

Cygnet class (EYFS and Year 1)	EYFS	Year 1
<p>Singing songs with control and using the voice expressively.</p>	<ul style="list-style-type: none"> • Pitch matches, ie reproduces with his or her voice the pitch of a tone sung by another. • Able to sing the melodic shape (moving melody, eg up and down, down & up) of familiar songs. • Sings entire songs. • May enjoy performing, solo and or in groups. • Internalises music, eg sings songs inside his or her head. 	<ul style="list-style-type: none"> • To find their singing voice and use their voices confidently. • Sing a melody accurately at their own pitch. • Sing with a sense of awareness of pulse and control of rhythm. • Recognise phrase lengths and know when to breathe. • Sing songs expressively. • Follow pitch movements with their hands and use high, low and middle voices. • Begin to sing with control of pitch (e.g. following the shape of the melody). • Sing with an awareness of other performers.
<p>Listening, Memory and Movement.</p>	<ul style="list-style-type: none"> • Finds and records sounds using recording devices. • Moves to the sound of instruments, eg walks, jumps, hops to the sound of a beating drum. • Combines moving, singing and playing instruments, eg marching, tapping a drum whilst singing. • Moves in time to the pulse of the music being listened to and physically responds to changes in the music, eg jumps in response to loud/sudden changes in the music. • Replicates familiar choreographed dances eg imitates dance and movements associated with pop songs. • Choreographs his or her own dances to familiar music, individually, in pairs/small groups. 	<ul style="list-style-type: none"> • Recall and remember short songs and sequences and patterns of sounds. • Respond physically when performing, composing and appraising music. • Identify different sound sources. • Identify well-defined musical features.
<p>Controlling pulse and rhythm</p>	<ul style="list-style-type: none"> • Taps rhythms to accompany words, eg tapping the syllables of names/objects/ animals/lyrics of a song. • Creates rhythms using instruments and body percussion. 	<ul style="list-style-type: none"> • Identify the pulse in different pieces of music. • Identify the pulse and join in getting faster and slower together. • Identify long and short sounds in music.

	<ul style="list-style-type: none"> • May play along to the beat of the song they are singing or music being listened to. • May play along with the rhythm in music, eg may play along with the lyrics in songs they are singing or listening to. 	<ul style="list-style-type: none"> • Perform a rhythm to a given pulse. Begin to internalise and create rhythmic patterns. • Accompany a chant or song by clapping or playing the pulse or rhythm.
Exploring sounds, melody and accompaniment.	<ul style="list-style-type: none"> • Plays instruments (including imaginary ones such as air guitar) to match the structure of the music, eg playing quietly with quiet parts within music, stopping with the music when it stops. • Keeps a steady beat whilst playing instruments – his or her own steady beat in his or her creative music making. 	<ul style="list-style-type: none"> • To explore different sound sources. • Make sounds and recognise how they can give a message. • Identify and name classroom instruments. • Create and chose sounds in response to a given stimulus. Identify how sounds can be changed. • Change sounds to reflect different stimuli.
Control of instruments	<ul style="list-style-type: none"> • Keeps a steady beat whilst playing instruments – his or her own steady beat in his or her creative music making. 	<ul style="list-style-type: none"> • Play instruments in different ways and create sound effects. Handle and play instruments with control. • Identify different groups of instruments.
Composition	<ul style="list-style-type: none"> • Creates rhythms using instruments and body percussion. • Creates music based on a theme eg creates the sounds of the seaside. 	<ul style="list-style-type: none"> • Contribute to the creation of a class composition. • Basic skills developments for composition in KS1 are to be found within 'Exploring sounds'.
Reading and writing notation		<ul style="list-style-type: none"> • Perform long and short sounds in response to symbols. • Create long and short sounds on instruments. • Play and sing phrase from dot notation. • Record their own ideas. • Make their own symbols as part of a class score.
Performance skills, evaluating and appraising	<ul style="list-style-type: none"> • May enjoy performing, solo and or in groups. 	<ul style="list-style-type: none"> • Perform together and follow instructions that combine the musical elements. • Choose sounds and instruments carefully and make improvements to their own and others' work.

