

Pulse / Beat / Metre

Year 1

Watch, follow and feel a steady beat

Find and enjoy moving to music in different ways

Year 4

Recognise and move in time with a steady beat

Play in time with a steady beat and identify the metres 2/4, 4/4 and 3/4

Respond to the 'offbeat' or 'backbeat'

Identify 2/4, 3/4 and 4/4

Year 2

Watch and follow a steady beat

Find a steady beat

Recognise the time signature 4/4 by ear and notation

Year 5

Recognise and move in time with the changing speed of a steady beat

Play in time with a steady beat and identify the metre 2/4, 4/4, 3/4 and 6/8

Respond to the 'offbeat' or 'backbeat'

Identify 2/4, 4/4, 3/4 and 6/8

Year 3

Recognise and move in time with the beat

Play the steady beat on percussion instruments

Recognise the 'strong' beat

Play in time with a steady beat in 2/4, 4/4 and 3/4

Year 6

Recognise and move in time with the changing speed of a steady beat

Play in time with a steady beat and identify the metre 2/4, 4/4, 3/4, 6/8, 5/4

Identify syncopation and swing

Identify 2/4, 4/4, 3/4, 6/8, 5/4

Rhythm

Year 1

Recognise and clap long sounds and short sounds and simple combinations

Year 4

Recognise by ear and notation: Semibreves, minims, crotchets, quavers, and semiquavers

Dotted minims and dotted crotchets
Dotted rhythm in melodies

Copy simple rhythm patterns created from semibreves, minims, crotchets, quavers and rests

Create rhythm patterns by ear and using simple notation that use semibreves, minims, crotchets, quavers

Understand and explain the difference between beat and rhythm

Recall the most memorable rhythms in a song or piece of music

Year 2

Recognise long sounds and short sounds and match them to syllables and movement

Year 5

Recognise by ear and notation: Minims, dotted crotchets, crotchets and quavers, and their rests

Recognise by ear and notation: Dotted crotchets, dotted quavers, and dotted semiquavers

Recognise by ear and notation: 6/8 rhythm patterns
Dotted crotchets, triplet quavers, dotted quavers, quavers, and their rests

Dotted rhythm in melodies

Copy simple rhythm patterns using the above rhythms

Create rhythm patterns by ear and using simple notation that use the above rhythm patterns

Recall the most memorable rhythms in a song or piece of music

Year 3

Recognise by ear and notation: minims, crotchets, quavers and their rests

Copy simple rhythm patterns created from minims, crotchets, quavers and their rests

Create simple rhythm patterns by ear and using simple notation from minims, crotchets, quavers and their rests

Alternate between a steady beat and rhythm

Year 6

Recognise by ear and notation: Minims, crotchets, quavers, semiquavers and their rests

Recognise by ear and notation: Dotted crotchets, dotted quavers

Recognise by ear and notation: 6/8 rhythm patterns
Dotted crotchets, triplet quavers, dotted triplet quavers, quavers and their rests

Recognise by ear and notation: 9/8 rhythm patterns
Dotted crotchets, triplet quavers and quaver notes and their rests

Dotted rhythm in melodies

Copy simple rhythm patterns using the above rhythms

Create rhythm patterns by ear and using simple notation that use the above rhythm patterns

Recall the most memorable rhythms in a song or piece of music

Pitch: Melody

Year 1

Recognise, sing and play high and low pitched notes

Explore singing and playing C D E from the C major scale

Explore singing and playing F G A from the F major scale

Year 2

Identify the high notes and low notes in a melody

Join in part of a melody

Rehearse and play a simple instrumental melody as a part to go with a song

Identify the names of the notes on a glockenspiel: C D E F G A B C

Use body percussion and untuned and tuned percussion instruments with a song, and listen to how the sounds blend together

Identify and play by ear or notation notes in the tonality of C major

Year 3

Show the shape of a melody as rising and falling in pitch

Learn to sing a melody by ear or from notation

Learn to rehearse and play a melodic instrumental part by ear or from notation

Identify the names of the pitched notes on a staff: C D E F G A B B \flat C

Identify the scales of:

C major

G major

F major

Identify if a scale is major or minor

Copy simple melodies by ear or from reading notation

Create melodies by ear and notate them

Explore and play by ear or from notation:

5-note scale

Pentatonic scale

Pitch: Melody

Year 4

Identify and explain what a melody is

Learn to sing and follow a melody by ear and from notation

Understand melodic movement up and down as pitch

Learn to play one or more of four differentiated melodic instrumental parts by ear and from notation

Identify the names of the pitched notes on a staff:

C D E E \flat F \sharp G A B B \flat C C \sharp D

Identify the scales of:

C major

F major

G major

A minor

by ear or from notation

Copy simple melodies by ear or from reading notation

Create melodies by ear and notate them

Identify and talk about the way vocals are used in a song

Identify and explain:

