



Launton Church of England Primary School

Music EYFS



	Listening and Responding to Music	Explore and Create	Singing	Share and Perform
Year group N	know that music can touch your feelings can move to music by dancing, marching, being animals or Pop stars	Perform a few nursery rhymes by singing and adding actions or dance.	To sing along with a pre-recorded song and add actions. To sing along with the backing track.	Perform a few nursery rhymes by singing and adding actions or dance.
Year group R	Know that music can touch your feelings Can move to music by dancing, marching, being animals or Pop stars	Can play games and complete activities designed to embed pulse, rhythm and pitch. Children listen to and work with the Games Track to complete the following in relation to the main song:	To sing along with a pre-recorded song and add actions. To sing along with the backing track.	Perform many nursery rhymes by singing and adding actions or dance. Perform many nursery rhymes or songs adding a simple instrumental part. Record the performance to talk about.
Vocabulary	Song words, clap, stamp, move, dance, instrument, drum, tambourine, bells, maracas, claves, glockenspiel and xylophone, loud, quiet, shake, tap, bang, pulse, beat, orchestra, violin, flute, clarinet, trombone, cellos, horn, tuba etc Percussion, high, low,			



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Music KS1



	Listening and Responding to Music	Understanding and Using the Language of Music	Developing Performance Awareness and Skills
Year group 1	<ul style="list-style-type: none">can demonstrate an understanding and appropriate use of musical language (including basic musical elements), from both prior and new learningcan demonstrate a basic understanding of how feelings can connect with/relate to music.can demonstrate some basic understanding of musical style.	<ul style="list-style-type: none">can demonstrate an understanding and use of basic differences in pitch (high and low) and note duration (long and short).can demonstrate an understanding of the basic concepts of improvisation and composition.	<ul style="list-style-type: none">can demonstrate an awareness of pulse/beat when listening, moving to and performing music.can demonstrate a basic understanding of the importance of posture and technique when performing.can introduce my performance(s)
Vocabulary	<p>Children will understand and use the following musical terms whilst singing and listening:</p> <p>Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination.</p>		
Year group 2	<ul style="list-style-type: none">can demonstrate an understanding and appropriate use of musical language (including basic musical elements), from both prior and new learning.can demonstrate a basic understanding of how feelings can connect with/relate to music.can demonstrate some basic understanding of musical style.	<ul style="list-style-type: none">can demonstrate an understanding and use of basic differences in pitch (high and low) and note duration (long and short).can demonstrate an understanding of the basic concepts of improvisation and composition.	<ul style="list-style-type: none">can demonstrate an awareness of pulse/beat when listening, moving to and performing music.can demonstrate a basic understanding of the importance of posture and technique when performing.can introduce my performance(s).
Vocabulary	<p>Children will understand and use the following musical terms whilst singing and listening:</p> <p>Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel.</p>		



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Music Lower KS2

	Listening and Responding to Music	Understanding and Using the Language of Music	Developing Performance Awareness and Skills
Year group 3	<ul style="list-style-type: none">can demonstrate an understanding and appropriate use of musical language (including musical elements), from both prior and new learning.can identify and describe feelings as they relate to music.can demonstrate an understanding of the musical style and a broader understanding of the cultural and historical connections to the music.	<ul style="list-style-type: none">can make an informed decision as to which notes to use when composing and improvising with the song.can create a four or six-bar melody according to the instructions given for the Music Notepad composition task.When playing instrumental parts with the song, I can follow the instrumental part on the screen, playing by ear or with the notation provided.	<ul style="list-style-type: none">can demonstrate an awareness of pulse/beat when listening, moving to and performing music.can demonstrate an understanding of the importance of posture, diction and technique when performing.When planning, rehearsing, introducing and performing the song:can introduce the performance with context and understanding of the song, the learning process and any other relevant connections.can introduce the performance with context and understanding of the song, the learning process and any other relevant connections.can understand and apply learning from the Musical Spotlight.
Vocabulary	<p>Children will understand and use the following musical terms whilst singing and listening:</p> <p>Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco.</p>		
Year group 4	<ul style="list-style-type: none">can demonstrate an understanding and appropriate use of musical language (including musical elements), from both prior and new learning.	<ul style="list-style-type: none">can make an informed decision as to which notes to use when composing and improvising with the song.	<ul style="list-style-type: none">can demonstrate an awareness of pulse/beat when listening, moving to and performing music.can demonstrate an understanding of the importance of posture,

