



Crockerne C of E Primary School

Crockerne Church of England Primary Non -Negotiable
*Music skills should be taught when linked to projects
 where possible to ensure real world application.*

Music

Key Skills
 Singing techniques
 Songs for occasions
 Composing music confidently
 Listening carefully to live and recorded music and appraising effectively.

| | Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|-------------------------------|---|---|--|---|--|--|--|--|
| Singing and Performing | <p>Begins to build a repertoire of songs and dances.</p> <p>Sing songs, and dance experimenting with changing them.</p> | <p>Use voices to sing songs, chants and rhymes.</p> <p>Explore and create sounds with a variety of instruments.</p> | <p>Sing songs and chants rhymes with some expression.</p> <p>Experiment to create accompaniments using instruments.</p> <p>Perform to an audience.</p> | <p>Sing songs creatively adding accompaniments. changing the words and musical qualities.</p> <p>Add accompaniments to create and combine sounds using tuned and untuned instruments.</p> | <p>Perform in a group using voices and instruments with expression.</p> <p>Sing in a round</p> | <p>Perform in a group and alone using voices and instruments.</p> <p>Sing in a round and in canon.</p> | <p>Perform in a group and alone using voices and instruments creatively incorporating expression and control.</p> <p>Sing in two parts including two part harmonies.</p> | <p>Perform in a group and alone using voices and instruments with increasing fluency, accuracy, control and expression</p> |
| Composing | <p>Make music experimenting with changing.</p> <p>Explores different sounds of instruments.</p> | <p>Experiment with different sounds to create music.</p> | <p>Explore different instruments and ways of making a sound with them.</p> <p>Begin to use symbols to represent sounds.</p> | <p>Adapt symbols representing music to show changes in dynamics.</p> <p>Choose and control sounds to create different moods and effects.</p> | <p>Interpret notation of rhythm (not on a stave.)</p> | <p>Improvise and compose music for a range of purposes controlling musical qualities.</p> | <p>Begin to use simple formal notation including beats in a bar.</p> | <p>Compose using an understanding of music from a range of cultures, times and styles.</p> <p>Plan for expression in compositions.</p> |

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|---------------------------------|--|---|--|---|---|--|--|--|
| | | | Begin to use technology to record sounds. | | | | | |
| Listening and Appraising | Listen and begin to make comments on others work. Begin to say if music loud / quiet fast / slow. | Listen to and say dislikes / likes to a range of music. | Recognise clear changes in sounds (pitch, tempo, volume) and musical patterns. Respond to different moods in music. | Understand how different musical elements combined can create a mood. Identify different instruments used in a piece of music. | Able to describe and compare moods in different pieces of music. Use critique to improve work. | Begin to appreciate and understand different works and composers. Listen to live music and evaluate impact. | Listen and appraise using appropriate musical vocabulary. Identify characteristics of a piece and repeat using voice or instrument. | identify features that typify the work of great composers through time. Analyse and compare musical features. |

IT to be used at all stages to compose, record and perform.