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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 and  chords.  **Appraising**  • I use my knowledge of cultural context and social meaning to enhance my own  compositions.  • 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 music  throughout 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. |