



**Reception**

FOCUS: *Exploring the Voice, Sounds and Movement*

**EYFS OUTCOMES:** *Children will be able to: explore how to use voice and bodies to make sounds; perform songs, rhymes and stories with others (with actions); move to a beat; listen attentively; talk about music, express feelings and responses; explore and engage in music making and movement; perform action songs in solo or in groups.*

- Explore using the voice to make a variety of sounds.
- Encourage confidence to sing and explore.
- Sing a range of well-known nursery rhymes and songs.
- Sing in a group/on own, increasingly matching pitch; following melody.
- Explore beat and sound through body movement.
- Tap a steady beat to a song and copy a simple rhythm.
- Learn about beat (heartbeat- constant/steady pulse you can hear/feel throughout song) and tempo (speed of music), learn to recognise and react to differing speeds.
- Listen, move to, and describe sounds, expressing feelings and responses.
- Explore body percussion/instruments to make variety of sounds.
- Begin to follow a sound score and understand simple symbols.

**VOCAB:** Beat, heartbeat, music, voice, sound, rhythm, action songs, whisper, speaking, singing, song, hands, knees, toe, feet, stomp, body percussion, instrumental sounds, whisper, loud, louder, soft, softer, high, higher, low, lower, fast, slow, claves, drum, shaker, tambourine, warm up.

**Year 1**

FOCUS:  
*Exploring Sound: Rhythm, Pulse and Musical Vocabulary.*

**Year 1 OUTCOMES.** *Children will be able to: use voices expressively and creatively by singing songs, speaking chants and rhymes; play untuned instruments musically; listen with concentration/understanding to a range music; experiment with, select, and combine sounds using musical elements: tempo, dynamics, pitch, timbre, texture, and structure.*

- Use voice and body percussion to make music.
- Use voice expressively to speak and chant.
- Sing the overall shape of a melody whilst keeping in time.
- Keep a steady beat (pulse) during songs and other music- clapping and using untuned percussion; changing the tempo (speed) when needed.
- Play an instrument in time to music and play on the beat/pulse.
- Create different sounds, using percussion.
- Listen to and repeat short rhythmic patterns, using body percussion and transferring to percussion.
- Copy and create rhythms based on word patterns.
- Combine instrumental and vocal sounds within a given structure.
- Know what a pulse/beat is and that can get faster or slower (tempo).
- To learn the musical vocabulary: pulse, rhythm, dynamics, pitch and tempo and explain what they are.
- Clap the rhythm of their name/know how many sounds are in their name.
- Develop 'thinking voice' by internalising the pulse when listening to music.
- Understand the difference between beat and rhythm.
- Start and stop at the right time during a performance.
- Listen and respond to other performers by playing as part of a group.
- Select and create short sequences of sound with voices to represent a given idea or character.

**Greater Depth:** clap the rhythm of their name in time when it was their turn; sing the melody accurately; clap and sing at the same time, respond to tempo changes; make up rhythms without a verbal stimulus (i.e. not based on words); make suggestions for how add tempo/timbre to group piece.

	<p><b>VOCAB:</b> Beat, heartbeat, pulse, rhythm, syllables, tempo (speed), sing, song, chant, clap, copy, body percussion, loud, louder, soft, softer (dynamics); high, higher, low, lower (pitch); fast, slow (tempo), layers, claves, instrument, in time, percussion instrument, perform, play, warm up.</p>
<p><b>Year 2</b></p> <p><i>FOCUS: Call and Response; Musical Me</i></p>	<p><b>Year 2 OUTCOMES. Children will be able to:</b> <i>use voices expressively (correct pitch) when singing; use tempo and dynamics in composition; play in time with their group; use instruments appropriately; sing/play a call and response; perform composition using body percussion.</i></p> <ul style="list-style-type: none"> <li>• Clap the rhythm of their name/know how many sounds are in their name.</li> <li>• Sing back the melody line in time and at the correct pitch, while playing instrument at the same time.</li> <li>• Use voices expressively when singing, including the use of basic dynamics (loud and quiet).</li> <li>• Play/sing/chant a call and response role in time with another pupil and as a group with or without actions and create rhythms based on call and response.</li> <li>• Play, sing or chant in time with their group.</li> <li>• Listen to and repeat a short, simple melody by ear.</li> <li>• Copy long and short rhythmic patterns using body percussion/untuned percussion instruments, keeping a steady pulse and in time with music.</li> <li>• Create short and longer sequences of sound with voices or instruments to represent a given idea or character.</li> <li>• Describe the dynamics of music.</li> <li>• Add dynamics (volume) and tempo (speed) to a structure of rhythms.</li> <li>• Use instruments appropriately.</li> <li>• Use graphic notation to represent the details of their composition.</li> <li>• Perform their composition: either on instruments or body percussion, staying in time with group.</li> <li>• Suggest improvements to their own and others' work.</li> <li>• Listen to and recognise instrumentation.</li> <li>• Begin to use musical vocabulary to describe music.</li> </ul> <p><b>Greater Depth:</b> appraise someone else's work using music vocabulary; lead group with ideas to improve performance; lead a chant or call and response with confidence; repeat one rhythm repeatedly without adult support; sing a solo/in a small group; perform with confidence and dynamics.</p> <p><b>VOCAB:</b> beat, pulse, rhythm, tempo (speed), timbre (different types of sound), dynamics (volume), tempo (speed), call and response, structure, chant, song, body percussion, untuned percussion, layers of sound, perform, actions, backing track, beat, composition, copy, in time, performance, warm up.</p>
<p><b>Year 3</b></p> <p><i>FOCUS: Developing Singing Technique and Ballads.</i></p>	<p><b>Year 3 OUTCOMES. Children will be able to:</b> <i>sing songs in a variety of musical styles with accuracy, control and incorporate actions; layer body percussion and untuned percussion to create a composition; perform a ballad using actions and awareness of style; recognise notation by sight (crochets, and quavers); use graphic scores and perform accurately to create a composition; compare and contrast pieces of music.</i></p> <ul style="list-style-type: none"> <li>• Sing as a team, following the lyrics on screen with awareness of part.</li> <li>• Sing songs in a variety of musical styles with accuracy and control (in time and in tune), demonstrating developing vocal technique.</li> <li>• Explore how actions can impact performance.</li> <li>• Copy long and short rhythmic patterns using body percussion/untuned percussion instruments, keeping a steady pulse and in time with music.</li> <li>• Follow a score (graphic and rhythms) when playing untuned percussion/using body percussion, layering sounds to create a composition.</li> </ul>

