



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Singing	<ul style="list-style-type: none"> <li>* Sing a range of nursery rhymes and well-known songs</li> <li>* Join in with some well-known nursery rhymes, recalling words and/or actions.</li> <li>* Sing in a group or on my own increasingly matching the pitch and following the melody.</li> <li>* I can sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>* Create my own songs or improvise a song around one I already know.</li> <li>* I can remember and sing entire songs</li> </ul>	<ul style="list-style-type: none"> <li>* Use the voice to speak, sing, chant etc and make different voice sounds to suit the song and characters. (ie rap or say words in rhythm)</li> <li>* Sing with others—start and stop singing when following a leader</li> <li>* Demonstrate good singing posture.</li> <li>* Put actions to songs.</li> <li>* Sing songs showing enjoyment in different moods and styles—confidently sing or rap five short songs from memory</li> <li>* Demonstrate accurate singing following pitch, melodic shape, clear words, deep breathing and awareness of phrases</li> </ul>	<ul style="list-style-type: none"> <li>* Sing a variety of songs with increased accuracy of pitch, and clarity of diction. Confidently <b>know</b> and sing five songs <b>from memory</b>.</li> <li>* Know that singing in <b>unison</b> is everyone singing at the same time. Start and stop when following a leader</li> <li>* Sing songs that include other ways of using the voice eg <b>rapping</b></li> <li>* <b>Learn to find</b> a comfortable singing position</li> <li>* Convey <b>mood and meaning</b></li> <li>* Begin to control <b>dynamics and tempo</b></li> <li>* Echo sing short melodic phrases.</li> </ul>	<ul style="list-style-type: none"> <li>* Sing in <b>tune</b> with increasing <b>accuracy of pitch</b>.</li> <li>* Sing <b>2– part rounds</b>.</li> <li>* Sing in a variety of styles with <b>increased confidence</b>.</li> <li>* Sing an <b>increasing number</b> of songs from memory.</li> <li>* Sing <b>longer melodic phrases</b> with accuracy.</li> <li>* Sing with an <b>awareness of breathing, phrasing and diction</b>.</li> <li>* Sing with <b>meaning and intention</b>.</li> <li>* Have an awareness of pulse internally when singing.</li> <li>* Know why you must <b>warm up</b> your voice.</li> <li>* Know that singing in a group is called a <b>choir</b>.</li> </ul>	<ul style="list-style-type: none"> <li>* Sing songs from memory with accuracy of <b>pitch, meaning and expression</b>.</li> <li>* Use <b>dynamics</b></li> <li>* Show an <b>increased control /knowledge of breathing, phrasing and diction</b>.</li> <li>* Control the voice, especially in performance.</li> <li>* Sing with a sense of ensemble—singing songs and <b>rounds in 2 or more parts</b> with increasing confidence and accuracy.</li> <li>* Maintain a more <b>complex vocal part</b>.</li> <li>* Use a <b>'thinking' voice</b> and <b>internalise pulse</b>—rejoin a song if you get lost.</li> <li>* Listen to the rest of the group when singing.</li> </ul>	<ul style="list-style-type: none"> <li>. Sing songs with a <b>strong sense of internal pulse</b>.</li> <li>* Use <b>dynamics, breathing and phrasing</b> correctly in songs.</li> <li>* Add <b>expression to convey meaning</b>.</li> <li>* Ensure clear pronunciation of words.</li> <li>* Perform <b>3 part rounds and 2 part songs</b> with increasing confidence and accuracy from memory.</li> <li>* Demonstrate an <b>understanding</b> of the piece and its context. Be able to talk about its main features, know what the song is about and the meaning of the lyrics.</li> <li>* Perform <b>solos</b> or in groups listening to each other and being aware of how you fit into the group. 8. Experience <b>rapping</b> and <b>solo</b> singing,</li> </ul>	<ul style="list-style-type: none"> <li>.Sing confidently with expression in a <b>wide variety of styles</b>.</li> <li>* Express the <b>meaning and mood</b> of songs.</li> <li>* Confidently perform songs of <b>increased length from memory</b> with attention to breathing, phrasing, dynamics and accuracy of pitch.</li> <li>* Demonstrate <b>improved production of tone, diction and articulation</b>.</li> <li>* <b>Perform</b> for an audience.</li> <li>* Maintain parts in a round.</li> <li>* Confidently add a <b>second part</b> to a song and demonstrate awareness of how the parts fit together.</li> <li>* <b>Know in detail about five songs</b>—who sang and wrote them, wh the style they are in (musical characteristics that give the songs their style); the structure (intro, verse, chorus),</li> </ul>

