



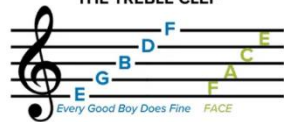
Reedswood E-ACT Primary Academy

Controlling sounds through singing and playing (Play and Perform)

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<ul style="list-style-type: none"> • Sing to self and make up simple songs. • Imitate sounds begin to do it spontaneously when adults aren't there. • Begin to choose sounds and make patterns. • Express self through sound. • Sing nursery rhymes together in a group. • Children should know 8 nursery rhymes before the end of EYFS as this aids spelling and phonics in KSI. 	<ul style="list-style-type: none"> • Use voices in different ways such as speaking, singing and chanting. • To create and choose sounds To perform simple rhythmical patterns, beginning to show an awareness of pulse. • To think about others when performing. 	<ul style="list-style-type: none"> • Use voices expressively and creatively. • To sing with the sense of shape of the melody. • To create and choose sounds for a specific effect. To perform rhythmical patterns and accompaniments, keeping a steady pulse. • To think about others while performing. 	<ul style="list-style-type: none"> • To sing in unison, becoming aware of pitch. • To perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes. • To think about others while performing. 	<ul style="list-style-type: none"> • To sing in unison maintaining the correct pitch and using increasing expression. • To play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics. • To think about others while performing. 	<ul style="list-style-type: none"> • To sing in unison with clear diction, controlled pitch and sense of phrase. • To play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression. • To maintain my own part and be aware how the different parts fit together 	<ul style="list-style-type: none"> • To sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrase. • To play and perform with accuracy, fluency, control and expression. • To think about the audience when performing and how to create a specific effect.

Creating and developing musical ideas (Create and Compose)

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<ul style="list-style-type: none"> • To begin to experiment with sounds. • Begin sorting different sounds by how loud or quiet they are. 	<ul style="list-style-type: none"> • To know about and experiment with sounds. • To recognise and explore how sounds can be organised, • To identify and organise sounds using simple criteria e.g. loud, soft, high low. 	<ul style="list-style-type: none"> • Repeat short rhythmic and melodic patterns. • To begin to explore and choose and order sounds using the inter-related 	<ul style="list-style-type: none"> • To create simple rhythmical patterns that use a small range of notes. • To begin to join simple layers of sound, e.g. a background rhythm and a solo melody. • Sequences and rhythms can be written using informal symbols in a graphic score. 	<ul style="list-style-type: none"> • To create rhythmical and simple melodic patterns using an increased number of notes. • To join layers of sound, thinking about musical dynamics of 	<ul style="list-style-type: none"> • To create increasingly complicated rhythmic and melodic phrases within given structures. 	<ul style="list-style-type: none"> • To create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures.

	<ul style="list-style-type: none"> Introduce the use of graphic scores to notate music. Begin to explore and invent own symbols for recording music. See example: 	<p>dimensions of music*.</p> <ul style="list-style-type: none"> Develop the use of graphic scores as a way of recording composition. Begin to provide structure which resembles stave notation. 	<ul style="list-style-type: none"> Children begin to plot notes onto the stave thinking carefully about note value. <p style="text-align: center;">NOTE VALUES</p> 	<p>each layer and understanding the effect.</p>	<ul style="list-style-type: none"> Begin to read and compose using stave notation. <p style="text-align: center;">THE TREBLE CLEF</p> 	<ul style="list-style-type: none"> Be able to read and record an octave on a stave from C to C. (Standard chime bar)
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Responding and reviewing (Appraising skills)

