

WOODHALL SKILLS LADDER: MUSIC

EYFS

YEAR 1

Use their voices confidently in different ways.
Explore and recognise how sounds can be made and changed.
Identify the beat in different pieces of music.
Identify the long and short sounds in music.
Respond appropriately to musical instructions.
Respond verbally and physically to different musical moods.
Create and choose sounds in response to given starting points.
Follow pitch movements with their hands and use high, middle and low voices.
Repeat short, rhythmic and melodic patterns to a given beat.

YEAR 2

Select and order sounds within simple structures and sounds in response to given starting points.
Experiment with, create and combine sounds using inter-related musical dimensions e.g. tempo/pitch.
Represent sounds with symbols.
Play musical instruments with expression and control, listening and observing carefully.
Identify the beat and join in getting faster and slower together.
Recognise and explore how sounds can be organised.
Begin to sing in tune with expression and control.
Recall, perform and accompany simple songs, sequences and rhythmic patterns.
Perform long and short sounds in music in response to symbols.
Respond to a range of high-quality live and recorded music.

YEAR 3

Explore the way sounds can be combined and used expressively.
Improvise repeated patterns.
Compose and perform simple accompaniments recognising different musical elements and how they can be used together to compose music.
Explore sounds using symbols and ICT.
Begin to recognise, recall and perform simple rhythmic patterns.
Recognise and explore different combinations of pitch sounds.
Listen carefully and recognise patterns and increase aural memory.
Begin to sing in tune expressively with an awareness of beat and rhythm.
Perform with control and awareness of audience.

YEAR 4

Explore and extend the way sounds can be combined and used expressively to convey mood and emotion.
Improvise simple tunes based on the pentatonic scale.
Compose and perform simple melodies recognising different musical elements and how they can be used together to compose music.
Explore, recall and plan sounds using symbols and ICT.
Combine several layers of sound, observing the combined effect.
Listen carefully, recognise and use repeated patterns and increase aural memory.
Internalise sounds by singing parts of a song 'in their heads' and attempt to play simple melodic phrases by ear.
Perform with awareness of different parts that others are playing or singing.

YEAR 5

Improvise melodic and rhythmic phrases.
Compose from different starting points by developing ideas within musical structures.
Explore the use of notation and ICT to support creative work.
Suggest improvements to their own and others' work.
Identify the relationship between sounds and how music reflects different intentions.

Describe and compare different types of music using key musical vocabulary.

Listen carefully, developing and demonstrating musical understanding.

Perform by ear.

Perform rounds and songs, maintaining their own part with awareness of how different parts fit together to give an overall effect.

Sing songs with increasing control of breathing, posture and sound projection.

Use ICT to change and manipulate sounds.

Compose their own instrumental and vocal music and perform their own and others' compositions.

YEAR 6

Explore the use of notation and ICT to support creative work.

Refine and improve their work through evaluation, analysis and comparison, commenting on how intentions have been achieved.

Perform significant parts from memory, with awareness of their own contributions.

Analyse and compare musical features and structures using appropriate musical vocabulary.

Listen carefully, demonstrating musical understanding and increasing aural memory.

Perform solo and lead others from notation.

Subdivide the pulse and identify the metre of different songs through recognising the pattern of strong and weak beats.

Use a variety of notation.

Perform their own and others' compositions in a way that reflects their meaning and intentions.

Y5/Y6: WEEKLY STEEL DRUMS LESSON

WEEKLY UKULELE FAMILY JAM (extra-curricular)

GUITAR LESSONS KS2 (extra-curricular)

DJEMBE DRUMMING: one class per half-term

SONGS TAUGHT DURING ASSEMBLIES

END-OF-TERM PRODUCTION ROTA