

Music

Phase	What will they learn?
EYFS- Foundation phase	Pupils can respond physically to a range of live and recorded music, showing a range of moods and feelings, creatures, weather, places, and other features of the world around them. They match rhythms and pitch through movement, identifying aural, verbal and visual cues from their teacher and from their peers for example to start and stop. With their voices, using body percussion, and playing tuned and untuned percussion, children perform fast and slow, high and low, loudly and quietly using alternate hands. A range of songs, chants and rhymes, different types of voice production, short musical sequences, storytelling, call and echo, and simple ostinati are all introduced.
Learning Powers and values	Curiosity- Children are exposed to a range of music and show curiosity in exploring all of them. Respect for others- Showing respect when they are the audience of a performance.
Phase 1	Pupils can repeat, improvise, create, read and write simple rhythms using high and low sounds. They can hold a rhythm both independently and as part of a group, create 2-3 note phrases using tuned and untuned percussion, and know the first 5 solfège notes. Foundations are laid for correct breathing and posture in singing. Changes over time - for example in tempo - are experienced, and binary form explored. A ludic element to all games, activities and repertoire is maintained, encouraging improvisation and self-expression. Pupils are invited to express emotional responses to what they hear, and storytelling is used to frame their developing skills.
Learning Powers and values	Curiosity- Children are exposed to a range of music and show curiosity in exploring all of them. Respect for others- Showing respect when they are the audience of a performance.
Phase 2	Pupils can play 2 independent parts simultaneously as part of an ensemble. They numericise melodies and express them using solfège, and sing a selection of songs from memory. Rests, working with syllables, 2-bar phrases, and a palette of rhythmic cells from semibreve to semiquaver are all familiar. Pupils sing as part of a round, conduct their classmates, and can lead with their non-dominant hand. Correct basic beater, drumstick and keyboard technique, and interrupted canons, are all taught. Regarding musical form, pupils recognise and create using the beginning, middle and end structure. They learn about and compose music for an occasion, music which follows a narrative, and music which depicts a scene or mood.
Learning Powers and values	Curiosity- Children are exposed to a range of music and show curiosity in exploring all of them. Respect for others- Showing respect when they are the audience of a performance. Resilience- Learning parts as a round can be challenging at times, children will have to show resilience to be able to take part and show off their new skill.
Phase 3	Pupils sing, read and write simple melodies using the full staff, deploying the number system taught in Phase 2. Arpeggios, the pentatonic scale, major and minor tonality and pedal point are recognised, sung, played and used as creative tools. Pupils hold a rhythm while singing a melody, join in a full canon, and understand the difference between solo and ensemble performance. They broaden their knowledge of different musical genres, and can move, sing and play in 3/4 time.

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Phase 4	Pupils practise and perform a range of songs with increasing control and expression, singing with accurate pitch, and with an increasing awareness of historical and cultural context. Their solfege range extends beyond one octave, they participate in and conduct a feral choir, they execute and improvise phrases of up to 4 bars long and in 3 and 4 time, and they learn percussion patterns of increased complexity. Pupils move, vocalise, play, create and notate syncopated rhythms. Simple harmony - using the 1, 4 and 5 chords - is introduced, and pupils learn key musical forms such as ternary, verse and refrain, and the blues
Learning Powers and values	Curiosity- Children are exposed to a range of music and show curiosity in exploring all of them. Respect for others- Showing respect when they are the audience of a performance. Resilience- When creating children will need to draft and redraft their own musical arrangements.
Phase 5	Pupils listen to, analyse, contextualise and draw inspiration from the works of the great composers. Elements of song structure - verse, chorus, bridge, break, pre-chorus, solo - are recognised, discussed, performed, and used as creative building blocks. Pupils interpret and articulate songs and instrumental pieces independently, with increasing awareness and control of pulse, tempo, pitch and diction. Dotted rhythms, 4-bar phrases and 6/8 time are all familiar. Pupils improvise freely and expressively in 3 and 4 time - both solo, and over a vamp or other accompaniment.
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Phase 6	Pupils can place music alongside other art forms, as well as in its historical and cultural context. They learn about more advanced forms such as the rondo, theme and variations, the symphony and the concerto, and use increasingly sophisticated terminology to describe articulation, dynamics and mood. Pupils improvise in 6/8, 2, 3 and 4 time. Major and minor tonalities are combined, and pieces with multiple parts are practised, performed and created. Pupils are comfortable leading an ensemble and functioning within it, and can play and sing in a range of contexts using a wide variety of instruments. For example, improvising on a theme, composing music for a short film, or accompanying a choir
Learning Powers and values	Curiosity- Children are exposed to a range of music and show curiosity in exploring all of them. Respect for others- Showing respect when they are the audience of a performance. Resilience- When creating children will need to draft and redraft their own musical arrangements.