



Meriden C of E Primary School - National Curriculum Music by Year Group

| Foundation Stage | <p><u>ELG</u></p> <p>Children sing songs, make music and dance, and experiment with ways of changing them.</p> <p>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.</p> | | | <p><u>Skills from 40-60 months (Development matters)</u></p> <p><u>Exploring and using media and materials</u></p> <ul style="list-style-type: none"> Begins to build a repertoire of songs and dances. Explores the different sounds of instruments. <p><u>Being imaginative</u></p> <ul style="list-style-type: none"> Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences | | |
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| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Singing | <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <ul style="list-style-type: none"> sing in tune; maintain a simple part within an ensemble; | <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <ul style="list-style-type: none"> sing and play a range of singing games; with help, make up a singing game with words and actions, and perform it to other children | <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <ul style="list-style-type: none"> work with several layers of sound and have an awareness of the combined effect follow the contour of the melody when singing; play with some sense of the pulse; perform with awareness of other performers 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 independently, make up a singing game with words and actions, and perform it to other children | <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <ul style="list-style-type: none"> maintain a more complex part with awareness of how the different parts fit together and achieve the overall intended effect; make up a singing game with words, actions and a strong sense of pulse and melody, | <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <ul style="list-style-type: none"> sing confidently and expressively with attention to dynamics and phrasing, with good intonation and a sense of occasion; sing confidently and expressively, following the shape of the melody | <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <ul style="list-style-type: none"> sing the harmony part confidently and accurately; |
| Playing | <p>Play tuned and untuned instruments musically.</p> <ul style="list-style-type: none"> identify and control a variety of sounds on musical instruments with confidence; | <p>Play tuned and untuned instruments musically.</p> <ul style="list-style-type: none"> suggest how different sounds can be organised; make | <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> | <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> | <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> | <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> |



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| | <ul style="list-style-type: none"> perform with others; take account of musical instructions identify ways in which sounds are made and changed; follow instructions | improvements to their own work; direct others | | <ul style="list-style-type: none"> use tuned and untuned percussion instruments with some accuracy | <ul style="list-style-type: none"> accompany with tuned and untuned percussion | <ul style="list-style-type: none"> play the simpler accompaniment parts on glockenspiel, bass drum or cymbal hold their part in a two-part round with confidence, and appreciate the effect of the harmonies produced; sustain a drone or melodic ostinato to accompany the singing hold their part in a two-part round with support; sustain a simple drone to accompany the singing | <ul style="list-style-type: none"> hold their part in a two-part round, singing solo and in a small group; appreciate the harmonies produced and work out drones and melodic ostinati and use them to accompany the singing play the more complex instrumental parts, eg xylophone, flute/recorder, violin, cello or clarinet, with rhythmic and dynamic control |
| Listening | <p><i>Listen with concentration and understanding to a range of high-quality live and recorded music.</i></p> <ul style="list-style-type: none"> identify different ways sounds can be made and changed; use and choose sounds confidently in response to a stimulus begin to focus their listening and recognise and control how sounds can be made louder, quieter, faster and slower | <p><i>Listen with concentration and understanding to a range of high-quality live and recorded music.</i></p> <ul style="list-style-type: none"> carefully choose sounds and instruments and suggest how they should be used and played | | <p><i>Listen with attention to detail and recall sounds with increasing aural memory.</i></p> <ul style="list-style-type: none"> perform with control of pulse and awareness of what others are playing by listening | <p><i>Listen with attention to detail and recall sounds with increasing aural memory.</i></p> <ul style="list-style-type: none"> perform with increasing control of pulse and awareness of what others are playing by listening more carefully | <p><i>Listen with attention to detail and recall sounds with increasing aural memory.</i></p> <ul style="list-style-type: none"> show an awareness of timbre and duration but need help in feeling the cyclic patterns and creating rhythmic patterns identify and feel the cyclic patterns; | <p><i>Listen with attention to detail and recall sounds with increasing aural memory.</i></p> <ul style="list-style-type: none"> awareness of how the different parts fit together through acute listening |



