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|  | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Singing songs with control and using the voice expressively | -speak and chant short phrases together-find their singing voice and begin to develop an awareness of pitch over a mall range of notes-make changes in their voice to express different moods/feelings-coordinate actions to go with a song-sing short phrases or responses on their own- sing a variety of songs accompanied and unaccompanied | -speak and chant short phrases together- sing songs showing increasing vocal control-sing songs in different styles conveying different moods and with sense of enjoyment- coordinate actions to go with a song | -sing a variety of songs with more accuracy of pitchSing words clearly and breathing at the end of phrases-convey the mood of the song-Sing with a sense of control of dynamics (volume) and tempo (speed)-echo sing short melodic phrases-identify the pitch is getting higher/lower/staying the same with their voices | -sing songs in a variety of styles with confidence, singing an increasing number from memory-show increasing accuracy of pitch and awareness of the shape of a melodyImitate increasingly longer phrases in a song-understand importance of breathing, posture and diction | sing songs in a variety of styles with an increasing awareness of the tone of their voices and shape of the melody-sing songs showing musical expression-sing two/ three part rounds with more confidence-Copy short phrases and be able to sing up and down independently--sing confidently as part of a group or solo being aware of posture and diction | -sing songs in a wide variety of styles showing accuracy and expression-sing as part of a three-part round-sing a second part of a two-part song with increasing confidence-sing a song with an understanding of its history-sing independently with increasing confidence and accuracy | -sing confidently wide variety of styles showing accuracy and expression-communicate the meaning and mood of the song- sing a simple second part of a two-part song with confidence- maintain own part in a round |
| Listening, memory and movement | -listen to sounds including environmental sounds and recorded sounds-recognise the sounds of the percussion instruments used, identify and name them-Recognise a range of classroom songs e.g. tidy up songs, action songs | Listen to a piece of music and move in time to its steady beat-recognise and respond through movement/ dance to the different musical characteristics and moods of musicRecognise the sound of the percussion instruments used, identify and name them | -listen with increased concentration- Recognise the sound of the percussion instruments used, their names, how they are played and which ones can make high/low sounds-recognise how sounds are made-tapping, rattling etc.-identify different qualities of sounds such as smooth, scratchy, clicking, ringing (timbre)-respond through movement/ dance to the different musical characteristics and moods of music | -listen with concentration to longer pieces of music-listen to live/ recorded extracts of different kinds of music and identify:-steady beat/no steady beat-specific rhythm pattern or event-speed of the music-volume-melody-recognise some familiar instrumental sounds in recorded music -identify repetition in music e.g. chorus | Recognise aurally the range of percussion used in school-recognise and talk about some contrasting styles of music in broad terms using appropriate musical language-recognise music from different times and countries identifying key elements that give it its unique sound | Recognise aurally the range of percussion used in school-recognise and talk about specific styles/traditions of music with growing awareness of the musical differences and similarities-recognise music from different times and countries identifying key elements that give it its unique sound-recognise and identify features of expression-recognise relationships between lyrics and melodies-recognise chords/clusters | -Distinguish differences in timbre and texture between a wide variety of instruments and instrumentation- identify ‘what happens when’ within simple music structures-recognise and identify features of expression (phrasing, melody, harmony, different dynamics, metre and tempo) in an extract of live or recorded music-compare two pieces of instrumental music from different countries/times and discuss the similarities and differences |
| Controlling pulse and rhythm | -Start and stop together-Play along to music showing a developing awareness of the beat | sing in time to a steady beat- perform an action or sound (e.g. clapping /stamping) on the steady beat whilst singing-play in time to a steady beat, using instruments or body sound | -follow a leader starting and stopping together-internalise a melody/song by sharing lines/ just performing actions/ leaving out lines | -internalise a melody--chant or sing a round in two parts- sing songs with a recognised structure | -play by ear- find known phrases or short melodies using tuned instruments-play music in a metre of two or three time | -play with a sense of pulse in a variety of metresPlay by ear- copy back; finding phrases or melodies on instruments with increasing confidence-play and improvise as part of a group in sympathy with others and as a solo performer | - continue to play by ear on instruments extending the length of phrases, melodies played-lead/ conduct a group of instrumental performers |
