

Music

	Music										
Year Group	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6				
Play and perform solo.	. https://www.moorside- academy.co.uk/wp- content/uploads/2023/12/EYFS- Skills-and-Progression-Map- 2023-006.pdf	Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play untuned instruments musically	Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play untuned instruments musically	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression				
		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	Improvise and compose music for a range of purposes using the interrelated dimensions of music	Improvise and compose music for a range of purposes using the interrelated dimensions of music	Improvise and compose music for a range of purposes using the interrelated dimensions of music	Improvise and compose music for a range of purposes using the interrelated dimensions of music				
	Experiment with, create, select and combine sounds using the inter-related dimensions of music.	create, select and select and comb combine sounds using the inter-related select and comb sounds using the	Experiment with, create, select and combine sounds using the interrelated dimensions of music.	, Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.	Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations	Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations	Listen with attention to detail and recall sounds wit increasing aural memory Use and understand staff and other musical notation: Appreciate and understand a wide range of high-quality live and recorded music drawn from different				
			musicians.	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	traditions and from great composers and musicians Develop an understanding of the history of music.					
					Develop an understanding of the history of music.	Develop an understanding of the history of music.					



Listen and	https://www.moorside- academy.co.uk/wp-	Skills To learn how they can enjoy moving to	Skills - To learn how songs can tell a story or	Skills - To identify and move to the pulse.	Skills To confidently identify and move to	Skills - To identify and move to the pulse with	Skills - To identify and move to the pulse with ease.
Appraise	content/uploads/2023/12/EYFS-	music by dancing,	describe an idea.	·	the pulse. To talk	ease.	
	Skills-and-Progression-Map-	marching, being animals		To think about what the	about the musical		To think about the message
	2023-006.pdf	or pop stars.	Knowledge - To know five	words of a song mean.	dimensions working	To think about the	of songs.
			songs off by heart. To		together in the Unit	message of songs.	
		Knowledge To know	know that some songs	To take it in turn to	songs		To compare two songs in
		what the songs are	have a chorus or a	discuss how the song	e.g. if the song gets	To compare two songs	the same style, talking
		about.	response/answer part.	makes them feel. Listen	louder in the chorus	in the same style, talking	about what stands out
				carefully and respectfully	(dynamics) Talk about	about what stands out	musically in each of them,
		To know and recognize	To know that songs have	to other people's	the music and how it	musically in each of	their similarities and
		the sound and names of	a musical style.	thoughts about the	makes them feel.	them, their similarities	differences. Listen carefully
		some of the instruments		Music.	Listen carefully and	and differences. Listen	and respectfully to other
		they use.		Knowledge To know five	respectfully to other	carefully and	people's thoughts about
				Knowledge To know five songs from memory and	people's thoughts about the music. In talk, try to	respectfully to other people's thoughts about	the music.
				who sang them or wrote	use musical words.	the music.	Use musical words when
				them.	use musical words.	the music.	talking about the songs.
				them.	Knowledge To know five	When you talk, try to	taking about the songs.
				To know the style of the	songs from memory and	use musical words.	To talk about the musical
				five songs.	who sang them or wrote	ase masical words.	dimensions working
				e sege.	them.	To talk about the	together in the songs.
				To choose one song and		musical dimensions	together in the songer
				be able to talk about: Its	To know the style of	working together in the	Talk about the music and
				lyrics: what the song is	the five songs.	unit songs.	how it makes you feel,
				about, any musical	<u> </u>		using musical language to
				dimensions featured in	To choose one song and	Talk about the music	describe the music.
				the song, and where they	be able to talk about	and how it makes you	
				are used (texture,	some of the style	feel.	Knowledge - To know five
				dynamics, tempo, rhythm	indicators of that song		songs from memory, who
				and pitch) Identify the	(Musical characteristics	Knowledge - To know	sang or wrote them, when
				main sections of the song	that give the song its	five songs from	they were written and why?
