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|  Being a Musician  |

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| Year Group | National Curriculum | Sticky Knowledge | Vocabulary | Skills |
| EYFS | * Children sing songs, make music and dance, and experiment with ways of changing them.
* Represent their own ideas, thoughts and feelings through music.

**30-50 Months – Exploring and using media and materials*** Sings a few familiar songs
* Beginning to move rhythmically
* Imitates movement in response to music
* Taps out single repeated rhythms
* Explores and learns how sounds can be changed

**30-50 Months – Being Imaginative*** Creates movement in response to music
* Sings to self and makes up simple songs

**40-60 Months – Exploring and using media and materials*** Begins to build a repertoire of songs and dances.
* Explores the different sounds of instruments
* Makes up rhythms
 | * Singing
* Creating their own music
* Listening and appreciating
* Playing an instrument
 | Pulse, rhythm, pitch | **Singing**I can learn to sing nursery rhymes and action songs**Creating their own music**I can use my voice to create soundsI can use classroom instruments to create music**Listening and appreciating**I can listen and respond to different styles of music**Playing an instrument**I can use classroom instruments to create musicI can learn to play instruments within a song |
| Y1 | * 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.
 | * Singing
* Creating their own music
* Listening and appreciating
* Playing an instrument
 | Pulse, rhythm, pitch,tempo, dynamics, timbre, texture, structure, notation, style | **Singing*** I can learn about voices, singing notes of different pitches (high and low).

● I can make different types of sounds with my voice – you can rap or say words in rhythm. ● I can start and stop singing when following a leader. **Creating their own music*** I can help to create a simple melody using one, two or three notes.
* I know how the notes of the composition can be written down and changed if necessary

**Listening and appreciating*** I can enjoy moving to music by dancing, marching, being animals or pop stars.

**Playing Instruments*** I can treat instruments carefully and with respect.
* I can play a tuned instrumental part with the song I perform.

● I can learn to play an instrumental part that matches a musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part).● I can listen to and follow musical instructions from a leader. |
| Y2 | * 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.
 | * Singing
* Creating their own music
* Listening and appreciating
* Playing an instrument
 | Pulse, rhythm, pitch,tempo, dynamics, timbre, texture, structure, notation, style | **Singing*** I can sing notes of different pitches (high and low).
* I can make different types of sounds with my voice –rap (spoken word with rhythm). I can find a comfortable singing position.
* I can start and stop singing when following a leader.

**Listening and appreciating*** I can enjoy moving to music by dancing, marching, being animals or pop stars.
* I know how songs can tell a story or describe an idea

**Playing Instruments*** I can treat instruments carefully and with respect.
* I can play a tuned instrumental part that matches a musical challenge, using one of the differentiated parts (a one-note, simple or medium part).
* I can play in time with a steady pulse.
* I can listen to and follow musical instructions from a leader.

**Creating their own music*** I can help create three simple melodies with the Units using one, three or five different notes.
* I know how the notes of the composition can be written down and changed if necessary.
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| Y3 | Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to: * 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
 | * Performing
* Composing
* Listening
* Use and understand (voices and instruments)
* Appreciate
* History of Music
 | Pulse, rhythm, pitch,tempo, dynamics, timbre, texture, structure, notation, style,  | **Singing*** I can sing in unison and in simple two-parts.
* I can demonstrate a good singing posture.
* I can follow a leader when singing.
* I enjoy exploring singing solo.
* I can sing with awareness of being ‘in tune’.
* I have an awareness of the pulse internally when singing.

**Performing*** I can choose what to perform and create a programme.
* I can communicate the meaning of the words and clearly articulate them.
* I can talk about the best place to be when performing and how to stand or sit.
* I can record the performance and say how I was feeling, what I was pleased with what I would change and why.

**Composing*** I can help to create at least one simple melody using one, three or five different notes.
* I can plan and create a section of music that can be performed within the context of the unit song. I can talk about how it was created.
* I can listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. I can record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)

**Listening and Appreciating*** I can confidently identify and move to the pulse.
* I can think about what the words of a song mean.
* I can take it in turn to discuss how the song makes them feel.
* I can listen carefully and respectfully to other people’s thoughts about the music

**Use and understand voices and instruments*** I can treat instruments carefully and with respect. I can play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation.
* I can rehearse and perform my part within the context of the Unit song.
* I can listen to and follow musical instructions from a leader.
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| Y4 | Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to: * 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
 | * Performing
* Composing
* Listening
* Use and understand (voices and instruments)
* Appreciate
* History of Music
 | Pulse, rhythm, pitch,tempo, dynamics, timbre, texture, structure, notation, style | **Singing*** I can sing in unison and in simple two-parts.
* I can demonstrate a good singing posture.
* I can follow a leader when singing.
* I enjoy exploring singing solo.
* I can sing with awareness of being ‘in tune’.
* I can rejoin the song if lost.
* I can listen to the group when singing.

