

Music skills	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<b>Singing</b>	<p>Use voices in different ways such as speaking, shouting, and chanting.</p> <p>Listen to and know a range of nursery rhymes.</p> <p>Confident to speak, sing, perform in a familiar group</p>	<p>Sing simple songs, chants, and rhythms from memory.</p> <p>Sing collectively and at the same pitch.</p> <p>Respond to simple visual directions (stop, start, loud, quiet) and counting in.</p> <p>Sing a range of call and response songs to control vocal pitch and to match the pitch they hear with accuracy</p>	<p>Sing songs regularly with a pitch range of do-so with increasing vocal control.</p> <p>Sing songs with a small pitch range, pitching accurately.</p> <p>Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when signing by responding to the leaders' directions and visual symbols.</p>	<p>Sing a widening range of unison songs of varying styles and structures in a range of pitches, tunefully and with expression.</p> <p>Perform actions confidently in time to a range of action songs.</p> <p>Walk, move, or clap a steady beat with other, changing the speed of the beat as the tempo of the music changes.</p> <p>Perform as a group</p>	<p>Continue to sing a broad range of songs with a range of an octave pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo).</p> <p>Sing rounds and partner songs in different time signatures and begin to sing with small and large leaps.</p> <p>Perform a range of songs as a group.</p>	<p>Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance including observing phrasing, accurate pitching, and appropriate styles.</p> <p>Sing three-part rounds, partner songs and songs with a verse and a chorus.</p> <p>Perform a range of songs in school performance opportunities.</p>	<p>Sing a broad range of songs including those that involve syncopated rhythms and part of a choir with a sense of ensemble and performance. This should include observing phrasing, accurate pitching, and appropriate styles.</p> <p>Continue to sing three- and four-part rounds and experiment with positioning singers randomly within the group to develop greater listening skills and balance between parts and vocal independence.</p> <p>Perform a range of songs in school performance opportunities and wider audiences.</p>
<b>Listening</b>	<p>Begin to identify simple repeated patterns of sounds.</p> <p>Can move and dance in time to music.</p>	<p>Recall and remember short songs and sequence of sounds.</p> <p>Name some instrument sounds</p>	<p>Identify different sources. To listen with attention and begin to recall sounds. Explore and choose different rhythms and movements for animals.</p>	<p>Describe the different moods when listening to music.</p> <p>Identify sections of a song and name the instruments</p>	<p>Identify four beat rhythms. To listen and recall patterns of sound with increasing accuracy.</p>	<p>Identify different moods and textures in music.</p> <p>Listen to longer pieces of music and identify features.</p>	<p>Internalise short melodies and then play them on pitched percussion.</p> <p>Identify how mood is created in music and lyrics.</p>
<b>Vocabulary</b>	<p>Instrument names, audience</p>	<p>Dynamic, pulse, compose,</p>	<p>Tempo, rhythm</p>	<p>Pitch, structure, staff, notation, improvise,</p>	<p>Timbre, texture</p>	<p>Ostinato, solo,</p>	<p>Structure,</p>
<b>Composing and improvisation</b>	<p>Explore the sounds different instruments make</p>	<p>Organise sounds using simple criteria 'loud and soft', 'high and low'</p> <p>Explore dynamic</p>	<p>Begin to choose and order sounds using dynamic and tempo.</p> <p>Contribute to a class composition.</p> <p>Change a sound to reflect a new stimulus.</p>	<p>Improvise a 1 bar rhythm. Compose a 4 beat rhythm with crochets (1 beat) and rests.</p>	<p>Create music that describes different moods. Compose music in pairs and make improvements to their own work.</p> <p>Join simple layers of sound e.g. a background rhythm and solo.</p>	<p>Compose an ostinato for an accompaniment to join layers of sound.</p> <p>Use crochets, quaver pairs, semibreaves and rests.</p> <p>Write new lyrics for a known song.</p>	<p>Compose a short song with lyrics linked to a topic.</p> <p>Identify different starting points for composing music.</p>
<b>Reading and writing</b>	<p>Begin to represent sounds with</p>	<p>To confidently represent sounds with</p>	<p>To assign a shape or mark to reflect the</p>	<p>Name staff, notation.</p>	<p>Name notes on a scale.</p>	<p>Sing songs with notation as support.</p>	<p>Perform tuned percussion using notation as support.</p>

	simple shapes and marks.	shapes and marks.	sound they can hear. To make a sound link to the shape or mark they can see.	Use symbol for crochet and rests.	Read music to play cornets		
<b>Evaluating</b>	Identify something they like about a piece of music.	Think about simple suggestions about how to change a piece of music. E.g play faster or louder	To identify what improvements could be made e.g alter use of voice, choice of instrument.	Begin to comment on the effectiveness of own work. Identify and make improvements.	Begin to comment on the effectiveness of own work. Identify and make improvements.	Suggest improvements for own work and others work.	Discuss how venue and occasion influence performance and composition.
<b>Performing</b>	Explore a range of instruments.	Handle and play instruments with control.	Play instruments in small groups in front of the class with confidence.	To think about others when performing.	To perform as a whole group in time and with confidence (cornets)	Play a solo with others to accompany them.	Maintain my own part in a performance and be aware of how all the parts fit together.
<b>Cultural development</b>	Learn traditional nursery rhymes and songs from pupils own heritage.	Music from national and other heritages represented in topic lessons	Music from national and other heritages represented in topic lessons	Music form western classical tradition, jazz, pop, folk etc.	Music form western classical tradition, jazz, pop, folk etc.		
<b>Personal development</b>	Show enjoyment of music	Take turns	Perform African music as a class	Perform in a group to own class	Learn a new instrument. Support other musicians	Perform a solo to own class. Perform to parents	Support other artists in school production