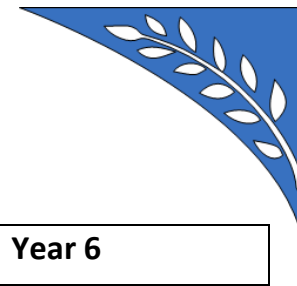


<b>Skills</b>	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>
<b>Listening</b>	<ul style="list-style-type: none"> <li>- Imitates movement in response to music.</li> <li>- Taps out simple repeated rhythms.</li> </ul>	<p><b>Building on prior learning, children will:</b></p> <ul style="list-style-type: none"> <li>- Recognize the difference between a beat and rhythm.</li> <li>- Listen to a piece of music and identify the pitch.</li> <li>- Identify long and short sounds in a piece of music.</li> </ul>	<p><b>Building on prior learning, children will:</b></p> <ul style="list-style-type: none"> <li>- Recognize and respond to a steady beat.</li> <li>- Identify rising and falling pitch.</li> <li>- Identify a slow and fast pace within a four-beat metre.</li> </ul>
<b>Composing</b>	<ul style="list-style-type: none"> <li>- Explores and learns how sounds can be changed.</li> <li>- Sings to self and makes up simple songs.</li> <li>- Makes up rhythms.</li> </ul>	<p><b>Building on prior learning, children will:</b></p> <ul style="list-style-type: none"> <li>- Create long and short sounds using musical instruments.</li> <li>- Write simple rhythms.</li> </ul>	<p><b>Building on prior learning, children will:</b></p> <ul style="list-style-type: none"> <li>- Add vocal and instrumental sounds to a poem.</li> <li>- Invent sounds using voices and tuned percussion.</li> <li>- Combine three different steady beats on instruments.</li> <li>- Compose an ostinato for percussion.</li> </ul>
<b>Performing</b>	<ul style="list-style-type: none"> <li>- Sings a few familiar songs.</li> </ul>	<p><b>Building on prior learning, children will:</b></p> <ul style="list-style-type: none"> <li>- Sing a song and clap the beat and rhythm.</li> <li>- Explore instruments and play them quickly/slowly, loudly/quietly.</li> </ul>	<p><b>Building on prior learning, children will:</b></p> <ul style="list-style-type: none"> <li>- Perform vocal and instrumental ostinato.</li> <li>- Explore instrumental sounds to accompany a story.</li> <li>- Practice playing a steady beat.</li> </ul>



<b>Skill</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Listening</b>	<p><b>Building on prior learning, children will:</b></p> <ul style="list-style-type: none"> <li>- Identify and play a melodic phrase by ear.</li> <li>- Identify different purposes of songs.</li> </ul>	<p><b>Building on prior learning, children will:</b></p> <ul style="list-style-type: none"> <li>- Identify leaps in a melody by ear.</li> <li>- Identify how a musical signal is used to control volume.</li> </ul>	<p><b>Building on prior learning, children will:</b></p> <ul style="list-style-type: none"> <li>- Listen to the effect of different tempos in creating a character in music.</li> <li>- Explore changing tempo to reflect actions.</li> <li>- Identify musical clichés for different emotions.</li> </ul>	<p><b>Building on prior learning, children will:</b></p> <ul style="list-style-type: none"> <li>- Identify the major and minor sequences in songs.</li> <li>- Compare and contrast performances.</li> </ul>
<b>Composing</b>	<p><b>Building on prior learning, children will:</b></p> <ul style="list-style-type: none"> <li>- Improvise hand movements to accompany music.</li> <li>- Compose a melody.</li> </ul>	<p><b>Building on prior learning, children will:</b></p> <ul style="list-style-type: none"> <li>- Improvise movement and add appropriate sounds to music.</li> <li>- Compose musical motifs.</li> </ul>	<p><b>Building on prior learning, children will:</b></p> <ul style="list-style-type: none"> <li>- Create a short composition.</li> <li>- Arrange a complete performance.</li> <li>- Understand that scoring is about choosing and arranging sounds.</li> </ul>	<p><b>Building on prior learning, children will:</b></p> <ul style="list-style-type: none"> <li>- Compose music to match a specific genre.</li> <li>- Build a texture of rhythmic mimed ostinato.</li> <li>- Order a song cycle.</li> </ul>
<b>Performing</b>	<p><b>Building on prior learning, children will:</b></p> <ul style="list-style-type: none"> <li>- Perform using a pentatonic scale.</li> <li>- Play rhythm patterns.</li> </ul>	<p><b>Building on prior learning, children will:</b></p> <ul style="list-style-type: none"> <li>- Perform a melodic ostinato accompaniment with a second melody.</li> <li>- Perform invented rhythm patterns to backing track.</li> </ul>	<p><b>Building on prior learning, children will:</b></p> <ul style="list-style-type: none"> <li>- Sing a song in two parts.</li> <li>- Play a baseline on tuned instruments.</li> <li>- Perform an arrangement.</li> </ul>	<p><b>Building on prior learning, children will:</b></p> <ul style="list-style-type: none"> <li>- Sing a song in three parts.</li> <li>- Sing and play melodies.</li> <li>- Perform rhythmic ostinato on instruments.</li> </ul>