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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 -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)  -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 thoughts  and 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 one  they know.  -Play instruments with increasing control to express their  feelings 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, expressing  their feelings and responses.  -Sing in a group or on their own, increasingly matching the pitch  and 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 song  Identify 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 ideas  Create 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 tune  Improvise 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 phrases  Combine 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. |