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| ***Music*** | **Nursery** | **Reception** |  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **EYFS *ELG:******Being******Imaginative******and Expressive*** | -Sing a large repertoire of songs including rhymes and chants | -Listen carefully to rhymes and songs, paying attention to how they sound | **Singing** | -Speak chants and rhymes-Mark the phrases of a song-Tap the pulse whilst singing-Clap the rhythm of words of a song whilst singing-Sing questions (call and response songs) | -Speak chants and -rhymesMark the phrases of a song-Tap the pulse whilst singing-Clap the rhythm of words of a song whilst singing-Sing questions (call and response songs)-Sing simple two note phrases from notation | Begin to sing in 2 parts | -Sing in 3 parts | - Sing an ostinato accompaniment- Sing in two parts in harmony | - Combine vocal ostinato phrases- Sing in 2 and 3 parts in harmony |
| **Communication and language** |
| **Physical Development** | -Use large-muscle movements to wave flags and streamers,paint and make marks- Move to music-Combine different movements with ease and fluency. | -Develop movement to music | **Playing/Notating** | -Copy a given rhythm-Play the rhythm of a song-Play the pulse of a song-Play a simple ostinato | -Copy a given rhythm -Play the pulse / rhythm of a song-Play the rhythm of a song whilst others tap the pulse-Play a given ostinato as part of a group-Play the melody of a 5 note song on a tuned instrument-Play simple notation flash cards (crotchets and quavers) | -Copy a rhythmic phrase-Clap the rhythm of a songs whilst others tap the pulse-Tap the metre of songs-Play simple tunes by ear-Play two ostinato rhythms simultaneously-Play 4 and 8 beat rhythm notation (crotchet, crotchet rest, quaver)-Play simple pitch notation | -Copy and improvise rhythmic phrases-Clap the rhythm of a song whilst others tap the metre-Tap the metre of songs-Play simple tunes by ear-Play an ostinato accompaniment to a song-Play 4 and 8 beat rhythm notation (crotchet, crotchet rest, quaver)-Play simple melodic phrases from staff notation | - Copy and improvise rhythmic phrases- Tap/clap the metre of a song whilst the others clap the rhythm­-Play simple tunes and add a drone accompaniment- Play 4 & 8 beat rhythm notation (crotchets, crotchet rest, quavers, minim, dotted crotchets, semi breves)- Play simple melodic phrases | - Copy and improvise rhythmic phrases (4 and 8 beat phrases)- Combine ostinato phrases- Play simple tunes and add an ostinato accompaniment |
| **Expressive Arts and Design**  | -Listen with increased attention to sounds-Respond to what they have heard, expressing their thoughtsand feelings.-Sing entire songs.Sing the pitch of a tone sung by another person (‘pitch match’).-Sing the melodic shape (moving melody, such as up and down,down and up) of familiar songs.-Create their own songs, or improvise a song around onethey know.-Play instruments with increasing control to express theirfeelings and ideas.-Use untuned percussion instruments-Clap a given rhythm | **-**Sing a range of well-known nursery rhymes and songs.-Perform songs, rhymes, poems and stories with others, and(when appropriate) try to move in time with music.-Listen attentively, move to and talk about music, expressingtheir feelings and responses.-Sing in a group or on their own, increasingly matching the pitchand following the melody. | **Listening** | -Move with the pulse to a piece of music-Trace the shape of a song-Listen to and respond to live/recorded music. | -Trace the shape of a songIdentify ascending and descending passages in a piece of music-Listen to and respond to live/recorded music | -Listen to a range of types of music from different traditions-Listen / respond to live/recorded music, talk about how it makes you feel | -Listen to a range of types of music from different traditions-Listen / respond to live/recorded music, talk about how it makes you feel | -Listen to / make comparisons of a range of types of music from different traditions-Listen to an individual part in three and four-part music-Listen / respond to live/recorded music, talk about how it makes you feel |  - Listen to / make comparisons of a range of types of music from different traditions- Listen to an individual rhythm in a five part structure-Listen / respond to live/recorded music, talk about how it makes you feel e.g. Explore major and minor scales & chords |
|  |  |  | **Composing/improvising** | -Improvise / create rhythms-Take turns when playing with a partner-Choose sounds to illustrate a poem/picture/scene etc. | -Create a melodic ostinato using two notes-Play equal length phrases with a partner -Create, sounds and musical ideas in response to a poem/picture/scene etc | -Create a rhythmic phrase (Binary Form A B)-Create a simple melodic phrase-Improvise rhythmic phrases of equal length in pairs-Work in pairs to structure a piece using two simple musical ideasCreate tunes for word phrases | -Create a melodic phrase-Improvise rhythmic phrases of equal length in pairs-Work in pairs to structure a piece using two simple musical ideas-Create an ostinato to reflect the mood suggested by a painting, poem or other external stimuli |  -Create an up and down tuneImprovise melodic phrases using the pentatonic scale-Create and play an instrumental accompaniment-Compose music to evoke contrasting moods suggested by a stimulus-Using a simple device (eg ipad) record a loop, repeat and editloop. Create a melody | -Create a tune using two or three phrases-Improvise melodic phrasesCombine melody and ostinato accompaniment-Compose music to evoke contrasting moods suggested by a stimulus-Using a simple devise (eg ipad) record a loop, repeat and edit loop. |