



## Reeth Community Primary School and Gunnerside Methodist (VC) Primary School Federation

### Music

	<b>Performing skills</b> Controlling sounds through singing and playing	<b>Composing skills</b> Creating and developing musical ideas	<b>Appraising skills</b> Responding and reviewing	<b>Knowledge and understanding</b> Listening and applying
<b>Emergent</b>	<ul style="list-style-type: none"> <li>• Make sounds with voice to speak, chant, copy and sing alone and with others</li> <li>• Play instruments with other children</li> <li>• Echo sung notes</li> </ul>	<ul style="list-style-type: none"> <li>• Use a range of instruments to explore the capabilities of the voice and body</li> <li>• Copy short rhythms and sound patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Move to music to show feelings/emotions</li> <li>• Echo a short rhythm made by an adult</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to and recognise sounds around</li> <li>• Change sounds</li> <li>• Listen to simple musical instructions and act on them</li> </ul>
<b>Early</b>	<ul style="list-style-type: none"> <li>• Sing a tune keeping a steady pulse</li> <li>• Play/sing a short musical pattern within a steady pulse</li> <li>• Play tuned and untuned instruments musically</li> </ul>	<ul style="list-style-type: none"> <li>• recognise sounds and put them into patterns; change sounds and put them into patterns</li> <li>• draw shapes to record sounds made</li> <li>• create sounds and put together in a piece with a beginning, middle and end</li> </ul>	<ul style="list-style-type: none"> <li>• Improve work</li> <li>• Explain how the pitch, rhythm, loud/soft and speed of the music affects the mood of the music</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to musical instructions and act on them</li> <li>• Talk about pitch, rhythm, loud/soft and the speed of the music</li> <li>• Express thoughts and feelings about live and recorded music giving simple justifications</li> </ul>
<b>Middle</b>	<ul style="list-style-type: none"> <li>• Sing rounds and songs in tune with expression</li> <li>• Perform a simple rhythm part with a short range of notes</li> <li>• Make up short patterns and repeat</li> <li>• Build up layers of sound in a group</li> </ul>	<ul style="list-style-type: none"> <li>• Use symbols to show the sounds created</li> <li>• explore sounds and put them together to create different moods and expression</li> <li>• improve work</li> </ul>	<ul style="list-style-type: none"> <li>• Improve work in relation to its intended effect</li> <li>• Recognise the way sounds are put together to create different moods and expression</li> <li>• Respond to musical instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about my piece</li> <li>• Talk about pitch, rhythm, dynamics and tempo of the music and how these elements affect its mood</li> <li>• Discuss how time and place can influence the way music is created, performed and heard and begin to develop a basic musical timeline.</li> </ul>
<b>Later</b>	<ul style="list-style-type: none"> <li>• Sing a song in tune with expression with an awareness of other parts</li> <li>• Perform a part in a group piece in time with awareness of other parts (players/singers)</li> <li>• Perform a part from simple notation (any of: shapes, graphic score, letter name of notes or notes on the staff)</li> </ul>	<ul style="list-style-type: none"> <li>• Improvise short rhythms as part of a group performance</li> <li>• Compose musical patterns using rhythm and melody, develop ideas and organise into a structure (beginning, middle and end)</li> <li>• Use symbols/musical notation to represent the composition</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about the performance and the effect on the audience</li> <li>• Talk about what is good in own and other work and suggest ways the music could be improved</li> <li>• Talk about how the effects in the creation of music (of own and others work) have been achieved</li> </ul>	<ul style="list-style-type: none"> <li>• Compare different types of music using musical vocabulary with an understanding of the history of music.</li> <li>• Talk about how the sounds are put together and the different effects that are created to show the composer's intention</li> <li>• Listen with attention to detail and perform a part by ear</li> </ul>
<b>Extended</b>	<ul style="list-style-type: none"> <li>• Sing a song from memory</li> <li>• Perform from notation (any of: shapes, graphic score, letter name of notes or notes on the staff)</li> <li>• Identify roles within the performance e.g. leading others, solo part, rhythmic support</li> </ul>	<ul style="list-style-type: none"> <li>• Compose music for different occasions (carnival, wedding, birthday) using appropriate musical devices such as melody, rhythms, chords and structures.</li> <li>• Explore musical devices (ostinato, pentatonic scale, major/minor scale, chords and chord sequences.</li> <li>• Improvise a melodic and rhythmic pattern within a structure</li> <li>• Refine and improve work</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse and compare features in live and recorded music (pop, Jazz, folk, classical world) such as instrumentation, style, texture, tempo and dynamics</li> <li>• Evaluate how the venue, occasion and purpose affects the way that music is created, performed and heard.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about how the music shows the time and place it was written for, showing an understanding of the history of music and music from different cultures</li> <li>• Listen with attention to detail and perform longer parts/songs by ear.</li> </ul>