| Exploring sounds melody and accompaniment | -the sounds made by ‘found objects’ such as pots and pans, paper-different sounds made by the voice and hands (timbre)-high and low sounds (pitch)-long and short sounds (duration)-loud and quiet sounds (dynamics)-fast and slow sounds (tempo)-pitch shapes and rhythmic patterns | Different sounds made by the voice and hands (timbre)-high and low sounds (pitch)-long and short sounds (duration)-loud and quiet sounds (dynamics)-fast and slow sounds (tempo)-pitch shapes and rhythmic patterns-environmental sounds | -ways in which sounds are made and can be changed-long and short sounds-the rhythm patterns of words and sentences-changes in pitch-sequences of sounds (Structure)-sounds in response to a stimulus (visual or aural)-how sounds can be manipulated to convey different effects and moods | Longer-shorter, faster-slower, higher-lower- quieter sounds on tuned and untuned percussion notes-pitch notes moving by step and by leap-the sounds of different instruments (timbre) and how they can represent pictures/stories/ moods-different sounds (timbre) that one instrument can make-how the musical elements can be combined to compose descriptive music  | Sounds to create particular effects (timbre)-rhythm patterns in music from different times ad places-the pentatonic scale-pitched notes that move by step and leaps t make short melodies/phrases-music that describes feelings moods using tense or calm sounds-Combining and controlling sounds to achieve a desired effect-music that incorporates effective silences (rests)-different groupings of beats (metres of 2/3)  | -different sounds and timbres that can be made on certain orchestral instruments and use them to effects in compositions-short rhythmic and melodic ostinatos on tuned and untuned instruments through improvisation-layering rhythmic and melodic ostinatos-different metres, syncopation and how to swing the beat-improvising over a drone-chords/note clusters-different computer programmes for sampling, sequencing and composing music-techniques for recording and sharing music | chords/harmony- concord and discord-scales such as pentatonic rag blues-texture created by layering rhythmic and or/melodic ostinatos-Developing ideas using musical devices such as repetition, question and answer, ostinato-characteristics of various styles e.g. blues, rap |
| Control of instruments | -Play instruments by shaking, scraping, rattling, tapping-Play loudly, quietly, fast, slow-begin to develop an sense of beat, using instruments or body sounds-copy a simple rhythm pattern or number of beats played on an instrument | Play instruments by shaking, scraping, rattling, tapping-Play loudly, quietly, fast, slow-imitate a rhythm pattern on an instrument-play a repeated pattern (rhythmic ostinato) to accompany a song-play a single pitched note to accompany a song (drone)Play with the help of a rhythmic pattern of a spoken sentence e.g. Hungry caterpillar | Play with control-maintain steady Beat-getting faster/slower-getting louder/ quieter-perform a repeated two note melodic ostinato to accompany a songPerform a rhythm accompaniment to a songPerform a sequence of sounds using a graphic score | -keep a steady beat on an instrument in a group/individually-maintain a melodic or rhythmic ostinatoSimultaneously with a different ostinato/beat-use tunes percussion with increasing confidence-copy a short melodic phrase by ear on a pitched instrument-combine musical sounds with narrative and movement-know how to practice independently | -maintain two or more different ostinato patterns in an instrumental group against a steady beat with an awareness of performers-play music that includes RESTS- use tuned instruments with increasing confidence to perform, accompany, improvise- combine instrumental playing with narrative and movement | -play a range of percussion and orchestral instruments with increasing confidence, ability and improving technique, practising as needed-maintain own part in small instrumental group-sustain melodic ostinato or drone to accompany singing/ other instruments | -perform on a range of instruments in mixed groups to an audience, with confidence- perform with sensitivity to different dynamics, tempi- maintain a rhythmic or melodic accompaniment to a song-maintain own part on a pitched instrument in an ensemble with an awareness of balance and other performers |
