

This document shows the Music learning journey for pupils from EYFS to Year 6.

Music

	National Curriculum – Early Learning Goals	Granular Knowledge	Greater Depth	Vocabulary
EYFS	<p>ELG 16 Exploring and using media and materials:</p> <ul style="list-style-type: none"> Children sing songs, make music and dance, and experiment with ways of changing them <p>ELG 17 Being imaginative:</p> <ul style="list-style-type: none"> They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories 	<ul style="list-style-type: none"> I can identify and distinguish environmental sounds I can begin to describe the sounds (e.g. loud, soft, high, low, fast, slow) I can make a range of sounds with my voice I can use my voice to speak/sing/chant I join in with singing I can make a range of sounds with instruments I can represent sounds pictorially I can begin to sequence sounds to create a rhythm or beat I can clap short rhythmic patterns I can say if I like or dislike a piece of music I can experiment with creating sounds with different instruments I can begin to express how music makes me feel 	<ul style="list-style-type: none"> I can repeat (short rhythmic and melodic) patterns I can begin to read pictorial representations of music (e.g. colour-coded bells, music story maps) I can identify reasons why I like some music more than others I can perform a rhythm 	
Year 1	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use their 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 	<ul style="list-style-type: none"> I can use my voice to speak, sing and chant I can make a sequence of sounds I can use instruments to perform I can clap short rhythmic patterns I can make different sounds with my voice I can repeat short rhythmic and melodic patterns I can follow instructions about when to play and sing I can make a sequence of sounds I can use instruments to perform I can make different sounds with instruments I can respond to different moods in music I can say whether I like or dislike a piece of music I can choose sounds to represent different things 	<ul style="list-style-type: none"> I can perform a rhythm to a steady pulse I can identify texture - listening for whether there is more than one sound at the same time I can identify musical structure in a piece of music (verse, chorus etc) I can give a reason for choosing an instrument 	<p>Singing, listening, composing, musicianship, pulse, beat, rhythm, pitch, chants, pentatonic songs, call and response, composer, period, style, sequence, rhythmic pattern, pitch pattern, combine, change, capture, beat, tuned instrument, untuned instrument, body percussion, ostinati,</p>

<p>Year 2</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use their 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 inter-related dimensions of music. 	<ul style="list-style-type: none"> • I know the names of some instruments • I know that some instruments belong to the percussion family • I can use my voice expressively and creatively by singing songs and speaking chants and rhymes • I can play tuned and untuned instruments musically • I can listen with concentration and understanding to a range of high-quality live and recorded music • I can experiment with and create sounds • I can combine sounds to create musical ensemble • I can say what I like and dislike about a piece of music 	<ul style="list-style-type: none"> • I can sing/play rhythmic patterns in contrasting dynamics; keeping to the pulse • I can use simple structures (e.g. repetition and order) in a piece of music • I know that phrases are where we breathe in a song • I can tell whether a change (e.g. pitch, tempo, dynamic, texture and timbre) is gradual or sudden and describe its effect 	<p>Pitch, dynamics,tempo,crescendo, decrescendo, pause, improvise, percussion, tuned and untuned, graphic symbols, dot notation, stick notation, beat, beat groupings, crotchet, quavers, crotchet rests, melodic phrases,</p>
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<p>Year 3</p>	<p>- pupils should be taught to:</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 • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 	<ul style="list-style-type: none"> • I know what a composition is • I can sing a tune with expression • I can play clear notes on instruments • I can use different elements in my composition • I can create repeated patterns with different instruments • I can improve my work; explaining how it has been improved • I can compose melodies and songs • I can create accompaniments for tunes • I can combine different sounds to create a specific mood or feeling • I can recognise the work of at least one famous composer • I can use musical words to describe a piece of music and compositions • I can use musical words to describe what I like and do not like about a piece of music 	<ul style="list-style-type: none"> • I can sing/play rhythmic patterns in contrasting tempo; keeping to the pulse • I can compose a simple piece of music that I can recall to use again • I can understand metre in 4 beats; then 3 beats • I can recognise changes in sounds that move incrementally and more dramatically • I can compare repetition, contrast and variation within a piece of music 	<p><u>Rhythm, metre, tempo:</u> downbeats, allegro, adagio, pulse, beat,</p> <p><u>Pitch and Melody:</u> high, low, rising, falling, pitch range do-so.</p> <p><u>Structure and form:</u> Call and response, question phrase, answer phrase, echo, ostinato</p> <p><u>Harmony:</u> Drone</p> <p><u>Texture:</u> Unison, layered, solo</p> <p><u>Dynamics and articulation:</u> Loud (forte), quiet (piano)</p>
<p>Year 4</p>	<p>Pupils should be taught to:</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 	<ul style="list-style-type: none"> • I can perform a simple part rhythmically • I can sing songs from memory with accurate pitch • I can improvise using repeated patterns • I can use notation to record and interpret sequences of pitches • I can use notation to record compositions in a small group or on my own • I can identify and describe the different purposes of music • I can begin to identify the style of work of Beethoven, Mozart and Elgar 	<ul style="list-style-type: none"> • I can use selected pitches simultaneously to produce simple harmony • I can explore and use sets of pitches, e.g. 4 or 5 note scales • I can show how I can use dynamics to provide contrast • I can identify how a change in timbre can change the effect of a piece of music • I can use selected pitches simultaneously to produce simple harmony 	<p><u>Rhythm, metre, tempo:</u> getting faster (accelerando) getting slower (rallentando) bar, metre</p> <p><u>Pitch and Melody:</u> Pentatonic scale, major and minor tonality, pitch range do-do.</p>

