



Inspiring a love for lifelong learning, for all our children, through God

Courage and Challenge.
Love and Respect
Excellence and Celebration

Subject area: Music Disciplinary Knowledge

SKILLS	EYFS	KS1: Pupils should be taught to...		KS2: Pupils should be taught to...			
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p>use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>play tuned and untuned instruments musically</p>					
Singing and Playing Instruments CHARANGA OBJECTIVES	<p>Start to sing songs, nursery rhymes and chants holding a melody line. Sing songs with verse/chorus structure. Recognise repetition. Sing and recognise high and low pitch. Sing in unison. Explore and experiment with untuned and body percussion</p> <p>Play loud and soft sounds.</p>	<p>Start to find and internalise the pulse using movement.</p> <p>Begin to understand the importance of working together as part of a group when singing.</p> <p>To play an instrument using simple notes- and treat it with respect.</p>	<p>Begin to understand that pulse is the foundation of music upon which all the other dimensions are built</p> <p>Understand why we warm up our voices.</p> <p>To play an instrument and begin to recognise that music has a language e.g notation.</p>	<p>Explain that the pulse is a musical heartbeat and that it is the foundation of a piece of music</p> <p>Understand the importance of working together and how the musical outcomes are of a higher quality when we do</p> <p>To play an instrument (Pbuzz) and to experience playing together as a group</p>	<p>To understand that every piece of music has a pulse but it is different</p> <p>Understand that the words of a song convey meaning and how it is important to show how I feel when I sing a song</p> <p>To play an instrument (Pbone) and to see how music is written down when we play instruments</p>	<p>To find the pulse of any piece of music with ease and confidence, internally or externally, with body movement</p> <p>Enjoy singing in a group and think about how the whole song fits together.</p>	<p>To understand and can explain that the pulse is the foundation upon which all other dimensions are built</p> <p>To can keep a strong sense of pulse and recognise when people are out of time</p> <p>To understand that when we sing, we should know what the song is about and how the</p>

							melody and words work together. To play an instrument and to play solos
		KS1: Pupils should be taught to... listen with concentration and understanding to a range of high-quality live and recorded music		KS2: Pupils should be taught to... listen with attention to detail and recall sounds with increasing aural memory appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians			
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listen and Appraise CHARANGA OBJECTIVES	<p>Move to rhythms eg. skipping, marching</p> <p>Move appropriately to music at different speeds eg. running, crawling</p> <p>Talk about how music makes them feel</p> <p>Represent ideas, thoughts and feelings through pictorial representations of music</p>	<p>Listen to a variety of music using different styles.</p> <p>Start to identify instruments used.</p> <p>Start using basic musical language - pitch/rhythm, tempo/pitch and dynamics.</p> <p>Describe feelings towards music.</p>	<p>Listen to a variety of music from different styles, traditions and times and being to identify where in the world they are from.</p> <p>Start to recognise different styles of music and the instruments used.</p> <p>Understand musical language - pitch/rhythm/tempo/pitch and dynamics and how they fit into the music I am listening to.</p>	<p>Listen with increasing concentration to a variety of music from all over the world and the different instruments used</p> <p>Use more musical words/language - pulse/rhythm/pitch/tempo/dynamics/timbre/texture/structure.</p> <p>Pay attention and concentrate when</p>	<p>To understand and can explain more musical words/language - pulse/rhythm/pitch/tempo/dynamics/timbre/texture/structure</p> <p>Comment and discuss views about music respectfully.</p>	<p>To recognise/identify different style indicators and different instruments and their sounds.</p> <p>To use musical words/language to describe the music that is listened to.</p> <p>To enjoy listening to others discussing their ideas about the music listened to and respectfully share ideas.</p>	<p>To confidently recognise/identify different style indicators and different instruments and their sounds</p> <p>To use musical words/language to describe feelings towards the music.</p> <p>To can confidently discuss other dimensions of music and how they fit into music that is listened to.</p>

			Begin to listen, with respect to other people's ideas and feelings towards music.	my friends discuss the music that we listen to.			
		KS1: Pupils should be taught to... experiment with, create, select and combine sounds using the interrelated dimensions of music		KS2: Pupils should be taught to... improvise and compose music for a range of purposes using the interrelated dimensions of music			
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Improvising and Composing CHARANGA OBJECTIVES	Experiment with making sounds (voice and percussion) Practise improvising using voice and untuned instruments/body percussion through call and answer games etc.	To explore and create musical sounds with my instrument.	Make up simple improvisations on my own.	To improvise my own rhythms to go with the notes that my teacher has given me	To improvise confidently	To play an instrument to play tunes and improvise and compose To feel confident creating improvised melodies with their voice and instrument	To feel more confident when improvising with more notes independently
				KS2: Pupils should be taught to... use and understand staff and other musical notations			
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Notation CHARANGA OBJECTIVES				To play an instrument (Pbuzz) and to see how music is written	To play an instrument (Pbone) and to see how music is written		

				down when we play instruments. Learn treble clef notation and note values from semibreve to semiquaver	down when we play instruments Learn treble clef notation and note values from semibreve to semiquaver			
				KS2: Pupils should be taught to... develop an understanding of the history of music				
	EYFS		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
History of Music CHARANGA OBJECTIVES						Begin to place music in its historical context based on different instruments and their sounds	Enjoy listening to a variety of music from different styles, traditions and times and place the music in its historical context	Enjoy listening to a variety of music from different styles, traditions and times and place the music in its historical context securely