

EYFS - RECEPTION	Autumn Term	Spring Term	Summer Term
UNITS OF WORK	Starting out singing & Playing Beat & Rhythm	Pitch Skills Class Composing	Musical Structures Performance
Singing – Objectives covered in Lessons and Singing Assemblies throughout year.	S.1 Engagement and using the voice <ul style="list-style-type: none"> Enjoys joining in with familiar rhymes and songs. Makes a variety of vocal sounds including speaking and singing. 	S.1 Engagement and using the voice S.2 Pitch Skills S.3 Singing with control and Expression	S.4 Ensemble Skills and Part Singing S.6 Understanding Song Structure S.5 Performing
		<ul style="list-style-type: none"> Sings cuckoo notes (3rd) Sings a widening range of notes (5th), following the melodic shape of a familiar song. Imitates vocal sounds and melodic shapes. Begins to enjoy experimenting with changing a song (e.g. dynamics, tempo) 	<ul style="list-style-type: none"> Makes own sounds to get a response. Enjoys taking turns. Enjoys singing with others, gradually more in time and in tune. Starts and stops to a variety of signals. May enjoy singing solo and in a group. Internalises songs and makes up alternative endings. Grasps simple structures (e.g. verse & chorus AB)
Playing	P.1 Creating and exploring sound P.2 Controlling sounds on instruments P.3 Rhythm skills P.5 Ensemble skills P.6 Playing from notation P.8 Understanding instruments and how they are played <ul style="list-style-type: none"> Makes sounds confidently in different contexts by banging, shaking or blowing using body and objects. Makes regular beats. Shows control in holding and playing instruments. 	P.4 Pitch Skills P.6 Playing from Notation <ul style="list-style-type: none"> Makes melodic patterns by repeating sounds deliberately. 	P.5 Ensemble skills P.6 Playing from Notation P.7 Performing

	<ul style="list-style-type: none"> Learns how sounds can be changed and plays instruments in a variety of ways. Uses sounds to symbolise things. Makes rhythmic patterns by repeating sounds deliberately. Plays chunks of rhythms or syllables of names/words. 		
	<ul style="list-style-type: none"> Plays with others. Can start and stop to a variety of signals. Follows directions. Deliberately copies sounds, words or vocal noises others make and plays sounds for others to copy. 		<ul style="list-style-type: none"> Plays with others. Can start and stop to a variety of signals. Follows directions. Deliberately copies sounds, words or vocal noises others make and plays sounds for others to copy.
		<ul style="list-style-type: none"> Can change how they play when following 2 pictures (e.g. loud for a lion and quiet for mouse) 	
	<ul style="list-style-type: none"> Identifies and match instrumental sounds. 		<ul style="list-style-type: none"> Plays with others and follows directions.
Improvising and composing	IC.1 Exploring sounds IC.2 Choosing and organising sounds IC.4 Improvising to demonstrate music ideas IC.6 Improvising rhythms and tunes: IC.8 Using notation:	IC.2 Choosing and Organising Sounds IC.5 Communicating ideas or moods IC.8 Using Notation:	IC.3 Creating music within Structures IC.5 Communicating ideas or moods IC.7 Creating and Performing own music in a Group
	<ul style="list-style-type: none"> Makes sounds with voice, body & objects. 		<ul style="list-style-type: none"> Fills in missing word from a rhyme or song
	<ul style="list-style-type: none"> Uses sounds to symbolise things or chooses the sound they want e.g. loud or quiet 		
	<ul style="list-style-type: none"> Improvises different ways to play instruments. Makes suggestions. 	<ul style="list-style-type: none"> Uses sounds to symbolise ideas. Uses facial expressions or vocal changes to indicate moods or emotions. 	
	<ul style="list-style-type: none"> Improvise new pieces in time and in tune 		<ul style="list-style-type: none"> Responds to others by making own sound Makes sounds to get a response.
	<ul style="list-style-type: none"> Selects pictures or symbols to represent sounds and compose music using them 		

Critical Engagement (listening & appraising)	CE.2 Differentiating between sounds CE.3 Recognising and recalling CE.4 Responding through Movement:	CE.2 Differentiating between Sounds CE.5 Describing and Appraising	CE.1 Listening to a range of live, recorded, and own music CE.3 Recognising and Recalling CE.4 Responding through Movement
	<ul style="list-style-type: none"> Identifies sounds as, e.g. environmental sounds or those that match instruments 		<ul style="list-style-type: none"> Follows with eyes/turns head to a sound source. Attend to music all the way through.
	<ul style="list-style-type: none"> Recognises distinctive chunks of music and accurately anticipates changes. Increasingly joins in with regular songs or rhymes. Responds to a wide variety of different sounds, regular beats and patterns of regular change in sound. 		<ul style="list-style-type: none"> Recognises distinctive chunks of music and accurately anticipates changes. Increasingly joins in with regular songs or rhymes. Responds to a wide variety of different sounds, regular beats and patterns of regular change in sound.
		<ul style="list-style-type: none"> Describes e.g. the mood of music (e.g. happy) or sounds of instruments 	

KS1	Pupils should be taught to:
1a	Use their voices expressively and creatively by singing songs and speaking chants and rhymes
1b	Play tuned and untuned instruments musically
1c	Listen with concentration and understanding to a range of high-quality live and recorded music
1d	Experiment with, create, select, and combine sounds using the inter-related dimensions of music.
KS2	Pupils should be taught to:
2a	Play and perform in solo and ensembles context, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression.
2b	Improvise and compose music for a range of purposes using the inter-related dimensions of music.
2c	Listen with attention to detail and recall sounds with increasing aural memory.
2d	Use and understand staff and other musical notations

2e	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
2f	Develop and understanding of the history of music.