



**EYFS NURSERY**

<b>Singing</b>				
	<b>0-1 Years</b>	<b>1-2 Years</b>	<b>2-4 Years</b>	
<b>Exploring the Voice</b>	Uses voice to communicate and makes variety of sounds, e.g. crying, babbling, vowel-like or syllable-like sounds.	Takes part in vocal play, e.g. creates sound effects, animal call, vehicles noises.	Uses voice freely within play to make a variety of sounds, e.g. chanting, singing.  Joins in with parts of well-known songs and rhymes.	
<b>Singing and Pitching notes</b>	Imitates caregiver's voice, including melodic aspects, e.g. high and low pitch, or the rise and fall of a melody.	Singing emerges.  Joins in with actions songs.  Anticipates some words in familiar songs.	Sings a wide range of songs.  Begins to sing cuckoo notes (3 <sup>rd</sup> ) and to pitch-match, following a melodic shape.  Anticipates and sings words and phrases in songs.	
<b>Singing with others (including Performing)</b>	Enjoys vocalising with others and make 'take turns' with a caregiver.	Enjoys singing with others.  Begins to respond to others during music making (e.g. copying an adult)	Sings and chants with and to others.  Enjoys sharing learnt songs with familiar people.	
<b>Playing Instruments And Developing Beat-Keeping</b>				
	<b>0-1 Years</b>	<b>1-2 Years</b>	<b>2-4 Years</b>	
<b>Exploring Sounds on Musical Instruments</b>	Explores their environment by banging or shaking objects around them or simple sound-makers.	Explores creating sound by playing sound-makers or instruments in a variety of ways (shaking, tapping, knocking).	Explores a wide range of instruments and sound-makers, and experiments with different ways of playing them.  Starts to control sounds on instruments e.g. loud or quiet.	
<b>Keeping a Beat and Playing Rhythms</b>	Experiences a steady beat through the movement of others, e.g. caregivers' rocking, bouncing.	Experiences a steady beat via sharing movement with others, e.g. caregivers' motion, circle songs with lycra sheet or scrunchie.	Experiences beat via upper body movements, followed by movement with feet, walking on spot.  Plays simple rhythms by copying	
<b>Playing with Others</b>	Engages through imitation and watching others.  Needs support to start and stop.	Is aware of others making music in a group and joins in making sounds.  Starts and stops playing with support.	Responds to and copies others when playing instruments.  Starts and stops with support.	
<b>Improvising And Composing</b>				
	<b>0-1 Years</b>	<b>1-2 Years</b>	<b>2-4 Years</b>	
<b>Chooses sounds</b>	See " <b>Exploring Sounds on Musical Instruments</b> " above	See " <b>Exploring Sounds on Musical Instruments</b> " above	Makes own choices about instruments to play.  Adds sound effects to stories using instruments, voice, and body percussion.	

<b>Improvises and plays sounds</b>	See <i>"Exploring Sounds on Musical Instruments"</i> above	See <i>"Exploring Sounds on Musical Instruments"</i> above	Invents own rhythm or melodic patterns in music making.  Suggests words, body percussion or actions to insert in songs	
<b>Listening To Music</b>				
	<b>0-1 Years</b>	<b>1-2 Years</b>	<b>2-4 Years</b>	
<b>Listening and Responding to Music</b>	Will turn to face a sound source.  May respond emotionally e.g. show excitement	Develops favourites and indicates which songs or music they like.	Listens to music for an increasing length of time and shows preferences.	
<b>Recognising Different Sounds</b>	Listens to, recognises and responds to sounds, including familiar voices.  Listens attentively when sung to and anticipate phrases.	Anticipates and responds to changes in music.	Shows an interest in the way musical instruments sound.  Recognises sounds in the environment (vehicles, animals, theme tunes).	
<b>Responding through Movement or Dance</b>	Moves body and hands to sounds they enjoy.	Moves body or join in actions in response to a strong beat.  Begins to physically interprets different music, e.g. fast, slow.	Moves in response to a strong beat, including large movements.  May tap the pulse whilst listening or singing  Imitates movement in response to music.	

