



MUSIC

at Roydon Primary School

Objectives from the National Curriculum:

<p>EYFS: Early Learning Goals can be found by clicking here</p> <p>The Early Learning Goal is Expressive Arts & Designs Exploring and Using Media and Materials Children sing songs, make music and dance, and experiment with ways of changing them. <u>Being Imaginative</u> They represent their own ideas, thoughts and feelings music and dance.</p>	<p>Key Stage 1:</p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and un-tuned 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 inter-related dimensions of music. 	<p>Key Stage 2:</p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music.
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Progression of Skills:

EYFS /Year 1	Year 1/Year 2	Year 3/Year 4	Year 5/Year 6
Singing songs with control and using the voice expressively.			
<ul style="list-style-type: none"> • Sing a few familiar songs. • Begin to build a repertoire of songs and dances. • Find their singing voice and use their voices confidently. • Sing a melody accurately at their own pitch. • Sing with a sense of awareness of pulse and control of rhythm. • Recognise phrase lengths & know when to breathe. • Sing songs expressively. • Follow pitch movements with their hands and use high, low and middle voices. • Begin to sing with control of pitch (e.g. following the shape of the melody). • Sing with an awareness of other performers. 	<ul style="list-style-type: none"> • To find their singing voice and use their voices confidently. • Sing a melody accurately at their own pitch. • Sing with a sense of awareness of pulse and control of rhythm. • Recognise phrase lengths & know when to breathe. • Sing songs expressively. • Follow pitch movements with their hands and use high, low and middle voices. • Begin to sing with control of pitch (e.g. following the shape of the melody). • Sing with an awareness of other performers. 	<ul style="list-style-type: none"> • Sing with confidence using a wider vocal range. • Sing in tune. • Sing with awareness of pulse and control of rhythm. • Recognise simple structures. (Phrases). • Sing expressively with awareness and control at the expressive elements, e.g. timbre, tempo, dynamics. • Sing songs and create different vocal effects. • Understand how mouth shapes can affect voice sounds. • Internalise sounds by singing parts of a song 'in their heads.' 	<ul style="list-style-type: none"> • Sing songs with increasing control of breathing, posture and sound projection. • Sing songs in tune and with an awareness of other parts. • Identify phrases through breathing in appropriate places. • Sing with expression and rehearse with others. • Sing a round in two parts; identify melodic phrases and how they fit together. • Sing confidently as a class, in small groups & alone, & begin to have an awareness of vocal improvisation.



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Listening, memory & movement			
<ul style="list-style-type: none"> • Begin to move rhythmically. • Imitate movement in response to music. • Create movement in response to music. • Use movement to express feelings. • Recall and remember short songs and sequences and patterns of sounds. • Respond physically when performing, composing and appraising music. • Identify different sound sources. • Identify well-defined musical features. 	<ul style="list-style-type: none"> • Recall and remember short songs and sequences and patterns of sounds. • Respond physically when performing, composing and appraising music. • Identify different sound sources. • Identify well-defined musical features. 	<ul style="list-style-type: none"> • Identify melodic phrases and play them by ear. • Create sequences of movements in response to sounds. • Explore and chose different movements to describe animals. • Demonstrate the ability to recognise the use of structure and expressive elements through dance. • Identify phrases that could be used as an introduction, interlude and ending. 	<ul style="list-style-type: none"> • Internalise short melodies and play these on pitched percussion (play by ear). • Create dances that reflect musical features. • Identify different moods and textures. • Identify how a mood is created by music and lyrics. • Listen to longer pieces of music and identify features.
Controlling pulse & rhythm			
<ul style="list-style-type: none"> • Make up rhythms. • Tap out simple repeated rhythms. • Identify the pulse in different pieces of music. • Identify the pulse and join in getting faster and slower together. • Identify long and short sounds in music. • Perform a rhythm to a given pulse. • Begin to internalise and create rhythmic patterns. • Accompany a chant or song by clapping or playing the pulse or rhythm. 	<ul style="list-style-type: none"> • Identify the pulse in different pieces of music. • Identify the pulse and join in getting faster and slower together. • Identify long and short sounds in music. • Perform a rhythm to a given pulse. • Begin to internalise and create rhythmic patterns. • Accompany a chant or song by clapping or playing the pulse or rhythm. 	<ul style="list-style-type: none"> • Recognise rhythmic patterns. • Perform a repeated pattern to a steady pulse. • Identify and recall rhythmic and melodic patterns. • Identify repeated patterns used in a variety of music. (Ostinato). 	<ul style="list-style-type: none"> • Identify different speeds of pulse (tempo) by clapping and moving. • Improvise rhythm patterns. • Perform an independent part keeping to a steady beat. • Identify the metre of different songs through recognising the pattern of strong and weak beats.
Exploring sounds, melody and accompaniment			
<ul style="list-style-type: none"> • Explore and learn how sounds can be changed. To explore different sound sources. • Make sounds and recognise how they can give a message. • Identify and name classroom instruments. • Create and chose sounds in response to a given stimulus. • Identify how sounds can be changed. • Change sounds to reflect different stimuli. 	<ul style="list-style-type: none"> • To explore different sound sources. • Make sounds and recognise how they can give a message. • Identify and name classroom instruments. • Create and chose sounds in response to a given stimulus. • Identify how sounds can be changed. • Change sounds to reflect different stimuli. 	<ul style="list-style-type: none"> • Identify ways sounds are used to accompany a song. • Analyse and comment on how sounds are used to create different moods. • Explore and perform different types of accompaniment. • Explore and select different melodic patterns. • Recognise and explore different combinations of pitch sounds. 	<ul style="list-style-type: none"> • Skills development for this element are to be found within 'Control of instruments' and 'Composition'.



