



## **EYFS – Nursery and Reception**

Within EYFS Music is taught within the *Understanding the world, Expressing Arts and Design* and *Literacy* areas of learning.

- Listening and responding to different styles of music
- Embedding foundations of the interrelated dimensions of music
- Learning to sing or sing along with nursery rhymes and action songs from memory
- Improvising leading to playing classroom instruments
- Using imagination to express ideas and feelings through songs and musical instruments
- Sharing and performing the learning that has taken place
- Moving bodies rhythmically and in response to music



## Year 1 Milestones and Curriculum Coverage

<b>YEAR 1</b> Perform	Compose	Transcribe	Describe Music	<b>Curriculum Content</b>
Take part in singing, accurately following the melody.  Follow instructions on how to sing or play an instrument.	Create a sequence of long and short sounds.  • Clap rhythms.  Create short, musical patterns.	Use symbols to represent a composition	Identify the beat of a tune.	Use their voices expressively and creatively by singing songs and speaking chants and rhymes.  Listen with concentration and understanding to a range of high-quality live and recorded music.  Experiment with inter-related dimensions of music.



## Year 2 Milestones and Curriculum Coverage

<b>YEAR 2 Perform</b>	<b>Compose</b>	<b>Transcribe</b>	<b>Describe Music</b>	<b><i>Curriculum Content</i></b>
<p>Follow instructions on how and when to sing or play an instrument.</p> <ul style="list-style-type: none"> <li>• Make and control long and short sounds, using voice and instruments.</li> <li>• Imitate changes in pitch.</li> </ul>	<p>Create a mixture of different sounds (long and short, loud and quiet, high and low).</p> <ul style="list-style-type: none"> <li>• Choose sounds to create an effect.</li> <li>• Sequence sounds to create an overall effect.</li> </ul> <p>Create short, rhythmic phrases.</p>	<p>Use symbols to represent a composition and use them to help with a performance.</p>	<p>Recognise changes in timbre, dynamics and pitch.</p>	<p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Play tuned and untuned instruments musically.</p> <p>Create, select and combine sounds using the interrelated dimensions of music.</p>



### Year 3 Milestones and Curriculum Coverage

<b>YEAR 3</b> Perform	Compose	Transcribe	Describe Music	<b><i>Curriculum Content</i></b>
<p>Play notes on an instrument with care so that they are clear. Sing in tune.</p> <ul style="list-style-type: none"> <li>• Maintain a simple part within a group.</li> <li>• Pronounce words within a song clearly.</li> </ul>	<ul style="list-style-type: none"> <li>• Use sound to create abstract effects.</li> <li>• Create repeated patterns with a range of instruments</li> </ul> <p>Choose, order, combine and control sounds to create an effect.</p>	<p>Devise non-standard symbols to indicate when to play and rest.</p> <ul style="list-style-type: none"> <li>• Recognise the notes EGBDF and FACE on the musical stave.</li> </ul>	<p>Evaluate music using musical vocabulary to identify areas of likes and dislikes. Use the terms: duration, timbre, pitch, beat, tempo.</p>	<p>Improve and compose music for a range of purposes using the interrelated dimensions of music.</p> <p>Use and understand staff and other musical notations.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>



### Year 4 Milestones and Curriculum Coverage

<b>YEAR 4</b> Perform	Compose	Transcribe	Describe Music	<b>Curriculum Content</b>
<p>Perform with control and awareness of others.</p> <p>Show control of voice.</p> <p>Sing from memory with accurate pitch.</p> <ul style="list-style-type: none"> <li>• Pronounce words within a song clearly.</li> </ul>	<p>Use digital technologies to compose pieces of music.</p> <p>Create accompaniments for tunes.</p> <ul style="list-style-type: none"> <li>• Use drones as accompaniments.</li> <li>• Compose and perform melodic songs.</li> </ul>	<p>Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.</p>	<p>Understand layers of sounds and discuss their effect on mood and feelings.</p> <p>Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.</p>	<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Use and understand staff and other musical notations.</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>



## Year 5 Milestones and Curriculum Coverage

<b>YEAR 5 Perform</b>	<b>Compose</b>	<b>Transcribe</b>	<b>Describe Music</b>	<b>Curriculum Content</b>
<p>Perform with controlled breathing (voice) and skilful playing (instrument). to accompany singing.</p> <p>Sustain a drone</p> <p>Hold a part within a round.</p> <p>Sing or play from memory with confidence.</p>	<p>Use digital technologies to compose, edit and refine pieces of music. Create songs with verses and a chorus.</p> <p>Create rhythmic patterns with an awareness of timbre and duration.</p> <p>Combine a variety of musical devices, including melody, rhythm and chords.</p>	<p>Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.</p> <p>Read and create notes on the musical stave.</p>	<p>Choose from a wide range of musical vocabulary to accurately describe and appraise music including:</p> <ul style="list-style-type: none"> <li>• pitch</li> <li>• dynamics</li> <li>• tempo</li> <li>• timbre</li> <li>• texture</li> <li>• lyrics and melody</li> <li>• sense of occasion</li> <li>• expressive</li> <li>• rounds</li> <li>• drones</li> <li>• cyclic patterns</li> </ul>	<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</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>Listen with attention to detail and recall sounds with increasing aural memory.</p>



## Year 6 Milestones and Curriculum Coverage

<b>YEAR 6 Perform</b>	<b>Compose</b>	<b>Transcribe</b>	<b>Describe Music</b>	<b>Curriculum Content</b>
<p>Perform solos or as part of an ensemble.</p> <p>Sing or play expressively and in tune.</p> <p>Sing a harmony part confidently and accurately.</p> <p>Sustain a drone or a melodic ostinato</p>	<p>Thoughtfully select elements for a piece in order to gain a defined effect.</p> <p>Use drones and melodic ostinato (based on the pentatonic scale).</p> <p>Convey the relationship between the lyrics and the melody.</p>	<p>Understand the purpose of the treble and bass clefs and use them in transcribing compositions.</p> <ul style="list-style-type: none"> <li>• Understand and use the # (sharp) and ♭ (flat) symbols.</li> <li>• Use and understand simple time signatures.</li> </ul>	<p>Choose from a wide range of musical vocabulary to accurately describe and appraise music including:</p> <ul style="list-style-type: none"> <li>• solo</li> <li>• harmonies</li> <li>• accompaniments</li> <li>• combination of musical elements</li> <li>• cultural context.</li> <li>• Describe how lyrics often reflect the cultural context of music and have social meaning.</li> </ul>	<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</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>Develop an understanding of the history of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p>