

Music

	Listening and Responding	Composition	Performance	Singing
EY FS	<ul style="list-style-type: none"> Listen attentively, move to and talk about music, expressing their feelings and responses Watch and talk about dance and performance art, expressing their feelings and responses. Uses day-to-day language to describe simple elements of music (e.g. fast, slow, loud, quiet) Can follow stories and understand simple messages in songs and nursery rhymes 	<ul style="list-style-type: none"> Tap out a simple repeated rhythm Explore and learn how sounds can be changed Explore different sounds of instruments. Put two or more sounds into a sequence and repeat them Begin to improvise their own tunes. 	<ul style="list-style-type: none"> Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music Begin to keep a steady pulse 	<ul style="list-style-type: none"> Use voices in different ways (e.g. speaking, singing and chanting) Sing a range of well-known nursery rhymes and songs Sing in a group or on their own, increasingly matching the pitch and following the melody
Y1	<ul style="list-style-type: none"> Begins to use more technical terms to describe the elements of music (e.g. dynamics, loud, quiet, tempo, fast, slow, pulse, rhythm) Uses a wide variety of adjectives to describe how a piece of music makes them feel emotionally and why Begin to recognise and identify common musical instruments by sight and sound Understand simple moral and emotional messages in music 	<ul style="list-style-type: none"> Begin to experiment with a range of percussion instruments to create different sounds and rhythm patterns Explore different sound patterns (e.g. long/short and loud/soft). Invent, retain and recall rhythm and pitch patterns and perform these for others Choose instruments to add sound effects to a story Begin to identify the structure of a piece of music (beginning, middle and end) Use music technology to capture, change and combine sounds Recognise how graphic notation can represent created sounds. Explore and invent own symbols. 	<ul style="list-style-type: none"> Begin to understand how to present yourself on stage Keep a steady beat and copy simple rhythm patterns Follow a musical lead and stay in time Explore using voice to create sounds 	<ul style="list-style-type: none"> Sing simple songs, chants (with actions) and rhymes Start and stop together on direction Sing collectively and at the same pitch Sing a wide range of call and response songs to control vocal pitch
Y2	<ul style="list-style-type: none"> Explore the elements of music in more detail using the correct musical vocabulary (dynamics, tempo, rhythm and pitch) Begin to understand and describe how different elements of music create different moods Begin to understand the composer's musical choices Listen with concentration and understanding to a range of high-quality live and recorded music 	<ul style="list-style-type: none"> Create and clap own rhythm patterns Create different patterns of sound (e.g. long/short, high/low, loud/soft) Use a range of instruments to create an intended sound or mood Invent symbols to represent different sounds Create a simple graphic score for pitch or duration that others can follow Choose and play instruments to reflect a topic. Capture, change and combine sounds using music technology Compose music showing awareness of structure (beginning, middle and end and use of repetition and introduction) 	<ul style="list-style-type: none"> Be aware of stage presence and performance techniques Begin to use correct technique when playing a range of percussion instruments Demonstrate dynamics and tempo when playing an instrument and respond to leader's direction (e.g. crescendo, decrescendo, pause) 	<ul style="list-style-type: none"> Sing songs with verse and chorus and be able to identify which section is which. Sing songs with a small pitch range, pitching accurately Build rhythmic and melodic memory Use voice to create a variety of sounds – humming, whispers, clicks and whistles Demonstrate dynamics and tempo when singing and respond to leader's direction (e.g. crescendo, decrescendo, pause)
Y3	<ul style="list-style-type: none"> Begin to appreciate music from different genres (e.g. classical, jazz, folk songs, pop, war songs, rock and roll) and how these came about Describe the elements of music using all the correct technical vocabulary (e.g. forte, piano, allegro, timbre, lento) Use the elements of music to describe a range of songs and performances Understand the composer's intentions when writing a piece of music 	<ul style="list-style-type: none"> Select instruments appropriately for a given purpose Compose a short piece of music in response to a brief (e.g. stories, verse, images and musical sources) Become more skilled in improvising Represent sounds on a graphic score with symbols for a group performance Begin to explore written musical notation (e.g. rhythm patterns and rests) Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi) 	<ul style="list-style-type: none"> Perform forte (loud) and piano (quiet) Follow a beat and perform in time Begin to perform rhythmic and melodic patterns Start to read and play 3 notes on tuned percussion or a melodic instrument (e.g. recorders, ukulele, glockenspiel) Play and perform melodies following staff notation using a small range (e.g. middle C-E) Copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio 	<ul style="list-style-type: none"> Sing more complex songs as a class or group in two-parts Sing with awareness of pulse and rhythm Sing with more consciousness of text
Y4	<ul style="list-style-type: none"> Appreciate music from different cultures and traditions, including great composers and musicians Explore the history, origins and inspirations for different pieces and musical genres Critique and compare a variety of music using the elements of music Understand in more detail the intended effects of the composer's choices 	<ul style="list-style-type: none"> Consider the elements of music when composing a piece to a given brief Make informed decisions about instrument choice Understand more confidently, standard musical notation (e.g. the values of quaver, crotchet and minim) Compose four bars of music showing an understanding of note value alongside a graphical score Begin to take part in improvisation sessions with confidence 	<ul style="list-style-type: none"> Perform rhythmic and melodic patterns on a variety of percussion instruments (in two or more parts) Read and play 3 notes on an instrument (e.g. ukulele, glockenspiel, guitar) with care and a degree of accuracy Introduce and understand the differences between minims, crotchets, paired quavers and rests Critique self and peer performances using the elements of music 	<ul style="list-style-type: none"> Sing a broad range of unison songs with the range of an octave (do-do) Sing songs with a simple ostinato part Mostly identify key vowels and consonants in the text and be able to deliver them accurately

