



Nursery	Reception
<ul style="list-style-type: none"><li>• Listen with increased attention to sounds</li><li>• Respond to what they have heard, expressing their thoughts and feelings</li><li>• Remember and sing entire songs</li><li>• Sing the pitch of a tone sung by another person</li><li>• Sing the melodic shape of familiar songs</li><li>• Create their own songs, or improvise a song around one they know</li><li>• Play instruments with increasing control to express their feelings and ideas</li></ul>	<ul style="list-style-type: none"><li>• Listen attentively, move to and talk about music, expressing their feelings and responses</li><li>• Sing in a group or on their own, increasingly matching the pitch and following the melody</li><li>• Explore and engage in music making and dance, performing solo or in groups</li></ul>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listen and Appraise	To learn to enjoy moving to music by dancing, marching, being animals or pop stars.	To learn to enjoy moving to music by dancing, marching, being animals or pop stars.  To learn how songs can tell a story or describe an idea.	To confidently identify and move to the pulse.  To think about what the words of a song mean.  To take it in turn to discuss how the song evokes feelings.  Listen carefully and respectfully to other people's thoughts about the music.	To confidently identify and move to the pulse.  To talk about the musical dimensions working together in songs eg if the song gets louder in the chorus (dynamics).  Talk about the music and how it provokes feelings.  Listen carefully and respectfully to other people's thoughts about the music.  Try to use musical words in talk.	To identify and move to the pulse with ease.  To think about the message of songs.  To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.  Listen carefully and respectfully to other people's thoughts about the music.  Try to use musical words in talk.  To talk about the musical dimensions working together in songs.  Talk about the music and the feelings it evokes.	To identify and move to the pulse with ease.  To think about the message of songs.  To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.  Listen carefully and respectfully to other people's thoughts about the music.  Use musical words when talking about the songs.  To talk about the musical dimensions working together in the songs.  Talk about the music and the feelings it evokes, using musical language to describe the music.

