

# Music Expected Standard Statements

	Movement and Rhythm Awareness	Pitch and Melodic Awareness	Singing Familiar Songs	Collaborative Music and Group Participation	Creative Expression
<b>Nursery.</b> <i>Pupils can...</i>	<ul style="list-style-type: none"> <li>Children can clap and move to the beat of songs or music, showcasing coordination and an internal sense of rhythm.</li> </ul>	<ul style="list-style-type: none"> <li>They can sing pitches in a suitable range for their age that match another person, showing the beginnings of pitch awareness and imitation skills.</li> </ul>	<ul style="list-style-type: none"> <li>Children can remember and sing entire nursery rhymes and songs, demonstrating an ability to recall and reproduce familiar tunes.</li> </ul>	<ul style="list-style-type: none"> <li>They can create their own songs or improvise around familiar tunes, demonstrating early creativity in music.</li> </ul>	<ul style="list-style-type: none"> <li>Children can identify and imitate melodic shapes in familiar songs, such as recognising when a melody moves up and down.</li> </ul>
<b>Reception</b> <i>Pupils can...</i>	<ul style="list-style-type: none"> <li>They are becoming more attentive listeners, recognising and describing patterns within music, fostering an ability to engage with different musical experiences.</li> </ul>	<ul style="list-style-type: none"> <li>Reception students can engage with rhymes, poems, nursery rhymes and songs, expressing their feelings and thoughts through music, enhancing language skills.</li> </ul>	<ul style="list-style-type: none"> <li>Children are increasingly confident in singing and can match their voices to different pitches, displaying improved vocal control and pitch-matching abilities.</li> </ul>	<ul style="list-style-type: none"> <li>Children can work together in singing, listening, and playing musical instruments, showcasing their ability to participate in group music-making.</li> </ul>	<ul style="list-style-type: none"> <li>They can recall, imitate, and tap out rhythmic patterns set by others, demonstrating memory and rhythm awareness.</li> </ul>
	Musicianship: Pulse & Rhythm	Musicianship: Pitch	Singing & Performing	Instrumental Performance	Composition & Improvisation
<b>Year 1</b> <i>Pupils can...</i>	<ul style="list-style-type: none"> <li>Maintain a steady beat by clapping, tapping, or moving in time to the music.</li> <li>Mimic short rhythmic patterns accurately when led by the teacher.</li> <li>Begin to recognise rhythmic notation symbols like crotchets and quavers, via graphic notation, dot notation and stick notation.</li> </ul>	<ul style="list-style-type: none"> <li>Differentiate between high and low sounds in familiar songs and everyday sounds.</li> <li>Sing simple songs with a small pitch range, accurately hitting pitches like mi-so.</li> <li>Explore basic pitch notation symbols and their association with pitch.</li> </ul>	<ul style="list-style-type: none"> <li>Sing simple songs, chants, and rhymes from memory collectively and at the same pitch.</li> <li>Follow visual directions (e.g. start, stop, loud, quiet) and musical cues while singing.</li> <li>Participate in basic call-and-response songs to control vocal pitch and accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>Play untuned instruments (e.g. percussion) in a classroom setting with a steady beat.</li> <li>Demonstrate basic coordination when using classroom instruments like shakers and claves.</li> <li>Begin to explore playing simple rhythms or melodies on tuned instruments (e.g. glockenspiel) with guidance.</li> </ul>	<ul style="list-style-type: none"> <li>Engage in creative musical exploration through vocal improvisation.</li> <li>Start to create short musical sequences and sound effects in response to stimuli.</li> </ul>
<b>Year 2</b> <i>Pupils can...</i>	<ul style="list-style-type: none"> <li>Maintain a steady beat and adjust the speed of the beat in response to music.</li> <li>Play copycat rhythms accurately and perform short repeating rhythm patterns.</li> <li>Demonstrate an understanding of rhythm notation, including crotchets, quavers, and crotchet rests, represented with stick notation.</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast high and low sounds in various contexts, including music and everyday sounds.</li> <li>Sing songs with a slightly wider pitch range of do-so.</li> <li>Follow simple dot notation pictures and symbols to guide singing and playing melodies.</li> </ul>	<ul style="list-style-type: none"> <li>Sing songs regularly with a pitch range of do-so with increasing vocal control.</li> <li>Understand and demonstrate dynamics (loud/quiet) and tempo (fast/slow) while singing.</li> <li>Sing short phrases independently within a singing game or short song.</li> </ul>	<ul style="list-style-type: none"> <li>Play untuned instruments (e.g. percussion) with increased coordination and rhythm accuracy.</li> <li>Play short pitched patterns on tuned instruments (e.g. glockenspiels).</li> <li>Begin to play familiar melodies on tuned instruments with guidance and notation.</li> </ul>	<ul style="list-style-type: none"> <li>Engage in creative musical exploration through vocal improvisation.</li> <li>Start to improvise short question and answer phrases.</li> <li>Begin to create and explore rhythmic and melodic patterns.</li> </ul>