Kingfisher class (Year 1 and 2)	Skills
Singing songs with control and using the voice expressively.	<ul style="list-style-type: none"> • To find their singing voice and use their voices confidently. • Sing a melody accurately at their own pitch. • Sing with a sense of awareness of pulse and control of rhythm. • Recognise phrase lengths and know when to breathe. • Sing songs expressively. • Follow pitch movements with their hands and use high, low and middle voices. • Begin to sing with control of pitch (e.g. following the shape of the melody). • Sing with an awareness of other performers.
Listening, Memory and Movement.	<ul style="list-style-type: none"> • Recall and remember short songs and sequences and patterns of sounds. • Respond physically when performing, composing and appraising music. • Identify different sound sources. • Identify well-defined musical features.
Controlling pulse and rhythm	<ul style="list-style-type: none"> • Identify the pulse in different pieces of music. • Identify the pulse and join in getting faster and slower together. • Identify long and short sounds in music. • Perform a rhythm to a given pulse. • Begin to internalise and create rhythmic patterns. • Accompany a chant or song by clapping or playing the pulse or rhythm.
Exploring sounds, melody and accompaniment.	<ul style="list-style-type: none"> • To explore different sound sources. • Make sounds and recognise how they can give a message. • Identify and name classroom instruments. • Create and chose sounds in response to a given stimulus. • Identify how sounds can be changed. • Change sounds to reflect different stimuli.
Control of instruments	<ul style="list-style-type: none"> • Play instruments in different ways and create sound effects. • Handle and play instruments with control. • Identify different groups of instruments

Composition	<ul style="list-style-type: none">• Contribute to the creation of a class composition.• Basic skills developments for composition in KS1 are to be found within 'Exploring sounds'.
Reading and writing notation	<ul style="list-style-type: none">• Perform long and short sounds in response to symbols.• Create long and short sounds on instruments.• Play and sing phrase from dot notation.• Record their own ideas.• Make their own symbols as part of a class score.
Performance skills, evaluating and appraising.	Perform together and follow instructions that combine the musical elements. Choose sounds and instruments carefully and make improvements to their own and others' work.

<p>Singing songs with control and using the voice expressively.</p>	<ul style="list-style-type: none"> • Sing with confidence using a wider vocal range. • Sing in tune. • Sing with awareness of pulse and control of rhythm. • Recognise simple structures. (Phrases). • Sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics. • Sing songs and create different vocal effects. • Understand how mouth shapes can affect voice sounds. • Internalise sounds by singing parts of a song ‘in their heads.’
<p>Listening, Memory and Movement.</p>	<ul style="list-style-type: none"> • Identify melodic phrases and play them by ear. • Create sequences of movements in response to sounds. • Explore and chose different movements to describe animals. • Demonstrate the ability to recognise the use of structure and expressive elements through dance. • Identify phrases that could be used as an introduction, interlude and ending.
<p>Controlling pulse and rhythm</p>	<ul style="list-style-type: none"> • Recognise rhythmic patterns. • Perform a repeated pattern to a steady pulse. • Identify and recall rhythmic and melodic patterns. • Identify repeated patterns used in a variety of music. (Ostinato).
<p>Exploring sounds, melody and accompaniment.</p>	<ul style="list-style-type: none"> • Identify ways sounds are used to accompany a song. • Analyse and comment on how sounds are used to create different moods. • Explore and perform different types of accompaniment. • Explore and select different melodic patterns. • Recognise and explore different combinations of pitch sounds.
<p>Control of instruments</p>	<ul style="list-style-type: none"> • Identify melodic phrases and play them by ear. • Select instruments to describe visual images. • Choose instruments on the basis of internalised sounds.

