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| Being Imaginative and Expressive ELG Children at the expected level of development will: |
| • 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. |
| Key stage 1 Pupils should be taught to: |
| * 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 |
| Key stage 2 Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to: |
| * 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. |

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| C:\Users\LGregory2\OneDrive\Documents\Desktop\Federation logo 7 (2).png |  | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Understanding | | Listen to different musical styles including nursery rhymes, folk songs, classical music and jazz. | Understand that different instruments are used to provide different sounds and for different effects.  Recognise different genres key features and their impact.  Verbalise the effect music has on their feelings.  Show preferences for different music. | | Understand the ways that sounds can be combined and used expressively.  Recognise how the different musical elements are combined and make improvements to their work, commenting on the intended effect.  Music is used creatively in performance and composition. | | Understand the overall effect of playing with others.  Understand, explain and compile ideas when performing.  Ideas are refined by listening and musical preferences or changes in the composition are justified  Creative decisions are made with confidence when composing and performing. | |
| Singing | | Sing songs, make music and dance, and experiment with ways of changing them.  Begin to build a repertoire of songs.  Sing songs in a group with support. | Joins in with group singing, building a repertoire of songs.    Use chants and rhymes to build rhythmic capability. | Sing with increasing awareness of pitch, demonstrating the shape of the melody.    Sing unison songs with control and simple rounds with an awareness of how the part should fit. | Confidently sing a variety of songs from different genres with accuracy of pitch.    Maintain parts with support in songs, rounds and part songs. | Confidently and fluently sing in tune with clear diction, breath control and tone.    Maintain part in more difficult songs/part songs. | Sing with increasing understanding of expression.    Sing part songs and simple harmony lines with an awareness of how the part fits with others. | Sing confidently with awareness of breathing, posture and sound projection.    Sing complex songs including simple harmony lines with expression, clear diction and accurate pitching. |
| Playing | | Explore the different sounds of instruments.  Represent their own ideas, thoughts and feelings through music.  Keep a steady pulse.  Use terms high and low to recognise pitch.  Play instruments to accompany song.  Repeat one note using glocks and tuned percussion. | Can hold and play a range of percussion instruments.    Play tuned and untuned instruments experimenting with timbre and melody.    Perform using simple graphic notation. | Play simple patterns on tuned and untuned percussion instruments with increasing control.    Play tuned and untuned instruments with a sense of tempo and dynamics.    Perform using graphic scores and other simple notation. | Perform confidently, both on their own and as part of a group, with an understanding of how their part fits with others.    Understand the effect of rhythm, pitch and dynamics.    Perform from basic notation, reading rhythms confidently. | Perform using a range of tuned and untuned percussion, showing good rhythmic and melodic control.    Demonstrate correct techniques when playing melodic and rhythmic patterns with expression.    Read from basic conventional notation, with a growing awareness of pitch. | Confidently perform a piece of music as a group, using a range of different instruments, including those learnt outside the classroom.    Performances show a clear awareness of expression and balance.    Read and perform from a range of different notations. | Maintains own or independent part within a group performance.    Play confidently, demonstrating musical quality eg clear starts and ends, phrases, technical accuracy.    Read and perform from a range of different notations independently. |