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| ***Music Curriculum Skills*** | ***EYFS*** | ***KS1*** *Year 1 Year 2* | ***LKS2*** *Year 3 Year 4*  | ***UKS2 Year 5 Year 6***  |
| * To use their voices expressively and creatively by singing songs and speaking chants and rhymes.
* To play tuned and untuned instruments musically.
* To listen with concentration and understanding to a range of high-quality live and recorded music.
* To experiment with, create, select and combine sounds using the interrelated dimensions of music
 | **EAD (Being Imaginative)*****Early Learning Goal***• I can represent my own ideas, thoughts and feelings through music.***Exceeding statements***• I talk about the ideas and processes which have led me to make music.**EAD (Exploring and using media…)*****40-60 months***• I am beginning to build a repertoire of songs.• I explore the different sounds of instruments.***Early Learning Goal***• I can sing songs, make music and experiment with ways of changing them.  | **Performing**• I take part in singing songs, following the tune well.• I perform with others’, taking instructions from the leader.• I make and control long and short sounds using voices and instruments. | **Performing**• I can sing songs from memory with accurate pitch.• I sing in tune and pronounce words clearly• I can maintain a simple part within a group.• I play notes on instruments with care so they sound clear.• I perform with control and awareness of what others in the group are singing or playing. | **Performing**• I sing or play from memory with confidence.• I take turns to lead a group.• I sing or play expressively and in tune.• I perform showing expression.• I hold my part in a round.• I am confident in singing or playing solo.• I sing a harmony part confidently and accurately.• I maintain my own part with an awareness of what others are playing.• I play the more complex instrumental parts (e.g. xylophone, flute, recorder,violin, cello or clarinet with control). |
| **Composing**• I carefully choose sounds to achieve an effect (including use of ICT).• I can create short musical patterns.• I create a sequence of long and short sounds.• I create short rhythmic phrases.• I show control when playing musical instruments so that they sound as they should.• I use changes in pitch to communicate an idea.**Appraising**• I can identify the beat in music.• I recognise changes in timbre, dynamics and pitch. | **Composing**• I compose and perform melodies and songs (including use of ICT).• I recognise and create repeated patterns with a range of instruments.• I create accompaniments for my tunes.• I carefully choose, order, combine and control sounds with awareness of their combined effect.**Appraising**• I describe music using words such as duration, timbre, pitch, beat, tempo and texture• I use these words to identify where my music works well and how it can be improved.• I listen to several layers of sound and talk about the effect on the mood and feelings. | **Composing**• I demonstrate imagination and confidence in the use of sound.• I use ICT to organise my musical ideas.• I show thoughtfulness in selecting sounds and structures to convey an idea.• I create my own musical patterns.• I use a variety of different musical devices including melody, rhythms andchords.**Appraising**• I use my knowledge of cultural context and social meaning to enhance my owncompositions.• I appreciate harmonies and work out how drones and melodic ostinato are used to accompany singing.• I refine and improve my work. |
| **Applying**• I listen carefully and recall short rhythmic and melodic patterns.• I use my knowledge of dynamics, timbre and pitch to organize my music.• I know how sounds can be made and changed to suit a situation.• I make my own signs and symbols to make, record my music.• I know that music can be played or listened to for a variety of purposes. | **Applying**• I recognise how musical elements can be used together to compose music.• I know how many beats in a minim, crotchet and semibreve and I recognise their symbols.• I know the symbol for a rest in music and use silence for effect in my music.• I describe the different purposes of musicthroughout history and in other cultures.• I know that the sense of occasion affects the performance. | **Applying**• I know and use standard musical notation to perform and record my music.• I use my musical vocabulary to help me understand how best to combine musical elements.• I can quickly read notes and know how many beats they represent. |