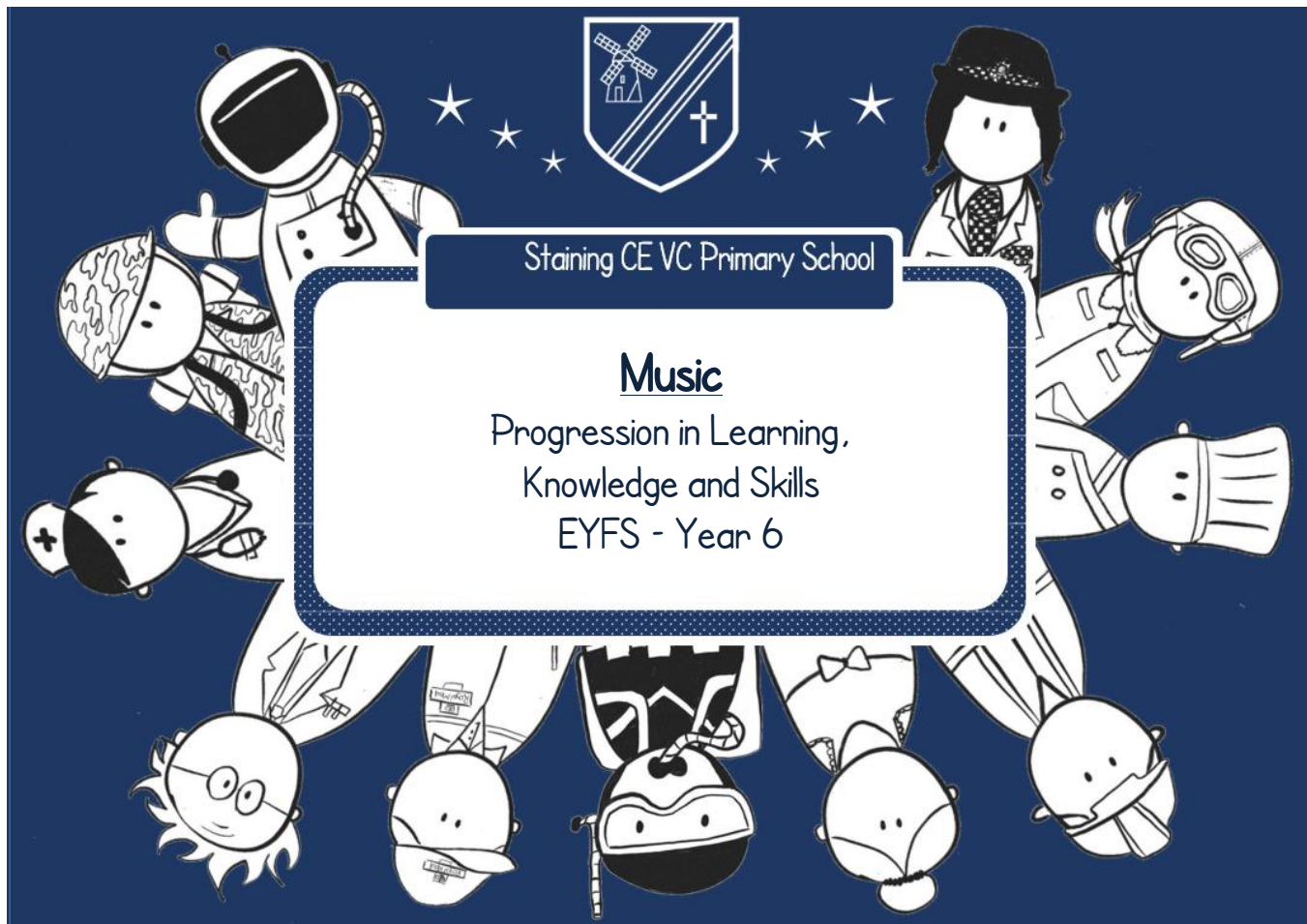




EYFS		
3-4 year olds	Reception	ELG
CLL: Sing a large repertoire of songs. Literacy: Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word EAD: Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas	CLL: Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. EAD: Explore, use and refine a variety of artistic effects to express their ideas and feelings. Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups.	EAD: Sing a range of well-known nursery rhymes and songs Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Early Learning Goals

Communication and Language

Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Understanding the World

Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Personal, Social and Emotional Development

Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Expressive Arts and Design

Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Mathematics

Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subtract (concrete) quantities without counting up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns

- Verbally count beyond 20, repeating the pattern of the counting system.
- Compare quantities up to 10 in different contexts, explaining when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Physical Development

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Literacy

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonics knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonics knowledge, including some common exception words.