	<ul style="list-style-type: none"> listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations 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 	<ul style="list-style-type: none"> I know what rhythm is I can perform a simple part rhythmically I can improvise using repeated patterns I can use notation to record and interpret sequences of pitches I can use notation to record compositions in a small group or on my own I can identify the character in a piece of music I can identify and describe the different purposes of music I can explain why silence is often needed in music and explain what effect it has 	<ul style="list-style-type: none"> I can explore and use sets of pitches, e.g. 4 or 5 note scales I can show how I can use dynamics to provide contrast I can identify how a change in timbre can change the effect of a piece of music 	<p>Structure and form: Rounds and partner songs, repetition, contrast</p> <p>Harmony: Static, moving</p> <p>Texture: Duet, melody and accompaniment</p> <p>Dynamics and articulation: Getting louder (crescendo) getting softer (decrescendo) legato (smooth) staccato (detached)</p>
<p>Year 5</p>	<p>- Pupils should be taught to:</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 	<ul style="list-style-type: none"> I can breathe in the correct place when singing I can maintain my part whilst others are performing their part I can improvise within a group using melodic and rhythmic phrases I can change sounds or organise them differently to change the effect I can compose music which meets specific criteria I can use notation to record groups of pitches (chords) I can use my music diary to record aspects of the composition process I can choose the most appropriate tempo for a piece of music I know what a rhythmic phrase is I can describe, compare and evaluate music using musical vocabulary I can explain why I think music is successful or unsuccessful I can suggest improvement to my own work and that of others 	<ul style="list-style-type: none"> I can use pitches simultaneously to produce harmony by building up simple chords I can devise and play a repeated sequence of pitches on a tuned instrument to accompany a song Do I understand the relation between pulse and syncopated patterns I can identify (and use) how patterns of repetitions, contrasts and variations can be organised to give structure to a melody, rhythm, dynamic and timbre I can explain how tempo changes the character of music I can identify where a gradual change in dynamics has helped to shape a phrase of music 	<p>Rhythm, metre, tempo: Simple time, compound time, syncopation</p> <p>Pitch and Melody: Full diatonic scale in different keys do-do</p> <p>Structure and form: Ternary form, verse and chorus form, music with multiple sections</p> <p>Harmony: Triads, chord progressions</p> <p>Texture: Music in 3 parts, music in 4 parts.</p>

	<p>traditions and from great composers and musicians</p> <ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • I can contrast the work of a famous composer and explain my preferences 		<p><u>Dynamics and articulation:</u> Wider range of dynamics including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet)</p>
<p>Year 6</p>	<p>- Pupils should be taught to:</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 • 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. 	<ul style="list-style-type: none"> • I can sing in harmony confidently and accurately • I can perform parts from memory • I can take the lead in a performance • I can use a variety of different musical devices in my composition (including melody, rhythms and chords) • I know that music has a history • I can evaluate how the venue, occasion and purpose affects the way a piece of music is created • I can analyse features within different pieces of music • I can compare and contrast the impact that different composers from different times have had on people of that time • 	<ul style="list-style-type: none"> • I can perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the parts will fit together • I can show how a small change of tempo can make a piece of music more effective • I can use the full range of chromatic pitches to build up chords, melodic lines and bass lines • I can appraise the introductions, interludes and endings for songs and compositions I have created 	<p><u>Rhythm, metre, tempo,:</u> Simple time, compound time, syncopation</p> <p><u>Pitch and Melody:</u> Full diatonic scale in different keys do-do</p> <p><u>Structure and form:</u> Ternary form, verse and chorus form, music with multiple sections</p> <p><u>Harmony:</u> Triads, chord progressions</p> <p><u>Texture:</u> Music in 3 parts, music in 4 parts.</p> <p><u>Dynamics and articulation:</u> Wider range of dynamics including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet)</p>