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<ul style="list-style-type: none"> Begin to say if you like a song and begin to explain why. Begin to explain what the music makes you do. 	<ul style="list-style-type: none"> To talk about how music makes you feel or want to move. E.g. it makes me want to jump/sleep/shout etc. To think about and make simple suggestions about what could make their own work better. E.g. play faster or louder. 	<ul style="list-style-type: none"> To respond to different moods in music and explain thinking about changes in sound. To identify what improvements could be made to own work and make these changes, including altering use of voice, playing of and choice of instruments. 	<ul style="list-style-type: none"> To explore and comment on the ways sounds can be used expressively. To comment on the effectiveness of own work, identifying and making improvements. 	<ul style="list-style-type: none"> To recognise and explore the ways sounds can be combined and used expressively and comment on this effect. To comment on the effectiveness of own work, identifying and making improvements based on its intended outcome. 	<ul style="list-style-type: none"> To describe, compare and evaluate different types of music beginning to use musical words. To comment on the success of own and others work, suggesting improvements based on intended outcomes. 	<ul style="list-style-type: none"> To describe, compare and evaluate different types of music using a range of musical vocabulary including the inter-related dimensions of music*. To evaluate the success of own and others work, suggesting specific improvements based on intended outcomes and comment on how this could be achieved.

Listening and applying knowledge and understanding

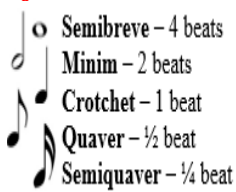
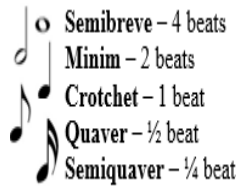
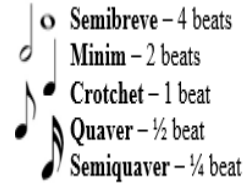
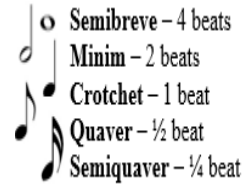
EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<ul style="list-style-type: none"> Makes up own rhythms. Begin to experiment with different sounds and patterns. Create a movement in response to the music. 	<ul style="list-style-type: none"> To begin to identify simple repeated patterns and follow basic musical instructions. To begin to understand that musical elements can be used to create different moods and effects. To begin to represent sounds with simple sounds including shapes and marks. To listen to short, simple pieces of music and talk about when and 	<ul style="list-style-type: none"> To identify and recognise repeated patterns and follow a wider range of musical instructions. To understand how musical elements create different moods and effects. 	<ul style="list-style-type: none"> To listen with attention and begin to recall sounds. To begin to understand how different musical elements are combined and used to create an effect. To begin to recognise simple notations to represent music, including pitch and volume. To listen to and begin to respond to music drawn from different 	<ul style="list-style-type: none"> To listen to and recall patterns of sounds with increasing accuracy. To understand how different musical elements are combined and used expressively. To understand and begin to use established and invented musical 	<ul style="list-style-type: none"> To listen to and recall a range of sounds and patterns of sounds confidently. To begin to identify the relationship between sounds and how music can reflect different meanings. To recognise and use a range of musical notations including staff notation. 	<ul style="list-style-type: none"> To listen to, internalise and recall sounds and patterns of sounds with accuracy and confidence. To identify and explore the relationship between sounds and how music can reflect different meanings. To use and apply a range of musical