				(introduction, verse,	style) The lyrics: what	memory, who sang or	
				chorus etc.)	the song is about. Any	wrote them, when they	To know the style of the
					musical dimensions	were written and, if	songs and to name other
				Name some of the	featured in the song	possible, why?	songs in those styles.
				instruments they heard	and where they are	To know the style of	To choose three or farm
				in the song.	used (texture, dynamics, tempo, rhythm and	To know the style of the five songs and to	To choose three or four other songs and be able to
					pitch) Identify the main	name other songs in	talk about: The style
					sections of the song	those styles.	indicators of the songs
					(introduction, verse,	those styles.	(musical characteristics
					chorus etc) Name some	To choose two or three	that give the songs their
					of the instruments they	other songs and be able	style) The lyrics: Musical
					heard in the song.	to talk about: Some of	dimensions where they
						the style indicators of	are used (texture,
						the songs (musical	dynamics, tempo, rhythm,
						characteristics that give	pitch and timbre) Identify
						the songs their style)	the structure of songs
						The lyrics: what the	(intro, verse, chorus etc.)
						songs are about. Any	ĺ



			musical dimensions featured in the songs and where they are used	Name some of the instruments used in songs.
			(texture, dynamics, tempo, rhythm and pitch)	Think about the historical context of the songs. What else was going on at this
			Identify the main sections of the songs (intro, verse, chorus	time, musically and historically? Know and talk about that
			etc.) Name some of the	fact that we each have a musical identity.
			instruments they heard in the songs.	
			Think about the historical context of the songs. What else was	
			going on at this time?	



Games	. https://www.moorside-	Skills – Listen to rhythm,	Skills To listen to pulse,	Skills – To identify pulse,	Skills – To identify pulse,	Skills - Find the pulse	Skills - Find the pulse
Gaines	academy.co.uk/wp-	copy back, pitch and	rhythm, pitch and copy	rhythm and pitch in vocal	rhythm, pitch in vocal	Copy back rhythms	Copy back rhythms based
	content/uploads/2023/12/EYFS-	copy back, piteri and	back	warm-ups and copy back.	warmups and copy back.	based on the words of	on the words of the main
	Skills-and-Progression-Map-					the main song, that	song, that include
	2023-006.pdf	Knowledge - To know	Knowledge To know that	Knowledge Know how to	Knowledge- Know and	include syncopation/off	syncopation/off beat.
		that music has a steady	music has a steady pulse,	find and demonstrate	be able to talk about,	beat. Copy back one-	Copy back one-note riffs
		pulse, like a heartbeat.	like a heartbeat. Rhythms	the pulse.	how pulse, rhythm and	note riffs using simple	using simple and
			are different from the		pitch work together.	and syncopated rhythm	syncopated rhythm
		To know that we can	steady pulse. We add	Know the difference	Pulse: Finding the pulse,	patterns.	patterns.
		create rhythms from	high and low sounds,	between pulse and	the heartbeat of the	Knowledge Know and he	Knowledge Knowend
		words, our names, favourite foods, colours	pitch, when we sing and play our instruments.	rhythm.	music. Rhythm: the long and short patterns over	Knowledge- Know and be able to talk about: How	Knowledge - Know and be able to talk about:
		and animals.	play our instruments.	Know how pulse, rhythm	the pulse.	pulse, rhythm, pitch,	How pulse, rhythm, pitch,
				and pitch work together	the paiser	tempo, dynamics,	tempo, dynamics, texture
				to create a song.	Know the difference	texture and structure	and structure work
					between pulse and	work together and how	together to create a song
				Know that every piece of	rhythm. Pitch: High and	they connect in a song.	or music.
				music has a pulse/steady	low sounds that create		
				beat.	melodies.	How to keep the internal	How to keep the internal
				Know the difference	How to keep the	pulse.	pulse.
				between a musical	internal pulse.	Musical Leadership:	Musical Leadership:
				question and an answer.	internal pulse.	creating musical ideas for	creating musical ideas for
				4	Musical Leadership:	the group to copy or	the group to copy or
					Creating musical ideas	respond to.	respond to.
					for the group to copy or		
					respond to.		
