • Find the beat in a piece of music • Explain the tempo, dynamics, metre, timbre and duration of a piece of music • Recognise orchestral instruments and describe their effect in a piece of music 	

	<ul style="list-style-type: none"> Express their opinion about pieces of music 		
	Classical music		
		<ul style="list-style-type: none"> Recognise a range of music genres Recognise instruments being played in a piece of music; Express their opinion about pieces of music using appropriate musical vocabulary; Discuss similarities and differences in pieces of music 	<ul style="list-style-type: none"> Recognise a range of music genres (including from around the world) and describe their characteristics Name a variety of composers and artists associated with different genres of music Recognise instruments being played in a piece of music Express their opinion about pieces of music using appropriate musical vocabulary Discuss similarities and differences in pieces of music and explain how composers and performers achieve this
Composing	<ul style="list-style-type: none"> Compose a simple tune using three or four notes Create sound effects for a picture or story, thinking about how music can create a mood Write down their compositions using symbols, pictures or patterns 	<ul style="list-style-type: none"> Compose a tune using eight notes Compose music that has a recognisable structure (beginning, middle and end). 	<ul style="list-style-type: none"> Create more complex tunes, thinking about their audience Add lyrics to a composition Compose music that has a recognisable structure (beginning, middle and end) that shows variation in timbre and dynamics
Notation		<ul style="list-style-type: none"> Recognise crotchets, quavers, semibreves and crotchet rests Begin to be able to recognise some notes on a treble clef staff 	<ul style="list-style-type: none"> Recognise crotchets, quavers, semibreves, crotchet and quaver rests Recognise notes on a treble clef staff Understand that notes are positioned differently on a bass clef Read, and play from, music notation Record their own compositions using music notation
Knowledge of Music		<ul style="list-style-type: none"> Name some composers and genres of music from different eras 	<ul style="list-style-type: none"> Name some composers and genres of music from different eras Name different musical periods

			RnB, Rock, Reggae, Pop, Film/Classical, Musical, Motown, Soul, Disco, Funk, Hip Hop, Big Band Jazz.	ABBA, Grime, Beatles, Gospel, Classical Romantic, Tango, Hip Hop, Early Classical Music, 20th Century Contemporary Classical Music	Pop, Motown, Country, A Capella Music, 80s Rock, Funk, The Beatles, Latin, Early Classical Music, 20th Century Classical Music, Contemporary Classical Music.	21st Century Classical Music, Electronic music, Turntables, Jazz, the music of Benjamin Britten, 80s Rock, the music of Carole King, Early Classical Music, 20th Century Contemporary Classical Music.
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Vocabulary

Tune, beat, ensemble, pulse, rhythm, pitch, duration, dynamics, tempo, timbre, structure, texture, notation, crotchets, quavers, semibreves, crotchet rests, treble clef, bass clef, composers, genre

Characteristics for Effective Learning

Analysing and Evaluating	Making Connections	Asking Questions	Constructing Arguments
Thinking Critically	Collaborating with Others	Showing Empathy	Reflecting