

## Summerseat Steps in Learning – Music

Nursery	Reception	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
<b>Vocal Performance</b>				
<i>KS1 - Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes</i>				
<i>KS2 - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i>				
<p>Sing a large repertoire of songs.</p> <p>Remember and sing entire songs.</p> <p>Create their own songs or improvise a song around one they know.</p>	<p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs and rhymes, with others, and – when appropriate – try to move in time with music.</p>	<p>Make and control sounds with voice and with instruments</p> <p>To know 5 songs off by heart.</p> <p>To know that some songs have a chorus or a response/answer.</p> <p>Take part in singing, accurately following the melody.</p> <p>Sing or clap increasing and decreasing tempo</p> <p>Imitate changes in pitch</p> <p>Follow instructions about when to play and sing</p> <p>Perform simple patterns and accompaniments keeping a steady pulse</p>	<p>To sing 5 songs from memory, knowing who sang them.</p> <p>To discuss the lyrics and the main sections in the song (intro, verse, chorus).</p> <p>To sing with awareness and being ‘in tune’ (Accurate pitch)</p> <p>To understand the importance of warming up our voices.</p> <p>To be able to sing in simple 2-parts.</p> <p>Pronounce words within a song clearly</p> <p>Show control of voice</p>	<p>To know 5 songs from memory, who sang or wrote them, when and why? Discuss: the style of the song, name other songs with a similar style, discuss the musical dimensions and historical context.</p> <p>To sing in unison and to sing backing vocals.</p> <p>Sing or play expressively and in tune</p> <p>Maintain own part whilst others are performing their part (Rounds)</p> <p>Sing in harmony confidently and accurately</p> <p>Perform parts from memory</p> <p>Take the lead in a performance</p> <p>Sustain a drone or a melodic ostinato to accompany singing</p> <p>Perform with controlled breathing.</p>
<b>Instrumental Composition &amp; Performance</b>				
<i>KS1 - Pupils should be taught to play tuned and untuned instruments musically</i>				
<i>KS2 - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i>				
<p>Create their own songs or improvise a song around one they know.</p> <p>Play instruments with increasing control to express their feelings and</p>	<p>Explore and engage in music making, performing solo or in groups.</p>	<p>To create repeated patterns with different instruments and create melodies of up to 5 notes.</p> <p>Use instruments to perform and choose sounds to represent different things</p> <p>Play simple rhythmic patterns on an instrument</p> <p>Order sounds to create a beginning, middle and an end</p> <p>Create music in response to different starting points</p>	<p>To play clear notes on instruments and use different elements in composition.</p> <p>To play one or all 4 of differentiated parts on a tuned instrument. To rehearse and perform their part.</p> <p>Create repeated patterns with a range of instruments.</p> <p>To listen to and follow musical instructions from a leader.</p> <p>To experience leading the playing.</p> <p>To be able to improvise using voices and</p>	<p>Create simple melodies and rhythms that work musically.</p> <p>Create songs with verses and a chorus.</p> <p>Thoughtfully select elements for a piece in order to gain a defined effect.</p> <p>To explain the keynote or home note and the structure of the melody.</p> <p>To choose what to perform and create a programme.</p> <p>To record a performance and discuss what went well and what could be improved.</p>

ideas.			<p>instruments.</p> <p>To understand that improvisation is making up your own tunes on the spot.</p> <p>Create accompaniments for tunes.</p> <p>Choose, order, combine and control sounds to create an effect.</p> <p>Use drones as accompaniments.</p> <p>Use digital technologies to compose pieces of music.</p>	<p>To be able to improvise using voices and instruments. To understand that if you improvise using the notes you are given, you cannot make a mistake.</p> <p>To know 3 well-known improvising musicians.</p> <p>Record the composition in a way that recognises the connection between sound and symbol (graphic/pictorial notation)</p> <p>Use drones and melodic ostinati (based on the pentatonic scale).</p> <p>Use digital technologies to compose, edit and refine pieces of music.</p>
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### Listening & Appreciation

*KS1 - Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music*

*KS2 - Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians*

*KS2 - Develop an understanding of the history of music*

<p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about performance art, expressing their feelings and responses.</p>	<p>Say whether they like or dislike a piece of music</p> <p>To enjoy moving expressively to music.</p> <p>To learn how songs can tell a story or describe an idea.</p>	<p>To listen carefully to music and talk about how it makes you feel.(Folk, Jazz, Blues, Baroque, Latin) To respect other people's thoughts about music.</p> <p>To listen to the music of a famous composer and identify their style. (Beethoven, Mozart, Elgar)</p> <p>Use musical words to describe a piece of music and compositions</p> <p>Use musical words to describe what they like and do not like about a piece of music</p> <p>Identify and describe the different purposes of music</p>	<p>Listen to a range of music (Gospel, Reggae, The Beatles, films)</p> <p>I can listen, compare and contrast the work of famous composers and explain my preferences.</p> <p>Compare and contrast the impact that different composers from different times have had on people of that time</p> <p>Describe, compare and evaluate music using musical vocabulary</p> <p>Explain why they think music is successful or unsuccessful</p> <p>Evaluate how the venue, occasion and purpose affects the way a piece of music is created</p>
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### Musical Technicalities

*KS1 - Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music*

*KS2 - Improvise and compose music for a range of purposes using the inter-related dimensions of music*

*KS2 - Listen with attention to detail and recall sounds with increasing aural memory*

*KS2 - Use and understand staff and other musical notations*

<p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p>	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>	<p>To experiment with our voices to create low and high sounds. Using tuned and untuned instruments to make loud and soft sounds. Identify and keep a beat. To know the terms: pulse, pitch, tempo, volume, dynamics, timbre To play in time and follow a leader. Use symbols to represent a composition and use them to help with a performance.</p>	<p>To explore the terms; texture, dynamics, tempo, rhythm and pitch, beat, duration and timbre when listening and performing. To begin to learn and understand musical notation. Devise non-standard symbols to indicate when to play and rest. Recognise the notes EGBDF and FACE on the musical stave. Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.</p>	<p>I understand that a composition has pulse, rhythm, pitch and are shaped by tempo, dynamics, texture and structure. I can describe and appraise music using a range of musical vocabulary: lyrics, melody, solo, round, harmonies, accompaniments, drones, cyclic patterns I can understand and use staff notation. Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. Read and create notes on the musical stave. Understand the purpose of the treble and bass clefs and use them in transcribing compositions. Understand and use the # (sharp) and ♭ (flat) symbols. Use and understand simple time signatures.</p>
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