## EYFS RECEPTION LT PLAN

Autumn 1st	Autumn 2nd	Spring 1st	Spring 2nd	Summer 1st	Summer 2nd
Starting out Singing and Playing Unit	Performance Unit	Beat and Rhythm Unit	Pitch Skills Unit	Class Composing Unit	Musical Structures Unit
<p><u>S.1 Engagement and Using the Voice:</u> Enjoys joining in with familiar rhymes and songs with near pitch accuracy Makes a variety of vocal sounds including speaking and singing.</p> <p><u>P.1 Creating and Exploring Sound:</u> Makes sounds confidently in different contexts by banging, shaking or blowing, using body and objects.</p> <p><u>P.2 Controlling Sounds on Instruments:</u> Shows control in holding, naming and playing instruments. Learns how sounds can be changed and plays instruments in a variety of ways.</p> <p><u>P.5 Ensemble Skills:</u> Plays instruments with an awareness of others. Starts and stops to a variety of signals.</p> <p><u>P.8 Understanding instruments and how they are played:</u> Copies ways to play instruments and suggests new ways based on knowledge of how instruments work</p> <p><u>IC.1 Exploring Sounds:</u> Experiments with making sounds with voice, body and objects. Identifies and matches instrumental sounds.</p> <p><u>IC.2 Choosing and Organising Sounds</u></p>	<p><u>S.4 Ensemble Skills and Part Singing</u> Enjoys singing with others, gradually more in time and in tune. Starts and stops to a variety of signals. Enjoys turn taking.</p> <p><u>S.5 Performing:</u> Sings solo in a variety of situations. Performs in a group to an audience</p> <p><u>P.5 Ensemble Skills:</u> Plays instruments with an awareness of others. Starts and stops to a variety of signals.</p> <p><u>P.7 Performing:</u> Performs with others and follows directions. Performs to an audience in a variety of situations</p> <p><u>IC.5 Communicating Ideas or Moods:</u> Uses facial expressions or vocal changes to indicate moods or emotions.</p> <p><u>CE.1: Listening to a range of Live, Recorded and own Music</u> Attends to music all the way through.</p> <p><u>CE.4: Responding through Movement</u> Combines singing, moving</p>	<p><i>Singing: continue to develop skills already learnt</i></p> <p><u>P.2 Controlling Sounds on Instruments:</u> Moves towards making regular beats whilst singing or to music listened to</p> <p><u>P.3 Rhythm Skills:</u> Makes rhythmic patterns by repeating sounds deliberately. Plays chunks of rhythms or syllables of names/words.</p> <p><u>P.6 Playing from Notation:</u> Changes how they play when following two pictures/symbols eg long/short sounds.</p> <p><u>IC.6: Improvising Rhythms and Tunes:</u> Taps syllable patterns of words. Improvises new pieces in time and in tune.</p> <p><u>IC.8 Using Notation</u> Selects pictures or symbols to represent sounds and composes music using them.</p> <p><u>CE.4: Responding through Movement</u> Responds to a wide variety of different sounds, regular beats and patterns of regular change in sound. Imitates a set of dance steps that are associated with a piece of music/song. Moves in time to the pulse.</p>	<p><u>S.1 Engagement and Using the Voice:</u> Enjoys joining in with familiar rhymes and songs with near pitch accuracy</p> <p><u>S.2 Pitch Skills</u> Sings cuckoo notes (minor 3<sup>rd</sup>) Sings a widening range of notes (5th) following the melodic shape of a familiar song. Pitch matches most of the time.</p> <p><u>P.4 Pitch Skills</u> Makes melodic patterns by repeating sounds deliberately</p> <p><u>IC.2: Choosing and Organising Sounds:</u> Uses sounds to symbolise things</p> <p><u>CE.2: Differentiating between Sounds</u> Identifies different sounds eg high or low</p>	<p><u>S.3: Singing with Control and Expression</u> Begins to enjoy experimenting with changing a song (e.g. dynamics, tempo).</p> <p><u>P.6 Playing from Notation:</u> Changes how they play when following two pictures/symbols (e.g. loud for a lion and quiet for a mouse).</p> <p><u>IC.2: Choosing and Organising Sounds:</u> Uses sounds to symbolise things. Created music based on a theme.</p> <p><u>IC.5: Communicating ideas or moods:</u> Uses sounds to represent ideas.</p> <p><u>IC.8 Using Notation:</u> Selects pictures or symbols to represent sounds and composes music using them.</p> <p><u>CE.5 Describing and Appraising</u> Describes the mood of music (e.g. happy) or the sounds of instruments (e.g. scratchy). Thinks more abstractly about music. Distinguishes and describes changes in music. Compares pieces of music</p>	<p><u>S.4: Ensemble Skills and Part Singing:</u> Internalises songs. <u>S.6: Understanding Song Structure:</u> Grasps simple structures (e.g. verse &amp; chorus AB)</p> <p><u>P6: Playing from Notation</u> Changes how they play when following two pictures/symbols (e.g. A/B)</p> <p><u>P7: Performing:</u> Performs with others and follows directions. Performs to an audience in a variety of situations</p> <p><u>IC.3: Creating music within Structures:</u> Fills in missing words from a rhyme or song. Makes up alternative endings. Creates own songs using familiar structures. Plays instruments to match the structure of the music.</p> <p><u>IC.7: Creating and Performing own music in a Group:</u> Responds to others by making own sound. Choreographs own dances.</p> <p><u>CE.3: Recognising and Recalling</u> Recognises distinctive chunks of music and accurately anticipates changes.</p> <p><u>CE.4: Responding through Movement:</u></p>

<p>Chooses the sound they want e.g. loud or quiet.</p> <p>IC.4 <u>Improvising to Demonstrate Musical Ideas:</u> Improvises different ways to play instruments. Makes suggestions</p> <p>CE.2: <u>Differentiating between Sounds</u> Identifies different sounds, e.g. environmental sounds or those that match instruments</p> <p>CE.3 <u>Recognising and Recalling :</u> Increasingly joins in with regular songs or rhymes.</p>	and playing.				Responds to a wide variety of different sounds, regular beats and patterns of regular change in sound.
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### KEY STAGE ONE CYCLE 1

Using the SMS progression of skills and taught through topic linked music where appropriate. Skills cover the four areas of [Singing](#), [Playing](#), [Improvising and Composing](#)/ Listening and Appraising. Music is taught with a thematic approach as well as with opportunities to revisit and consolidate key skills through musical games and activities across the year. The two-year cycle allows children to revisit skills and apply and deepen their understandings within in different contexts.