						<ul style="list-style-type: none"> <li>* Be able to <b>explain</b> the importance of warming up your voice.</li> </ul>	<p>instruments used; musical dimensions featured in the songs (texture, dynamics, tempo, rhythm, pitch and timbre; what the lyrics are about and the message of the song.</p>
Listening and Appraising	<ul style="list-style-type: none"> <li>* listen with increased attention to sounds.</li> </ul>	<ul style="list-style-type: none"> <li>* Concentrate on listening to different styles of music.</li> <li>* Express likes or dislikes about a piece of music: <ul style="list-style-type: none"> <li>- how does it make them feel?</li> <li>- how do they respond to different moods?</li> </ul> </li> <li>* Move in response to music; Learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</li> <li>* Recognise the difference between pulse and rhythm.</li> <li>* Recognise basic tempo, dynamic and pitch changes (faster/slower,</li> </ul>	<ul style="list-style-type: none"> <li>* Respond to the mood of a piece of music.</li> <li>* <b>Recognise</b> and respond to changes in tempo, dynamics and pitch.</li> <li>* Respond through movement and dance.</li> <li>* Know that there are different types of music.</li> <li>* Learn how songs can tell a story or describe an idea</li> <li>* Know that some songs have a chorus or response/answer part.</li> <li>* Listen to and recognise instruments</li> <li>8 Identify melodies that move in steps.</li> </ul>	<ul style="list-style-type: none"> <li>. Recognise <b>timbre changes</b> in music and how they can represent pictures, stories and moods.</li> <li>* <b>Explore musical elements</b> ( texture, dynamics, tempo, rhythm and pitch) and how they combine to produce descriptive music.</li> <li>* Recognise <b>structural features</b> in music.</li> <li>* Use <b>musical vocabulary</b> to describe music.</li> <li>* Discuss the stylistic <b>feature of different genres, styles and traditions</b> of music. ( Indian, Classical, Chinese, Samba.etc). Understand that music from different parts of the world, and different times, have different features.</li> <li>* Recognise and <b>explain changes</b> within a piece of music.</li> </ul>	<ul style="list-style-type: none"> <li>* Describe how music is Written for different purposes.</li> <li>* Identify how a change in timbre can affect a piece of music</li> <li>* Recognise and discuss the stylistic features of different genres, styles and traditions of music using musical vocab) (Samba, rock n' roll, Blues.)</li> <li>* Explain how the <b>lyrics</b> are important and tell us what the song is about.</li> <li>* Identify the main sections of the music – Intro, verse, chorus</li> <li>* Talk about how the music makes them feel and why.</li> <li>* Listen carefully and Respectfully to other people's thoughts about the music.</li> </ul>	<ul style="list-style-type: none"> <li>.<b>Recognising and confidently discussing the stylistic features</b> of different genres, styles and traditions of music using musical vocabulary, and explaining how these have developed over time (South African, West African, Musical Theatre, Dance Remix, Classical).</li> <li>* Representing the features of a piece of music using <b>graphic notation</b>, and colours, justifying their choices with reference to musical vocabulary.</li> <li>* <b>Compare, discuss and evaluate</b> music using detailed musical</li> </ul>	<ul style="list-style-type: none"> <li>* Use musical vocabulary and subject knowledge to describe music from a range of sources including performances by themselves and others.</li> <li>* Assess the effect of <b>venue, occasion</b> and purpose on a piece/performance.</li> <li>* Describe how music reflects different cultural contexts.</li> <li>* Identifying the way that features of a song can complement one another to create a coherent overall effect</li> <li>* Use musical vocabulary correctly when describing and evaluating the features of a piece of</li> </ul>