	<p>why they may hear it. E.g: a lullaby or Wedding march.</p> <ul style="list-style-type: none"> • To listen and appraise different genres of music following the Charanga scheme of work. • Listen to a variety of different composers. • Listen to a range of music form across different musical traditions (Focus term) 	<ul style="list-style-type: none"> • To confidently represent sounds with a range of symbols, shapes or marks. • To listen to pieces of music and discuss where and when they may be heard explaining why using simple musical vocabulary. E.g. It's quiet and smooth so it would be good for a lullaby. • To listen and appraise different genres of music following the Charanga scheme of work. • Listen to a variety of different composers. • Listen to a range of music form across different musical traditions (Focus term) 	<p>traditions and great composers and musicians.</p> <ul style="list-style-type: none"> - To listen and appraise different genres of music following the Charanga scheme of work - Listen to a range of music form across different musical traditions (Focus term) - Listen to composers of Romantic music between 1830s and 1900s. - Beethoven - Tchaikovsky - Brahms 	<p>notations to represent music.</p> <ul style="list-style-type: none"> • To listen to, understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians. • To listen and appraise different genres of music following the Charanga scheme of work. • Listen to composers of 20th century music from 1901 to 2000. • Listen to a range of music form across different musical traditions (Focus term) 	<ul style="list-style-type: none"> • To listen to a range of high quality, live and recorded music from different traditions, composers and musicians and begin to discuss their differences and how music may have changed over time. • To listen and appraise different genres of music following the Charanga scheme of work. • Listen to a range of music form across different musical traditions (Focus term) • Listen to composers of Renaissance music 1400s and 1600s. <ul style="list-style-type: none"> - Monteverdi - Josquin Des Prez 	<p>notations including staff notation, to plan, revise and refine notation, to plan, revise and refine musical material.</p> <ul style="list-style-type: none"> • To develop an understanding of the history of music from different, cultures, traditions, composers and musicians evaluating how venue, occasion and purpose effects the way that music is created and performed. • To listen and appraise different genres of music following the Charanga scheme of work as a result be able to confidently recognise and describe key features of each genre. • Listen to a range of music form across different musical traditions (Focus term) • Listen to composers from the classical period 1750 to 1825. <ul style="list-style-type: none"> - Mozart - Bach - Clara Schumann
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Ensure children are listening to a range of music from different cultures, places and time periods, linking to curriculum topics where appropriate.

- E.G. Traditional war songs.

Vocabulary

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Tier 1 - Blue Tier 2 - Green Tier 3 - Red Loud Quiet Rhythm – a structured pattern of beats Sound Song Instrument Music Movement Dance Patterns Frog Tadpole Beat (Linking to heartbeat)	Tier 1 - Blue Tier 2 - Green Tier 3 - Red Pulse – constant beat Rhythm – a structured pattern of beats Beat – a unit of rhythm Perform Ensemble Pitch – High and Low Volume Tempo – Fast and Slow Unison- playing together	Tier 1 - Blue Tier 2 - Green Tier 3 - Red All previous: Express Melody Rhythmical pattern Melodic pattern Steady pulse Tempo Volume Pulse Butterfly Caterpillar	Tier 1 - Blue Tier 2 - Green Tier 3 - Red All Previous: Notes Dynamics  Forte- loud Piano – quiet Solo Background rhythm Ostinato – repeated rhythm Musical effect – happy – major sad or spooky minor. Stave	Tier 1 - Blue Tier 2 - Green Tier 3 - Red All Previous: Fortissimo – Very loud Pianissimo – Very quiet Crescendo – Gradually getting louder Diminuendo – Gradually getting quieter Bar Duet 	Tier 1 - Blue Tier 2 - Green Tier 3 - Red All previous: Diction – style of pronunciation Ensemble Stave notation Time signature 4/4 Bar line Music in 3 parts Mezzo forte – Moderately loud Mezzo Piano – Moderately quiet 	Previous: Musical phrase Improvisation Internalise Culture Tradition Music in 4 parts Pizzicato Tremolo Melodic shapes Harmonics sequences Rhythmic pattern 

*Inter-related dimensions of music to be used throughout each year group.

- PULSE: the steady beat of a piece of a piece of music
- PITCH: the melody and the way the notes change from low to high and vice versa.
- RHYTHM: or duration is the pattern of long and short sounds in a piece of music
- DYNAMICS: Loud and soft
- TEMPO: Fast and slow
- TIMBRE: The type of sound – whisper/hum/sing/talk (examples with the voice) or twinkly/hard/soft (examples with instruments)
- TEXTURE: Layers of sound (number of instruments or voices playing together)
- STRUCTURE: The way the music is laid out –e.g. Verse, chorus, verse.

NOTE VALUES

1 2 3 4 = 1 2 3 4 = 1 2 3 4

4 Quarter Notes 2 Half Notes 1 Whole Note

THE TREBLE CLEF

Every Good Boy Does Fine FACE

THE C SCALE

A B C D E F G A B C

THE C SCALE ON YOUR KEYBOARD

C D E F G A B C