



# WOODHALL SKILLS LADDER: MUSIC



## NURSERY

### **Communication and Language:**

- Sing a large repertoire of songs.

### **Physical Development:**

- Use large-muscle movements to wave flags and streamers, paint and make marks.

### **Expressive Arts and Design:**

- Listen with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person ('pitch match').
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- Create their own songs, or improvise a song around one they know.
- Play instruments with increasing control to express their feelings and ideas.

## RECEPTION

### **Communication and Language**

- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.

### **Physical Development**

- Combine different movements with ease and fluency.

### **Expressive Arts and Design**

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Explore and engage in music making and dance, performing solo or in groups.

## 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 respond 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 patten of strong and weak beats.  
 Use a variety of notation.  
 Perform their own and others' compositions in a way that reflects their meaning an intentions.

Y6: WEEKLY STEEL DRUMS LESSON

PERIPATETIC VIOLIN LESSONS

SONGS TAUGHT DURING ASSEMBLIES

END-OF-TERM PRODUCTION ROTA