Autumn 1 <sup>st</sup>	Autumn 2 <sup>nd</sup>	Spring 1 <sup>st</sup>	Spring 2 <sup>nd</sup>	Summer 1 <sup>st</sup>	Summer 2 <sup>nd</sup>
ONGOING THROUGHOUT THE YEAR. ALSO TAUGHT DURING WEEKLY SINGING WORSHIP.	<p>S.1 Enjoys joining in with chants, rhymes and singing simple songs.</p> <p>S.2 Sings broadly in tune within limited range (octave) and with the sense of the shape of a melody or interval jumps</p> <p>S.3 Begins to control steady expressive changes in songs/chants. (dynamics/ tempo)</p> <p>S.4 Sings in unison in small and large groups and may sing solo.</p> <p>s.4 Follows simple musical instructions. (e.g. stop/ start/ louder/ quieter/ faster/ slower)</p> <p>S.4 Sings in time with others, with or without accompaniment</p> <p>S.5 Performs in a group with a good sense of pulse and rhythm. Beginning to be aware of an audience.</p> <p>S.6 Recognise the sections of a song (verse / chorus)</p>				
<b>AFRICAN ANIMALS RHYTHM / PULSE</b>	<b>CHRISTMAS SINGING / PERFORMANCE</b>	<b>THE KING IS IN THE CASTLE (Castles / fairy tales)</b>	<b>JACK AND THE BEANSTALK PITCH</b>	<b>BEES</b>	<b>STORIES Using stories to create rhythmic patterns</b>
Children use instruments to represent animals, thinking about timbre. They copy rhythms and create call and responses. They also practice keeping the beat and look at the difference between pulse and rhythm. (KAPOW)	Children learn to sing songs for Christmas performances. Children learn to play simple melodies on tuned percussion. (Jingle Bells) and use untuned percussion to accompany singing.	Children learn a song about the people and mythical characters that might inhabit a castle. They explore vocal and instrumental timbre, structure, dynamics, and pitch. They listen and respond to music in character. (SING UP)	Children explore pitch and melody using tuned percussion, composing a short melody for part of the story and recording their ideas using graphic scores. The learn songs to tell the story of Jack and the Beanstalk. (BBC MUSIC)	With a focus on Bees and other animals, children improvise short pieces of music using their developing understanding of tempo, dynamics, pitch, duration and timbre. They record these using graphic symbols and perform in small groups.	Children read and clap and play a rhythm based on a phrase from a story. Using a well-known story, children create a structured using rhythmic patterns.

