



Ranelagh Curriculum - Music Sequence of Learning

	End of EYFS	By the end of KS1 (Year 1 and 2)	By the end of LKS2 (Year 3 and 4)	By the end of UKS2 (Year 5 and 6)
Creating and Composing	<ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Play untuned instruments with increasing musicality. 	<ul style="list-style-type: none"> Experiment with, create, select and combine sounds using the inter-related dimensions of music (Volume, tempo (speed), improvise using voice, drum or tuned percussion ie. xylophone. Compose a simple song taking volume and tempo into account). Recognise and explore how sounds can be organised and represented using symbols (follow simple body percussion recognising symbols like 'x' for clap, 'xx' for two claps, 'o' for chest pat, etc... Use symbols to represent different sounds and create own rhythm). Explore, use and refine a variety of artistic effects to express their ideas and feelings. Play tuned and untuned instruments with increasing musicality (able to use a variety of instruments ie. drums, xylophones, triangles and shakers in an ensemble context). 	<ul style="list-style-type: none"> Improvise and compose music for a range of purposes, beginning to understand the dimensions of music (differentiate between volume, tempo (speed), pitch (high/low), rhythm (beat) and tone (mood, ie. happy/sad). Improvise these using either voice, drum or tuned percussion ie. xylophone. Compose a simple song taking into account volume and tempo). Explore how sounds can be represented using staff and simple notation. Record music and sounds using music technology/ICT (compose simple 8 bar songs using Garageband and the autoplay feature. Use iPads to record simple audio). 	<ul style="list-style-type: none"> Improvise and compose music for a range of purposes, beginning to understand and incorporate the dimensions of music (create music considering volume, tempo (speed), pitch (high/low), rhythm (beat), tone, timbre (texture) and dynamics. Use with voice, drum or other instrument (ie. Craig)). Begin to represent music using staff and traditional notation. Record, arrange and edit compositions using music technology/ICT (create a structured song, with a chorus and verses, using programs like Garageband. Use iPads to create and record audio, including lyrics).
Performing	<ul style="list-style-type: none"> Use voices expressively by singing songs, chants and rhymes from memory Perform simple patterns and accompaniments with a steady pulse. Perform songs, rhymes, poems and stories and try to move in time with music. Sing in a group or on their own, increasingly matching the pitch and following the melody. 	<ul style="list-style-type: none"> Use voices expressively by singing songs and speaking chants and rhymes from memory Play tuned and untuned instruments with increasing musicality (able to use a variety of instruments ie. drums, xylophones, triangles and shakers in an ensemble context). Perform simple patterns and accompaniments keeping a steady pulse. Perform songs, rhymes, poems and stories with others (when appropriate) try to move in time with music. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage with music. Sing a range of well known nursery rhymes and songs. 	<ul style="list-style-type: none"> Perform simple compositions in solo and ensemble contexts with increasing confidence. Use voices with increasing musicality, in tune and with expression, including within a group. Give focussed attention to what the teacher says, respond appropriately even when engaged in activity and show an ability to follow instructions involving several ideas or actions. 	<ul style="list-style-type: none"> Perform increasingly complex compositions in solo and ensemble contexts with increasing accuracy, fluency, control and expression. Use voices with increasing musicality, in tune and with expression in solo and group contexts, beginning to harmonise and sing in canon.
Listening, Reviewing and Evaluating	<ul style="list-style-type: none"> Show attention to sounds and music Respond emotionally and physically to music when it changes Move and dance to music anticipate phrases and actions in rhymes and songs Listen attentively; move to and talk about music, expressing their responses. 	<ul style="list-style-type: none"> Listen with concentration and understanding to a range of high-quality live and recorded music., including identifying mood. Listen attentively; move to and talk about music, expressing their responses. 	<ul style="list-style-type: none"> Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions. Evaluate their performance reflecting on the intended effect (suggest improvements to composition, including through technology ie. turn down and instrument, re-record a section to improve intended effect, etc...). Develop an understanding of the history of music and appreciate the era they derive from. Differentiate between modern and classical instruments (ie. violin vs. electric guitar)). 	<ul style="list-style-type: none"> Listen with attention to detail patterns of music and sounds with increasing aural memory, including combinations of several layers of music (ie. Memorise singing warmups, discuss and compose their own, including canon and harmony). Evaluate their performance reflecting on the intended effect. Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians. Develop an understanding of the history of music.