Harmony: two or more notes heard at the same time

Second part: a second part, usually a melodic line, that creates harmony

Explore chords I, IV and V in instrumental accompaniments

Intervals of 3rd, 5th and octaves

Identify the tonal centres of:

C major

F major

G major

A minor

by ear or from notation

Identify and demonstrate a major and minor scale

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Identify and explain what a melody is

Learn to sing and follow a melody by ear and from notation

Understand melodic movement up and down as pitch

Learn to play one or more of four differentiated melodic instrumental parts by ear and from notation

Identify the names of the pitched notes on a staff:

C D E E \flat F \sharp G A B B \flat C C \sharp D

Year 5

Identify and explain steps, jumps and leaps in the pitch of a melody

Learn to sing and follow a melody by ear and from notation

Learn to play one or more of four differentiated melodic instrumental parts by ear and from notation

Identify the names of the pitched notes on a staff:

C D E E \flat F \sharp G A B B \flat C C \sharp D

Identify the scales of:

C major

F major

D minor

G major

E \flat major

C minor

by ear or from notation

Copy simple melodies by ear or from reading notation

Create melodies by ear and notate them

Add new chords II and VI from a given tonality

Identify tone by ear or from notation

Identify intervals 3rd, 5th and 7th

Identify the tonal centres of:

C major and C minor

F major

D minor and D major

E \flat major

Identify and demonstrate:

Major scale

Minor scale

Pentatonic scale

by ear and from notation

Year 6

Identify major and minor by ear and from notation

Learn to play one or more of four differentiated melodic instrumental parts by ear and from notation

Identify the names of the pitched notes on a staff:

C D E E \flat F \sharp G A B B \flat C C \sharp D

Identify the scales of:

A minor

G major

D major

D minor

F major

by ear or from notation

Identify an interval of a major triad: 3rd, 5th

Identify an octave by ear or notation

Copy simple melodies by ear or from reading notation

Create melodies by ear and notate them

Use chords C F G and A minor by ear or from notation

Identify the tonal centres of:

A minor

G major

D major

D minor

F major

Identify and demonstrate:

Major scale

Minor scale

Pentatonic scale

Blues scale

by ear and from notation

Identify the scales of:

C major

F major

G major

A minor

by ear or from notation

Copy simple melodies by ear or from reading notation

Create melodies by ear and notate them

Identify and talk about the way vocals are used in a song

Identify and explain:

Harmony: two or more notes heard at the same time

Second part: a second part, usually a melodic line, that creates harmony

Explore chords I, IV and V in instrumental accompaniments

Intervals of 3rd, 5th and octaves

Identify the tonal centres of:

C major

F major

G major

A minor

by ear or from notation

Identify and demonstrate a major and minor scale

Tempo

Year 1

Recognise the difference between the speed of a steady beat, a fast beat and a slow beat

Year 2

Recognise the difference between the speed of a steady beat, a fast beat and a slow beat

Change the speed of a steady beat moving from fast to slow, slow to fast

Year 3

Recognise the difference between the speed of a steady beat, a fast beat and a slow beat

Change the speed of a steady beat moving from fast to slow, slow to fast

Control the speed of a steady beat getting faster and getting slower

Year 4

Recognise the difference between the speed of a steady beat, a fast beat and a slow beat

Change the speed of a steady beat moving from fast to slow, slow to fast

Control the speed of a steady beat getting faster and getting slower

Direct the class in controlling the speed of a steady beat in a class performance

Year 5

Recognise the difference between the speed of a steady beat, a fast beat and a slow beat

Change the speed of a steady beat moving from fast to slow, slow to fast

Control the speed of a steady beat getting faster and getting slower

Direct the class in controlling the speed of a steady beat in a class performance

The connection between tempi and musical styles

Year 6

Recognise the difference between the speed of a steady beat, a fast beat and a slow beat

Change the speed of a steady beat moving from fast to slow, slow to fast

Control the speed of a steady beat getting faster and getting slower

Direct the class in controlling the speed of a steady beat in a class performance

The connection between tempi and musical styles

Effective use of tempo at the end of a song

Dynamics

Year 1

Talk about loud sounds and quiet sounds and give some examples

Year 2

Identify loud sections of music and quiet sections of music. Discuss what makes the music loud and quiet

Understand the meaning of loud and quiet (forte and piano)

Year 3

Listen out and respond to forte sections of music

Identify loudly played instruments from listening to the music

Use dynamics to help communicate the meaning of a song

Year 4

Identify gradation of dynamics and use the correct vocabulary to describe crescendo and diminuendo

Year 5

Dynamics and how they change the mood and feel of music: forte, piano, mezzo forte, crescendo and diminuendo