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| Creating | <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <ul style="list-style-type: none"> make and control long and short sounds using voices and instruments; work in partnership with another child to create a sequence of long and short sounds make and control long and short sounds using voices and instruments; create a sequence of long and short sounds with help identify pulse in music; repeat and create short rhythmic phrases confidently recognise and respond to changes in tempo (speed of the pulse) carefully and confidently choose and order sounds to achieve an effect/image; recognise and use changes in timbre, tempo, pitch and dynamics make strong contrasts in sounds, but will need help to control more subtle changes | <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <ul style="list-style-type: none"> make and control long and short sounds using voices and instruments; work in a small group of children to compose, perform and record extended sequences involving sounds of varying duration create and control rhythmic patterns with a strong sense of pulse; set a tempo for others to follow make subtle changes in sounds; recognise how sounds can be combined to create a wider range of sounds; make suggestions for improving work | <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <ul style="list-style-type: none"> combine sounds with movement and narrative. recognise some descriptive uses of the elements; create descriptive music, eg based on animals, that uses a sequence of sounds (often sound effects), movement and words recognise and create repeated patterns; put rhythmic patterns together with some help; recognise rhythmic patterns recognise how patterns fit together; compose and perform simple melodies and songs independently; create simple accompaniments for their tunes using drones and melodic ostinati based on a given pentatonic scale with confidence compose and perform simple melodies and songs; make up accompaniments using drones and melodic ostinati based on a given pentatonic scale with some help | <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <ul style="list-style-type: none"> perform, create and maintain their own rhythmic patterns confidently in time with the other parts; make effective use of the silent beats work in groups of three to four to extend their ideas into longer pieces of music with several layers of sounds. select the notes of a pentatonic scale and use them to compose the words and melody for a short song; add simple pentatonic accompaniments to their song create compositions that use a wide variety of sound colours and make subtle adjustments to achieve the intended effect; explore how sounds can be used abstractly | <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <ul style="list-style-type: none"> create rhythmic patterns recognise and make creative use of the way sounds can be changed, organised and controlled (including using ICT); extend their sound vocabulary; combine sounds expressively create carefully chosen sounds and linear sequences of sound create melodies with an understanding of the relationship between lyrics and melody in song writing; create their own simple songs; perform songs in a way that reflects their meaning show an awareness of the relationship between lyrics and melody; create and perform melodies with some help | <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <ul style="list-style-type: none"> create more complex patterns; maintain their own part demonstrate musical sensitivity in selecting sounds and structures in relation to the intended effect; refine and improve their work; demonstrate imagination and confidence in the use of sound; take advantage of ICT equipment where available |
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| | | | | <ul style="list-style-type: none"> carefully choose, order, combine and control sounds with awareness of their combined effect; use sound to create more abstract images describe different moods and extend their range of sound vocabulary; make sound effects, rather than create images | | | |
| Understanding | | | | <p><i>Use and understand staff and other musical notations.</i> <i>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</i> <i>Develop an understanding of the history of music.</i></p> <ul style="list-style-type: none"> recognise how musical elements can be used together to compose descriptive music | <p><i>Use and understand staff and other musical notations.</i> <i>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</i> <i>Develop an understanding of the history of music.</i></p> <ul style="list-style-type: none"> suggest ways in which the piece can be improved and developed; help others to develop their ideas analyse and describe the musical characteristics of popular singing games; | <p><i>Use and understand staff and other musical notations.</i> <i>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</i> <i>Develop an understanding of the history of music.</i></p> <ul style="list-style-type: none"> create melodies with an understanding of the relationship between lyrics and melody in song writing; create their own simple songs; perform songs in a way that reflects their meaning show an awareness of the relationship between lyrics and melody; create and perform melodies with some help | <p><i>Use and understand staff and other musical notations.</i> <i>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</i> <i>Develop an understanding of the history of music.</i></p> <ul style="list-style-type: none"> show an understanding of how lyrics can reflect the cultural context and have social meaning; use this knowledge to enhance their own compositions and performances |