



EYFS Music Key Learning

'Working together to achieve success'

In EYFS Music is planned for under the umbrella of the area of learning: Expressive Arts and Design which encompasses the strands of Creating with Materials and Being Imaginative & Expressive.

The Key Learning identified in the table below is planned for by the EYFS Teacher based on termly analysis of each cohort's data using the Development Matters guidance/ELG's to identify gaps or next steps in learning. Please refer to termly EYFS Key Learning Overviews for focus of Music learning in each term.

Children in EYFS listen to music & sing songs & rhymes on a daily basis plus they have continuous access to a range of tuned and untuned percussion instruments.

Singing	<ul style="list-style-type: none"> • Sing in a group or on their own • <u>Increasingly try to match the pitch sung by another person (pitch match)</u> • Sing the melodic shape of familiar songs (moving melody, such as up & down, down & up) • Practise then perform songs, rhymes & poems with others, remembering entire songs.
Listening	<ul style="list-style-type: none"> • Listen attentively to music & songs • Try to move in time with music • Talk about music, expressing their feelings & thoughts.
Composing	<ul style="list-style-type: none"> • Explore, use & refine a variety of artistic effects to express their ideas and feelings • Return to & build on their previous learning, refining ideas & developing their ability to represent them • Create collaboratively sharing ideas, resources & skills • Explore & engage in music making, performing solo or in groups • Play instruments * with increasing control & in different ways including loud/quiet
Musicianship	
Pulse/Beat	<ul style="list-style-type: none"> • <u>Nod or tap a (heart) beat/pulse following the teacher in response to different pieces of music</u>
Rhythm	<ul style="list-style-type: none"> • <u>Copy simple rhythm patterns following the teacher or picture prompts e.g.pull/turnip/enormous</u>
Pitch	<ul style="list-style-type: none"> • Listen to sounds, comparing high & low sounds • <u>Sing/say words & phrases in high/low voices</u>

❖ *Name instruments: maracas, (indian) bells, rhythm sticks, tambourine, guiro, triangle*

Year One Music Key Learning

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<p>Singing</p>	<ul style="list-style-type: none"> • Sing simple songs, chants & rhymes from memory, singing collectively & at the same pitch, responding to simple visual directions (e.g. stop, start, loud, quiet) & counting in. • Sing a wide range of call & response songs, to control vocal pitch they hear with accuracy.
<p>Listening</p>	<ul style="list-style-type: none"> • Respond to different music saying how it makes them feel, act, move • Say whether or not they like a piece of music • Identify repetitive elements (structure), silence (duration), loud & quiet (dynamics) & high & low sounds (pitch) within songs and pieces of music they listen to
<p>Composing</p>	<ul style="list-style-type: none"> • Improvise simple vocal chants, using question & answer phrases • Create musical sound effects & short sequences of sounds in response to stimuli e.g. a rainstorm or a train journey. Combine to make a story, choosing & playing classroom instruments (e.g. rainmaker) or sound-makers (e.g. rustling leaves) • Understand the difference between creating a rhythm pattern & a pitch pattern • Invent, retain & recall rhythm & pitch patterns & perform these for others, taking turns • Use music technology, if available, to capture, change & combine sounds • <u>Recognise how graphic notation can represent created sounds. Explore & invent own symbols</u> e.g. <div style="text-align: center;"> </div>
<p>Musicianship</p>	
<p>Pulse/Beat</p>	<ul style="list-style-type: none"> • Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes • Use body percussion (e.g. clapping, tapping, walking) & classroom percussion, playing repeated rhythm patterns (ostinati) & short, pitched patterns on tuned instruments to maintain a steady beat • Respond to the pulse in recorded/live music through movement & dance e.g. Stepping (e.g. Mattachins from Capriol Suite by Warlock) Jumping (e.g. Trepak from The Nutcracker by Tchaikovsky) Walking on tiptoes (e.g. Scherzo from The Firebird Suite by Stravinsky)
<p>Rhythm</p>	<ul style="list-style-type: none"> • Perform short copycat rhythm patterns accurately, led by the teacher • Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat • Perform word-pattern chants (e.g. ca-ter-pil-lar crawl, fish and chips)
<p>Pitch</p>	<ul style="list-style-type: none"> • <u>Sing familiar songs in both low & high voices & talk about the difference in sound</u> • Explore percussion sounds to enhance storytelling e.g. Ascending xylophone/glockenspiel notes to suggest Jack climbing beanstalk/turnip growing Quiet sounds created on a rainstick/maracas to depict a shower Regular strong beats played on a drum to replicate menacing footsteps • Follow pictures & symbols to guide singing & playing e.g. 4 dots = 4 taps <div style="text-align: right;"> </div>