- Recognise rests, crotchets, and quavers by sight.
- Improvise, using a given theme.
- Perform a ballad, following the tune, using actions.
- Know that a ballad tells a story through song and that lyrics are the words of a song.
- Compose a piece of music with voices and/or instruments.
- Join in with performances confidently, and reasonably in time and tune.
- Make suggestions for improving performance.
- Begin to use musical vocabulary when discussing improvements to their own and others' work.
- Describe a piece of music, referring to the musical elements.

**VOCAB:** ballad, ensemble, compose, chorus, dynamics, emotions, instrumentals, lyrics, melody, performance, pop songs, rehearse, solo, tune, verse, volume (dynamics), beat, pulse, rhythm, tempo (speed), chant, body percussion, score, high, higher, low, lower (pitch); timbre (different types of sounds), layers, claves, instrument, in time, body percussion, call and response, crotchet, quaver, layer, pulse, notation, warm-up.

**Greater Depth:** use musical vocabulary to describe both the music of the song and the features of the performance that need improving; explain how the features of a ballad conveys a message; sing with expression, conveying the meaning of the song as well as adding appropriate actions to help tell the story; consistently sing and move in time and in tune; recognise crotchets and quavers.

#### Year 4

**FOCUS:** Voice Works; Improvisation and Layers of Sound.

**Year 4 OUTCOMES. Children will be able to:** *identify the structure of a piece of music; know when there is one layer in a piece of music and when there are two or three; play a sequence in correct order and in time; play two contrasting rhythms/melodies together; sing with accuracy, control, expression and fluency; improvise and compose music using the Musical Elements; compare and contrast pieces of music from different eras.*

\*Sing longer songs in a variety of musical styles with accuracy, control, fluency, and developing breath control and sense of expression; including control of subtle dynamic changes.

\*Sing and play in time (body percussion/instruments) with peers with accuracy and awareness of their part in the group performance.

\*Work in pairs to practice chant (using body percussion), personalising sequence. Create musical rhythms using body percussion, including syncopated with control.

\*Begin to improvise musically within a given style – using musical elements.

\*Compose piece of music/ostinato (repeating pattern) with voices, body percussion, and instruments. Improve and perform, taking on board suggestions from other groups; using dynamics and tempo change.

\*Create a piece of music/simple patterns with at least one, two and three different layers and a clear structure, using untuned/tuned percussion.

\*Record rhythm using symbols or words (on a score).

\*Listen with attention to detail and explain how a piece of music makes them feel with use of musical terminology.

\*Revisit/learn and understand the 7 elements of music (tempo, dynamics, pitch, texture, timbre, structure, and duration) during the year.

\*Suggest improvements to others' work, using musical vocabulary.

**VOCAB:** clapping, clicking, body percussion, tempo, rhythm, beat, boom, structure, texture, contrast, pitch, higher, lower, texture, ostinato, dynamics, solo, sing, chant, song, timbre, layers, claves, in time, call and response, warm-up, crotchet, minim, quaver, layer, pulse, notation, warm-up, combine, compose, layers, organisation, melody line, pitch, tune, tuned percussion, improvise.

