



<p>Reception</p>	<p>Children can:</p> <ul style="list-style-type: none"> • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Explore and engage in music making and dance, performing solo or in groups. • Listen carefully to rhymes and songs, paying attention to how they sound. (Linked to Communication and Language). • Learn rhymes, poems, and songs. (Linked to Communication and Language). • Sing a range of well-known nursery rhymes and songs. <p>Perform songs, rhymes, poems, and stories with others, and (when appropriate) try to move in time with music.</p>
<p>Year 1</p>	<p>Children can:</p> <ul style="list-style-type: none"> • Say that music is a language made up of high and low and long and short sounds. • Listen to and learn about many different styles of music. • Enjoy dancing and learning about the songs. • Sing, move and dance to specially written songs. • Play classroom percussion instruments with the songs they learn to sing. • Begin to explore improvisation. • Compose and create their own sounds and melodies using the Compose with the Song and Graphic Score resources. <p>Perform their choice of songs and musical activities to an audience.</p>
<p>Year 2</p>	<p>Children can:</p> <ul style="list-style-type: none"> • Demonstrate that music is a combination of pulse, rhythm, and pitch - the foundations of every song they learn. • Continue to listen to and learn about many different styles of music - begin to recognise different sounds and hear how they create harmony together. • Sing and move together with more of an understanding of how pulse, rhythm, and pitch work together. • Play instruments together and have fun learning to play in a band or ensemble. • Explore improvisation a bit further and try to use some more notes. • Explore composition to tell stories using the Create a Graphic Score and Music Explorer resources. <p>Put together a big Concert and celebrate the lovely musical year.</p>



<p>Year 3</p>	<p>Children can:</p> <ul style="list-style-type: none"> • Begin to use music notation and start to put sound together with symbol where appropriate. • Listen to and learn about musical styles and how music has changed and shaped lives around the world. • Think about and explore how singing and playing together can create beautiful sounds and experiences. • Play instruments together with more confidence and expression. • Explore where they improvise in a song. • Use their imaginations when composing using graphic scores and Music Explorer. • Plan and create a performance with an understanding of the songs they are singing and where they fit in the world. <p>Create their own band using the simple band parts, provided every instrument is there!</p>
<p>Year 4</p>	<p>Children can:</p> <ul style="list-style-type: none"> • Continue to explore music notation through playing their instruments and the Music Notepad. • Continue to listen to and learn about musical styles and how they help us to communicate different feelings. • Explore how music and lyrics/words work together. How the music can make words sound even more special. • Play instruments using the band parts provided and enjoy playing together confidently, knowing whereabouts they will play in the song. • Make their simple improvisations more expressive, adding some dynamics. • Use simple dynamics to express their feelings when composing. • Choose from songs they have learnt within each unit and plan a performance. <p>Introduce the performance with an understanding of what the songs are about.</p>
<p>Year 5</p>	<p>Children can:</p> <ul style="list-style-type: none"> • Continue to explore melody and music notation. • Continue to listen to and learn about musical styles in greater depth. • Connect music with global history and culture. • Learn that music has different grooves. • Explore the voices that sing the melodies and the instruments used to create harmonies. • Learn that melody and harmony work together and if we play three or more pitches together, we create a 'chord'. • Play instruments using the band parts provided and enjoy playing together confidently, knowing whereabouts they will play in the song.



	<ul style="list-style-type: none"> • Improvise with notes that aren't next to each other! • Compose an accompaniment! <p>Create a fun and confident performance with their choice of music and songs.</p>
Year 6	<p>Children can:</p> <ul style="list-style-type: none"> • Continue to explore melody and music notation using the Music Notepad. There is an opportunity to use YuStudio and explore music production. • Continue to listen to and learn about musical styles in greater depth. Music is powerful and brings people from different backgrounds and parts of the world together. • Enjoy and confidently sing and play together in their ensemble/band. Listen carefully to one another, use expression, and explore the intention of the composer. • Read a notated instrumental part - easy, medium, or more difficult. • Improvise with confidence and create their own personal musical ideas. • Compose using chords and experiment! <p>Share their last performance before moving to high school. This will be a special performance, so take time to plan and include the songs and music that represent the class.</p>