Year Two Music Key Learning

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<p>Singing</p>	<ul style="list-style-type: none"> • Sing songs regularly with a pitch range of do-so with increasing voice control • <u>Sing songs with a small pitch range, pitching accurately</u> • Know the meaning of dynamics (loud/quiet) & tempo (fast/slow) & be able to demonstrate these when singing by responding to (a) the leader's directions & (b) visual symbols (e.g. crescendo, decrescendo, pause)
<p>Listening</p>	<ul style="list-style-type: none"> • Listen with growing concentration to music of a longer duration • <u>Identify sections of music which sound the same or different e.g. verse/chorus</u> • <u>Identify fast(er) & slow(er) (tempo) & long & short sounds (duration) within songs and pieces of music they listen to</u>
<p>Composing</p>	<ul style="list-style-type: none"> • Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch) • <u>Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation</u> • Use graphic symbols & dot notation to keep a record of composed pieces • Use music technology, if available, to capture, change & combine sounds
<p>Musicianship</p>	
<p>Pulse/Beat</p>	<ul style="list-style-type: none"> • Understand that the speed of the beat can change, creating a faster or slower pace (tempo) • Mark the beat of a listening piece (e.g. Bolero by Ravel) by tapping or clapping & recognising the tempo as well as changes in tempo • <u>Walk in time to the beat of a piece of music or song (e.g. La Mourisque by Susato)</u>
<p>Rhythm</p>	<ul style="list-style-type: none"> • Play copycat rhythms, copying a leader & inventing rhythms for others to copy on untuned percussion • Create rhythms using word phrases as a starting point (e.g. Hel-lo Si-mon or Can you come and play?) • <u>Read & respond to chanted rhythm patterns and represent them with graphic symbols & dot notation</u> • Create & perform their own chanted rhythm patterns with the same notation
<p>Pitch</p>	<ul style="list-style-type: none"> • Play a range of singing games based on the cuckoo interval (so-mi, e.g. <i>Little Sally Saucer</i>) matching voices accurately, supported by a leader playing the melody (played on piano, acoustic instrument or backing track) • Sing short phrases independently within a singing game or short song • Respond independently to pitch changes heard in melodic phrases, indicating with actions (e.g. stand up/sit down, hands high/hands low) • <u>Recognise dot notation & match it to 3-note tunes played on tuned percussion</u> e.g. <div style="text-align: center;"> </div>


Year Three Music Key Learning

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<p>Singing</p>	<ul style="list-style-type: none"> • Sing a widening range of unison songs of varying styles and structures with a pitch range of do–so (e.g. Extreme Weather), tunefully and with expression. Perform forte and piano, loud and soft. • Perform actions confidently and in time to a range of action songs (e.g. Heads and Shoulders). • Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. • <u>Perform as a choir in school assemblies with expression, good diction & a growing sense of pitch.</u>
<p>Listening</p>	<ul style="list-style-type: none"> • Listen with attention to detail & recall sounds heard within a range of musical styles • <u>Begin to use musical words to describe and talk about music e.g. pulse, rhythm, pitch, melody, tempo, dynamics, timbre</u> • Say whether or not they like a piece of music & say why • Talk about the moods created by different pieces of music e.g. calming/frightening
<p>Composing</p>	<ul style="list-style-type: none"> • Become more skilled in improvising (using voices & instruments), inventing short 'on-the-spot' responses using a limited note-range. • Structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end. Pupils should compose in response to different stimuli, e.g. stories, verse, images (paintings and photographs) and musical sources. • <u>Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi).</u> • Compose song accompaniments on untuned percussion using known rhythms and note values.
<p>Performing</p>	<ul style="list-style-type: none"> • <u>Develop facility in playing tuned percussion or a melodic instrument such as recorder. Play and perform melodies following staff notation using a small range (e.g. Middle C–E/do–mi) as a whole class or in small groups (e.g. trios and quartets).</u> • Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi (see illustration): <div style="text-align: center;">  </div> <ul style="list-style-type: none"> • Watch a recording and/or discuss the performance & offer helpful and thoughtful comments and feedback about others' music/singing • Practise, rehearse and present performances with awareness of an audience
<p>Reading Notation</p>	<ul style="list-style-type: none"> • <u>Introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch.</u> • <u>Introduce and understand the differences between crotchets, paired quavers and crotchet rests.</u> • Apply word chants to rhythms, understanding how to link each syllable to one musical note.