Timbre/ Pulse/ Rhythm/ Dynamics	Union Chorus Verse Pulse	Structure, timbre, pitch, dynamics,	Pitch Melody Duration	Pitch duration dynamics timbre tempo	Rhythm pulse structure
<p>S.1 Uses own voice in a variety of ways, with growing confidence, exploring the sounds a speaking and a singing voice make</p> <p>S.3 Begins to control steady expressive changes in songs/chants. (dynamics)</p> <p>P.1 Enjoys playing and exploring sound- untuned percussion instruments.</p> <p>P.2 Selects instrumental timbres to create sound effects</p> <p>P.3 Recognises and copies patterns of long and short</p> <p>P.2 Keeps a steady beat.</p> <p>P2. Controls gradual changes in dynamics and tempo.</p> <p>P.5 Follows instructions on when to play.</p> <p>P.6 Plays from a picture score.</p> <p>P.7 Performs in a group with good sense of pulse.</p> <p>P.8 Matches selected sounds with picture.</p> <p>P.8 Uses sound words or phrases to describe selected sounds and the ways in which they are produced.</p> <p>IC.1 Explores sounds with voice, body and instruments</p> <p>IC.2 Selects sounds to represent ideas</p> <p>IC.6 Improvises simple rhythms</p> <p>IC.7 Contributes ideas to a composition and performs</p> <p>IC8 Uses graphics symbols / rhythm notation to support composition</p> <p>CE1 Listens out for and responds to sounds that differ e.g. in dynamics</p> <p>CE.3 Recalls simple rhythmic phrases</p> <p>CE.4 Responds to music through physical movements</p>	<p>S.2 Sings broadly in tune within limited range (octave) and with the sense of the shape of a melody or interval jumps</p> <p>S.4 Sings in unison in small and large groups and may sing solo.</p> <p>s.4 Follows simple musical instructions. (e.g. stop/ start/ louder/ quieter/ faster/ slower)</p> <p>S.4 Sings in time with others, with or without accompaniment</p> <p>S.5 Performs in a group with a good sense of pulse and rhythm. Beginning to be aware of an audience.</p> <p>S.6 Recognise the sections of a song (verse / chorus)</p>	<p>S.1 Enjoys joining in with chants, rhymes and singing simple songs.</p> <p>P.2 Keeps a steady beat. Controls gradual changes in dynamics</p> <p>P2- Controls and demonstrates changes in dynamics.</p> <p>P.3 Recognises and copies patterns of long and short</p> <p>P.8 Uses sound words or phrases to describe selected sounds and the ways in which they are produced.</p> <p>IC.6 Improvises simple rhythms</p> <p>IC.7 Contributes ideas to a composition and performs</p> <p>IC8 Uses graphics symbols / rhythm notation to support composition</p> <p>CE1 Listens out for and responds to sounds that differ e.g. in pitch, dynamics</p> <p>CE.3 Recalls simple rhythmic phrases</p>	<p>S.2. Imitates melodic patterns in echoes</p> <p>S.2 Sings broadly in tune within limited range (octave) and with the sense of the shape of a melody or interval jumps</p> <p>S.6 Recognise the sections of a song (verse / chorus)</p> <p>P.2 / P.4 (Identifies and) Selects high/low ascending/descending pitches where appropriate</p> <p>P.4 Plays simple melodic patterns.</p> <p>P.5 Follows instructions on when to play.</p> <p>P.6 Plays from a picture score.</p> <p>IC.3 Improvises within given songs...</p> <p>IC.6 Improvises simple rhythms and tunes</p> <p>IC.7 Contributes ideas to group composition</p> <p>IC8 Uses notation to support composition</p> <p>CE.2 Listens out for and responds to sounds that differ (pitch)</p> <p>CE.3 Recalls simple melodic phrases</p> <p>CE.4 Responds to (pitch) through physical movements</p>	<p>S.4 Sings in unison in small and large groups and may sing solo.</p> <p>s.4 Follows simple musical instructions. (e.g. stop/ start/ louder/ quieter/ faster/ slower)</p> <p>S.4 Sings in time with others, with or without accompaniment</p> <p>P.1 Enjoys playing and exploring sound- untuned percussion instruments.</p> <p>P.2 Selects instrumental timbres to create sound effects</p> <p>P2. Controls gradual changes in dynamics and tempo.</p> <p>P.4 Play simple melodic patterns.</p> <p>P.5 Follows instructions on when to play.</p> <p>P.6 Plays from a picture score.</p> <p>P.8 Matches selected sounds with picture.</p> <p>P.8 Uses sound words or phrases to describe selected sounds and the ways in which they are produced.</p> <p>IC.4 Improvise to demonstrate simple idea</p> <p>IC.5 Improvises to communicate ideas/moods</p> <p>IC.3 Improvises within given songs, chants or ostinato</p> <p>IC.7 Contributes ideas to group composition</p> <p>IC8 Uses graphics symbols / rhythm notation to support composition</p>	<p>S.5 Performs in a group with a good sense of pulse and rhythm. Beginning to be aware of an audience.</p> <p>S.6 Recognise the sections of a song (verse / chorus)</p> <p>P.1 Enjoys playing and exploring sound- untuned percussion instruments.</p> <p>P.2 Keeps a steady beat</p> <p>P.3 Recognises and copies patterns of long and short</p> <p>IC.6 Improvises simple rhythms</p> <p>IC.7 Contributes ideas to a composition and performs</p> <p>IC.3 Improvises within given songs, chants or ostinato</p> <p>IC8 Uses graphics symbols / rhythm notation to support composition</p> <p>CE.3 Recalls simple rhythmic phrases</p> <p>CE.4 Responds to music through physical movements</p>
<p><b>Ongoing and also taught through whole school listening to music.</b></p> <p>CE.1 Listens with growing focus to a range of live and recorded music.</p> <p>CE.2 Listens out for and responds to sounds that differ e.g. in pitch, dynamics</p> <p>CE.3 Recalls simple rhythmic phrases</p> <p>CE.4 Responds to sounds/music through physical movements</p> <p>CE.5 Listens and share comments and opinions about music including own work</p>					

