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| **Music*****(Knowledge)*** | **Nursery** | **Reception** |  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **EYFS ELG:** **Being****Imaginative****and Expressive** |  | -Learn rhymes, poems and songs. | **Singing** |  |  | -Explore changes of tempo / dynamics-Decide how to perform a song | -Explore changes of tempo / dynamics-Decide how to perform a song (IN PARTS) | -Choose appropriate tempo & dynamics whilst singing | - Combine vocal ostinato phrases- Sing in 2 and 3 parts in harmony |
| **Communication and language** |
| **Physical Development** | - | -Combine different movements with ease and fluency. | **Playing/Notating** | -Explore tempo, dynamics, pitch | -Explore tempo, dynamics, pitch, texture, timbre-Begin to understand simple notation flash cards (crotchets and quavers) | -Read 4 and 8 beat rhythm notation (crotchet, crotchet rest, quaver)-Read simple pitch notation | -Read 4 and 8 beat rhythm notation (crotchet, crotchet rest, quaver)-Read simple melodic phrases from staff notation | - Explore different metres / play on beat one- Read, 4 & 8 beat rhythm notation (crotchets, crotchet rest, quavers, minim, dotted crotchets, semi breves)- Read simple melodic phrases | - Explore different metres / play on beat one-Notate compositions using the most appropriate method where applicable- Notate simple melodic phrases from dictation |
| **Expressive Arts and Design**  | - Respond to what they have heard, expressing their thoughtsand feelings.-Remember entire songs.-Create their own songs, or improvise a song around onethey know. | -Explore, use and refine a variety of artistic effects to express their ideas and feelings.-Return to and build on their previous learning, refining ideas and developing their ability to represent them.-Create collaboratively, sharing ideas, resources and skills.-Explore and engage in music making and dance, performingsolo or in groups. | **Listening** | -Identify ascending and descending sounds in a song-Recognise percussion instruments being played in music-Recognise changes in dynamics and tempo | -Identify the pulse and metre of a song-Identify a repeated motif in a piece of music-Identify ascending and descending passages in a piece of music-Recognise percussion, brass and string instruments being played in music-Describe changes in dynamics and tempo | -Recognise individual key instruments in a piece of music-Identify repeated & contrasting sections in recorded music--Identify phrases of a song | -Identify instruments, style & era of different recorded music-Identify repeated & contrasting sections in recorded musicAnalyse basic song structures | -Make comparisons of a range of types of music from different traditions-Recognise how sounds are used to achieve an intended effect-Analyse basic song structures | - Recognise how layers of sound can achieve an intended effect- Analyse basic song structures-Explore major and minor scales & chords |
|  |  |  | **Composing/improvising** | -To be aware of rests in music | -Explore graphic notation, picture scores-Choose and organise sounds and musical ideas in response to a poem/picture/scene etc |  | -Organise musical phrases (Ternary Form A B A) | -Organise rhythmic and melodic phrases in a simple structure | -Organise rhythmic and melodic phrases in a simple structure |