

Content and Skills in Music

Year group	Content	Skills	Topics
YR	<ul style="list-style-type: none"> • Taps out simple repeated rhythms. • Explores and learns how sounds can be changed. • Explores the different sounds of instruments. • Sings to self and makes up simple songs. • Makes up rhythms. 	<ul style="list-style-type: none"> • To carefully copy rhythms shown by an adult. • To create own rhythms by clapping and using instruments • To listen to the different sounds of instruments. • To play instruments in different ways (blowing, hitting, shaking etc) • To talk about ways to play instruments. • To use words to describe the sounds made by the instruments. • To keep to a steady beat whilst clapping. 	<ul style="list-style-type: none"> • Christmas performance • Phase 1 Phonics (Using Instruments) • Learning new songs that link with topics. • Continuous Provision – Music Area • Myself – Good to be me – Sing Up
Y1	<ul style="list-style-type: none"> • Use voices expressively and creatively by singing songs and speaking chants and rhymes. • Play tuned and untuned instruments musically. • Listen with concentration and understanding to a range of high quality live and recorded music. • Experiment with, create, select and combine sounds using the interrelated dimensions of music. 	<ul style="list-style-type: none"> • To use the voice in different ways such as speaking, singing and chanting. • To create and choose sounds. • To perform simple patterns and accompaniments keeping to a steady beat. • To identify simple repeated patterns whilst listening to pieces of music. • To understand how the musical elements can be used to create different moods and effects. • To listen to short, simple pieces of music and identify when and why they might hear it (e.g. a lullaby) • To create and choose sounds. • To perform simple patterns and accompaniments keeping to a steady beat. • To identify simple repeated patterns whilst listening to pieces of music. • To represent sounds with symbols. • To understand how the musical elements can be used to create different moods and effects. • To listen to short, simple pieces of music and identify when and why they might hear it (e.g. a lullaby) 	<ul style="list-style-type: none"> • Toys– Playtimes Past song– Sing up
Y2	<ul style="list-style-type: none"> • Use voices expressively and creatively by singing songs and speaking chants and rhymes. • Play tuned and untuned instruments musically. 	<ul style="list-style-type: none"> • To use the voice in different ways such as speaking, singing and chanting. • To sing songs in unison and in two parts. • To create and choose sounds. • To perform simple patterns and accompaniments keeping 	<p>The Great Fire of London – London’s burning – Sing Up</p>

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	<ul style="list-style-type: none"> • Listen with concentration and understanding to a range of high quality live and recorded music. • Experiment with, create, select and combine sounds using the interrelated dimensions of music. 	<p>to a steady beat.</p> <ul style="list-style-type: none"> • To identify simple repeated patterns whilst listening to pieces of music. • To understand how the musical elements can be used to create different moods and effects. • To represent sounds with symbols. • To listen to short, simple pieces of music and identify when and why they might hear it (e.g. a lullaby) 	
Y3	<ul style="list-style-type: none"> • To play and perform in solo and ensemble contexts, using their voices and playing instruments with increasing accuracy, control, fluency and expression. • To improvise and compose music for a range of purposes using the interrelated dimensions of music. • To listen with attention to detail and recall sounds with increasing aural memory. • To use and understand staff and other musical notations. • To appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians. • To develop an understanding of the history of music. 	<ul style="list-style-type: none"> • To sing largely in tune with expression. • To sing using dynamics (loud and quiet) to express the mood. • To perform rhythmically simple parts that uses a small range of notes. • To join several layers of sound and understand the effect. • To recognise and explore the ways sounds can be combined and used expressively. • To make improvements to their own work and comment on the effect. • To listen to and recall simple repeated patterns. • To understand how different musical elements are combined and used expressively. • To use established notations to represent music. • To listen to music from different parts of the world and comment upon how they differ. 	Egyptians - Tutankhamun! - Sing Up
Y4	<ul style="list-style-type: none"> • To play and perform in solo and ensemble contexts, using their voices and playing instruments with increasing accuracy, control, fluency and expression. • To improvise and compose music for a range of purposes using the interrelated dimensions of music. • To listen with attention to detail and 	<ul style="list-style-type: none"> • To sing largely in tune with expression. • To sign using dynamics (loud and quiet) to express the mood. • To perform rhythmically simple parts that uses a small range of notes. • To join several layers of sound and understand the effect. • To recognise and explore the ways sounds can be combined and used expressively. • To make improvements to their own work and comment on 	The Romans- Just like a Roman song - Sing up

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	<p>recall sounds with increasing aural memory.</p> <ul style="list-style-type: none"> To use and understand staff and other musical notations. To appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians. To develop an understanding of the history of music. 	<p>the effect.</p> <ul style="list-style-type: none"> To listen to and recall simple repeated patterns. To understand how different musical elements are combined and used expressively. To use established notations to represent music. To listen to music from different parts of the world and comment upon how they differ. 	
Y5	<ul style="list-style-type: none"> To play and perform in solo and ensemble contexts, using their voices and playing instruments with increasing accuracy, control, fluency and expression. To improvise and compose music for a range of purposes using the interrelated dimensions of music. To listen with attention to detail and recall sounds with increasing aural memory. To use and understand staff and other musical notations. To appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians. To develop an understanding of the history of music. 	<ul style="list-style-type: none"> To sing with clear diction, controlled pitch and with a sense of phrase. To maintain their own part and be aware of how the different parts fit together to achieve an overall effect in performances to audiences. To describe, compare and evaluate different kinds of music using musical words. To suggest improvements to own and other's work and comment on how it has been achieved. To listen to and recall various simple repeated patterns. To identify and explore the relationship between sounds and how music reflects different meanings. To use a variety of notations to plan, revise and refine musical material. To evaluate how venue, occasion and purpose affects the way that music is created, performed and heard. 	Vikings – Viking rock – Sing Up
Y6	<ul style="list-style-type: none"> To play and perform in solo and ensemble contexts, using their voices and playing instruments with increasing accuracy, control, fluency and expression. To improvise and compose music 	<ul style="list-style-type: none"> To sing with clear diction, controlled pitch and with a sense of phrase. To maintain their own part and be aware of how the different parts fit together to achieve an overall effect in performances to audiences. To describe, compare and evaluate different kinds of music 	World

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	<p>for a range of purposes using the interrelated dimensions of music.</p> <ul style="list-style-type: none">• To listen with attention to detail and recall sounds with increasing aural memory.• To use and understand staff and other musical notations.• To appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians.• To develop an understanding of the history of music.	<p>using musical words.</p> <ul style="list-style-type: none">• To suggest improvements to own and other's work and comment on how it has been achieved.• To listen to and recall various simple repeated patterns.• To identify and explore the relationship between sounds and how music reflects different meanings.• To use a variety of notations to plan, revise and refine musical material.• To evaluate how venue, occasion and purpose affects the way that music is created, performed and heard .	
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