**Performing*** I can choose what to perform and create a programme.
* I can present a musical performance designed to capture the audience.
* I can communicate the meaning of the words and clearly articulate them.
* I can talk about the best place to be when performing and how to stand or sit.
* I can record the performance and say how I was feeling, what I was pleased with what I would change and why.

**Composing*** I can help create at least one simple melody using one, three or all five different notes.
* I can plan and create a section of music that can be performed within the context of the unit song.
* I can talk about how it was created.
* I can listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.
* I can record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).

**Listening and Appreciating*** I can confidently identify and move to the pulse.
* I can talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics).
* I can talk about the music and how it makes me feel.
* I can listen carefully and respectfully to other people’s thoughts about the music.
* I can musical words.
* I can appreciate and understand a wide range of music from different traditions, cultures and musicians
* I can recognise silence in music and explain why it is needed and the effect it has.
* I can identify and describe the different purposes of music
* I can begin to identify the style of a particular composer

**Use and understand voices and instruments*** I can treat instruments carefully and with respect. I can play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation.
* I can rehearse and perform my part within the context of the Unit song.
* I can listen to and follow musical instructions from a leader.
* I can experience leading the playing by making sure everyone plays in the playing section of the song.
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| Y5 | Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to: * 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
 | * Performing
* Composing
* Listening
* Use and understand (voices and instruments)
* Appreciate
* History of Music
 | Pulse, rhythm, pitch,tempo, dynamics, timbre, texture, structure, notation, style, | **Singing*** I can sing in unison and using backing vocals.
* I enjoy exploring singing solo.
* I can listen to the group when singing.
* I can demonstrate a good singing posture.
* I can follow a leader when singing.
* I can experience rapping and solo singing.
* I can listen to others and be aware of how I fit into the group.
* I can sing with awareness of being ‘in tune’, breathing, diction, phrasing and pitch control.

**Composing*** I can create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.
* I can explain the keynote or home note and the structure of the melody. I can listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.
* I can record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).

**Listening and Appreciating*** I can identify and move to the pulse with ease.
* I can think about the message of songs.
* I can compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.
* I can listen carefully and respectfully to other people’s thoughts about the music.
* I can use musical words.
* I can talk about the musical dimensions working together in the Unit songs.
* I can talk about the music and how it makes me feel.
* I can describe, compare and evaluate music saying if it is successful or unsuccessful using musical vocabulary
* I can compare the work of 2 famous composers and explain preferences
* I can appreciate and understand a wide range of music from different traditions, cultures and musicians.

**Use and understand voices and instruments*** I can play a musical instrument with the correct technique within the context of the Unit song.
* I can select and learn an instrumental part that matches a musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.
* I can rehearse and perform my part within the context of the Unit song.
* I can listen to and follow musical instructions from a leader.
* I can lead a rehearsal session.
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| Y6 | Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to: * 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
 | * Performing
* Composing
* Listening
* Use and understand (voices and instruments)
* Appreciate
* History of Music
 | Pulse, rhythm, pitch,tempo, dynamics, timbre, texture, structure, notation, style | **Singing*** I can sing confidently in tune with awareness of breathing, diction, phrasing and pitch control
* I can sing in 2-3 parts with instrumental accompaniment
* I can sing showing expressive control of the musical elements

**Composing*** I can improvise and compose music for a range of purposes and linked to a theme.
* I can compose music that meets a specific requirement and record using notation and a variety of instruments including technology

**Listening and Appreciating*** I can identify and move to the pulse with ease.

● I can think about the message of songs. ● I can compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. ● I can listen carefully and respectfully to other people’s thoughts about the music. ● I can use musical words when talking about the songs. ● I can talk about the musical dimensions working together in the Unit songs. ● I can talk about the music and how it makes me feel, using musical language to describe the music.* I can listen with attention to detail and recall sounds with aural memory
* I can appreciate and understand a wide range of music from different traditions, cultures and musicians
* I can accurately recall and describe music listened to
* evaluate how the occasion, setting, purpose and time affects the way music is created
* I can compare and contrast the impact of music on the time periods studied in history

**Use and understand instruments*** I can play untuned and tuned percussion with confidence and musicality
* I can perform using musical notation
* I can perform in parts and maintain own part
* I can take the lead in a joint piece
* I am beginning to use chords, melody and rhythms in composition
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