Writing

- Write recognizable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

As a school, we recognise the importance of the teaching of Music in the Early Years. Music is weaved into many areas in a holistic way. However, the areas highlighted are what we ensure to cover across the teaching of Music.

EYFS: Reception

Filter by:

Type **Both** Skills Knowledge

Skills

- ✓ Listening appropriately to someone leading a short musical phrase, song or rhyme.
- ✓ Exploring spontaneous movement with different parts of their body in response to music.
- ✓ Expressing different spontaneous emotional reactions to music, (smiling, movement, body language).
- ✓ Identifying and imitating sounds from a variety of music.
- ✓ Considering whether background music and sound effects can enhance storytelling.
- ✓ Listening to music from a wide variety of cultures and historical periods.

Knowledge

- ✓ To understand how to listen carefully and talk about what I hear.
- ✓ To know that the beat is the steady pulse of a song.
- ✓ To understand that a piece of music can tell a story with sounds.
- ✓ To recognise that voices and instruments can imitate sounds from the world around us (eg. vehicles).
- ✓ To know that an orchestra is a big group of people playing a variety of instruments together.
- ✓ To recognise music that is 'fast' or 'slow.'
- ✓ To know that different instruments can sound like a particular character.
- ✓ To know that music often has more than one instrument being played at a time.
- ✓ To understand what 'high' and 'low' notes are.

National curriculum – end of KS1

- ✓ 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.

Year 1

Skills

- ✓ Listening with concentration to short pieces of music or excerpts from longer pieces of music.
- ✓ Engaging with and responding to longer pieces of music.
- ✓ Coordinating the speed of their movements to match the speed of the music (not the beat).
- ✓ Beginning to move in time with the beat of the music.
- ✓ Beginning to articulate how a piece of music affects them (e.g. it makes them feel sleepy, it makes them want to dance, it makes them happy)
- ✓ Identifying some common instruments when listening to music.
- ✓ Relating sounds in music to real-world experiences. (e.g. it sounds like squelching mud).
- ✓ Recognising simple patterns and repetition in rhythm. (e.g. where a pattern of beats is repeated).
- ✓ Recognising simple patterns and repetition in pitch (e.g. do re mi).
- ✓ Talking about the tempo of music using the vocabulary of fast and slow.
- ✓ Talking about the dynamics of the music, using the vocabulary of loud, quiet and silent.
- ✓ Talking about the pitch of music, using the vocabulary of high and low.
- ✓ Stating what they enjoyed about their peers' performances.
- ✓ Giving positive feedback relating to the tempo of practices and performances using the vocabulary of fast and slow.
- ✓ Giving positive feedback related to the dynamics of practices and performances, using the vocabulary of loud, quiet and silent.
- ✓ Appreciating music from a wide variety of cultures and historical periods.

Knowledge

- ✓ To recognise and name the following instruments: up to three instruments from Group A and B.
- ✓ To know that sections of music can be described as fast or slow and the meaning of these terms.
- ✓ To know that sections of music can be described as loud, quiet or silent and the meaning of these terms.
- ✓ To know that sounds within music can be described as high or low sounds and the meaning of these terms.
- ✓ To know that pulse is the regular heartbeat within music.
- ✓ To understand that the pulse of the music can change.
- ✓ To know that dynamics can change how someone listening feels about music.
- ✓ To know that an instrument or rhythm pattern can represent a character in a story.

