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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 pitch  Sing 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 melody  Imitate 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 music  Recognise 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 metres  Play 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 song  Perform a rhythm accompaniment to a song  Perform a sequence of sounds using a graphic score | -keep a steady beat on an instrument in a group/individually  -maintain a melodic or rhythmic ostinato  Simultaneously 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 names  Listen 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 |