



## Sir Robert Geffery's Music journey through EYFS, Key Stage 1 and Key Stage 2.

### **EYFS:**

- Copying rhythms (clapping)
- Listening to and recognising percussion instruments
- Singing songs following the melodic shape
- Playing percussion - untuned instruments
- To introduce sound for purpose and feeling

### **Year 1 and 2 :**

- Copy rhythms using percussion instruments
- To sing a melody accurately
- To listen to a variety of different music
- To understand dynamics and tempo
- Rhythmic notation (Crotchets and Quavers)
- Introduced to tuned instruments (Boom Whackers/Hand bells)
- To perform and accompaniment to a piece of music

### **Year 3 and 4:**

- To play untuned instruments accurately as an ensemble.
- To perform rhythms against other rhythms.
- To understand rhythm and pulse.
- To show increased understanding of tempo, dynamics and pitch.
- Rhythmic notation (Crotchets, Quavers and Semi-quavers)
- To play tuned instruments as a whole class.
- To follow a set criteria in order to create a composition involving tuned and untuned instruments.
- To understand emotion and feelings within music
- To describe a piece of music

### **Year 5 and 6:**

- To play untuned instruments with complete control and accuracy.
- To understand the notes on the staff.
- To read and perform a piece of tuned music (Glockenspiel, Keyboards, Steel Drums)
- To read rhythmic notation accurately.
- To show understanding of the musical elements when describing a piece of music.
- To describe emotions and feelings in detail when listening to a piece of music
- To create tuned and untuned compositions for a purpose.
- To show understanding of Whole notes, Crotchets,