

Music – Skills

	EYFS	Years 1 and 2	Years 3 and 4	Years 5 and 6
Elements of Music	<p><u>Introduce</u> Pulse Rhythm Pitch</p>	<p><u>Main Focus</u> Pulse Rhythm Pitch</p> <p><u>Introduce</u> Dynamics Tempo Structure</p>	<p><u>Main Focus</u> Pulse Rhythm Pitch Dynamics Tempo Structure</p> <p><u>Introduce</u> Formal notation</p>	<p><u>Main Focus</u> Pulse Rhythm Pitch Dynamics Tempo Structure Notation</p> <p><u>Introduce</u> Timbre Texture</p>
Listen and Appraise	Listen with concentration and understanding to a range of high-quality live and recorded music.	Listen with concentration and understanding to a range of high-quality live and recorded music.	Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians.	Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians
Creating and exploring (improvising, composing, notating).	<p>Improvising with voices and untuned instruments.</p> <p>Composing short phrases using knowledge of pulse, rhythm and pitch.</p> <p>Introduction to graphic scoring. Adults modelling → children doing.</p>	<p>Improvising with voices and tuned and untuned instruments with increasing accuracy.</p> <p>Composing simple, short tunes based on given information (e.g. structure, notes).</p> <p>Continuing to graphic score own compositions.</p>	<p>Improvising with voices and tuned and untuned instruments using increasing knowledge of elements of music (see above)</p> <p>Composing whole pieces based on given information (e.g. key scales, structure).</p> <p>Using learnt notation to scribe own compositions.</p>	<p>Improvising with voices and tuned and untuned instruments, working within a key scale, to inform compositions.</p> <p>Composing whole pieces using knowledge of key scales,</p>
Perform	Reproduce sounds from aural memory.	<p>Reproduce sounds from aural memory.</p> <p>Perform in ensemble contexts.</p> <p>Perform from a graphic score.</p>	<p>Perform in ensemble and solo contexts.</p> <p>Perform pieces from more formal notation.</p>	<p>Perform in ensemble and solo contexts.</p> <p>Perform pieces from formal notation, including using expression and dynamics.</p>