## LT PLAN MUSIC KS1 PREES CE PRIMARY SCHOOL CYCLE 2

Autumn 1 <sup>st</sup>	Autumn 2 <sup>nd</sup>	Spring 1 <sup>st</sup>	Spring 2 <sup>nd</sup>	Summer 1 <sup>st</sup>	Summer 2 <sup>nd</sup>
ONGOING THROUGHOUT THE YEAR.  ALSO TAUGHT DURING WEEKLY SINGING WORSHIP.	<p>S.1 Enjoys joining in with chants, rhymes and singing simple songs.</p> <p>S.2 Sings broadly in tune within limited range (octave) and with the sense of the shape of a melody or interval jumps</p> <p>S.3 Begins to control steady expressive changes in songs/chants. (dynamics/ tempo)</p> <p>S.4 Sings in unison in small and large groups and may sing solo.</p> <p>s.4 Follows simple musical instructions. (e.g. stop/ start/ louder/ quieter/ faster/ slower)</p> <p>S.4 Sings in time with others, with or without accompaniment</p> <p>S.5 Performs in a group with a good sense of pulse and rhythm. Beginning to be aware of an audience.</p> <p>S.6 Recognise the sections of a song (verse / chorus)</p>				
GRUFFALO	CHRISTMAS NATIVITY	LONDONS BURNING	SPRING TIME / EASTER	MINIBEASTS	SEASIDE
Children learn to sing the Gruffalo Song and Goldilocks. They think about pitch, related to the animals in the stories. They create their own musical soundscape based on the stories.	Children learn to sing a range of Chrsmtas songs for a whole school and key stage Christmas nativity. They also practice keeping a pulse and playing rhythmic accompaniments alongside songs using untuned percussion.	Children learn LONDON'S BURNING song and learn to sing it in a unison and in a round. They begin to explore ostinato and improvise their own to accompany London's Burning. They explore timbre and create fire sounds. They improvise rhythm patterns based on sounds from The Great Fire and learn to play London's burning on tuned percussion.	Children explore rhythm patterns with an Easter Theme. They explore structure and texture and improvise Easter rhythm patterns, composing as a group and recording ideas using simple graphic notation. They play patterns to a steady beat. They learn to sing Easter songs and perform.	Children think about minibeads and how they would move. They respond to music thorough movement, particular thinking about pitch and tempo and dynamics. They learn a mini beast rap and then improvise their own. They use pitched and untuned instruments to create a short improvisation about a mini beast.	Children learn to sing some traditional sea shanty songs and songs about under the sea. They used tuned percussion to explore pitch and melody, composing a short melody using three notes.
Pitch, tempo, dynamics,	Singing, melody, chorus, verse,	Timbre, pulse, rhythm, round, unison, ostinato, pitch	Pulse, rhythm, texture, structure	Pulse, rhythm, dynamics, tempo, pitch, timbre	Pitch, melody,
<p>1 Enjoys joining in with chants, rhymes and singing simple songs</p> <p>P.1 Enjoys playing and exploring sound- untuned percussion instruments.</p> <p>P.2 Selects instrumental timbres to create sound effects</p> <p>P.6 Plays from a picture score.</p> <p>P.8 Uses sound words or phrases to describe selected sounds and the ways in which they are produced.</p> <p>IC.1 Explores sounds with voice, body and instruments</p> <p>IC.2 Selects sounds to represent ideas</p> <p>IC.7 Contributes ideas to a composition and performs</p> <p>IC8 Uses graphics symbols / rhythm notation to support composition</p> <p>CE.4 Responds to sounds/music through physical movements</p>	<p>S.1 Enjoys joining in with chants, rhymes and singing simple songs.</p> <p>S.2 Sings broadly in tune within limited range (octave) and with the sense of the shape of a melody or interval jumps</p> <p>S.3 Begins to control steady expressive changes in songs/chants. (dynamics/ tempo)</p> <p>S.4 Sings in unison in small and large groups and may sing solo.</p> <p>s.4 Follows simple musical instructions. (e.g. stop/ start/ louder/ quieter/ faster/ slower)</p> <p>S.4 Sings in time with others, with or without accompaniment</p> <p>S.5 Performs in a group with a good sense of pulse and rhythm. Beginning to be aware of an audience.</p> <p>S.6 Recognise the sections of a song (verse / chorus)</p>	<p>.1 Enjoys joining in with chants, rhymes and singing simple songs.</p> <p>S.2 Sings broadly in tune within limited range (octave) and with the sense of the shape of a melody or interval jumps</p> <p>S.2. Imitates melodic patterns in echoes</p> <p>S.3 Begins to control steady expressive changes in songs/chants. (dynamics/ tempo)</p> <p>s.4 Follows simple musical instructions. (e.g. stop/ start/ louder/ quieter/ faster/ slower)</p> <p>S.4 Sings in time with others, with or without accompaniment</p> <p>P.1 Enjoys playing and exploring sound- untuned percussion instruments.</p> <p>P.2 Selects instrumental timbres to create sound effects</p> <p>P.3 Recognises and copies patterns of long and short</p> <p>P.2 Keeps a steady beat.</p> <p>P.4 Plays simple melodic patterns.</p>	<p>P.3 Recognises and copies patterns of long and short</p> <p>P.2 Keeps a steady beat.</p> <p>P.5 Follows instructions on when to play.</p> <p>IC.4 Improvise to demonstrate simple idea</p> <p>IC.5 Improvises to communicate ideas/moods</p> <p>IC.6 Improvises simple rhythms and tunes</p> <p>IC.7 Contributes ideas to group composition</p> <p>IC8 Uses notation to support composition</p> <p>CE.3 Recalls simple rhythmic phrases</p> <p>CE.5 Listens and share comments and opinions about music including own work</p>	<p>1 Enjoys joining in with chants, rhymes and singing simple songs.s.4 Follows simple musical instructions. (e.g. stop/ start/ louder/ quieter/ faster/ slower)</p> <p>P.1 Enjoys playing and exploring sound- untuned percussion instruments.</p> <p>P.2 Selects instrumental timbres to create sound effects</p> <p>P2. Controls gradual changes in dynamics and tempo.</p> <p>P.4 Play simple melodic patterns.</p> <p>P.5 Follows instructions on when to play.</p> <p>P.6 Plays from a picture score.</p> <p>P.8 Matches selected sounds with picture.</p> <p>P.8 Uses sound words or phrases to describe selected sounds and the ways in which they are produced.</p> <p>IC.4 Improvise to demonstrate simple idea</p> <p>IC.5 Improvises to communicate ideas/moods</p> <p>IC.3 Improvises within given songs, chants or ostinato</p>	<p>S.2. Imitates melodic patterns in echoes</p> <p>S.2 Sings broadly in tune within limited range (octave) and with the sense of the shape of a melody or interval jumps</p> <p>S.6 Recognise the sections of a song (verse / chorus)</p> <p>P.2 / P.4 (Identifies and) Selects high/low ascending/descending pitches where appropriate</p> <p>P.4 Plays simple melodic patterns.</p> <p>P.5 Follows instructions on when to play.</p> <p>P.6 Plays from a picture score.</p> <p>IC.3 Improvises within given songs...</p> <p>IC.6 Improvises simple rhythms and tunes</p> <p>IC.7 Contributes ideas to group composition</p> <p>IC8 Uses notation to support composition</p>