<p>Composition</p>	<ul style="list-style-type: none"> • Create textures by combining sounds in different ways. • Create music that describes contrasting moods/emotions. • Improvise simple tunes based on the pentatonic scale. • Compose music in pairs and make improvements to their own work. • Create an accompaniment to a known song. • Create descriptive music in pairs or small groups. •
<p>Reading and writing notation</p>	<ul style="list-style-type: none"> • Identify melodic phrases and play them by ear. • Select instruments to describe visual images. • Choose instruments on the basis of internalised sounds. •
<p>Performance skills, evaluating and appraising.</p>	<ul style="list-style-type: none"> • Create textures by combining sounds in different ways. • Create music that describes contrasting moods/emotions. • Improvise simple tunes based on the pentatonic scale. • Compose music in pairs and make improvements to their own work. • Create an accompaniment to a known song. • Create descriptive music in pairs or small groups.

<p>Harriers Class (Year 5 and 6)</p>	<ul style="list-style-type: none"> • Skills
<p>Singing songs with control and using the voice expressively.</p>	<ul style="list-style-type: none"> • Sing songs with increasing control of breathing, posture and sound projection. • Sing songs in tune and with an awareness of other parts. • Identify phrases through breathing in appropriate places. • Sing with expression and rehearse with others.

	<ul style="list-style-type: none"> • Sing a round in two parts and identify the melodic phrases and how they fit together. • Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice.
Listening, Memory and Movement.	<ul style="list-style-type: none"> • Internalise short melodies and play these on pitched percussion (play by ear). • Create dances that reflect musical features. • Identify different moods and textures. • Identify how a mood is created by music and lyrics. • Listen to longer pieces of music and identify features.
Controlling pulse and rhythm	<ul style="list-style-type: none"> • Identify different speeds of pulse (tempo) by clapping and moving. • Improvise rhythm patterns. • Perform an independent part keeping to a steady beat. • Identify the metre of different songs through recognising the pattern of strong and weak beats. • Subdivide the pulse while keeping to a steady beat.
Exploring sounds, melody and accompaniment.	<ul style="list-style-type: none"> • Skills development for this element are to be found within 'Control of instruments' and 'Composition'.
Control of instruments	<ul style="list-style-type: none"> • Identify and control different ways percussion instruments make sounds. • Play accompaniments with control and accuracy. • Create different effects using combinations of pitched sounds. • Use ICT to change and manipulate sounds.
Composition	<ul style="list-style-type: none"> • Identify different starting points or composing music. • Explore, select combine and exploit a range of different sounds to compose a soundscape. • Write lyrics to a known song. • Compose a short song to own lyrics based on everyday phrases. • Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition.
Reading and writing notation	<ul style="list-style-type: none"> • Perform using notation as a support. • Sing songs with staff notation as support. •

<p>Performance skills, evaluating and appraising.</p>	<ul style="list-style-type: none"> • Present performances effectively with awareness of audience, venue and occasion. • Improve their work through analysis, evaluation and comparison.
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Long Sutton C of E Primary		Composer focus	
Composer focus	Autumn	Spring	Summer
<p>** Indicates a 6 week unit of work from BBC Ten pieces programme of study EYFS/KS1: https://www.bbc.co.uk/teach/ten-pieces/classical-music-early-years/znvhrj6 KS2: https://www.bbc.co.uk/teach/ten-pieces/primary-resources-ks2--2nd-level/z6xjrj6</p>			
Cygnets	Jean Sibelius**	Kelly Andrew**	Ralph Vaughan Williams**
Kingfisher	Eric Whittaker	John Williams	Edward Elgar
Kites	Leonard Bernstein**	Gabriel Prokofiev**	Antonin Dvorak**
Harrier	Antonio Vivaldi**	Delia Derbyshire (Dr Who theme)**	Igor Stravinsky**

