

# Core Skills EYFS Music



Behaviour	Attitude	Skills	Knowledge	Experience	Technology	Sustained
<p>Listen with increased attention to sounds, music, voice and instruments.</p> <p>To explore and engage in music making and dance, performing solo or in groups.</p>	<p>Be able to respond to what they have heard, expressing their thoughts and feelings</p> <p>To listen attentively, move to and talk about music, expressing feelings and responses</p>	<p>To describe sounds made by different instruments.</p> <p>To remember and sing entire songs e.g. nursery rhymes, Nativity songs, classroom routine songs</p> <p>To sing the pitch of a tone sung by another person</p> <p>To sing the melodic shape (up and down) of familiar songs</p> <p>To create their own songs, or improvise a song around one they know</p> <p>To play instruments with increasing control to express their feelings and ideas</p> <p>To sing in a group or on their own, increasingly matching the pitch and following the melody</p>	<p>To name particular instruments commonly used in music e.g drum, guitar, piano, keyboard, violin, trumpet</p> <p>To know that the body can be used to create music (body percussion).</p> <p>To name basic percussion instruments e.g tambourine, triangle, maracas, castanets, xylophone.</p> <p>To know that music can be played fast, slow, loud, quiet.</p> <p>Match instruments to their sounds.</p>	<p>Have opportunities to listen and respond to a wide range of music from the past/present and from theirs and other cultures.</p> <p>Percussion instruments in the classroom for free choice play</p> <p>Microphones/stage for performing</p> <p>1 x weekly music session following Charanga</p> <p>1 x weekly music and movement session</p> <p>Routine music/songs in everyday classroom</p> <p>Class Assemblies/Nativity Play's - learning songs and dances, playing instruments</p>	<p>Explore sound effects on an electronic keyboard.</p> <p>Use of Charanga for musical pieces, songs and background tunes.</p> <p>Tidy-up music/music use for Dough Disco</p>	<p>To begin to have an opinion on what music and musical instruments they enjoy</p> <p>To begin to show an understanding of rhythm, pitch and beat.</p> <p>To feel confident that music can be a way of expressing themselves.</p> <p>To begin to show an interest in instruments and possibly explore playing one in the future.</p>

# KS1 Music Core Skills



Behaviour	Attitude	Skills	Knowledge	Experience	Technology	Sustained
<p>Children listen with attention to a range of music, including instrumental pieces as well as songs.</p> <p>They work collaboratively with others when listening, playing and composing.</p> <p>They handle musical instruments with care.</p>	<p>Children begin to develop their own opinions on a piece of music and respect the opinions of others.</p> <p>They enjoy listening to music for pleasure.</p> <p>They enjoy joining in with familiar songs with their voice or instruments.</p> <p>They are keen to experiment with music using their voice, body percussion and instruments to create and perform their own compositions.</p>	<p>Children can sing simple songs, chants and rhymes from memory.</p> <p>They sing a wide range of call and response songs to control vocal pitch and match the pitch they hear.</p> <p>They can retain and recall rhythm and pitch patterns and perform these with body percussion and tuned and untuned instruments.</p> <p>They can create musical sound effects and sequences of sounds in response to stimuli eg a rainstorm, animals moving.</p> <p>They can explore and create their own symbols to represent sounds.</p> <p>They can walk, move or clap a steady beat with others - changing the speed of the beat as the tempo of the music changes.</p> <p>They can use dance and movement to respond to the beat and tempo of a piece of music.</p> <p>They can respond to the pulse in recorded/live music.</p> <p>They can demonstrate different dynamics and tempo when singing.</p> <p>They give peer feedback to each other through group work.</p>	<p>Children know the meaning of the musical terms pitch, rhythm, pulse, tempo and dynamics.</p> <p>They recognise the difference between low and high sounds, fast and slow sounds, and loud and soft sounds.</p> <p>They understand the difference between creating a rhythm pattern and a pitch pattern.</p> <p>They recognise how graphic symbols, dot notation and stick notation can represent created sounds.</p> <p>They know that parts of the body can be used to create music (body percussion).</p> <p>They develop their knowledge of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.</p>	<p>Children listen to a wide range of musical genres.</p> <p>They have opportunities to listen to live music as well as recorded music.</p> <p>They have opportunities to experiment with pitched and unpitched instruments.</p> <p>They have opportunities to invent and perform rhythm and pitch patterns.</p> <p>They listen to sounds in the local environment.</p> <p>They sing as part of whole school, key stage and class assemblies.</p> <p>They have opportunities to be part of extra curricular music clubs.</p>	<p>Use of music technology, where available, to capture, change and combine sounds.</p> <p>Technology is used to record their performances and for them to watch their performances back.</p> <p>Use of charanga.</p>	<p>Children enjoy listening to music for pleasure.</p> <p>They know that music can be used to create different moods.</p> <p>They develop an interest in learning to play musical instruments.</p> <p>They gain confidence as musical performers, music-creators and as an audience.</p>