Singing	<p>Learn about voices, singing notes of different pitches (high and low).</p> <p>Learn to make different types of sounds with their voices – eg rap or say words in rhythm.</p> <p>Learn to start and stop singing when following a leader.</p>	<p>Learn about voices singing notes of different pitches (high and low).</p> <p>Learn to make different types of sounds with their voices – eg rap (spoken word with rhythm).</p> <p>Learn to find a comfortable singing position.</p> <p>Learn to start and stop singing when following a leader.</p>	<p>To sing in unison and in simple two-parts.</p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p> <p>To enjoy exploring singing solo.</p> <p>To sing with awareness of being 'in tune'.</p> <p>To have an awareness of the pulse internally when singing.</p>	<p>To sing in unison and in simple two-parts.</p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p> <p>To enjoy exploring singing solo.</p> <p>To sing with awareness of being 'in tune'.</p> <p>To rejoin the song if lost.</p> <p>To listen to the group when singing.</p>	<p>To sing in unison and to sing backing vocals.</p> <p>To enjoy exploring singing solo.</p> <p>To listen to the group when singing.</p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p> <p>To experience rapping and solo singing.</p> <p>To listen to each other and be aware of how people fit into the group.</p> <p>To sing with awareness of being 'in tune'.</p>	<p>To sing in unison and to sing backing vocals.</p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p> <p>To experience rapping and solo singing.</p> <p>To listen to each other and be aware of how people fit into the group.</p> <p>To sing with awareness of being 'in tune'.</p>
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Playing	<p>Treat instruments carefully and with respect.</p> <p>Play a tuned instrumental part with a song that is perform.</p> <p>Learn to play an instrumental part that matches the musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part).</p> <p>Listen to and follow musical instructions from a leader.</p>	<p>Treat instruments carefully and with respect.</p> <p>Learn to play a tuned instrumental part that matches a musical challenge, using one of the differentiated parts (a one-note, simple or medium part).</p> <p>Play the part in time with the steady pulse.</p> <p>Listen to and follow musical instructions from a leader.</p>	<p>To treat instruments carefully and with respect.</p> <p>Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation.</p> <p>To rehearse and perform a part within the context of a song.</p> <p>To listen to and follow musical instructions from a leader.</p>	<p>To treat instruments carefully and with respect.</p> <p>Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation.</p> <p>To rehearse and perform their part within the context of the Unit song.</p> <p>To listen to and follow musical instructions from a leader.</p> <p>To experience leading the playing by making sure everyone plays in the playing section of the song.</p>	<p>Play a musical instrument with the correct technique within the context of the song.</p> <p>Select and learn an instrumental part that matches the musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.</p> <p>To rehearse and perform their part within the context of the song.</p> <p>To listen to and follow musical instructions from a leader.</p> <p>To lead a rehearsal session.</p>	<p>Play a musical instrument with the correct technique within the context of the song.</p> <p>Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.</p> <p>To rehearse and perform their part within the context of the song.</p> <p>To listen to and follow musical instructions from a leader.</p> <p>To lead a rehearsal session.</p>
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Improvisation	<p><b>Clap and Improvise</b> – Listen and clap back, then listen and clap own answer (rhythms of words).</p> <p><b>Sing, Play and Improvise</b> – Use voices and instruments, listen and sing back, then listen and play own answer using one or two notes.</p> <p>3. <b>Improvise!</b> – Take it in turns to improvise using one or two notes.</p>	<p><b>Clap and Improvise</b> – Listen and clap back, then listen and clap own answer (rhythms of words).</p> <p><b>Sing, Play and Improvise</b> – Use voices and instruments, listen and sing back, then listen and play own answer using one or two notes.</p> <p><b>Improvise!</b> – Take it in turns to improvise using one or two notes.</p>	<p><b>Copy Back</b> – Listen and sing back</p> <p><b>Play and Improvise</b> – Using instruments, listen and play own answer using one note.</p> <p>Using instruments, listen and play own answer using one or two notes.</p> <p>Using instruments, listen and play own answer using two different notes.</p> <p><b>Improvise!</b> – Take it in turns to improvise using one note.</p> <p>Take it in turns to improvise using one or two notes.</p> <p>Take it in turns to improvise using three different notes.</p> <p><b>Sing, Play and Copy Back</b> – Listen and copy back using instruments, using two different notes.</p>	<p><b>Copy Back</b> – Listen and sing back melodic patterns</p> <p><b>Play and Improvise</b> – Using instruments, listen and play own answer using one note.</p> <p>Using instruments, listen and play own answer using one or two notes.</p> <p>Using your instruments, listen and play your own answer using two different notes.</p> <p><b>Improvise!</b> – Take it in turns to improvise using one note.</p> <p>Take it in turns to improvise using one or two notes.</p> <p>Take it in turns to improvise using three different notes.</p> <p><b>Sing, Play and Copy Back</b> – Listen and copy back using instruments, using two different notes.</p>	<p><b>Play and Copy Back</b> Copy back using instruments. Use one note.</p> <p>Copy back using instruments. Use the two notes. Copy back using instruments. Use the three notes.</p> <p><b>Play and Improvise</b> Question and Answer using instruments. Use one note in the answer.</p> <p>Question and Answer using instruments. Use two notes in the answer. Always start on a G.</p> <p>Question and Answer using instruments. Use three notes in the answer. Always start on a G.</p> <p><b>Improvisation!</b></p> <p>Improvise using one note.</p> <p>Improvise using two notes.</p>	<p><b>Play and Copy Back</b> Copy back using instruments. Use one note.</p> <p>Copy back using instruments. Use the two notes. Copy back using instruments. Use the three notes.</p> <p><b>Play and Improvise</b> Question and Answer using instruments. Use one note in the answer.</p> <p>Question and Answer using instruments. Use two notes in the answer. Always start on a G.</p> <p>Question and Answer using instruments. Use three notes in the answer. Always start on a G.</p> <p><b>Improvisation!</b></p> <p>Improvise using one note.</p> <p>Improvise using two notes.</p>
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					Improvise using three notes.	Improvise using three notes.
Composition	<p>Help to create a simple melody using one, two or three notes.</p> <p>Learn how the notes of the composition can be written down and changed if necessary.</p>	<p>Help create one simple melody using one, three or five different notes.</p> <p>Learn how the notes of the composition can be written down and changed if necessary.</p>	<p>Help create three simple melodies using one, three or five different notes.</p> <p>Plan and create a section of music that can be performed.</p> <p>Talk about how the music was created.</p> <p>Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</p> <p>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>	<p>Help create three simple melodies using one, three or all five different notes.</p> <p>Plan and create a section of music that can be performed.</p> <p>Talk about how the music was created.</p> <p>Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</p> <p>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>	<p>Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the song.</p> <p>Explain the keynote or home note and the structure of the melody.</p> <p>Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</p> <p>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>	<p>Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the song.</p> <p>Explain the keynote or home note and the structure of the melody.</p> <p>Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</p> <p>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>

Performance	<p>Choose a song that has been learnt and perform it.</p> <p>Add ideas to the performance.</p> <p>Record the performance and discuss feelings about it.</p>	<p>Choose a song that has been learnt and perform it.</p> <p>Add ideas to the performance.</p> <p>Record the performance and discuss feelings about it.</p>	<p>To choose what to perform and to create a programme.</p> <p>To communicate the meaning of the words and clearly articulate them.</p> <p>To talk about the best place to be when performing and how to stand or sit.</p> <p>To record the performance and say how they were feeling, what they were pleased with what they would change and why.</p>	<p>To choose what to perform and create a programme.</p> <p>Present a musical performance designed to capture the audience.</p> <p>To communicate the meaning of the words and clearly articulate them.</p> <p>To talk about the best place to be when performing and how to stand or sit.</p> <p>To record the performance and say how they were feeling, what they were pleased with what they would change and why.</p>	<p>To choose what to perform and create a programme.</p> <p>To communicate the meaning of the words and clearly articulate them.</p> <p>To talk about the venue and how to use it to best effect.</p> <p>To record the performance and compare it to a previous performance.</p> <p>To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</p>	<p>To choose what to perform and create a programme.</p> <p>To communicate the meaning of the words and clearly articulate them.</p> <p>To talk about the venue and how to use it to best effect.</p> <p>To record the performance and compare it to a previous performance.</p> <p>To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</p>
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