TRANSITION TO SECONDARY



Year D: Ukuleles

Year D: History of Music

Year D: Vocal performances

KS2

Year C: Glockenspiels

Year C: Vocal performance & composition—create a jingle Year C: Composing and performing with tuned and unturned instruments.

KS2

In year 3 and 4, 5, 6: Children will play and perform and ensemble contexts. They will improvise and compose they will listen with attention to detail, use and understand musical notation. Appreciate and understand wide range of music both historical and modern.

Year B: Compose a piece of music (soundtrack) to accompany work on Kensuke's Kingdom.

Year B: Djembe drums

Year B: Vocal performance linked to summer production.

In year 3 and 4, 5, 6: Children will sing and play musically with increasing confidence and control. They develop an understanding of composition, organising and manipulating ideas.

KS2

Year A: Handbells

Year A: Recorders

Year A: Composition linked to summer production

KS1

In year 1 and 2: They play tune and un-tuned instruments, listen to music, experiment with create select and combine sounds.

Year A: Weather sounds; Christmas songs (using voices expressively, listen with concentration).

Year B: Pitch;
Performing together.

Year A: How can music affect our mood. Listening to high quality music (pitch, dynamics, tempo, pulse).

Year B: playing instruments musically (recorders/ drums).

Year A: Ukulele; playing tuned and unturned instruments, performing together, rhythm, tempo.

Year B: Pulse and rhythm; singing, chanting, using voices expressively whilst playing a range of musical instruments.

In year 1 and 2: children use their voice expressively.

KS1

EYFS

Year A: singing a range of songs and chants, performing together.

Year B: The Carnival of Animals; Dynamics & Tempo; categories of musical instruments. 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.

Listen attentively, move to and talk about music, expressing their feelings and responses.

