

## **Music**

Music can change the way children feel, think and act. It brings together thought and feeling and allows children to express themselves.

The learning of music develops an awareness of musical traditions, from the past and present, in a variety of cultures and societies. This helps children understand themselves and relate to others, making links between the home, school and wider world. The teaching of music develops children's ability to listen and appreciate a wide variety of music and to make judgments about musical quality. It encourages active involvement in different forms of music making, both individual and together, developing a sense of group identity and togetherness.

EYFS: Expressive Arts and Design:

Expressive arts and design involves supporting children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role play, and design and technology.

Exploring and using media and materials:

Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Being imaginative:

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

All Key Stage One children receive Music lessons once a week from a specialist Music teacher.

Year 1 Music

Sounds Interesting - Exploring Sounds - identify different ways sounds can be made and changed; use and choose sounds confidently in response to a stimulus.

The Long and Short Of It - Exploring Duration - make and control long and short sounds using voices and instruments; work in partnership with another child to make a sequence of long and short sounds.

Feel the Pulse - Exploring Pulse and Rhythm - identify pulse in music; repeat and create short rhythmic phrases confidently.

Taking Off - Exploring Pitch - identify and control changes in pitch and use them expressively; create short melodic patterns; use changes in pitch expressively in response to a stimulus.

What's the Score? - Exploring Instruments and Symbols - identify and control a variety of sounds on musical instruments with confidence; perform with others; take account of musical instructions.

Rain, Rain, Go Away! - Exploring timbre, tempo and dynamics - carefully and confidently choose and order sounds to achieve an effect/image; recognise and use changes in timbre, tempo, pitch and dynamics.

## Year 2 Music

The Long and Short of It - Exploring Duration - make and control long and short sounds using voices and instruments; work in partnership with another child to make a sequence of long and short sounds.

Feel the Pulse - Exploring Pulse and Rhythm - identify pulse in music; repeat and create short rhythmic phrases confidently.

Taking Off - Exploring Pitch - identify and control changes in pitch and use them expressively; create short melodic patterns; use changes in pitch expressively in response to a stimulus.

What's the Score? - Exploring Instruments and Symbols - identify and control a variety of sounds on musical instruments with confidence; perform with others; take account of musical instructions.

Rain, Rain, Go Away! - Exploring timbre, tempo and dynamics - carefully and confidently choose and order sounds to achieve an effect/image; recognise and use changes in timbre, tempo, pitch and dynamics.

Sounds Interesting - Exploring Sounds - identify different ways sounds can be made and changed; use and choose sounds confidently in response to a stimulus.

## Year 3 Music

Animal Magic - Exploring Descriptive Sounds - recognise how musical elements can be used together to compose descriptive music; combine sounds with movement and narrative.

Play It Again - Exploring Rhythmic Patterns - recognise and create repeated patterns; perform with control of pace and awareness of what others are playing.

The Class Orchestra - Exploring Arrangements - sing in tune; maintain a simple part within an ensemble; work with several layers of sound and have an awareness of the combined effect.

Dragon Scales - Exploring Pentatonic Scales - compose and perform simple melodies and songs independently; create simple accompaniments for their tunes using drones and ostinati based on a given pentatonic scale with confidence.

Painting with Sound - Exploring Sound Colours - carefully choose, order, combine and control sounds with awareness of their combined effect; use sound to create more abstract images.

Salt Pepper Vinegar Mustard - Exploring Singing Games - sing and play a range of singing games; describe their musical characteristics; make up a singing game with words, actions and a strong sense of pulse, and teach it to other children.

## Year 4 Music

Play It Again - Exploring Rhythmic Patterns - recognise and create repeated patterns; perform with control of pace and awareness of what others are playing.

The Class Orchestra - Exploring Arrangements - sing in tune; maintain a simple part within an ensemble; work with several layers of sound and have an awareness of the combined effect.

Dragon Scales - Exploring Pentatonic Scales - compose and perform simple melodies and songs independently; create simple accompaniments for their tunes using drones and ostinati based on a given pentatonic scale with confidence.

Painting with Sound - Exploring Sound Colours - carefully choose, order, combine and control sounds with awareness of their combined effect; use sound to create more abstract images.

Salt Pepper Vinegar Mustard - Exploring Signals - sing and play a range of singing games; describe their musical characteristics; make up a singing game with words, actions and a strong sense of pulse, and teach it to other children.

Animal Magic - Exploring Descriptive Sounds - recognise how musical elements can be used together to compose descriptive music; combine sounds with movement and narrative.

#### Year 5 Music

Cyclic Patterns - Exploring Rhythm and Pulse - create rhythmic patterns with an awareness of timbre and duration; perform these confidently with a strong sense of pulse within simple cyclic patterns.

Roundabout - Exploring Rounds - hold my part in a 2 part round with confidence, and appreciate the effect of the harmonies produced; sustain a drone or melodic ostinato to accompany the singing.

Journey Into Space - Exploring Sound Sources - recognise and make creative use of the way sounds can be changed, organised and controlled (including using ICT); extend my sound vocabulary; combine sounds expressively.

Songwriter - Exploring Lyrics and Melody - create melodies with an understanding of the relationship between lyrics and melodies in song writing; create my own simple songs; perform songs in a way which reflects their meaning.

Stars Hide Your Fires - Performing Together - sing confidently and expressively with attention to dynamics and phrasing, with good intonation and a sense of occasion; play the simpler accompaniment parts on glockenspiel, bass drum or cymbals.

Who Knows? - Exploring Musical Processes - create music which reflects given intentions and uses notations as a support for creative work and performance; improvise and maintain my own part with awareness of the whole ensemble; describe and compare different kinds of music using musical vocabulary.

#### Year 6 Music

Roundabout - Exploring Rounds - hold my part in a 2 part round with confidence, and appreciate the effect of the harmonies produced; sustain a drone or melodic ostinato to accompany the singing.

Journey Into Space - Exploring Sound Sources - recognise and make creative use of the way sounds can be changed, organised and controlled (including using ICT); extend my sound vocabulary; combine sounds expressively.

Songwriter - Exploring Lyrics and Melody - create melodies with an understanding of the relationship between lyrics and melodies in song writing; create my own simple songs; perform songs in a way which reflects their meaning.

Cyclic Patterns - Exploring Rhythm and Pulse - create rhythmic patterns with an awareness of timbre and duration; perform these confidently with a strong sense of pulse within simple cyclic patterns.

Stars Hide Your Fires - Performing Together - sing confidently and expressively with attention to dynamics and phrasing, with good intonation and a sense of occasion; play the simpler accompaniment parts on glockenspiel, bass drum or cymbals.

Who Knows? - Exploring Musical Processes - create music which reflects given intentions and uses notations as a support for creative work and performance; improvise and maintain my own part with awareness of the whole ensemble; describe and compare different kinds of music using musical vocabulary.