		<p>louder/quieter &amp; higher/lower).</p> <ul style="list-style-type: none"> <li>* Know and recognise the sounds and the names of some of the instruments</li> </ul>			<ul style="list-style-type: none"> <li>*. Recognising the use and development of <b>motifs</b> in music..</li> <li>*. <b>Identifying common features</b> between different genres, styles and traditions of music</li> <li>*. <b>Identifying gradual dynamic and tempo changes</b> within a piece of music</li> <li>*. Using musical vocabulary to discuss the purpose of a piece of music.</li> </ul>	<p>vocabulary.</p> <ul style="list-style-type: none"> <li>* Know and talk about the <b>historical context</b> of a piece of music.</li> <li>*. <b>Compare two songs in the same style</b>, talking about what stands out musically in each of them, their similarities and differences.</li> <li>* Think about the <b>message</b> and meaning behind the music.</li> <li>*. Internalise the pulse of the music.</li> </ul>	<p>music.</p> <ul style="list-style-type: none"> <li>*Discuss <b>musical eras</b> in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Performing</p>	<ul style="list-style-type: none"> <li>*Explore and engage in music making and dance performing solo or in groups.</li> <li>* Play instruments with increasing control to express feelings and ideas. (eg rainmaker for rain; drum for thunder)</li> </ul>	<ul style="list-style-type: none"> <li>*<b>Follow instructions</b> on how to clap/sing play an instrument</li> <li>*. Know when to play, stop and start.</li> <li>*<b>Copy back</b> short rhythmic and Melodic phrases on percussion instruments.</li> <li>*. <b>Play instruments</b> in a variety of ways.</li> <li>*Play an <b>unpitched rhythm</b> to accompany a song.</li> <li>*<b>Explore and control</b> Instrumental sounds.</li> </ul>	<ul style="list-style-type: none"> <li>*Successfully follow a leader or conductor</li> <li>*Stop and start together, keeping a steady <b>beat</b> and changing <b>tempo</b> and <b>dynamics</b></li> <li>*<b>Copy longer rhythmic patterns</b> on untuned percussion instruments</li> <li>keeping a steady pulse</li> <li>*. Play a <b>2–3 note melodic ostinato</b> to accompany a song.</li> <li>*. Play a <b>longer</b></li> </ul>	<ul style="list-style-type: none"> <li>*Play notes accurately and precisely.</li> <li>*<b>Improvise</b> short rhythms and melodies.</li> <li>*Play from <b>symbols</b> and simple <b>graphic notation</b> with increased independence.</li> <li>*Follow simple signals from a conductor</li> <li>*Perform with an awareness of others.</li> <li>*To be able to talk about the instruments used in class including glockenspiel and recorder.</li> <li>*<b>Rehearse and perform</b> a</li> </ul>	<ul style="list-style-type: none"> <li>*. Sing songs from memory with accuracy of <b>pitch, meaning and expression</b>.</li> <li>*Use <b>dynamics</b></li> <li>*Show an <b>increased control /knowledge of breathing, phrasing and diction</b>.</li> <li>*Control the voice, especially in performance.</li> <li>*Sing with a sense of ensemble—singing songs and <b>rounds in 2 or more parts</b> with increasing confidence and accuracy.</li> <li>*Maintain a more <b>complex</b></li> </ul>	<ul style="list-style-type: none"> <li>*Sing songs with a <b>strong sense of internal pulse</b>.</li> <li>*Use <b>dynamics, breathing and phrasing</b> correctly in songs.</li> <li>*Add <b>expression to convey meaning</b>.</li> <li>*Ensure clear pronunciation of words.</li> <li>*Perform <b>3 part rounds</b> and <b>2 part songs</b> with increasing</li> </ul>	<ul style="list-style-type: none"> <li>*. Perform on various Instruments and in various groups for an audience with confidence</li> <li>* Play by ear on pitched instruments extending the length of phrases played</li> <li>* Play from staff and graphic notation</li> <li>*Play using different dynamics and tempi</li> <li>* Play a rhythmic or melodic accompaniment to a song</li> <li>* <b>Play their own part</b> on a pitched Instrument within a</li> </ul>