Y5	<ul style="list-style-type: none"> • Begin to identify music from different parts of the world and points in history, using key features as a reference • Understand all the elements of music and apply these when listening to, appraising, comparing and evaluating music in depth • Begin to understand musical influences and how these have affected a composer or performer • Understand and appreciate the difference between a composer and a performer 	<ul style="list-style-type: none"> • Use a range of tuned and un-tuned instruments to create music for a variety of purposes • Understand all the elements of music and apply these when composing music (range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano) • Improvise freely, developing sense of shape and character • Represent sounds on a graphic score with musical notation with an awareness of balance, tempo and dynamics. • Compose four bars of music displaying an understanding of note value, and melody • Use chords to compose music to evoke a specific atmosphere, mood or environment 	<ul style="list-style-type: none"> • Keep in time within a group in both instrumental and vocal performance • Read and play at least 5 notes on an instrument with greater accuracy and independence • Perform with control, dynamics and awareness of others • Have good stage presence and perform with emotion and musicality 	<ul style="list-style-type: none"> • Sing a song solo or as part of a smaller group in parts confidently • Sing with clear text and an awareness of meaning and phrase. • Sing with an understanding of song structure and awareness of other instrumentation • Keep in time within a group in both instrumental and vocal performance
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Y6	<ul style="list-style-type: none"> • Use all the elements of music fluently and expressively when discussing longer, more varied, and more complex pieces of music • Compare, contrast, evaluate music from a variety of genres, historical eras, countries, cultures and disciplines. • Know and identify key figures in music history, their influences and their impact on society and other musicians • Begin to understand the social history and impact of music 	<ul style="list-style-type: none"> • Explore, select and combine a variety of different sounds to compose a soundscape with instruments, vocals and a conductor • Use a range of stimuli and develop musical ideas into a completed composition showing an awareness of the musical elements • Compose a 8 or 16 beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) • Extend improvisation skills to extend melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape • Apply knowledge of standard musical notation and create graphical scores for others to follow • Recognise notes on the staff and note values of semiquaver, quaver, crotchet, minim and semibreve • Begin to understand the use of music technology in composition and production 	<ul style="list-style-type: none"> • Be consistently thinking about what words we're singing and how to use the text to shape the phrase musically. • Use a range of tuned instruments accurately to perform a melody music with an understanding of pitch, 2, 3 and 4 metre syncopated rhythms • Play a melody following staff notation written on one staff using notes within an octave range • Confidently improvise using a given stimulus • Understand the differences between semibreves, minims, crotchets, quavers and semiquavers and their equivalent rests • Show awareness of audience, venue and occasion and adapt their performance style to accommodate 	<ul style="list-style-type: none"> • Confidently sing part songs and canons with control, expression, phrasing and dynamics • Sing a broad range of songs, including those that involve syncopated rhythms with a sense of ensemble and performance • Sing with clear and confident text • Understand the use of different parts of your voice and have some control over them
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