		<p>IC.4 Improvise to demonstrate simple idea</p> <p>IC.3 Improvises within given songs, chants or ostinato</p> <p>IC.7 Contributes ideas to group composition</p> <p>IC8 Uses graphics symbols / rhythm notation to support composition</p> <p>CE.1 Listens with growing focus to a range of live and recorded music.</p> <p>CE.3 Recalls simple rhythmic phrases</p> <p>CE.5 Listens and share comments and opinions about music including own work</p>		<p>IC.7 Contributes ideas to group composition</p> <p>IC8 Uses graphics symbols / rhythm notation to support composition</p>	<p>CE.2 Listens out for and responds to sounds that differ (pitch)</p> <p>CE.3 Recalls simple melodic phrases</p> <p>CE.4 Responds to (pitch) through physical movements</p>
<p><b>Ongoing and also taught through whole school listening to music.</b></p> <p>CE.1 Listens with growing focus to a range of live and recorded music.</p> <p>CE.2 Listens out for and responds to sounds that differ e.g. in pitch, dynamics</p> <p>CE.3 Recalls simple rhythmic phrases</p> <p>CE.4 Responds to sounds/music through physical movements</p> <p>CE.5 Listens and share comments and opinions about music including own work</p>					

## LKS2

Autumn 1 Y3/4	Autumn 2 Y3/4	Spring 1 Y3/4	Spring 2 Y3/4	Summer 1 Y3/4	Summer 2 Y3/4
Starting Out Singing and Playing Unit	Performance Unit	Beat and Rhythm Unit (Duration and Notation)	Pitch Skills Unit	Class Composing Unit	Musical Structures Unit
<p><b>Singing:</b></p> <p><u>S1 Engagement and using the voice:</u> Sings with increasing confidence, fluency and expression, songs from different traditions, genres and times. Uses own voice in a variety of ways including vocal warm-ups.</p> <p><u>S2 Pitch skills:</u> Sings accurately and in tune with a limited pitch range, following a melody or interval jumps.</p> <p><u>S4 Ensemble skills:</u> Sings in unison and short solos.</p> <p><b>Playing:</b></p> <p><u>P2 Controlling sounds on instruments:</u> Plays a steady beat, internalising pulse. Indicates a steady beat through movement including in silence.</p> <p>Plays instruments with clarity, controlling subtle changes in dynamics and tempo.</p>	<p><b>Singing:</b></p> <p>Consolidate S1, S2, S4</p> <p><u>S3 Singing with control and expression:</u> Sings songs and speaks chants with increasing expression. Sings with clear diction and breathing.</p> <p><u>S4. Ensemble Skills:</u> Follows musical instructions</p> <p><u>S5 Performing:</u> Performs confidently in a group and may occasionally perform solo. Shows an awareness audience and a sense of occasion during special performances</p> <p><b>Playing:</b></p> <p>Consolidate ongoing skills P2, P5</p> <p><u>P7 Performing:</u> Performs with an awareness of a group and to an audience.</p>	<p><b>Singing:</b></p> <p>Consolidate ongoing skills S1, S2</p> <p><b>Playing:</b></p> <p><u>P2 Controlling sounds on instruments:</u> Plays a steady beat, internalising pulse. Indicates a steady beat by movement including in silence</p> <p><u>P3 Rhythm skills:</u> Performs a simple rhythmic pattern and ostinato to an internalised pulse.</p> <p><u>P5 Ensemble skills:</u> Maintains own part in a group piece playing rhythm on rhythm and holding a beat.</p> <p><u>P6 Playing from notation:</u> Plays using various notation as support</p> <p><b>Improvising and composing:</b></p> <p><u>IC6 Improvises rhythms and tunes:</u> Improvises with growing confidence</p>	<p><b>Singing:</b></p> <p><u>S2 Pitch skills:</u> Sings accurately and in tune with a limited pitch range, following a melody or interval jumps.</p> <p><u>S4 Ensemble skills:</u> maintains a simple part in a large group with two or more layers</p> <p><b>Playing:</b></p> <p><u>P4 Pitch skills:</u> Performs simple melodies and pitched ostinato to an internalised pulse.</p> <p><u>P5 Ensemble skills:</u> Recognises the melodic line and an accompaniment in a texture</p> <p><u>P6 Playing from notation:</u> Plays using various notation as support.</p> <p><u>P8 Understanding instruments and how they are played:</u> selects</p>	<p><b>Singing:</b></p> <p>Consolidate ongoing skills S1, S3</p> <p><b>Playing:</b></p> <p><u>P1 Creating and exploring sound:</u> Confidently explores and creates sound</p> <p><u>P2 Controlling sounds on instruments:</u> Plays instruments with clarity, controlling subtle changes in dynamics and tempo.</p> <p><u>P5 Ensemble skills:</u> Follows a leader directing changes and start/stop</p> <p><u>P7 Performing:</u> Performs with an awareness of a group and to an audience.</p> <p><u>P8 Understanding instruments and how they are played:</u> selects appropriate instruments and plays in a variety of ways.</p>	<p><b>Singing:</b></p> <p><u>S4 Ensemble skills and part singing:</u> Sings in unison and in short solos. Maintains a simple part in a group with two or more layers</p> <p><u>S6 Understanding song structure:</u> Recognises different song structures</p> <p><b>Playing:</b></p> <p><u>P5 Ensemble skills:</u> Follows a leader directing changes and start/stop.</p> <p><u>P6 Playing from notation:</u> Plays using various notation as support.</p> <p><b>Improvising and composing:</b></p> <p><u>IC3 Creating music within structures:</u> Creates rhythms, melodies, lyrics or accompaniments within simple or given musical structures.</p>