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Control of instruments			
<ul style="list-style-type: none"> • Explore the different sounds of instruments. • Play instruments in different ways and create sound effects. • Handle and play instruments with control. • Identify different groups of instruments. 	<ul style="list-style-type: none"> • Play instruments in different ways and create sound effects. • Handle and play instruments with control. • Identify different groups of instruments. 	<ul style="list-style-type: none"> • Identify melodic phrases and play them by ear. • Select instruments to describe visual images. • Choose instruments on the basis of internalised sounds. 	<ul style="list-style-type: none"> • Identify and control different ways percussion instruments make sounds. • Play accompaniments with control and accuracy. • Create different effects using combinations of pitched sounds. • Use ICT to change and manipulate sounds.
Reading and writing notation			
<ul style="list-style-type: none"> • Recognise that symbols can be used to represent sound. • Perform long and short sounds in response to symbols. • Create long and short sounds on instruments. • Record their own ideas. • Make their own symbols as part of a class score. 	<ul style="list-style-type: none"> • Perform long and short sounds in response to symbols. • Create long and short sounds on instruments. • Record their own ideas. • Make their own symbols as part of a class score. 	<ul style="list-style-type: none"> • Perform long and short sounds in response to symbols. • Create long and short sounds on instruments. • Play musical phrases using graphical notation • Record their own ideas. • Make their own symbols as part of a class score. 	<ul style="list-style-type: none"> • Perform using notation as a support. • Recognise and play simple musical phrases using a variety of notation (i.e. graphical and staff notation)
Composition			
<ul style="list-style-type: none"> • Sing to self and make up simple songs. • Contribute to the creation of a class composition. • Basic skills development for composition in KS1 are to be found within 'Exploring sounds'. 	<ul style="list-style-type: none"> • Contribute to the creation of a class composition. • Basic skills development for composition in KS1 are to be found within 'Exploring sounds'. 	<ul style="list-style-type: none"> • Create textures by combining sounds in different ways. • Create music that describes contrasting moods/emotions. • Improvise simple tunes based on pentatonic scale. • Compose music in pairs and make improvements to their own work. • Create accompaniments to known songs. • Create descriptive music in pairs or small groups 	<ul style="list-style-type: none"> • Identify starting points or composing music. • Explore, select combine and exploit a range of different sounds to compose a soundscape. • Write lyrics to a known song; compose a short song to own lyrics based on everyday phrases. • Compose music in pairs/ individually using a range of stimuli, developing completed composition from musical ideas.
Performance skills			
<ul style="list-style-type: none"> • Begin to perform together and follow instructions that combine the musical elements. 	<ul style="list-style-type: none"> • Perform together and follow instructions that combine the musical elements. 	<ul style="list-style-type: none"> • Perform in different ways, exploring the way the performers are a musical resource. • Perform with awareness of different parts. 	<ul style="list-style-type: none"> • Present performances effectively with awareness of audience, venue and occasion.
Evaluating and appraising			
<ul style="list-style-type: none"> • Listen to own and others' work and discuss likes and dislikes. • Choose sounds and instruments carefully and make improvements to their own and others' work. 	<ul style="list-style-type: none"> • Choose sounds and instruments carefully and make improvements to their own and others' work. 	<ul style="list-style-type: none"> • Recognise how music can reflect different intentions. 	<ul style="list-style-type: none"> • Improve their work through analysis, evaluation and comparison.