Year 6

Identify how dynamics change the mood and feel of music using vocabulary: forte, piano, mezzo forte, crescendo, and diminuendo

Identify how dynamics can support the structure of a song or piece of music eg. diminuendo leading into a new section and change of mood

Identify the connection between dynamics and texture eg. adding more players and/or singers makes the music louder

Timbre

Year 1

Identify different sounds in the environment, indoors and outside

Identify the sounds of the instruments played in school

Identify some of the sounds of the instruments heard when listening to music

Year 2

Know the difference between a speaking voice and a singing voice

Identify friends from the sound of their voice

Year 3

Choose particular instruments for rehearsal and performing

Identify the sound of different tuned and untuned percussion instruments

Year 4

Explain tone colour: the instruments or voices heard that can be recognised by their unique qualities

Recognise the following groups of instruments: a marching band, a symphonic orchestra and its separate families: woodwind, brass, percussion and strings

Identify the following instruments by ear and through a range of media: banjo, acoustic guitar, tuned and untuned percussion, steel pans, clarinet, trombone, trumpet, piano, keyboard, bass drums, tuba, piccolo, bass guitar, synthesizer, electric guitar

Recognise the difference between the sound of male and female voices

Understand the importance of the vocal warm-up and its impact on the tone of the voice

Year 5

Recognise the following ensembles:
Gospel choir and soloist
Rock band
Symphony orchestra
A cappella group

Identify the following instruments by ear and through a range of media: drum kit, electric guitar, electric bass guitar, acoustic guitar, keyboard or Hammond organ, synthesizer, saxophone, trumpet, harmonica, banjo, accordion, tuned and untuned percussion, steel pans and instruments of the orchestra such as clarinet, tuba, violin, trombone and flute.

Recognise the difference between the sound of male and female voices

Tone colour and rapping

Year 6

Recognise the following ensembles:
Pop group
A cappella group
Gospel choir

Identify instruments that add particular colour to a song or piece of music

Identify the following instruments by ear and through a range of media:

- Band instruments such as keyboard, electric or Hammond organ, saxophone, trumpet, electric guitar, electric bass guitar, drum kit, vocals, drum machine and synthesizer

- Instruments of the orchestra from the strings, woodwind, brass and tuned and untuned percussion families, particularly piano, cello, flute, clarinet, trumpet, piano, trombone, double bass, saxophone, drums, violin, flute, French horn and tuba

- Other instruments such as steel pans, harmonica, banjo and accordion

Texture

Year 1

Sing together

Listen out for combinations of instruments together

Year 2

Singing and playing together creates a musical texture

Add body percussion accompaniments

Year 3

Singing and playing together creates a musical texture

Add body percussion accompaniments

Listen to the accompaniment to a song

Identify large numbers of people playing and singing

Listen out for solo players

Year 4

Identify and explain texture: the number of voices or instruments playing and the richness of the sound they create

Identify male and female solo voices and backing vocals, and talk about the different textures they create in the music

Understand and demonstrate the effect that repeated rhythmic or melodic patterns (as riffs/ostinati) have on the texture of a piece of music

Explain the term 'unison' and the difference between unison and solo

Year 5

Sing and play instruments in different sized groups

Identify solos and instrumental breaks in songs and music

Talk about solo voices, backing vocals, and different vocal textures

Identify changes in texture

Talk about the different textures created by intervals and chords

Year 6

Sing and play instruments in different sized groups

Identify solos and instrumental breaks in songs and music

Talk about solo voices, backing vocals and different vocal textures

Refer to repeated rhythmic or melodic patterns as riffs/ostinato

Talk about the different textures created by intervals and chords

Understand how texture builds throughout a piece as voices are layered

Structure (Form)

Year 1

Add movement to key sections of a song

Understand when to sing in a verse and a chorus

Year 2

Join in with a repeated section of a song: the chorus, the response

Join in with the main tune when it is repeated

Year 3

Show the different sections of a song structure or piece of music through actions

Year 4

Identify and explain the structural terms: verse, chorus, bridge, call and response, repeat signs, chorus and final chorus, improvisation, call and response, and AB within musical structures

Identify the instrumental break and its purpose in a song

Recognise phrases and repeated sections

Discuss the purpose of a bridge section

Year 5

Identify and explain the structural terms: verse, chorus, bridge, call and response, repeat signs, chorus and final chorus, improvisation, call and response and AB within musical structures

Identify the instrumental break and its purpose in a song

Recognise phrases and repeated sections

Discuss the purpose of a bridge section

Year 6

Talk about how musical styles often have the same musical structure eg. Folk music: verse and chorus; Rock and Pop music: verse, chorus, bridge and instrumental break

Talk about the purpose of musical structures

Identify where changes in texture and tonality help emphasise the contrasting sections in a song

Changing the tonality of a song at differing points within the song creates different sections to the structure