



## The Partnership of Bildeston Primary and Whatfield CEVC Primary Schools



EYFS	
ELG - Areas of Learning	Reception Development Matters 2020 Statements
<ul style="list-style-type: none"> <li>- ELG: Being Imaginative and Expressive</li> <li>- Invent, adapt and recount narratives and stories with peers and their teacher;</li> <li>- Sing a range of well-known nursery rhymes and songs;</li> <li>- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</li> </ul>	<ul style="list-style-type: none"> <li>• Show attention to sounds and music</li> <li>• Respond emotionally and physically to music when it changes.</li> <li>• Move and dance to music</li> <li>• Anticipate phrases and actions in rhymes and songs, like 'Peepo'.</li> <li>• • Explore their voices and enjoy making sounds</li> <li>• Join in with songs and rhymes, making some sounds. • Make rhythmical and repetitive sounds.</li> <li>• Explore a range of sound-makers and instruments and play them in different ways.</li> <li>• Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'</li> </ul>
KS1 National Curriculum Expectations	KS2 National Curriculum Expectations
<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• play tuned and untuned instruments musically               <ul style="list-style-type: none"> <li>• listen with concentration and understanding to a range of high-quality live and recorded music</li> </ul> </li> <li>• experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>	<p><b>Pupils should be taught about:</b></p> <ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression               <ul style="list-style-type: none"> <li>• improvise and compose music for a range of purposes using the interrelated dimensions of music</li> </ul> </li> <li>• listen with attention to detail and recall sounds with increasing aural memory               <ul style="list-style-type: none"> <li>• use and understand staff and other musical notations</li> </ul> </li> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians               <ul style="list-style-type: none"> <li>• develop an understanding of the history of music.</li> </ul> </li> </ul>

	EYFS	Year 1 and 2	Year 3 and 4	Year 5 and 6
Listening	<ul style="list-style-type: none"> <li>Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>Explore and engage in music making and dance, performing solo or in groups.</li> <li>Learn rhymes, poems and songs</li> </ul>	<ul style="list-style-type: none"> <li>Find the pulse.</li> <li>Recognise and name at least two instruments they can hear in a song (Guitar, drum, voice, decks keyboard, drums, bass and Saxophone).</li> <li>Understand that songs have musical styles</li> </ul>	<ul style="list-style-type: none"> <li>Identify the pieces of structure (Introduction Versus, chorus)</li> <li>Identify the instruments and voices in a piece.</li> <li>Identify the themes in a piece.</li> <li>Explain how the words in a song can tell a story.</li> <li>Find the pulse</li> <li>Identify changes in tempo and dynamics.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the piece's structure (Introduction, verse, chorus, bridge and solo).</li> <li>Recognise 8 bars.</li> <li>Recognise repetition</li> <li>Identify instruments and voices in a piece</li> <li>Find the pulse</li> <li>Identify changes in tempo, dynamics and texture.</li> </ul>
Musical activities	<ul style="list-style-type: none"> <li>Create collaboratively, sharing ideas, resources and skills.</li> <li>• Learn rhymes, poems and songs.</li> <li>Sing the pitch of a tone sung by another person ('pitch match').</li> <li>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>Musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments.</li> </ul>	<ul style="list-style-type: none"> <li>March in time with the pulse</li> <li>Know that rhythm is different to pulse</li> <li>Copy back a rhythm</li> <li>Create a rhythm for others to copy</li> <li>Sing and rap in time to the music</li> <li>Begin to lead groups that are singing and rapping</li> <li>Sing together in time and in different styles</li> <li>Play instrumental parts accurately and in time</li> <li>Play an increasing number of notes (C, D, F, E and G)</li> <li>Identify pitch is low and high sounds.</li> <li>Recognise that songs sometimes have questions and answer section and a chorus.</li> </ul>	<ul style="list-style-type: none"> <li>Copy back, play, invent rhythmic and melodic patterns</li> <li>Begin to read notes C, D, E and F. Increasing with confidence</li> <li>Sing in two parts, unison and in parts</li> <li>Learn to play a range of tunes</li> <li>Begin to play short parts by ear</li> <li>Use glockenspiels or recorders to complete activities</li> <li>Learn to play some tunes off by heart</li> </ul>	<ul style="list-style-type: none"> <li>Copy back rhythm and pitch</li> <li>Sing in unison and in parts</li> <li>Play a range of tunes by heart</li> <li>Play instrumental parts with the music by ear</li> <li>Play parts by ear and from notation</li> <li>Read notes confidently</li> <li>Play instrumental parts accurately and in time as part of the performance</li> <li>-</li> </ul>