	<p><b>Greater Depth:</b> able to identify how many layers in each short section; contrast rhythms played in time with each other with some attention to each other’s performances; create in pairs two melodies that complement each other; composition has interesting structure, texture and use of dynamics; create longer ostinato pattern; naturally coming forward to take an active role as leader.</p>
<p><b>Year 5</b></p> <p><u>FOCUS:</u> <i>Composition Notation, Body and Tuned Percussion and Improvisation.</i></p>	<p><b>Year 5 OUTCOMES. Children will be able to:</b> <i>sing in time and in tune with others; identify structure of a piece of music; improvise own piece; perform with confidence and in time with others; engage in discussion about a piece of music using varied vocabulary; compose and play a melody/ rhythmic pattern using graphic notation; contribute to the group performance and composition; compare and contrast pieces of music from different eras.</i></p> <ul style="list-style-type: none"> <li>*Sing songs in two or more parts, in a variety of musical styles; with accuracy (in tune), fluency, control and expression.</li> <li>*Identify structure of a piece of music and match to non-standard notation.</li> <li>*Explore and use different forms of notation;</li> <li>*Perform with accuracy and fluency from graphic and simple staff notation.</li> <li>*Represent the features of a piece of music using graphic notation, justifying their choices with reference to musical vocabulary.</li> <li>*Improvise musically within a given style – using musical elements.</li> <li>*Recognise note lengths.</li> <li>*Know that notes can go either on or between the lines.</li> <li>*Work as a group to perform a piece of music using the musical elements according to a graphic score, keeping in time.</li> <li>*Combine rhythmic patterns (ostinato) into a multi-layered composition, using the 7 Elements of Music to add musical interest (over the year).</li> <li>*Improvise coherently within a given style.</li> <li>*Describe, compare and contrast music, referring to the musical elements.</li> <li>*To revisit/learn and understand the following Elements of Music (tempo, dynamics, pitch, texture, timbre, structure and duration) during the year.</li> <li>*Suggest and demonstrate improvements to own and others’ work.</li> </ul> <p><b>VOCAB:</b> compose, chorus, tempo, dynamics, pitch, texture, timbre, structure, duration, emotions, lyrics, melody, performance, solo, tune, verse, beat, pulse, rhythm, chant, body percussion, tuned/untuned percussion, score, stave, notation, harmonies, repeating, unison, chords, round, claves, instrument, in time, call and response, crotchet, minim, quaver, layer, pulse, notation, warm-up.</p> <p><b>Greater Depth:</b> use musical vocabulary to describe song and performance features that need improving; improvise and record on graphic score which can be interpreted by others; begin to read stave notation; take a leadership role within group.</p>
<p><b>Year 6</b></p> <p><u>FOCUS:</u> <i>Dynamics, Pitch, Texture and Timbre.</i></p>	<p><b>Year 6 OUTCOMES. Children will be able to:</b> <i>engage in discussion about the a piece of music using varied vocabulary in response to what they hear; take the role of conductor or follow a conductor; compose using all 7 Music Elements; sing in two or more parts securely; perform rhythms confidently on their own or in a group; compare and contrast pieces of music from different eras.</i></p> <ul style="list-style-type: none"> <li>*Revisit/learn and understand the 7 elements of music (tempo, dynamics, pitch, texture, timbre, structure, and duration) during the year.</li> <li>*Sing songs in two or more secure parts from memory, with accuracy, fluency, control, and expression.</li> <li>*Identify the way that features of a song can complement one another to create a coherent overall effect.</li> <li>*Stay in time with pulse (beat) while performing complex rhythms using body percussion.</li> </ul>

\*In a group, perform a piece of music, adjusting Elements of Music as required, keeping in time with others and communicating.

\*Improvise musically within a given style – using musical elements.

\*Compose a multi-layered piece of music using voices, bodies and instruments; performing rhythms confidently.

\*Create a graphic score to represent sounds and perform it with accuracy.

\*Represent changes in pitch, dynamics and texture using graphic notation, justifying choices with reference to musical vocabulary.

\*Use teamwork to create a group composition featuring changes in texture, dynamics, and pitch.

\*Perform a solo or take a leadership role within a performance.

\*Describe a piece of music, referring to the musical elements.

\*Appraise the work of a classical composer (Felix Mendelssohn), giving opinions on the music heard.

\*Engage in discussion about the sounds of an orchestral piece.

\*Identify the sounds of different instruments and discuss sounds.

\*Constructively critique own/others' work, using musical vocabulary (to include composers, etc).

**VOCAB:** structure, texture, contrast, pitch, higher, lower, tempo, ostinato (repeating pattern), dynamics, solo, sing, chant, song, timbre, layers, compose, performance, rehearse, tune, beat, pulse, rhythm, tempo, body percussion, score, claves, in time, body percussion, call and response, crotchet, minim, quaver, notation, conductor, improvisation, notation, graphic score, teamwork.

**Greater Depth:** describe sounds using instrument names, using a broad range of vocabulary in their response; experiment with different ways of making the pitch or dynamics change; confidently lead the group as conductor; encourage to make more complex changes in composition; maintain pulse when the class split into two groups; singing with good phrasing and good breath control;