



### Music Skills

#### Controlling sounds through singing and playing, performing)

Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
<ul style="list-style-type: none"><li>• Take part in singing. Follow instructions on how and when to sing/play an instrument.</li><li>• Take notice of others when performing.</li><li>• Make and control long and short sounds (duration). Imitate changes in pitch– high and low.</li></ul>	<ul style="list-style-type: none"><li>• Sing songs in ensemble following the tune (melody) well.</li><li>• Use voice to good effect understanding the importance of warming up first.</li><li>• Perform in ensemble with instructions from the leader.</li><li>• Make and control long and short sounds using voices and instruments, playing by ear and including simple improvisation (duration).</li></ul>	<ul style="list-style-type: none"><li>• Sing songs from memory with accurate pitch and in tune.</li><li>• Show control in voice and pronounce the words in a song clearly (diction).</li><li>• Maintain a simple part within an ensemble.</li><li>• Play notes on instruments clearly and including steps/ leaps in pitch.</li><li>• Improvise (including call and response) within a group using 1 or 2.</li></ul>	<ul style="list-style-type: none"><li>• Sing in tune, breathe well, pronounce words, change pitch and dynamics.</li><li>• Sustain a rhythmic ostinato/ drone/ melodic ostinato (riff) (to accompany singing) on an instrument (tempo/ duration/ texture).</li><li>• Perform with control and awareness of what others are singing/ playing.</li><li>• Improvise within a group using more than 2 notes.</li></ul>	<ul style="list-style-type: none"><li>• Show control, phrasing and expression in singing. Hold part in a round (pitch/structure).</li><li>• Perform in solo and ensemble contexts using a variety of techniques, confidently, expressively and in tune.</li><li>• Improvise on own with increasing aural memory.</li></ul>	<ul style="list-style-type: none"><li>• Sing or play from memory with confidence.</li><li>• Take turns to lead a group. Maintain own part in a round/ sing a harmony/ play accurately with awareness of what others are playing.</li><li>• Play more complex instrumental parts. Improvise using 5 notes of the pentatonic scale.</li></ul>

#### Creating and developing musical ideas (composing)

Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
<ul style="list-style-type: none"><li>• Make a sequence of long and short sounds with help (duration).</li><li>• Clap longer rhythms with help.</li></ul>	<ul style="list-style-type: none"><li>• Carefully choose sounds to achieve an effect (including use of ICT).</li><li>• Order sounds to</li></ul>	<ul style="list-style-type: none"><li>• Compose and perform melodies using two or three notes. Use sound to create abstract effects</li></ul>	<ul style="list-style-type: none"><li>• Compose and perform melodies using three or four notes.</li><li>• Make creative use of the way sounds can be</li></ul>	<ul style="list-style-type: none"><li>• Compose and perform melodies using four or five notes.</li><li>• Use a variety of different musical</li></ul>	<ul style="list-style-type: none"><li>• Compose and perform melodies using five or more notes.</li><li>• Show confidence, thoughtfulness and</li></ul>



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<ul style="list-style-type: none"> <li>• Make different sounds (high and low–pitch; loud and quiet–dynamics; fast and slow-tempo; quality of the sound smooth, crisp, scratchy, rattling, tinkling etc.– timbre).</li> </ul>	<p>create an effect (structure beginnings/endings).</p> <ul style="list-style-type: none"> <li>• Create short musical patterns.</li> <li>• Create sequences of long and short sounds–rhythmic patterns (duration).</li> <li>• Control playing instruments so they sound as they should. Use pitch changes to communicate an idea.</li> <li>• Start to compose with two or three notes.</li> </ul>	<p>(including using ICT).</p> <ul style="list-style-type: none"> <li>• Create/ improvise repeated patterns (ostinati) with a range of instruments.</li> <li>• Effectively choose, order, combine and control sounds (texture/ structure)</li> </ul>	<p>changed, organised and controlled (including ICT).</p> <ul style="list-style-type: none"> <li>• Create accompaniments for tunes using drones or melodic ostinati (riffs).</li> <li>• Create (dotted) rhythmic patterns with awareness of timbre and duration.</li> </ul>	<p>devices including melody, rhythms and chords.</p> <ul style="list-style-type: none"> <li>• Record own compositions.</li> <li>• Create own songs (raps- structure).</li> <li>• Identify where to place emphasis and accents in a song to create effects (duration).</li> </ul>	<p>imagination in selecting sounds and structures to convey an idea.</p> <ul style="list-style-type: none"> <li>• Create music reflecting given intentions and record using standard notation.</li> <li>• Use ICT to organise musical ideas (where appropriate). (Combine all musical dimensions).</li> </ul>
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### Responding and reviewing (appraising)

Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
<ul style="list-style-type: none"> <li>• Hear the pulse in music. Hear different moods in music.</li> <li>• Identify texture– one sound or several sounds? Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.).</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the pulse in music.</li> <li>• Recognise changes in timbre (sound quality–smooth, crisp, scratchy, rattling, tinkling etc.), dynamics (loud and quiet), tempo (fast and slow) and pitch (high and low).</li> <li>• Start to recognise</li> </ul>	<ul style="list-style-type: none"> <li>• Internalise the pulse in music.</li> <li>• Know the difference between pulse and rhythm.</li> <li>• Start to use musical dimensions vocabulary to describe music–duration, timbre, pitch, dynamics, tempo, texture, structure.</li> </ul>	<ul style="list-style-type: none"> <li>• Know how pulse stays the same but rhythm changes in a piece of music.</li> <li>• Listen to several layers of sound (texture) and talk about the effect on mood and feelings.</li> <li>• Use more musical dimensions vocabulary to describe music–</li> </ul>	<ul style="list-style-type: none"> <li>• Know how pulse, rhythm and pitch fit together.</li> <li>• Use a range of words to describe music (eg. duration, timbre, pitch, dynamics, tempo, texture, structure, beat, rhythm, metre, silence, riff, ostinato, melody, harmony,</li> </ul>	<ul style="list-style-type: none"> <li>• Know how the other dimensions of music are sprinkled through songs and pieces of music.</li> <li>• Use musical vocabulary confidently to describe music. Work out how harmonies are used and how drones and melodic ostinati (riffs) are used to</li> </ul>



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	different instruments.	<ul style="list-style-type: none"> <li>Use these words to identify where music works well/ needs improving.</li> </ul>	duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony. Identify orchestral family timbres. <ul style="list-style-type: none"> <li>Identify cyclic patterns.</li> </ul>	chord, flat, sharp, dotted rhythm, staccato, legato, crescendo, diminuendo). <ul style="list-style-type: none"> <li>Use these words to identify strengths and weaknesses in own and others' music.</li> </ul>	accompany singing. <ul style="list-style-type: none"> <li>Use knowledge of how lyrics reflect cultural context and have social meaning to enhance own compositions.</li> <li>Refine and improve own/ others' work.</li> </ul>
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### Listening and applying knowledge and understanding

Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
<ul style="list-style-type: none"> <li>Listen for different types of sounds.</li> <li>Know how sounds are made and changed.</li> <li>Make sounds with a slight difference, with help.</li> <li>Use voice in different ways to create different effects.</li> </ul>	<ul style="list-style-type: none"> <li>Listen carefully and recall short rhythmic and melodic patterns.</li> <li>Use changes in dynamics, timbre and pitch to organise music.</li> <li>Change sounds to suit a situation.</li> <li>Make own sounds and symbols to make and record music. Start to look at basic formal notation- play by ear first.</li> <li>Know music can be played or listened to for a variety of purposes (in</li> </ul>	<ul style="list-style-type: none"> <li>Use musical dimensions together to compose music.</li> <li>Know number of beats in a minim, crotchet, quaver and semibreve and recognise symbols (duration).</li> <li>Play with a sound then-symbol approach. Use silence for effect and know symbol for a rest (duration).</li> <li>Describe different purposes of music in history/ other cultures.</li> </ul>	<ul style="list-style-type: none"> <li>Combine sounds expressively (all dimensions).</li> <li>Read notes and know how many beats they represent (minim, crotchet, semibreve, quaver, dotted crotchet, rests).</li> <li>Know that sense of occasion affects performance.</li> <li>Describe different purposes of music in history/ other cultures.</li> </ul>	<ul style="list-style-type: none"> <li>Create music with an understanding of how lyrics, melody, rhythms and accompaniments work together effectively (pitch / texture / structure).</li> <li>Read/ work out the musical stave (notes as Year 4).</li> <li>Perform songs in a way that reflects the meaning of the words, the venue and sense of occasion so that the audience appreciates it.</li> <li>Describe different</li> </ul>	<ul style="list-style-type: none"> <li>Use increased aural memory to recall sounds accurately.</li> <li>Use knowledge of musical dimensions to know how to best combine them.</li> <li>Know and use standard musical notation to perform and record own music (adding dotted quavers).</li> <li>Use different venues and occasions to vary performances. (Combining all musical</li> </ul>



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	history/ different			purposes of music in history/ other cultures.	dimensions). <ul style="list-style-type: none"><li>• Describe different purposes of music in history/ other cultures.</li></ul>
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