<p>P3 <u>Rhythm skills</u>: Performs a simple rhythmic pattern and ostinato to an internalised pulse.</p> <p>P5 <u>Ensemble skills</u>: Follows a leader directing changes.</p> <p>P8 <u>Understanding instruments and how they are played</u>: selects appropriate instruments and plays in a variety of ways.</p> <p><b>Improvising and composing:</b>  <u>IC1 Exploring sound</u>: Explores and improvises sounds or musical patterns with voice, body or instruments.</p> <p><b>Critical engagement:</b>  <u>CE1 Listening to a range of live, recorded and own music</u>: Listens to and comments on, high quality live and recorded music from different traditions, genres, styles and times with increasing focus and attention to detail.  <u>CE4 Responding through movement</u>: Responds to music through movement to show understanding of mood, ideas, or musical features.</p>	<p><b>Critical engagement:</b>  Revisit and consolidate: CE1  <u>CE5 Describing and appraising</u>: Listens to own music, commenting on it in order to improve it.</p>	<p>rhythms or simple tunes within musical structures.</p> <p><b>Critical engagement:</b>  Consolidate CE1, CE4  <u>CE2 Differentiating between sounds</u>: Listens to several layers of sound, identifying musical elements or features and discussing their effect.  <u>CE3 Recognising and recalling</u>: Listens and recalls simple tunes, played or notated rhythms with increasing accuracy.</p>	<p>appropriate instruments and plays in a variety of ways.</p> <p><b>Improvising and composing:</b>  <u>IC6 Improvises rhythms and tunes</u>: Improvises with growing confidence rhythms or simple tunes within musical structures.</p> <p><b>Critical engagement:</b>  Consolidate CE1, CE4  <u>CE2 Differentiating between sounds</u>: Listens to several layers of sound, identifying musical elements or features and discussing their effect.  <u>CE3 Recognising and recalling</u>: Listens and recalls simple tunes, played or notated rhythms with increasing accuracy.</p>	<p><b>Improvising and composing:</b>  <u>IC1 Exploring sound</u>: Explores and improvises sounds or musical patterns with voice, body or instruments.  <u>IC2 Choosing and organising sounds</u>: Selects and orders sounds effectively to represent ideas and feelings, or to tell a story.  <u>IC3 Creating music within structures</u>: Creates rhythms, melodies, lyrics or accompaniments within simple or given musical structures.  <u>IC4 Improvising to demonstrate musical ideas</u>: Improvises, with growing confidence and control with voice and instruments to demonstrate musical changes or contrasts.  <u>IC5 Communicating ideas or moods</u>: Improvises or composes effectively to communicate ideas or moods.  <u>IC7 Creating and performing own music in a group</u>: Composes and performs solo or with a class or group, contributing ideas to create songs, chants and pieces.  <u>IC8 Using notation</u>: Uses given or own notation (graphic symbols or rhythm notation to improvise, compose and record compositions).</p> <p><b>Critical engagement:</b>  <u>CE2 Differentiating between sounds</u>: Listens to several layers of sound, identifying musical elements or features and discussing their effect.  <u>CE5 Describing and appraising</u>: Listens to own music, commenting on it in order to improve it.</p>	<p><b>Critical engagement:</b>  Consolidate CE1  <u>CE2 Differentiating between sounds</u>: Listens to several layers of sound, identifying musical elements or features and discussing their effect.  <u>CE4 Responding through movement</u>: Responds to music through movement to show understanding of mood, ideas, or musical features.</p>
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## UPKS2

Autumn 1 <sup>st</sup> Y5/6	Autumn 2 <sup>nd</sup> Y5/6	Spring 1 <sup>st</sup> Y5/6	Spring 2 <sup>nd</sup> Y5/6	Summer 1 <sup>st</sup> Y5/6	Summer 2 <sup>nd</sup> Y5/6
Continuing Singing & Playing Unit	Performance Unit	Rhythm and Pulse Unit	Pitch Skills Unit	Class Composing Unit	Musical Structures Unit
S.1 Sings confidently, fluently and maintaining a strong	S.1 Sings confidently, fluently and maintaining a strong pulse, songs	P.2 Plays with others keeping to a common pulse	S.2 Sings accurately in tune within a wider pitch range	P.1 Creates and performs sounds with accuracy	S.4 Maintains an independent part in a small group with