	Reading Notation: Pulse & Rhythm	Reading Notation: Pitch	Singing & Performing	Instrumental Performance	Composition & Improvisation
<b>Year 3</b> <i>Pupils can...</i>	<ul style="list-style-type: none"> <li>Read and perform simple rhythms confidently with note values such as crotchets and paired quavers.</li> <li>Maintain a steady beat and adjust the speed of the beat in response to the music or a leader.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to read and perform pitch notation within a limited range (e.g. C-G), recognising higher and lower pitches.</li> <li>Interpret and perform music with basic dynamics markings.</li> </ul>	<ul style="list-style-type: none"> <li>Sing a widening range of unison songs of varying styles and structures, with tunefulness and some expression.</li> <li>Perform simple actions and sing in time to action songs.</li> </ul>	<ul style="list-style-type: none"> <li>Play simple melodies on tuned percussion, melodic instruments, or keyboards, following staff notation within a small note range.</li> <li>Engage in ensemble playing within a larger group or class, taking on basic melody or accompaniment roles (e.g. ostinato).</li> </ul>	<ul style="list-style-type: none"> <li>Begin to improvise on a limited range of pitches using simple musical features.</li> <li>Create short musical responses using limited note ranges in improvisation.</li> <li>Experiment with creating structured musical ideas, incorporating basic repetitions and contrasts.</li> </ul>
<b>Year 4</b> <i>Pupils can...</i>	<ul style="list-style-type: none"> <li>Accurately read and perform rhythms with a range of note values, including minims, crotchets, paired quavers, and rests.</li> <li>Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.</li> <li>Understand and apply knowledge of different metres in 2, 3 or 4 time.</li> </ul>	<ul style="list-style-type: none"> <li>Confidently read and perform pitch notation within a range of do-so (e.g. C-G).</li> <li>Begin to demonstrate an understanding of clefs and the staff.</li> </ul>	<ul style="list-style-type: none"> <li>Sing a broad range of unison songs with the range of an octave (do-do), pitching the voice accurately and following dynamics.</li> <li>Perform actions confidently and in time to a range of action songs.</li> <li>Sing rounds and partner songs in different time signatures.</li> </ul>	<ul style="list-style-type: none"> <li>Play melodies on tuned percussion, melodic instruments, or keyboards, following staff notation written on one staff and using notes within the middle C-G/do-so range.</li> <li>Perform in two or more parts (e.g. melody and accompaniment or a duet) and identify the static and moving parts.</li> <li>Copy short melodic phrases including those using the pentatonic scale.</li> </ul>	<ul style="list-style-type: none"> <li>Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches, suitable for the instrument being learnt, then sing and play these phrases as self-standing compositions.</li> <li>Begin to understand the difference between major and minor.</li> </ul>
<b>Year 5</b> <i>Pupils can...</i>	<ul style="list-style-type: none"> <li>Confidently read and perform rhythms with a wide range of note values, including semibreves, minims, crotchets, quavers, semiquavers and crotchet rests.</li> <li>Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.</li> <li>Understand and apply knowledge of different time signatures (e.g. 2/4, 3/4, 4/4).</li> </ul>	<ul style="list-style-type: none"> <li>Confidently read and perform pitch notation within an octave range (e.g. C-C).</li> <li>Begin to develop sight reading skills by recognising short melodies to play and perform from the staff.</li> </ul>	<ul style="list-style-type: none"> <li>Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance, observing phrasing, accurate pitching, and style.</li> <li>Sing three-part rounds, partner songs, and songs with a verse and a chorus.</li> </ul>	<ul style="list-style-type: none"> <li>Play a melody following staff notation written on one staff and using notes within an octave range (do-do).</li> <li>Begin to understand how triads are formed and play them on tuned percussion, melodic instruments or keyboards.</li> <li>Perform simple, chordal accompaniments to familiar songs.</li> </ul>	<ul style="list-style-type: none"> <li>Improvise freely over a drone, creating musical shapes and character using tuned percussion and melodic instruments.</li> <li>Compose melodies made from pairs of phrases, in a key suitable for the instrument chosen, enhanced with rhythmic or chordal accompaniment.</li> <li>Compose music with contrasting elements to evoke specific atmospheres, moods, or environments.</li> </ul>
<b>Year 6</b> <i>Pupils can...</i>	<ul style="list-style-type: none"> <li>Confidently read and perform rhythms with a wide range of note values, including semibreves, minims, crotchets, quavers, semiquavers and their equivalent rests, fluently interpreting rhythm patterns and note durations.</li> <li>Sight-read and perform intricate rhythmic phrases and rhythms from prepared notation, confidently maintaining accurate timing and rhythm throughout, in an ensemble of up to 4 parts.</li> </ul>	<ul style="list-style-type: none"> <li>Fluently read and perform pitch notation within an octave range (e.g. C-C).</li> <li>Interpret and perform music with dynamics and articulation.</li> </ul>	<ul style="list-style-type: none"> <li>Sing a broad range of songs, including those with complex rhythms and harmonies, with a strong sense of ensemble and performance.</li> <li>Perform three- and four-part rounds, partner songs, and songs with intricate structures.</li> </ul>	<ul style="list-style-type: none"> <li>Play complex melodies and accompaniments following staff notation, utilising a wide range of notes within an octave (do-do), whilst contributing to the interpretation and expression of the music.</li> <li>Accompany melodies using block chords or a bass line using keyboards, tuned percussion or melodic instruments.</li> <li>Demonstrate proficiency in playing by ear, copying longer phrases and complex melodies on tuned instruments.</li> </ul>	<ul style="list-style-type: none"> <li>Extend improvisation skills through working in small groups to create music with multiple sections, repetition, and contrast.</li> <li>Compose melodies made from pairs of phrases, in a major or minor key suitable for the instrument chosen, enhanced with rhythmic or chordal accompaniment.</li> <li>Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale and incorporate rhythmic variety.</li> </ul>