# LKS2 Music Core Skills



Behaviour	Attitude	Skills	Knowledge	Experience	Technology	Sustained
<p>Children listen with increased attention to a range of music, including instrumental pieces as well as songs.</p> <p>They work collaboratively with others when listening, playing and composing.</p> <p>They handle and play musical instruments with care.</p>	<p>Children continue to develop their own opinions on a piece of music and respect the opinions of others.</p> <p>They enjoy and appreciate listening to, and performing music for pleasure.</p> <p>They understand that repetition of techniques is vital to consolidate and gain confidence.</p> <p>They are keen to experiment with music using their voice, body percussion and instruments to create and perform their own compositions.</p>	<p>Children can sing a wide range of unison songs, rounds and partner songs, tunefully.</p> <p>They can demonstrate different dynamics and tempo when singing.</p> <p>They can perform actions in time to a range of action songs.</p> <p>They can walk, move or clap a steady beat with others - changing the speed of the beat as the tempo of the music changes.</p> <p>They become more skilled in improvising (using voices, and tuned and untuned instruments).</p> <p>They can invent short 'on the spot' responses using a limited note range.</p> <p>They can compose in response to different (non-musical) stimuli and musical sources.</p> <p>They can structure musical ideas to create music that has a beginning, middle and end.</p> <p>They combine known rhythmic notation and letter names to create short pentatonic phrases.</p> <p>They can compose song accompaniments on untuned percussion using known rhythms and note values.</p> <p>They can play and perform melodies following staff notation using a small range, as a whole class or in small groups.</p> <p>They begin to develop the skills to perform in two or more parts (eg melody and accompaniment, or duet).</p> <p>They can copy short melodic phrases using the pentatonic scale.</p> <p>They can read and perform pitch notation within a range (eg C-G).</p> <p>They can follow and perform simple rhythmic scores to a steady beat.</p> <p>They give peer feedback to each other, on compositions and performances, through group work.</p>	<p>Children know the meaning of the musical terms pitch, melody, rising and falling.</p> <p>They begin to learn the pentatonic scale and develop an understanding of pitch range.</p> <p>They know the difference between major and minor chords.</p> <p>They know the meaning of rhythm, pulse, beat, downbeats and tempo, allegro (fast), adagio (slow).</p> <p>They know how to perform faster and slower and learn some musical terms such as accelerando (getting faster) and rallentando (getting slower).</p> <p>They know the meaning of dynamics and musical terms such as forte (loud), piano (quiet), crescendo (getting louder) diminuendo (getting softer), legato (smooth) and staccato (detached).</p> <p>They know what call and response/echo/question and answer means musically.</p> <p>They know rhythmic notation is used with letter names to represent the music.</p> <p>They begin to develop their knowledge of dot and staff notation.</p> <p>They can read, and understand the differences between: minim, crotchets paired quavers and rests.</p> <p>They know how to link each syllable of a word chant/rhythm to one musical note.</p> <p>They develop their knowledge of important moments in the evolution of music and of key musicians, in a range of genres and styles.</p> <p>They know about the history of music in artistic, historical, social and political contexts.</p> <p>They know that music composition is a current art form.</p>	<p>Children listen to a wide range of musical genres - encountering music by living composers.</p> <p>They have opportunities to listen to live music as well as recorded music.</p> <p>They have opportunities to play pitched and unpitched instruments.</p> <p>They have opportunities to compose, perform and improvise</p> <p>They have opportunities to access and make progress on a musical instrument (Ukulele instrumental teaching in year 4).</p> <p>They sing as part of the whole school, key stage and class assemblies.</p> <p>They have opportunities to be part of extra curricular music clubs.</p>	<p>Use of music technology, where available, to capture, change and combine sounds.</p> <p>Technology is used to record their performances and for them to watch their performances back.</p> <p>Use of charanga.</p>	<p>Children enjoy listening to music for pleasure.</p> <p>They understand how music can be used to create different moods.</p> <p>They develop an interest in learning to play musical instruments.</p> <p>They begin to refine their individual taste in music.</p> <p>They gain confidence to be creative musicians with strong aural skills.</p>