| Composition | -add sound effects to a story-choose musical sound effects to follow a story line or match a picture-sequence symbols to make a simple structure (score) | add sound effects to a story-choose musical sound effects to follow a story line or match a picture-sequence symbols to make a simple structure (score)Compose own sequence of sounds without help and perform | Short melodic phrases-short repeated rhythmic patterns (ostinato)-rhythm patterns from words-a piece of music that ha a beginning, middle and end (structure)-Music that has long and short sounds and or changes in tempo, timbre and dynamics-music that conveys different moods | Words and actions to go with songs-a simple rhythmic accompaniment to go with a song using ostinato patterns-music that has a recognisable structure-music that tells a story, paints a picture or creates a mood-music that uses repetition/echo-Music that begins to use layers of sound either to describe a picture or as an accompaniment | -a simple rhythmic accompaniment to a song using ostinato patterns and drones-a simple melody from a selected group of notes e.g. pentatonic-music that has a recognisable structure-a piece of music that reflects images and atmosphere, has a clearly defined plan and makes subtle adjustments to achieve the intended effect-use a range of ICT to sequence, compose, record and share work | -music for a special occasion (ie a fanfare)-lyrics to match melody-descriptive music in groups, using the musical elements and musical devices such as repetition, ostinatos, drones, combining musical phrases and effects-a group/class arrangement of a song using voices and instruments-Refine and record compositions either graphically or using ICT | -create own simple songs reflecting the meaning of the words- compose music that reflects given intentions e.g. descriptive music-arrange a song for class performance with an appropriate pitched and unpitched accompaniment-refine own compositions after discussion- use ICT to record, sample, sequence, loop and manipulate sound to create soundscapes/ compositions |
| Reading and writing notation | Use graphics/symbols to portray sounds made | Use graphics/symbols to portray sounds made | Play using symbols including graphic and/or simple traditional notation | -symbols to represent sounds-play using symbols, including graphic and/or traditional notation (note values and names) | -read and play from some conventional music symbols including a range of note values | -conventional and graphic notation to record simple rhythmic/melodic compositions. | -read and play with confidence from conventional graphic notation--use a range of symbols (conventional or graphic) to record compositions |
| Performance skills | -Play with a sense of purpose and enjoyment-Respond to symbols or hand signs | Follow simple hand signals indicating loud/quiet and start/stop | -work and perform in smaller groups-follow a leader starting and stopping together -demonstrate some confidence in performing as a group and as an individual-perform simple call and response pieces | -demonstrate and awareness of character or style in performance-follow simple hand directions from a leader-perform with an awareness of others-perform a composed piece to a friendly audience as a member of a group/class | -follow a leader, stopping/starting, playing faster/ slower and louder/quieter-perform to an audience of adults, an assembly or other classes with increasing confidence -practice independently  | -perform a song showing an awareness of phrasing and the shape of the melody-perform expressively showing an understanding of the music and its context-perform in a variety of styles/genres and own compositions, to an audience of adults and school assembly.  | perform a song from memory with an attention to phrasing, dynamics and accuracy of pitch, for a special occasion.Perform own compositions to an audience-use an mp3 recorder/ ipad to keep a record of work and performances |
| Evaluating and appraising | Begin to identify and describe key features of extreme contrasts within a piece of music-begin to use musical terms (louder/quieter, faster/slower, higher/lower) | -begin to use musical terms (louder/quieter, faster/slower, higher/lower)-begin to articulate how changes in speed, pitch and dynamics effect the mood | -recognise and respond to the mood of a piece of music. Begin to use msic terminology when describing how the modd is created--recognise and respond to different changes of speed (tempo) volume (dynamics) and pitch. | -recognise aurally wooden, metal,, skin percussion instruments and know their namesListen to their own compositions and use musical language to describe what happens in them | -recognise the combined effects of layers of sound by listening to their own arrangements, recordings and compositions | - talk about music they hear using musical terms- talk about the combined effects of layers in their own arrangements and compositions and how their pieces can be refined to achieve their desired effect-talk about the differences in musical styles/genres and reflect and articulate how and why these differences occur | -use musical vocabulary and knowledge to talk about and discuss music from a variety of sources, traditions and cultures including performances of their own and others’ compositions-use musical vocabulary and knowledge to help identify areas for development or refinement when composing |