Year 2

Skills

- ✓ Listening with concentration to short pieces of music or excerpts from longer pieces of music.
- ✓ Engaging with and responding to longer pieces of music.
- ✓ Confidently moving in time with the beat of the music when modelled.
- ✓ Beginning to keep movements to the beat of different speeds of music.
- ✓ Beginning to explain why the music has a certain effect on them, which could be related to the music or a personal experience.
- ✓ Identifying some common instruments when listening to music.
- ✓ Relating sounds in music to real-world experiences. (e.g. it sounds like squelching mud).
- ✓ Recognising simple patterns and repetition in rhythm. (e.g. where a pattern of beats is repeated).
- ✓ Recognising simple patterns and repetition in pitch (e.g. do re mi).
- ✓ Talking about the tempo of music using the vocabulary of fast and slow.
- ✓ Talking about the dynamics of the music, using the vocabulary of loud, quiet and silent.
- ✓ Talking about the pitch of music, using the vocabulary of high and low.
- ✓ Stating what they enjoyed about their peers' performances.
- ✓ Giving positive feedback relating to the tempo of practices and performances using the vocabulary of fast and slow.
- ✓ Giving positive feedback related to the dynamics of practices and performances, using the vocabulary of loud, quiet and silent.
- ✓ Appreciating music from a wide variety of cultures and historical periods.

Knowledge

- ✓ To be able to recognise and name up to three instruments from Group A and B.
- ✓ To know that sections of music can be described as fast or slow and the meaning of these terms.
- ✓ To know that sections of music can be described as loud, quiet or silent and the meaning of these terms.
- ✓ To know that sounds within music can be described as high or low sounds and the meaning of these terms.
- ✓ To know that dynamics can change the effect a sound has on the audience.

National curriculum – end of KS1

- ✓ 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.

Year 3

Skills

- ✓ Explaining their preferences for a piece of music using musical vocabulary.
- ✓ Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.
- ✓ Understanding that music from different parts of the world, and different times, has different features.
- ✓ Recognising and explaining the changes within a piece of music using musical vocabulary.
- ✓ Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.
- ✓ Beginning to show an awareness of metre.
- ✓ Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work.
- ✓ Understanding that music from different times has different features.

Knowledge

- ✓ To know that a ballad tells a story through song.
- ✓ To understand that the timbre of instruments played affect the mood and style of a piece of music.
- ✓ To know that an ensemble is a group of musicians who perform together.
- ✓ To know that the group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad.
- ✓ To know that the word 'crescendo' means a sound getting gradually louder.
- ✓ To know that some traditional music around the world is based on five notes called a 'pentatonic' scale.
- ✓ To understand that 'syncopation' means a rhythm that is played off the natural beat.
- ✓ To know that Ragtime is piano music that uses syncopation and a fast tempo.
- ✓ To know that jazz is a type of music that originated in the African-American communities of the USA about 120 years ago.
- ✓ To know that 'scat singing' is using made-up words to create the sound of an instrument playing.
- ✓ To know that Indian music uses all of the sounds in between the 12 'notes' that we are used to in western music.
- ✓ To know that a 'tala' is a set rhythm that is repeated over and over, usually on the drums called 'tabla'.
- ✓ To know that a 'rag' is the tune in traditional Indian music, and is often played on a stringed instrument called a 'sitar'.
- ✓ To know that a 'drone' in music is a note that goes on and on, staying the same, a bit like someone humming a long-held note.
- ✓ To know that many types of music from around the world consist of more than one layer of sound; for example a 'tala' and 'rag' in traditional Indian music.

Year 4

Skills

- ✓ Explaining their preferences for a piece of music using musical vocabulary.
- ✓ Recognising the use and development of motifs in music.
- ✓ Identifying gradual dynamic and tempo changes within a piece of music.
- ✓ Identifying common features between different genres, styles and traditions of music.
- ✓ Recognising, naming and explaining the effect of the interrelated dimensions of music.
- ✓ Identifying scaled dynamics (*crescendo*/*decrescendo*) within a piece of music.
- ✓ Using musical vocabulary to discuss the purpose of a piece of music.
- ✓ Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.
- ✓ Using musical vocabulary when discussing improvements to their own and others' work.