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Singing	https://www.moorside-	Skills - Learn about voices,	Skills - Learn that they can	Skills To sing in unison	Skills - To sing in unison	Skills - To sing in unison	Skills - To sing in unison
	academy.co.uk/wp-	singing notes of different	make different types of	and in simple two-parts.	and in simple two-parts.	and to sing backing vocals.	and to sing backing vocals.
	content/uploads/2023/12/EYFS-	pitches (high and low)	sounds with their voices	To demonstrate a good	To do secondardo a second	Ta anian annalanina ainaina	T- d
	Skills-and-Progression-Map- 2023-006.pdf	Loarn that thou can make	you can rap (spoken word	singing posture.	To demonstrate a good	To enjoy exploring singing solo.	To demonstrate a good
	2023-006.pdi	Learn that they can make different types of sounds	with rhythm).	To follow a leader when	singing posture.	5010.	singing posture.
		with their voices, to rap,	Learn to find a	singing.	To follow a leader when	To listen to the group	To follow a leader when
		or say words in rhythm.	comfortable singing	Singing.	singing.	when singing.	singing.
			position.	To enjoy exploring singing	388.	lgg.	
		Learn to start and stop		solo.	To enjoy exploring	To demonstrate a good	To experience rapping
		singing when following a	Knowledge - To know that		singing solo.	singing posture.	and solo singing.
		leader.	unison is everyone singing	To sing with awareness of			
			at the same time. Songs	being 'in tune'	To sing with awareness of	To follow a leader when	To listen to each other and
		Knowledge - To	include other ways of		being 'in tune'.	singing.	be aware of how you fit
		confidently sing or rap five	using the voice e.g.	To have an awareness of			into the group.
		songs from memory and	rapping.	the pulse internally when	To re-join the song when	To experience rapping and	
		sing them in unison.		singing.	lost.	solo singing.	To sing with awareness
			To know why we need to			Ta Batan ta anche athere	of being 'in tune'.
			warm up our voices.	Knowledge - Singing in a	To listen to the group	To listen to each other and	Kanada Talansa and
				group can be called a	when singing.	be aware of how you fit into the group.	Knowledge - To know and confidently sing five songs
				choir. To know a leader or conductor is a person	Knowledge - To know and	into the group.	and their parts from
				who the choir or group	be able to talk about:	To sing with awareness of	memory, and to sing them
				follow. Songs can make	Singing in a group can be	being 'in tune'.	with a strong internal
				you feel different things	called a choir, the leader		pulse.
				e.g. happy, energetic or	or conductor is a person	Knowledge - To know and	'
				sad. Singing as part of an	who the choir or group	confidently sing five songs	To know about the style of
				ensemble or large group	follow, Songs can make	and their parts from	the songs, to represent
				is fun, but that you must	you feel different things	memory, and to sing them	the feeling and context to
				listen to each other. To	e.g. happy, energetic or	with a strong internal	your audience.
				know why you must	sad. Singing as part of an	pulse.	
				warm up your voice.	ensemble or large group	l	To choose a song and be
					is fun, but that you must	To choose a song and be	able to talk about: Its main
					listen to each other.	able to talk about: Its main	features singing in unison,
					Tautura Harria aala	features. Singing in unison, the solo, lead	the solo, lead vocal, backing vocals or rapping.
					Texture: How a solo singer makes a thinner	vocal, backing vocals or	backing vocals of rapping.
					texture than a large	rapping.	To know what the song is
					group. To know why you	Tapping.	about and the meaning of
					must warm up your	To know what the song is	the lyrics.
					voice.	about and the meaning of	·
						the lyrics. To know and	To know and explain the
						explain the importance of	importance of warming
						warming up your voice.	up your voice.
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Daufaumau	h	Chille Charter	Chille Chance	Chille Telebrasis has	Chille. To also the bar	Chille Talaharan har	Chille. To about the tra
Performance	https://www.moorside-	Skills - Choose a song	Skills- Choose a song	Skills - To choose what	Skills - To choose what	Skills - To choose what	Skills - To choose what to
	academy.co.uk/wp-	they have learnt from	they have learnt from	to perform and create a	to perform and create	to perform and create a	perform and create a
	content/uploads/2023/12/EYFS-	the Scheme and	the Scheme and	programme.	a programme. Present	programme.	programme.
