

## Content and Skills in Music

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

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Y3	<ul style="list-style-type: none"> <li>To play and perform in solo and ensemble contexts, using their voices and playing instruments with increasing accuracy, control, fluency and expression.</li> <li>To improvise and compose music for a range of purposes using the interrelated dimensions of music.</li> <li>To listen with attention to detail and recall sounds with increasing aural memory.</li> <li>To use and understand staff and other musical notations.</li> <li>To appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians.</li> <li>To develop an understanding of the history of music.</li> </ul>	<ul style="list-style-type: none"> <li>To sing largely in tune with expression.</li> <li>To sing using dynamics (loud and quiet) to express the mood.</li> <li>To perform rhythmically simple parts that uses a small range of notes.</li> <li>To join several layers of sound and understand the effect.</li> <li>To recognise and explore the ways sounds can be combined and used expressively.</li> <li>To make improvements to their own work and comment on the effect.</li> <li>To listen to and recall simple repeated patterns.</li> <li>To understand how different musical elements are combined and used expressively.</li> <li>To use established notations to represent music.</li> <li>To listen to music from different parts of the world and comment upon how they differ.</li> </ul>	Egyptians - Tutankhamun! - Sing Up
Y4	<ul style="list-style-type: none"> <li>To play and perform in solo and ensemble contexts, using their voices and playing instruments with increasing accuracy, control, fluency and expression.</li> <li>To improvise and compose music for a range of purposes using the interrelated dimensions of music.</li> <li>To listen with attention to detail and</li> </ul>	<ul style="list-style-type: none"> <li>To sing largely in tune with expression.</li> <li>To sign using dynamics (loud and quiet) to express the mood.</li> <li>To perform rhythmically simple parts that uses a small range of notes.</li> <li>To join several layers of sound and understand the effect.</li> <li>To recognise and explore the ways sounds can be combined and used expressively.</li> <li>To make improvements to their own work and comment on</li> </ul>	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"> <li>To use and understand staff and other musical notations.</li> <li>To appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians.</li> <li>To develop an understanding of the history of music.</li> </ul>	<p>the effect.</p> <ul style="list-style-type: none"> <li>To listen to and recall simple repeated patterns.</li> <li>To understand how different musical elements are combined and used expressively.</li> <li>To use established notations to represent music.</li> <li>To listen to music from different parts of the world and comment upon how they differ.</li> </ul>	
Y5	<ul style="list-style-type: none"> <li>To play and perform in solo and ensemble contexts, using their voices and playing instruments with increasing accuracy, control, fluency and expression.</li> <li>To improvise and compose music for a range of purposes using the interrelated dimensions of music.</li> <li>To listen with attention to detail and recall sounds with increasing aural memory.</li> <li>To use and understand staff and other musical notations.</li> <li>To appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians.</li> <li>To develop an understanding of the history of music.</li> </ul>	<ul style="list-style-type: none"> <li>To sing with clear diction, controlled pitch and with a sense of phrase.</li> <li>To maintain their own part and be aware of how the different parts fit together to achieve an overall effect in performances to audiences.</li> <li>To describe, compare and evaluate different kinds of music using musical words.</li> <li>To suggest improvements to own and other's work and comment on how it has been achieved.</li> <li>To listen to and recall various simple repeated patterns.</li> <li>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.</li> <li>To evaluate how venue, occasion and purpose affects the way that music is created, performed and heard.</li> </ul>	Vikings – Viking rock – Sing Up
Y6	<ul style="list-style-type: none"> <li>To play and perform in solo and ensemble contexts, using their voices and playing instruments with increasing accuracy, control, fluency and expression.</li> <li>To improvise and compose music</li> </ul>	<ul style="list-style-type: none"> <li>To sing with clear diction, controlled pitch and with a sense of phrase.</li> <li>To maintain their own part and be aware of how the different parts fit together to achieve an overall effect in performances to audiences.</li> <li>To describe, compare and evaluate different kinds of music</li> </ul>	World

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