Year Four Music Key Learning

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<p>Singing</p>	<ul style="list-style-type: none"> Continue to sing a broad range of unison songs with the range of an octave (do–do) (e.g. One More Day—a traditional sea shanty) pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo). Sing rounds and partner songs in different time signatures (2, 3 and 4 time) (e.g. Our Dustbin) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony (e.g. Hear the Wind). <u>Perform a range of songs with expression, good diction & a growing sense of pitch.</u>
<p>Listening</p>	<ul style="list-style-type: none"> Listen with attention to detail & refer to & compare the different sounds instruments make such as brass, woodwind, metallic/wooden percussion, string, electronic(keyboards) <u>Begin to use musical words to describe and talk about music e.g. pulse, rhythm, pitch, melody, tempo, dynamics, texture, timbre</u> Say whether or not they like a piece of music & say why? Talk about the moods created by different pieces of music e.g. calming/frightening?
<p>Composing</p>	<ul style="list-style-type: none"> <u>Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 notes suitable for the instruments being learnt. Sing and play these phrases as self-standing compositions.</u> Arrange individual notation cards of known note values to create sequences of 2-, 3- or 4-beat phrases, arranged into bars.  <ul style="list-style-type: none"> Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip. Capture and record creative ideas using any of: graphic symbols, staff notation or technology.
<p>Performing</p>	<ul style="list-style-type: none"> Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation <u>Copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A).</u> Watch a recording and/or discuss the performance & offer helpful and thoughtful comments and feedback about others' music/singing Practise, rehearse and present performances with awareness of an audience
<p>Reading Notation</p>	<ul style="list-style-type: none"> <u>Understand the differences between minims, semi-breves, crotchets, paired quavers and rests.</u> Read and perform pitch notation within a defined range (e.g. C–G/do–so). Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.

Year Five Music Key Learning

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<p>Singing</p>	<ul style="list-style-type: none"> • <u>Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and appropriate style.</u> • Sing three-part rounds, partner songs, and songs with a verse and a chorus. • Perform a range of songs in school assemblies and in school performance opportunities with a good understanding of the mood to be created & with good posture.
<p>Listening</p>	<ul style="list-style-type: none"> • <u>Use musical words to talk about & compare music e.g. pulse, rhythm, pitch, melody, tempo, dynamics, texture, timbre</u> • Identify solo, duet & ensemble voices, repetition or musical contrasts • Begin to identify music from different periods & cultures • Make suggestions of suitable pieces of music for various occasions
<p>Composing</p>	<ul style="list-style-type: none"> • Improvise freely over a drone, developing sense of shape and character, using tuned percussion and/or melodic instruments. • Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano). • <u>Compose music to evoke a specific atmosphere, mood or environment or create music to accompany a silent film or to set a scene in a play or book.</u> • Capture and record creative ideas using any of: graphic symbols, staff notation or technology.
<p>Performing</p>	<ul style="list-style-type: none"> • <u>Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave.</u> • Watch a recording and/or discuss the performance & offer helpful and thoughtful comments and feedback about others' music/singing • Practise, rehearse and present performances with awareness of an audience • Reflect on & refine their own performances.
<p>Reading Notation</p>	<ul style="list-style-type: none"> • <u>Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers.</u> • Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.



Year Six Music Key Learning

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Singing	<ul style="list-style-type: none">• <u>Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style.</u>• Continue to sing three- and four-part rounds (e.g. Calypso by Jan Holdstock) or partner songs, and experiment with positioning singers randomly within the group – i.e. no longer in discrete parts – in order to develop greater listening skills, balance between parts and vocal independence.• Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience with a good understanding of the mood to be created.
Listening	<ul style="list-style-type: none">• <u>Use musical words to talk about & compare music e.g. pulse, rhythm, pitch, melody, tempo, dynamics, texture, timbre</u>• Begin to identify music from different periods & cultures• Make suggestions of suitable pieces of music for various occasions
Composing	<ul style="list-style-type: none">• Create music with multiple sections that include repetition and contrast.• <u>Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody.</u>• Use available music software/apps to create and record, discussing how musical contrasts are achieved.
Performing	<ul style="list-style-type: none">• <u>Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave.</u>• Watch a recording and/or discuss the performance & offer helpful and thoughtful comments and feedback about others' music/singing• Practise, rehearse and present performances with awareness of an audience.• Reflect on & refine their own performances.
Reading Notation	<ul style="list-style-type: none">• <u>Read and play from notation a four-bar phrase, confidently identifying note names and durations.</u>