

## The Fairfield Musician YR-Y6: Subject Leader Overview

**Performance**  
**Composing**  
**Listening**  
**Singing**

| Year Group | Standardised Objectives                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| Year R     | <p><b>ELG Being Imaginative and Expressive</b></p> <ul style="list-style-type: none"> <li>• Sing a range of well-known nursery rhymes and songs</li> <li>• Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</li> </ul> <p><b>ELG Listening, attention and understanding</b></p> <ul style="list-style-type: none"> <li>• Listen attentively and respond to what they hear with relevant questions,</li> </ul> <p><b>ELG Being Imaginative and Expressive</b></p> <ul style="list-style-type: none"> <li>• Sing a range of well-known nursery rhymes and songs</li> <li>• Perform songs, rhymes, poems and stories with others, and, when appropriate, try to move in time with music</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Year 1     | <ul style="list-style-type: none"> <li>• <b>Pulse and beat: Understand steady beat and repeated rhythms</b></li> <li>• <b>Rhythm: Create, retain and perform own rhythm pattern/copycat rhythms &amp; chants</b></li> <li>• <b>Pitch: Listen to/compare sounds in school environment</b></li> <li>• <b>Pitch: Sing familiar songs, using percussion to enhance story telling</b></li> <li>• <b>Pitch: Follow pictures and symbols to guide singing and playing</b></li> <li>• <b>Improvise simple vocal chants, understanding rhythm/pitch</b></li> <li>• <b>Create musical sound effects/short sequences of sounds</b></li> <li>• <b>Use music technology to capture, change and combine sounds</b></li> <li>• <b>Recognise graphic notation and explore/invent own symbols</b></li> <li>• <b>Listen with increasing concentration to combination of high-quality recorded and live music</b></li> <li>• <b>Develop understanding of music from range of origins, traditions, historical periods and social contexts</b></li> <li>• <b>Describe and evaluate music using simple musical vocabulary</b></li> <li>• <b>Sing collectively a range of simple songs, chants and rhymes from memory</b></li> <li>• <b>Respond to simple visual prompts</b></li> </ul> |

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| <p>Year 2</p> | <ul style="list-style-type: none"> <li>● <b>Pulse and Beat:</b> Understand and identify beat groupings, inc. in familiar music</li> <li>● <b>Rhythm:</b> Play and invent copycat rhythms on untuned percussion / using word phrases</li> <li>● <b>Pitch:</b> Play range of singing games based on the cuckoo interval</li> <li>● <b>Pitch:</b> Recognise dot notation and match it to 3-note tunes</li> <li>● <b>Create music in response to non-musical stimulus</b></li> <li>● <b>Improvise simple question and answer phrases, sung and played on untuned percussion</b></li> <li>● <b>Use range of notation to record composed pieces</b></li> <li>● <b>Use music technology to capture, change and combine sounds</b></li> <li>● <b>Listen to a combination of high-quality recorded and live music</b></li> <li>● <b>Listen to music from range of origins, traditions, historical periods and social contexts</b></li> <li>● <b>Say what they like/dislike and give reasons for their opinions</b></li> <li>● <b>Sing range of songs regularly with increasing vocal control</b></li> <li>● <b>Know the meaning of simple musical vocabulary</b></li> </ul>                                                                                                                                                          |
| <p>Year 3</p> | <ul style="list-style-type: none"> <li>● <b>Instrumental Performance:</b> Play/perform melodies following staff notation &amp; ordering phrases</li> <li>● <b>Instrumental Performance:</b> Accurately copy stepwise melodic phrases</li> <li>● <b>Reading Notation:</b> Introduce the stave, lines and spaces, and clef</li> <li>● <b>Reading Notation:</b> Introduce and understand the differences between notations</li> <li>● <b>Reading Notation:</b> Apply word chants to rhythms</li> <li>● <b>Improvise:</b> Improvise using voices, tuned and untuned percussion and instruments</li> <li>● <b>Improvise:</b> Structure and compose musical ideas to create music with beginning, middle and end</li> <li>● <b>Compose:</b> Compose song accompaniments on untuned percussion</li> <li>● <b>Listen with increasing concentration to combination of high-quality recorded and live music</b></li> <li>● <b>Develop understanding of music from range of origins, traditions, historical periods and social contexts</b></li> <li>● <b>Describe music using simple musical vocabulary</b></li> <li>● <b>Sing and perform widening range of unison songs tunefully and with expression</b></li> <li>● <b>Perform actions confidently and in time to action songs</b></li> <li>● <b>Keep a steady beat</b></li> </ul> |