	<ul style="list-style-type: none"> can identify and describe a variety of contrasting feelings as they relate to music. can demonstrate an understanding of the musical style and a broader understanding of the cultural and historical connections to the music. 	<ul style="list-style-type: none"> can create a four or six-bar melody according to the instructions given for the Music Notepad composition task. When playing instrumental parts with the song, I can follow the instrumental part on the screen, playing by ear or with the notation provided. 	<ul style="list-style-type: none"> diction and technique when performing. When planning, rehearsing, introducing and performing the song: can introduce the performance with context and understanding of the song, the learning process and any other relevant connections. can understand and make connections between the music encountered and the Social Theme. can understand and apply learning from the Musical Spotlight.
Vocabulary	<p>Children will understand and use the following musical terms whilst singing and listening:</p> <p>Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality.</p>		



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Music Lower KS2

	Listening and Responding to Music	Understanding and Using the Language of Music	Developing Performance Awareness and Skills
Year group 5	<ul style="list-style-type: none">can demonstrate an understanding and appropriate use of musical language (including musical elements), from both prior and new learning.can identify and describe a variety of contrasting feelings as they relate to music.can demonstrate an understanding of the musical style and a broader understanding of the cultural and historical connections and context of the music.	<ul style="list-style-type: none">can make an informed decision as to which notes and expression to use when composing and improvising with the song.can create a four, six or eight-bar melody according to the instructions given for the Music Notepad composition task.When playing instrumental parts with the song, I can follow the instrumental part on the screen. My playing is secure – by ear or with the notation provided. (I should aim to be able to read at least the simplest part of the piece).	<ul style="list-style-type: none">can demonstrate with confidence an awareness of pulse/beat when listening, moving to and performing music.can demonstrate – and can explain – an understanding of the importance of posture, diction and technique when performing.When planning, rehearsing, introducing and performing the song:can introduce the performance with context and understanding of the song, the learning process and any other relevant connections.can understand and make connections between the music encountered and the Social Theme.can understand and apply learning from the Musical Spotlight.
Vocabulary	<p>Children will understand and use the following musical terms whilst singing and listening:</p> <p>Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody.</p>		
Year group 6	<ul style="list-style-type: none">can demonstrate an understanding and appropriate use of musical language	<ul style="list-style-type: none">can make an informed decision as to which notes and expression to use when	<ul style="list-style-type: none">can demonstrate with confidence an awareness of pulse/beat when

	<p>(including musical elements), from both prior and new learning.</p> <ul style="list-style-type: none"> can identify and describe a variety of contrasting feelings as they relate to music. can demonstrate an understanding of the musical style and a broader understanding of the cultural and historical connections and context of the music 	<p>composing and improvising with the song.</p> <ul style="list-style-type: none"> can create a four, six, eight or 12-bar melody according to the instructions given for the Music Notepad composition task. When playing instrumental parts with the song, I can follow the instrumental part on the screen. My playing is secure – by ear or with the notation provided. (should aim to be able to read at least the simplest part of the piece). In Year 6, this includes any musical expression considered for the performance. 	<p>listening, moving to and performing music.</p> <ul style="list-style-type: none"> can demonstrate – and can explain – an understanding of the importance of posture, diction and technique when performing. When planning, rehearsing, introducing and performing the song: can introduce the performance with context and understanding of the song, the learning process and any other relevant connections. can understand and make connections between the music encountered and the Social Theme. can understand and apply learning from the Musical Spotlight.
Vocabulary	<p>Children will understand and use the following musical terms whilst singing and listening:</p> <p>style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, Jazz, improvise/improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony</p>		