	<ul style="list-style-type: none"> <li>* Learn the <b>names of the untuned Instruments</b> they are Playing.</li> <li>* Treat instruments with care and respect</li> </ul>	<ul style="list-style-type: none"> <li>* Learn the <b>names of the untuned Instruments</b> they are Playing.</li> <li>* Treat instruments with care and respect</li> </ul>	<p><b>unpitched rhythmic ostinato</b> to accompany a song.</p> <ul style="list-style-type: none"> <li>* Learn the names of untuned percussion Instruments that we play in class.</li> <li>* Learn the names of the notes on their instrumental parts from memory.</li> <li>* Learn to play a tuned instrumental part that matches their musical ability—differentiated by one note, simple or medium.</li> <li>* <b>Play simple graphic notation</b> with support and developing some independency.</li> </ul>	<p>part on a tuned instrument developing independence and confidence.</p> <ul style="list-style-type: none"> <li>. Learn to play the <b>open strings</b> on a <b>ukulele</b> and C major chord.</li> <li>* Perform from <b>basic staff notation</b>, incorporating rhythm and pitch and be able to identify these symbols using musical <b>terminology</b>.</li> </ul>	<p><b>vocal part.</b></p> <ul style="list-style-type: none"> <li>* Use a <b>'thinking' voice</b> and <b>internalise pulse</b>—rejoin a song if you get lost.</li> <li>* Listen to the rest of the group when singing.</li> </ul>	<p>confidence and accuracy from memory.</p> <ul style="list-style-type: none"> <li>* Demonstrate an <b>understanding</b> of the piece and its context. Be able to talk about its main features, know what the song is about and the meaning of the lyrics.</li> <li>* Perform <b>solos</b> or in groups listening to each other and being aware of how you fit into the group.</li> <li>* Experience <b>rapping</b> and <b>solo</b> singing,</li> <li>* Be able to <b>explain</b> the importance of warming up your voice.</li> </ul>	<p>small group.</p> <ul style="list-style-type: none"> <li>* <b>Play their own compositions</b> to an audience.</li> <li>* Demonstrate <b>variety</b> and <b>expression</b> in performance</li> <li>* When playing in parts demonstrate awareness of how the parts fit together.</li> <li>* <b>Conduct</b> a group of players, giving clear signals.</li> <li>* Work as a group to perform a piece of music, adjusting the inter-related dimensions of music as required, keeping in time with others and communicating with the group.</li> <li>* <b>Perform a solo</b> or take a leadership role within a performance.</li> </ul>
Composing	<ul style="list-style-type: none"> <li>* Explore musical instruments and the different sounds they make</li> <li>* Explore how to play instruments in different ways to create</li> </ul>	<ul style="list-style-type: none"> <li>* Make different sounds with their voices and instruments in response to specific requests eg long/shout/loud/soft</li> <li>* Analyse and mimic sounds using voices /</li> </ul>	<ul style="list-style-type: none"> <li>* Write a sequence of sounds using a <b>graphic score</b> and play it.</li> <li>* Compose <b>short melodic phrases</b> with up to 5 notes and short, repeated</li> </ul>	<p>Create music in <b>groups</b> using More than one instrument.</p> <ul style="list-style-type: none"> <li>* Compose <b>simple melodies and songs</b>.</li> <li>* Create an <b>accompaniment</b> to a song.