



<p>EYFS</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, stories and poems with others and move in time to music.</p>
<p>KS1</p>	<p>Sing with some control and expression.</p> <p>Explore different sounds on classroom instruments, and start to control them musically.</p> <p>Feel the beat and respond to different moods.</p> <p>Experiment with changing different dimensions of music (loud/soft; fast/slow etc)</p> <p>Sing with control of pitch, diction and dynamics.</p> <p>Copy back on voices and tuned percussion instruments.</p> <p>Keep a steady beat and identify changes in pitch.</p> <p>Create music by combining and ordering sounds and begin to understand how sounds can be represented visually.</p> <p>Listen with concentration, identifying different types of sound, when musical ideas are repeated, and changes in pitch, tempo and dynamics.</p> <p>Start to aurally identify different musical styles.</p>

<p>LKS2</p>	<p>Sing a range of songs with awareness of musical shape and accuracy of pitch and tuning.</p> <p>Play an instrument in a class ensemble with appropriate technique.</p> <p>Keep in time with the beat and with control of entries/dynamics.</p> <p>Copy back rhythms and 2-note melodies.</p> <p>Improvise a solo.</p> <p>Articulate key musical concepts and understand how some of these can be represented in visual terms.</p> <p>Create pieces that show control of some musical dimensions and have a sense of structure.</p> <p>Start to use musical vocabulary to describe musical features, and identify instruments.</p> <p>Play an orchestral/band instrument as part of the class, with control of basic instrumental technique.</p> <p>Play and sing music across different genres with confidence, accuracy and musical expression.</p> <p>Memorise melodies and be able to play them at the correct place in an overall structure.</p> <p>Improvise solo melodic and rhythmic ideas.</p> <p>Create and record pieces for a purpose, based on composing techniques from existing pieces.</p> <p>Read music from standard rhythm notation.</p> <p>Identify key features, musical details and orchestral instruments through attentive listening to live or recorded music.</p> <p>Begin to understand the time, place and cultural tradition that different pieces of music come from.</p>
<p>UKS2</p>	<p>Perform with confidence and hold a part in an ensemble while others are playing different parts.</p> <p>Create pieces with a planned structure and that show some variety of musical texture and timbre.</p> <p>Be able to refine initial composing ideas.</p> <p>Improvise a solo over a blues chord sequence.</p>

Develop an understanding of some key elements in the history of western classical music and the impact of technology.

Recognise characteristic ensembles from different cultures and traditions.

Read music from standard notation on a 5-line staff, and be able to match sounds with the symbols for rhythm and pitch.

Perform full pieces, solo or in a group, and communicate to an audience with confidence and control.

Perform with different techniques and expression, appropriate to different musical cultures and traditions.

Follow a conductor for timing and musical expression.

Perform from memory and from notated music.

Follow a simple orchestra/band part for a full piece.

Work out how to play a piece from standard notation.

Listen to a musical phrase and work out how to play it by ear.

Use musical vocabulary accurately to identify key features of music from different cultures and traditions, and to justify own opinions.

Create, refine and record a piece that shows some creativity in musical thinking.

Community, Responsibility, Endeavour, Confidence, Curiosity, Grace

Massive Minds, Huge Hearts, Guided by God

“Like a tree, planted by streams of water, in all that we do, we will prosper”