



Early Learning Goal

EYFS		Invent, adapt and recount narratives and stories with peers and teachers.		Sing a range of well-known nursery rhymes and songs.		Perform songs, rhymes, poems and stories with others, and try to move in time with music.	
		Listen & Appraise	Singing	Playing	Improvisation	Composition	Performance
Year 1	To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.	Learn about voices, singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm. Learn to start and stop singing when following a leader.	Treat instruments carefully and with respect. Play a tuned instrumental part with the song they perform. Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part). Listen to and follow musical instructions from a leader.	To improvise short musical ideas using my voice or an instrument. Use one or two notes or sounds confidently. Know there are no wrong sounds when I am making up music.	Create a simple melody using one, two or three notes. Learn how the notes of the composition can be written down and changed if necessary.	Choose a song they have learnt and perform it. Add their ideas to the performance. Record the performance and say how they were feeling about it.	
Year 2	To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. Learn how songs can tell a story or describe an idea.	Learn about voices singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm). Learn to find a comfortable singing position. Learn to start and stop singing when following a leader.	Treat instruments carefully and with respect. Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part). Play the part in time with the steady pulse. Listen to and follow musical instructions from a leader.	Improvise with others, listening and responding to their ideas. Choose notes that sound good together and explain why they were chosen.	Help create three simple melodies using one, three or five different notes. Learn how the notes of the composition can be written down and changed if necessary.	Choose a song they have learnt and perform it. Add their ideas to the performance. Record the performance and say how they were feeling about it.	
Year 3	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 makes them feel. Listen carefully and respectfully to other people’s thoughts about the music	To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow a leader when singing. To enjoy exploring singing solo. To sing with awareness of being ‘in tune’. To have an awareness of the pulse internally when singing.	To treat instruments carefully and with respect. 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. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader.	Confidently improvise within a small set of notes (e.g., given by the teacher) and listen to others to make my own improvisations fit well with the group.	Help create at least one simple melody using one, three or five different notes. Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g., graphic/pictorial notation).	To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the best place to be when performing and how to stand or sit. To record the performance and say how they were feeling, what they were pleased with what they would change and why.	
Year 4	To confidently identify and move to the pulse. To talk about the musical dimensions working together in the Unit songs e.g., if the song gets louder in the chorus (dynamics). Talk about the music and how it makes them feel. Listen carefully and respectfully to other people’s thoughts about the music. When speaking try to use musical words.	To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow a leader when singing. To enjoy exploring singing solo. To sing with awareness of being ‘in tune’. To re-join the song if lost. To listen to the group when singing.	To treat instruments carefully and with respect. 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. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To experience leading the playing by making sure everyone plays in the playing section of the song.	To improvise short melodies using a given set of notes or a scale. Know that when they improvise using the given notes, there are no mistakes, only musical choices. Repeat and develop simple musical ideas within improvisation.	Help create at least one simple melody using one, three or all five different notes. Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g., graphic/pictorial notation).	To choose what to perform and create a programme. Present a musical performance designed to capture the audience. To communicate the meaning of the words and clearly articulate them. To talk about the best place to be when performing and how to stand or sit. To record the performance and say how they were feeling, what they were pleased with what they would change and why.	
Year 5	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. When they talk try to use musical words. To talk about the musical dimensions working together in the Unit songs. Talk about the music and how it makes them feel.	To sing in unison and to sing backing vocals. To enjoy exploring singing solo. To listen to the group when singing. To demonstrate a good singing posture. To follow a leader when singing. To experience rapping and solo singing. To listen to each other and be aware of how they fit into the group. To sing with awareness of being ‘in tune’.	Play a musical instrument with the correct technique within the context of the Unit song. 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. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To lead a rehearsal session.	Improvise melodies and rhythms using a given scale or set of notes. Develop musical ideas by repeating, changing, and extending them. Know that when improvising within the given notes or scale, there are no mistakes, only musical decisions.	Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. Explain the keynote or home note and the structure of the melody. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g., graphic/pictorial notation).	Choose what to perform and create a programme. Communicate the meaning of the words and clearly articulate them. Talk about the venue and how to use it to best effect. Record the performance and compare it to a previous performance. Discuss and talk musically about it – “What went well?” and “It would have been even better if...?”	
Year 6	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 Unit songs. Talk about the music and how it makes them feel, using musical language to describe the music.	To sing in unison and to sing backing vocals. To demonstrate a good singing posture. To follow a leader when singing. To experience rapping and solo singing. To listen to each other and be aware of how you fit into the group. To sing with awareness of being ‘in tune’.	Play a musical instrument with the correct technique within the context of the Unit song. 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. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To lead a rehearsal session.	Improvise confidently and fluently using a given scale, mode, or set of notes. Shape their improvisation by developing motifs, using repetition, contrast, and variation. Know that when improvising within the given musical boundaries, there are no mistakes, only musical decisions.	Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. Explain the keynote or home note and the structure of the melody. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g., graphic/pictorial notation).	Choose what to perform and create a programme. Communicate the meaning of the words and clearly articulate them. To talk about the venue and how to use it to best effect. To record the performance and compare it to a previous performance. To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”	