</li> <li>* Use a range of <b>interrelated dimensions</b> of music in composition. (<b>pitch, duration, dynamics, tempo, timbre,</b></li> </ul>	<ul style="list-style-type: none"> <li>. <b>Improvise</b> repeated patterns</li> <li>* Combine pitches to <b>create chords/harmony</b>.</li> <li>* Compose <b>3- 4 note</b> melodies / songs</li> <li>* <b>Develop melodies</b> using rhythmic variation, transposition, inversion</li> </ul>	<ul style="list-style-type: none"> <li>* Improvise using melodic and rhythmic phrases <b>Begin to improvise musically within a given style</b> (Blues)</li> <li>* <b>Build up chords to produce harmony.</b></li> <li>* Create and play a</li> </ul>	<ul style="list-style-type: none"> <li>* <b>Explore chords:</b> discord; <b>pentatonic scales, texture, layers, and melodic ostinati.</b></li> <li>* Develop pieces using <b>repetition and call and response</b></li> <li>* <b>Improvise in various</b></li> </ul>

	<p>different sounds – tapping, shaking, scraping.</p>	<p>instruments eg running water / dripping tap. *.Explore the expressive use of sounds. Select and create short sequences of sound with voices or instruments to represent a given idea or character. *Use sounds to illustrate a story, adding expression. *Create simple melodies using a few notes..</p>	<p>rhythms. <b>*Select and create longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.</b> *Compose music <b>conveying different moods..</b> *Use a variety of Elements including long, short, loud, quiet, fast, slow, in compositions or improvisations *Create music in response to different starting points. *Begin to <b>suggest improvements</b> to their own work</p>	<p><b>texture, structure and appropriate musical notations.)</b> *Combine sounds to <b>create a specific mood or tell a story.</b> *Compose a piece with a <b>beginning, middle and end</b> successfully combining and layering several instrumental and vocal patterns. *Combining melodies and rhythms to compose a multi-layered composition in a <b>given style (eg Pentatonic)</b> *Use <b>letter name and rhythmic notation</b> (graphic or staff), to label and record their compositions. *Suggesting and <b>implement</b> improvements to their own work, using musical vocabulary.</p>	<p>and looping <b>* Use appropriate notations</b> to label and record their compositions ie letter name, graphic and rhythmic notation *Create accompaniments using <b>ostinato</b> (repeated patterns) drones.(one or two notes held or repeat <b>*Use ICT</b> to compose. (eg garage band) <b>*Combine sounds</b> to create desired effects, moods and emotions *.Creating a piece of music with at least Four different layers And a clear structure. *Use letter name and rhythmic notation (graphic or staff to label and record their compositions *Suggesting and implement improvements to their own and others work using musical vocabulary.</p>	<p><b>sequence of repeated notes (ostinato) to accompany a song</b> *Compose to meet <b>specific criteria</b> *Improvise a repeated ostinato accompaniment. *Explore <b>layering of rhythms and melody.</b> <b>*Improvise alone</b> and as part of a group (eg in jazz) *Use graphic and staff notation to record work *Use ICT, chords, note clusters * Use <b>pentatonic scales to compose</b> *Create their <b>own songs / raps</b> using verse and chorus structure. Match lyrics to the melody. *.Use the interrelated dimensions of music plus <b>Ostinato and drones</b> to produce descriptive music</p>	<p><b>styles.</b> Compose simple songs reflecting the meaning of the words <b>Examine how the melody reflects the lyrics and structure of songs.</b> <b>*Compose music Reflecting given intentions.</b> * Create pieces using ICT. <b>* Refine their work</b> following discussion *. <b>Examine how music</b> is used descriptively <b>used descriptively different starting points.</b> *Create pieces of Music demonstrating Different contrasting Emotions and Intentions. * <b>Record</b> their own composition using appropriate forms of <b>notation and/or technology</b></p>
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