# UKS2 Music Core Skills



Behaviour	Attitude	Skills	Knowledge	Experience	Technology	Sustained
<p>Children listen with concentration and awareness to a range of music.</p> <p>They work collaboratively with others when listening, playing and composing.</p> <p>They handle and play musical instruments with care.</p> <p>They know how to look after musical instruments, including their voice.</p>	<p>Children have and share their own opinions on a piece of music and respect the opinions of others.</p> <p>They enjoy and appreciate listening to, composing and performing music for pleasure.</p> <p>They understand that repetition of techniques is vital to consolidate and gain confidence.</p> <p>They are keen to develop their experiences with music using their voice, percussion and melodic instruments to create and perform their own compositions.</p>	<p>Children can sing a wide range of songs with verse and chorus, including syncopated rhythm songs, three and four part rounds and partner songs.</p> <p>They can create music with multiple sections that include repetition and contrast.</p> <p>They can improvise over a simple groove, responding to the beat and experimenting with dynamics.</p> <p>They can compose melodies from pairs of phrases in C major, G major, A minor or E minor.</p> <p>They can plan and compose and play an 8 or 16 beat melodic phrase using the pentatonic scale.</p> <p>They can compose a short ternary piece of music.</p> <p>They can play and perform melodies on tuned percussion and melodic instruments following staff notation within an octave range.</p> <p>They can play triads on tuned percussion and melodic instruments.</p> <p>They can accompany melodies using block chords or a bass line.</p> <p>They develop the skill of playing by ear on tuned instruments.</p> <p>They can read and perform pitch notation within an octave (eg C-C).</p> <p>They can read and play from rhythmic and note notation, confidently identifying note names and durations.</p> <p>They give peer feedback to each other, on compositions and performances, individually and through group work.</p>	<p>Children know and understand the musical terms pitch and melody and how this varies in music.</p> <p>They know the pentatonic scale and understand pitch range.</p> <p>They develop their knowledge of the full diatonic scale in different keys.</p> <p>They know the meaning of simple time, compound time and syncopation.</p> <p>They know the meaning of a wider range musical terms and symbols for dynamics such as fortissimo - <b>ff</b> (very loud) pianissimo - <b>pp</b> (very quiet), mezzo forte - <b>mf</b> (moderately loud) and mezzo piano - <b>mp</b> (moderately quiet).</p> <p>They know how to capture and record creative ideas using graphic symbols, rhythm notation, time signatures and staff notation.</p> <p>They understand how triads are formed.</p> <p>They can read, and understand the differences between: semibreves, minims, crotchets, quavers, semiquavers and their equivalent rests..</p> <p>They understand the difference between 2/4, 3/4 and 4/4 time signatures.</p> <p>They further develop their knowledge of important moments in the evolution of music and of key musicians, in a range of genres and styles.</p> <p>They know about the history of music in artistic, historical, social and political contexts.</p> <p>They know that music composition is a current art form.</p>	<p>Children listen to a wide range of musical genres - encountering music by living composers.</p> <p>They have opportunities to listen to live music as well as recorded music.</p> <p>They have opportunities to play melodic instruments and tuned and untuned percussion.</p> <p>They have opportunities to compose, perform and improvise.</p> <p>They have opportunities to engage with others through ensemble playing (orchestra, band, mixed ensemble).</p> <p>They have opportunities to access and make progress on a musical instrument.</p> <p>They sing as part of the whole school, key stage and class assemblies.</p> <p>They have opportunities to be part of extra curricular music clubs.</p>	<p>Use of music technology, where available, to create and record and edit compositions.</p> <p>Technology is used to record their performances and for them to watch their performances back.</p> <p>Use of charanga.</p>	<p>Children enjoy listening to music for pleasure.</p> <p>They understand that music can be used for different effects and purposes, and to create different moods.</p> <p>They have an interest in playing musical instruments.</p> <p>They have their own individual taste in music.</p> <p>They gain confidence and internalise key musical skills, to be creative musicians, including being performers, music-creators and audience.</p>