

Skills overview Music

<u>Listen and Appraise</u>	<u>Singing</u>	<u>Playing instruments</u>	<u>Improvisation</u>	<u>Composition</u>	<u>Perform and Share</u>
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Area	Year N	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listen and Appraise		<p>Enjoys joining in with dancing and ring games</p> <p>Explores the different sounds of instruments</p>	<p>Listen to music with sustained concentration</p> <p>Find the pulse whilst listening to music and using movement</p> <p>Discuss feelings and emotions linked to different pieces of music</p> <p>Begin to understand that the rhythm is a mixture of long and short sounds that happens over a pulse</p>	<p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Build an understanding of the pulse and internalise it when listening to a piece of music</p> <p>Begin to describe a piece of music using a developing understanding of the</p>	<p>Listen with direction to a high range of quality music</p> <p>Confidently recognise a range of musical instruments</p> <p>Find the pulse within the context of different songs/music with ease</p> <p>Begin to listen to and recall sounds with increasing aural memory</p>	<p>Confidently recognise a range of musical instruments and the different sounds they make</p> <p>Confidently recognise and explore a range of musical styles and traditions and know their basic style indicators</p> <p>Use musical language to appraise a piece or style of music</p>	<p>Develop an increasing understanding of the history and context of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p>	<p>Develop a deeper understanding of the history and context of music</p> <p>Appropriately discuss the dimensions of music and recognise them in music heard</p> <p>Listen with attention to detail and recall sounds and increasing aural memory and accuracy</p> <p>Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great</p>

			<p>Use the correct musical language to describe a piece of music</p> <p>Understand that pitch describes how high or low sounds are</p> <p>Understand that tempo describes how fast or slow the music is</p>	<p>interrelated musical dimensions</p> <p>Develop an understanding of melody, the words and their importance in the music being listened to</p>				composers and musicians
Singing	Joins in singing favourite songs	Sings a few familiar songs	<p>Learn and perform chants, rhythms, raps and songs</p> <p>Learn to follow the conductor or band leader</p> <p>Sings songs musically and understand how to warm up and project the voice whilst demonstrating good posture</p>	<p>Use his/her voice expressively and creatively by singing songs and speaking chants and rhymes with growing confidence</p> <p>Develop an understanding of melody, the words and their importance in the music being listened to</p>	Sings songs with multiple parts with increasing confidence	Sings songs with multiple parts with increasing confidence	Sing as part of an ensemble with increasing confidence and precision	sing as part of an ensemble with full confidence and precision

				Sing a song in two parts				
Playing instruments	Creates sounds by banging, tapping, shaking or blowing	Taps out simple repeated rhythms Explores and learns how sounds can be changed	Recognise different instruments Listen to, copy and repeat a simple rhythm or melody	Understands that timbre describes the layers within the music Use tuned and untuned classroom percussion to play accompaniments and tunes Play instruments using the correct techniques with respect	Play and perform in a solo or ensemble contexts with confidence	Develop an understanding of formal, written notation which includes minims and quavers	Use and develop an understanding of formal, written notation which includes stave, semibreves and dotted crotchet	Play and perform in solo or ensemble contexts and increasing accuracy, control, fluency and expression Deepen an understanding and use of formal, written notation which includes stave, semibreves and dotted crotchets
Improvisation	Imitates and improvises actions he/she has observed, e.g clapping or waving	Sings songs, makes music and dances, and experiments with ways of changing them	Listen to, copy and repeat a simple rhythm or melody	Improvise a simple rhythm using different instruments including voice Use tuned and untuned			Understand how pulse, rhythm and pitch work together Improvise with increasing confidence using	Improvise and compose music for a range of purposes using the inter-related dimensions of music

				percussion to compose and improvise			own voice, rhythms and varied pitch	
Composition				<p>Understand that texture describes the layers within music</p> <p>Understand that structure describes how different sections of music are ordered</p> <p>Use tuned and untuned percussion to compose and improvise</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music</p>	Understand that composition is when a composer writes down and records a musical idea	Develop an understanding of formal, written notation which includes minims and quavers	Compose complex rhythms from an increasing aural memory	<p>Create a simple composition and record using formal notation</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p>

				Develop an understanding of formal written notation which includes crotchets and rests				
Perform and Share	Joins in singing favourite songs	<p>Learn to follow the conductor or band leader</p> <p>Listen to, copy and repeat a simple rhythm or melody</p> <p>Learn and perform chants, rhythms, raps and songs</p>	Practise, rehearse and present performances to audiences with a growing awareness of the people watching	Play and perform in a solo or ensemble contexts with confidence	Play and perform in solo or ensemble contexts with increasing confidence	Play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression	Play and perform in solo or ensemble contexts and increasing accuracy, control, fluency and expression	