

Langafel CE Primary School Music Coverage and Progression of Skills



<h2>Early Years</h2>	<p>By the end of EYFS, our children will be able to....</p> <ul style="list-style-type: none"> • Sing a range of well-known nursery rhymes and songs. • Perform rhymes, poems and stories with others. • Move in time with music.
<h2>Year 1</h2>	<p>By the end of Year 1, our children will be able to....</p> <p>Performing:</p> <ul style="list-style-type: none"> • Sing with good diction • Sing in time to a steady beat. • Perform with a good sense of beat and rhythm. • Perform as part of an ensemble. <p>Listening:</p> <ul style="list-style-type: none"> • Express their opinion about a piece of music. <p>Composing:</p> <ul style="list-style-type: none"> • Create sound effects for a picture of story, thinking about how music can create a mood.
<h2>Year 2</h2>	<p>By the end of Year 2, our children will be able to....</p> <p>Performing:</p> <ul style="list-style-type: none"> • Sing with good diction • Begin to sing in tune to songs with a limited range. • Sing in time to a steady beat. • Name a variety of instruments. • Perform with a good sense of beat and rhythm. • Perform as part of an ensemble. • Change tempo and dynamics while playing an instrument. <p>Listening:</p> <ul style="list-style-type: none"> • Begin to recognise different genres of music. • Begin to recognise different instruments in a piece of music. • Express their opinion about a piece of music. <p>Composing:</p> <ul style="list-style-type: none"> • Compose a simple tune using three to four notes. • Create sound effects for a picture of story, thinking about how music can create a mood. <p>Notation:</p> <p>Write down their compositions using symbols, pictures and patterns.</p>
<h2>Year 3</h2>	<p>By the end of Year 3, our children will be able to....</p> <p>Performing:</p> <ul style="list-style-type: none"> • Sing with good diction.

	<ul style="list-style-type: none"> • Sing in tune to songs with a limited range. • Sing a song with two or more parts. <p>Listening:</p> <ul style="list-style-type: none"> • Find the beat in a piece of music. • Explain the tempo, dynamics and duration of a piece of music. • Begin to recognise some orchestral instruments in a piece of music. • Express their opinion about pieces of music using appropriate musical vocabulary. <p>Composing:</p> <ul style="list-style-type: none"> • Compose a tune using eight notes. <p>Notation:</p> <ul style="list-style-type: none"> • Recognise crotchets, quavers, semibreves and crotchet rests.
<h2 style="text-align: center;">Year 4</h2>	<p>By the end of Year 4, our children will be able to....</p> <p>Performing:</p> <ul style="list-style-type: none"> • Sing with good diction. • Sing in tune to songs with a limited range. • Sing a song with two or more parts. • Perform with Expression. • Use correct technique to play instruments. <p>Listening:</p> <ul style="list-style-type: none"> • Find the beat in a piece of music. • Explain the tempo, dynamics and duration of a piece of music. • Begin to recognise some orchestral instruments in a piece of music. • Recognise a range of music genres. • Recognise instruments being played in a piece of music. • Express their opinion about pieces of music using appropriate musical vocabulary. • Discuss similarities and difference in pieces of music. <p>Composing:</p> <ul style="list-style-type: none"> • Compose a tune using eight notes. • Compose music that has a recognisable structure (beginning, middle and end). <p>Notation:</p> <ul style="list-style-type: none"> • Recognise crotchets, quavers, semibreves and crotchet rests. • Begin to be able to recognise some notes on a treble clef staff. <p>Knowledge of Music</p> <ul style="list-style-type: none"> • Name some composers and genres of music from different eras.
<h2 style="text-align: center;">Year 5</h2>	<p>By the end of Year 5, our children will be able to....</p> <p>Performing:</p> <ul style="list-style-type: none"> • Sing with good diction. • Sing in tune. • Sing a song with two or more parts, showing confidence at being able to maintain tempo and pitch. • Use correct technique to play instruments with improved confidence and accuracy. <p>Listening:</p>

	<ul style="list-style-type: none"> • Find the beat in a piece of music. • Explain the tempo, dynamics, metre, timbre and duration of a piece of music. • Recognise orchestral instruments and describe their effect in a piece of music. • Express their opinion of music using appropriate musical vocabulary. <p>Composing:</p> <ul style="list-style-type: none"> • Recognise crotchets, quavers, semibreves, crotchet rests and quavers rests. • Recognise notes on a treble clef staff. • Understand that notes are positioned differently on a bass clef staff. <p>Knowledge of Music:</p> <ul style="list-style-type: none"> • Name some composers and genres of music from different eras.
<h1 style="text-align: center;">Year 6</h1>	<p>Year 6, our children will be able to....</p> <p>Performing:</p> <ul style="list-style-type: none"> • Sing with good diction. • Sing in tune. • Sing a song with two or more parts, showing confidence at being able to maintain tempo and pitch. • Perform with accuracy and expression, showing an understanding of the context of music. • Use correct technique to play instruments with improved confidence and accuracy. <p>Listening:</p> <ul style="list-style-type: none"> • Find the beat in a piece of music. • Explain the tempo, dynamics, metre, timbre and duration of a piece of music. • Recognise orchestral instruments and describe their effect in a piece of music. • Recognise a range of music genres (from around the world) and describe their characteristics. • Name a variety of composers and artists associated with different genres of music. • Express their opinion of music using appropriate musical vocabulary. • Discuss similarities and differences in pieces of music and explain how composers and performers achieve this. <p>Composing:</p> <ul style="list-style-type: none"> • Recognise crotchets, quavers, semibreves, crotchet rests and quavers rests. • Recognise notes on a treble clef staff. • Understand that notes are positioned differently on a bass clef staff. • Read and play from music notation. • Record their own compositions using music notation. <p>Knowledge of Music:</p> <ul style="list-style-type: none"> • Name some composers and genres of music from different eras. • Name different musical periods.