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| <p>Year 4</p> | <ul style="list-style-type: none"> <li>● Instrumental Performance: Develop facility in musical instrument over sustained period</li> <li>● Instrumental Performance: Play and perform melodies following staff notation</li> <li>● Reading Notation: Introduce and understand differences between minims, crotchets, paired quavers and rests</li> <li>● Reading Notation: Follow and perform simple rhythmic scores to steady beat</li> <li>● <b>Improvise: Improvise on their chosen instrument, making decisions about structure</b></li> <li>● <b>Compose: Combine, sing and play known rhythmic notation</b></li> <li>● <b>Compose: Arrange individual notation cards to create sequences of phrases</b></li> <li>● <b>Compose: Compose, capture and record music to create a specific mood, extending range of instruments</b></li> <li>● Listen with increasing concentration to combination of high-quality recorded and live music</li> <li>● Develop understanding of music from range of origins, traditions, historical periods and social contexts</li> <li>● Describe and evaluate music using simple musical vocabulary</li> <li>● <b>Continue to sing/perform broad range of unison songs using accurate pitch</b></li> <li>● <b>Sing range of rounds/partner songs</b></li> <li>● <b>Begin to sing repertoire with small &amp; large leaps/simple second part</b></li> </ul>                        |
| <p>Year 5</p> | <ul style="list-style-type: none"> <li>● Instrumental Performance: Play melodies on tuned percussion, melodic instruments or keyboards,</li> <li>● Instrumental Performance: Perform range of repertoire pieces/arrangements, developing skill of playing by ear</li> <li>● Reading Notation: Further understand differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers</li> <li>● Reading Notation: Read/play short rhythmic phrases at sight from prepared cards</li> <li>● <b>Improvise: Improvise freely using tuned percussion / melodic instruments, with range of dynamics</b></li> <li>● <b>Compose: Compose melodies made from pairs of phrases in key suitable for instrument</b></li> <li>● <b>Compose: Compose, capture and record music to evoke a specific atmosphere using chords</b></li> <li>● Listen with attention to detail to combination of high-quality recorded and live music</li> <li>● Appreciate and understand music from range of origins, traditions, historical periods and social contexts</li> <li>● Evaluate and discuss music using increasing complex language</li> <li>● <b>Perform broad range of songs from extended repertoire for audiences</b></li> <li>● <b>Observe phrasing, accurate pitching and appropriate style</b></li> <li>● <b>Sing 3-part rounds, partner songs &amp; songs with verse and chorus</b></li> </ul> |

Year 6

- **Instrumental Performance: Play (including ensembles) melody following staff notation written on one stave**
- **Instrumental Performance: Accompany melodies using block chords/bass line**
- **Reading Notation: Further understand differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests**
- **Reading Notation: Read and play confidently from rhythm notation cards/rhythmic scores**
- **Improvise: Create music that includes repetition and contrast, using chord changes**
- **Improvise: Extend improvised melodies beyond 8 beats over a fixed groove**
- **Compose: Plan and compose an 8- or 16-beat melodic phrase**
- **Compose: Play/notate melody on available tuned percussion and/or orchestral instruments**
- **Compose: Compose melodies made from pairs of phrases in key suitable for the instrument chosen**
- **Listen with attention to detail to combination of high-quality recorded and live music**
- **Appreciate and understand music from range of origins, traditions, historical periods and social contexts**
- **Evaluate and discuss music using increasing complex language**
- **Sing a broad range of songs (including syncopated rhythms) as part of a choir**
- **Continue to sing 3- and 4-part rounds/partner songs**
- **Continue to perform range of songs as a choir to range of audiences**