Knowledge

- ✓ To know that rock and roll music uses blues chord structures, with a fast tempo and strong vocals. It was created after the second world war and it was intended to represent happiness.
- ✓ To know that a bass line is the lowest pitch line of notes in a piece of music, and a walking bassline (where patterns of notes go up then down again) is common in rock and roll.
- ✓ To know that when you sing without accompaniment it is called 'A Capella'.
- ✓ To know that a glissando in music means a sliding effect played on instruments or made by your voice.
- ✓ To know that samba music originated in Brazil, South America and its main musical feature is syncopated rhythms.
- ✓ To understand that the 'on beat' is the pulse of a piece of music, and the 'off beat' is beats that fall in between these.
- ✓ To understand that both instruments and voices can create audio effects that describe something you can see. To understand that a rhythmic break is a place in the music where some of the instruments play a new rhythm before going back to the original rhythms.

National curriculum – end of KS2

- ✓ 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.

Year 5

Skills

- ✓ Understanding the impact music has on them and starting to articulate the reasons for this effect using musical vocabulary.
- ✓ Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.
- ✓ Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.
- ✓ Comparing, discussing and evaluating music using detailed musical vocabulary.
- ✓ Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.
- ✓ Confidently discussing the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time.

Knowledge

- ✓ To understand that a slow tempo and a minor key (pitch) can be used to make music sound sad.
- ✓ To understand that a chord is the layering of several pitches played at the same time.
- ✓ To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords.
- ✓ To know that 'blues' music aims to share feelings and blues songs tend to be about sadness or worry.
- ✓ To know that a 'bent note' is a note that varies in its pitch, eg the pitch may slide up or down.
- ✓ To know that songs sung in other languages can contain sounds that are unfamiliar to us, like the clicks of the Xhosa language.
- ✓ To know that 'The Click Song' is a traditional song sung in the Xhosa language and is believed to bring good luck at weddings.
- ✓ To understand that major chords create a bright, happy sound.
- ✓ To know that poly-rhythms means many rhythms played at once.
- ✓ To know that dance music is usually produced using electronic percussion sounds, and recordings of the music are played by DJs in clubs or at festivals.
- ✓ To know that remix is music that has been changed, usually so it is suitable for dancing to.
- ✓ To understand that musical theatre includes both character and action songs, which explain what is going on and how characters feel.

Year 6

Skills

- ✓ Understanding the impact music has on them and starting to articulate the reasons for this effect using musical vocabulary.
- ✓ Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.
- ✓ Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts.
- ✓ Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.
- ✓ Identifying the way that features of a song can complement one another to create a coherent overall effect.
- ✓ Use musical vocabulary correctly when describing and evaluating the features of a piece of music.
- ✓ Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.
- ✓ Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.

Knowledge

- ✓ To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change.
- ✓ To know that timbre can also be thought of as 'tone colour' and can be described in many ways eg warm or cold, rich or bright.
- ✓ To know that 'Pack up your troubles in your old kit bag' and 'We'll meet again' are examples of songs popular during WW2
- ✓ A 'counter-subject' or 'counter-melody' provides contrast to the main melody.
- ✓ To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.
- ✓ To know that a film soundtrack includes the background music and any songs in a film.
- ✓ To understand that 'major' key signatures use note pitches that sound cheerful and upbeat.
- ✓ To understand that 'minor' key signatures use note pitches that can suggest sadness and tension.
- ✓ To know that a 'theme' is a main melody in a piece of music.
- ✓ To know that 'variations' in music are when a main melody is changed in some way throughout the piece.
- ✓ To know that 'The Young Person's Guide to the Orchestra' was written in 1945 by Benjamin Britten.
- ✓ To know that a 'polyphonic' texture means lots of individual melodies layered together, like in a canon.
- ✓ To know that music in which very similar parts are introduced one by one to overlap is called a canon.
- ✓ To know that ground bass is a repeating melody played on a bass instrument in Baroque music.
- ✓ To know that a canon is a musical structure or 'form' in which an opening melody is imitated by one or more parts coming in one by one.

National curriculum – end of KS2

- ✓ 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.