Perform and share	<ul style="list-style-type: none"> <li>Explore and engage in music making and dance, performing solo or in groups.</li> <li>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> <li>Sing a range of well-known nursery rhymes and songs.</li> </ul>	<ul style="list-style-type: none"> <li>Improvise as part of the performance</li> <li>Improvise using words</li> <li>Compose simple melodies using simple rhythms</li> <li>Perform as part of a group</li> <li>Share opinions and feelings about a performance</li> </ul>	<ul style="list-style-type: none"> <li>Improvise in lesson and as part of the performance</li> <li>Compose a simple melody using simple rhythms and use it as part of the performance</li> <li>Contribute to a performance by singing, playing an instrumental part, improvising, or playing their composition</li> <li>Perform confidently</li> <li>Share opinions and feelings about a performance</li> <li>Explain what can be improved in a performance.</li> </ul>	<ul style="list-style-type: none"> <li>Improvise in a given style</li> <li>Compose a simple melody using simple rhythms and use it as part of the performance</li> <li>Contribute to a performance by singing, playing an instrumental part, improvising, or playing their composition.</li> <li>Perform confidently</li> <li>Share opinions and feelings about a performance</li> <li>Explain what could be improved in a performance</li> </ul>
Vocabulary	<ul style="list-style-type: none"> <li>nursery rhymes, action songs, instruments, share, respond, explore, listen, sing, play, learn, beat, pulse, rhythm, pitch, high, low, long, short, perform, share, play, stop, move, listen, actions, voice, hands, feet instrument, big sounds, soft sounds, loud sounds, soft sounds, soft, medium, hard, solo, group, shake, tap, ring.</li> <li>Listen, talk, sequence, think, feel, ideas, song, sing, dance, play, explore, instruments, make and experiment.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to understand and use vocabulary such as; pulse, rhythm, pitch, rap, improvise, compose, audience, melody, perform, singers, dynamics, tempo and groove.</li> <li>Begin to recognise and name instruments such as; bass guitar, drums, deck, keyboard, percussion, trumpets, saxophone, percussion vocals, glockenspiel.</li> <li>Begin to name and recognise and name music styles such as; blues, baroque, Latin folk, funk, rock, reggae, south African music.</li> </ul>	<ul style="list-style-type: none"> <li>Understand and use vocabulary with increasing confidence: structure, introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, tunes, pentatonic scale</li> <li>Recognise and name music styles and instruments.</li> </ul>	<ul style="list-style-type: none"> <li>Understand and use vocabulary such as; structure, pulse, rhythm, pitch, bridge, backbeat, amplifier, tempo, texture, dynamics, chorus, riff, hook, improvise and compose.</li> <li>Recognise and name instruments such as; lead vocal, electric guitar, bass, guitar, drums, keyboard, lops, samples, decks, scratching, rapper, synthesizer, trombone, sax, trumpet, brass</li> <li>Recognise and name music styles confidently such as; rock, swing, Jazz, pop, ballads, old school hip hop, Mo</li> </ul>

				town, soul, blues, classical.
<ul style="list-style-type: none"> <li>● Pulse – the regular heartbeat of the music; its steady beat.</li> <li>● Rhythm – long and short sounds or patterns that happen over the pulse.</li> <li>● Pitch – high and low sounds.</li> <li>● Tempo – the speed of the music; fast or slow or in between.</li> <li>● Texture – layers of sound. Layers of sound working together make music very interesting to listen to</li> <li>● Timbre – all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin.</li> <li>● Dynamics – how loud or quiet the music is.</li> <li>● Structure – every piece of music has a structure e.g. an introduction, verse and chorus ending.</li> <li>● Notation – the link between sound and symbol.</li> </ul>				