<p>pulse, songs from a range of traditions, genre and times. S.1 Understands why and how to warm up the voice. S.2 Sings accurately in tune within a wider pitch range (*octave and half*) and appropriate individual vocal range. S.4 Sings confidently in unison and solo.</p> <p>P.2 Plays with others keeping to a common pulse P.2 Plays instruments with confidence and expression P.5 Leads a group and follows a leader directing changes in musical expression</p> <p>IC.4 Improvises imaginatively and expressively with voice or instruments using inter-related dimensions of music.</p> <p>CE.1 Listens to and evaluates a range of high quality live and recorded music from different traditions, genre, styles and times with concentration and discernment, and share opinions, using musical language. CE.4 Responds to music through movement to show understanding of mood, ideas or musical features.</p>	<p>from a range of traditions, genre and times.</p> <p>S.3 Uses dynamics, phrasing, emphasis and accents to create intended effects. Sings with an awareness of breathing, posture and diction.</p> <p>S.4 Follows more complex musical instructions (e.g. in part singing). S.5 Performs confidently in a group and solo with expression and variety. S.5 Performs in a way that reflects the meaning and impact of the lyrics to an audience.</p> <p>P.2 Plays with others keeping to a common pulse. P.5 Maintains an independent part in an ensemble. P.7 Performs confidently in a group and solo, with expression and variety.</p> <p>CE.1 Listens to and evaluates a range of high quality live and recorded music from different traditions, genre, styles and times with concentration and discernment, and share opinions, using musical language. CE.5 Listens to own work and others with discernment, and share opinions, using these ideas to improve own work.</p>	<p>P.3 Performs complex rhythmic patterns to an internalised pulse. P.3 Recognises a metre of 3 &amp; 4. P.3 Recognises a change in metre. P.5 Leads a group and follows a leader directing changes in musical expression</p> <p>P.6 Plays using notation as support (Staff &amp; rhythm notation, graphic scores)</p> <p>IC.6 Improvises rhythms and tunes within musical structures (e.g. a beat, ostinato or chord sequence) confidently and imaginatively. IC.8 Using Notation Use notation (graphic scores, rhythm or staff notation) to support &amp; record composition to improvise, compose and record own compositions.</p> <p>CE.2 Listens to several layers of sound, identifying musical elements or features, discussing their effect and justifying ideas.</p> <p>CE.3 Listens and accurately recalls melodies, rhythms, notated music or separate parts in a group.</p>	<p>(*octave and half*) and appropriate individual vocal range.</p> <p>S.4 Maintains an independent part in a small group with several layers and being aware of other parts (rounds, drones, ostinato and harmony).</p> <p>P.2 Plays instruments with confidence and expression</p> <p>P.4 Performs complex melodies and pitched accompaniments to an internalised pulse.</p> <p>P.6 Plays using notation as support (Staff &amp; rhythm notation, graphic scores).</p> <p>IC.6 Improvises rhythms and tunes within musical structures (e.g. a beat, ostinato or chord sequence) confidently and imaginatively.</p> <p>CE.2 Listens to several layers of sound, identifying musical elements or features, discussing their effect and justifying ideas.</p> <p>CE.3 Listens and accurately recalls melodies, rhythms, notated music or separate parts in a group.</p>	<p>P.8 Organises sounds effectively using a variety of instruments and styles.</p> <p>IC.1 Selects and use instruments, creative sound-makers or playing techniques to improvise sounds or patterns. IC.2 Selects, orders, combines and changes sounds, imaginatively and with expression, to represent ideas, moods or feelings, or tell a story. IC.3 Creates and combines rhythms, melodies, harmonies or lyrics within own musical pieces effectively. IC.5 Improvises and composes imaginatively to communicate ideas &amp; moods IC.7 Creating and Performing own music in a group Composes and perform solos and with others effectively and imaginatively to create songs, chants or pieces</p> <p>IC.8 Uses notation (graphic score, rhythm and staff notation) to improvise, compose and record own compositions.</p> <p>CE.1 Listens to and evaluates a range of high quality live and recorded music from different traditions, genre, styles and times with concentration and discernment, and share opinions, using musical language.</p> <p>CE.5 Listens to own work and others with discernment, and share opinions, using these ideas to improve own work.</p>	<p>several layers and being aware of other parts (rounds, drones, ostinato and harmony).</p> <p>S.6 Understands more complex song structures.</p> <p>P.5 Maintains an independent part in an ensemble. Understands how the texture might vary.</p> <p>P.6 Plays using notation as support (Staff &amp; rhythm notation, graphic scores).</p> <p>CE.1 Listens to and evaluates a range of high quality live and recorded music from different traditions, genre, styles and times with concentration and discernment, and share opinions, using musical language.</p> <p>CE.2 Listens to several layers of sound, identifying musical elements or features, discussing their effect and justifying ideas.</p> <p>CE.3 Listens and accurately recalls melodies, rhythms, notated music or separate parts in a group.</p> <p>CE.4 Responds to music through movement to show understanding of mood, ideas or musical features.</p>
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