	Skills-and-Progression-Map-	perform it. They can	perform it. They can add	To company the total the	a musical performance	T	-
	2023-006.pdf	add their ideas to the	their ideas to the	To communicate the	designed to capture the	To communicate the	To communicate the
		performance.	performance.	meaning of the words	audience. To	meaning of the words	meaning of the words and
			5 111 6	and clearly articulate	communicate the	and clearly articulate	clearly articulate them.
			Record the performance	them.	meaning of the words	them.	T- 1-11 - 1
		Barradula.	and say how they were	Ta tall, also, the base	and clearly articulate	Ta talle abant than a	To talk about the venue
		Record the	feeling about it.	To talk about the best	them.	To talk about the venue	and how to use it to best
		performance and say	Kanadan A	place to be when	To dolly also at the best	and how to use it to	effect.
		how they were feeling	Knowledge - A	performing and how to	To talk about the best	best effect.	To account the
		about it.	performance is sharing	stand or sit.	place to be when	To uses and the	To record the
		Kanadan A	music with an audience.	To record the	performing and how to	To record the	performance and
		Knowledge - A	A performance can be a	To record the	stand or sit.	performance and	compare it to a previous
		performance is sharing	special occasion and involve a class, a year	performance and say how they were feeling,	To wassend the	compare it to a previous	performance.
		music with other	' '	, ,,	To record the	performance.	To discuss and stells
		people, called an	group or a whole	what they were pleased	performance and say	To discuss and talk	To discuss and talk
		audience.	school. An audience can	with what they would	how they were feeling,	To discuss and talk musically about it.	musically about it — "What went well?" and "It
			include your parents and friends.	change and why.	what they were pleased	"What went well?" and	would have been even
			and mends.	Knowledge- To know	with what they would	"It would have been	better if?"
					change and why.		better IIr
				and be able to talk	Kanada Ta basa	even better if?"	Kanadan Talansa and
				about: Performing is	Knowledge - To know	Kasuladas Talmau	Knowledge - To know and
				sharing music with other	and be able to talk	Knowledge - To know and be able to talk	be able to talk about:
				people, an audience. A performance doesn't	about	about: Performing is	Performing is sharing music with an audience with
				·	Performing, sharing	9	
				have to be a drama! It	music	sharing music with	belief. A performance
				can be to one person or to each other. You need	with other people, an audience. A	other people, an audience. A	doesn't have to be a drama! It can be to one
				to know and have		performance doesn't	person or to each other
				planned everything that	performance doesn't have to be a drama! It	have to be a drama! It	Everything that will be
				will be performed. You		can be to one person or	performed must be
				must sing or rap the	can be to one person or to each other. You need	to each other.	planned and learned. You
				words clearly and play	to know and have	Everything that will be	must sing or rap the
				with confidence. A	planned everything that	performed must be	words clearly and play
				performance can be a	will be performed. You	planned and learn. You	with confidence. A
				special occasion and	must sing or rap the	must sing or rap the	performance can be a
				involve an audience	words clearly and play	words clearly and play	special occasion and
				including of people you	with confidence. A	with confidence. A	involve an audience
				don't know. It is planned	performance can be a	performance can be a	including of people you
				and different for each	special occasion and	special occasion and	don't know. It is planned
				occasion. It involves	involve an audience	involve an audience	and different for each
				communicating feelings,	including lots of people	including of people you	occasion. A performance
				thoughts and ideas	you don't know. It is	don't know. It is	involves communicating
				about the song/music	planned and different for	planned and different	ideas, thoughts and
				about the song/illusic	each occasion. It involves	for each occasion. A	iacas, tilougiits allu
			1		each occasion. It involves	ioi eacii occasion. A	



		communicating feelings, thoughts and ideas about the song/music.	performance involves communicating ideas, thoughts and feelings about the song/music.	feelings about the song/music.