

EYFS; KS1; KS2	These are the minimum end of year expectations for our EYFS learners in relation to Expressive Arts and Design.		This document shows how Music objectives are designed in a progressive way to ensure learners become more proficient musicians as they move through the school, securing and applying the music mastery objectives. Each teacher should be aware of their own musical objectives, and those which have come before.					
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Potential hooks and driving context								
Enrichment/Trips / Residentials								
Listening								
	Learning Objectives:							
	<p>I can explore and learn how sounds and movements can be changed e.g louder, quieter.</p> <p>I can notice what other children and adults do, mirror what is observed, adding variations and doing it spontaneously.</p> <p>I can respond to what I have heard, expressing my thoughts and feelings.</p>	<p>I can listen actively, move and talk about music, expressing my feelings and responses.</p> <p>I can respond imaginatively to music e.g this music sounds like dinosaurs.</p>	<p>I can begin to listen with concentration to a wide range of music.</p> <p>I can begin to identify musical dimensions and different instruments in music.</p>	<p>I can listen carefully to a wide range of music with increasing recall.</p> <p>I can identify musical dimensions and instruments in music.</p>	<p>I can listen with concentration to short extracts taken from a range of high quality live and recorded music, beginning to identify musical features.</p>	<p>I can listen with concentration and understanding to increasingly longer extracts taken from a range of high quality live and recorded music, identifying simple musical features e.g metre.</p>	<p>I can begin to listen with concentration and understanding to increasingly longer extracts taken from a range of high quality live and recorded music and begin to analyse music using appropriate musical vocabulary.</p>	<p>I can listen with concentration and understanding to increasingly longer extracts taken from a range of high quality live and recorded music and analyse music using appropriate musical vocabulary.</p>
Playing and Performing [Voice/ Instruments]								
Playing Instruments	Learning Objectives:							

	<p>I can tap out some simple rhythms</p> <p>I can create sounds to accompany stories.</p> <p>I can play instruments with increasing control to express feelings and ideas.</p>	<p>I can make music in a range of ways e.g play with sounds creatively, play along to the beat of the song I am listening to.</p>	<p>I can use body percussion and classroom instruments to make sounds using duration, pitch, tempo and dynamics.</p> <p>I can control the beat, pulse and perform to a steady beat.</p> <p>I can recall and copy rhythm patterns.</p> <p>I can perform simple repeated patterns[ostinato]</p> <p>I can combine beats and rhythm.</p> <p>I can respond to changes in pitch.</p> <p>I can control changes of tempo.</p> <p>I can perform class and group compositions with concentration.</p>	<p>I can identify the beat/ pulse in different pieces, including music in 3 and 4 time and join in a faster and slower speeds[tempo]</p> <p>I can recall and perform rhythmic patterns to a steady beat/ pulse.</p> <p>I can combine beat and rhythm by accompanying chants and songs with a beat/ pulse or rhythmic pattern [ostinato]</p> <p>I can perform different pitches on tuned instruments with control including ocarina.</p> <p>I can perform together using symbols/ images as support.</p> <p>I can play instruments/ use body percussion to create sound effects.</p>	<p>I can improvise and perform increasingly longer rhythmic patterns, including repeated patterns [ostinati] to a steady pulse.</p> <p>I can combine and perform rhythm in layers.</p> <p>I can perform melodic phrases based on the pentatonic scale.</p> <p>I can perform using graphic notation and simple pitch/ rhythm notation.</p> <p>I can use body percussion and play a range of untuned and tuned instruments with control.</p> <p>I can recognise and explore different combinations of rhythmic sounds and ostinati , fitting them together [Texture]</p> <p>I can perform using different structures call and response, tertiary and binary form.</p> <p>I can perform together keeping to a steady beat.</p>	<p>I can perform a variety of rhythmic patterns on a range of percussion instruments reading from rhythmic notations.</p> <p>I can improvise melodies using the pentatonic scale.</p> <p>I can perform with awareness of different parts and balance voices/ instruments in the performances.</p> <p>I can begin to perform reading from rhythm notations.</p> <p>I can use musical dimensions to make improvements to my performance.</p> <p>I can perform accompaniments to songs I have learned.</p> <p>I can contribute to a class performance.</p>	<p>I can keep a steady pulse and improve rhythmic patterns.</p> <p>I can choose instruments and play with control.</p> <p>I can improvise and play rhythmic patterns to a steady pulse with an awareness of the metre [2,3 &4]</p> <p>I can conduct in 2, 3 & 4 time.</p> <p>I can read and perform from simple notation.</p> <p>I can contribute creatively to a group performance.</p> <p>I can present performances effectively beginning to show awareness of the audience, venue and occasion.</p> <p>I can contribute to class performance to help achieve accurate ensemble playing.</p>	<p>I can practise my own parts and rehearse with others, showing I know how to contribute appropriately to the overall performance.</p> <p>I can perform from staff notation.</p> <p>I can perform and improvise melodic and rhythmic ostanati to a steady pulse with awareness of a metre.</p> <p>I can arrange different musical sections to build to a larger scale performance.</p> <p>I can combine rhythm cycles in a percussion piece.</p> <p>I can play melodies with a chordal accompaniment</p> <p>I can present performances effectively and show awareness of the audience, venue and occasion.</p> <p>I can combine structure and rhythms through dance.</p>
--	--	---	--	---	---	---	--	---

Art Progression Mapping

	<p>I can remember and sing familiar songs e.g pop songs, rhymes.</p> <p>I can sing the melodic shape[moving melody such as up and down] of familiar sounds.</p>	<p>I can sing in a group, or on my own, matching the pitch and following the melody.</p>	<p>I can sing a range of songs beginning to control the pitch of my voice.</p>	<p>I can sing a range of songs, showing increasing control of the pitch of my voice.</p> <p>I can follow pitch movement with my hands and use my high, low and middle voice.</p>	<p>I can use my voice to sing and perform a range of songs with expression, including simple rounds or songs in 2 or 3 parts.</p> <p>I can begin to internalise musical phrases to develop aural memory</p>	<p>I can use my voice to sing and perform a range of songs with expression and control of pitch.</p> <p>I can sing partner songs.</p> <p>I can continue to internalise musical phrases to develop aural memory.</p>	<p>I can learn new songs quickly and sing them confidently from memory.</p> <p>I can sing songs in 2 or more parts, maintaining my own parts confidently and identifying how parts fit together.</p> <p>I can apply singing techniques to improve performance.</p>	<p>I can sing songs in 2 and 3 part harmony, maintaining my own part confidently.</p> <p>I can internalise short melodies and sing them by ear.</p> <p>I can learn new songs quickly and sing confidently and from memory to a good standard.</p>
Compose								
Compose	Learning Objectives:							

Art Progression Mapping

	<p>I can develop an understanding of how to create and use sounds intentionally.</p> <p>I can create my own songs or improvise a song around one I know.</p>	<p>I can choose a particular instrument/ sound for my own imaginative purposes.</p> <p>I can explore and engage in music making and dance, performing solo or in a group.</p>	<p>I can control and explore sounds using a range of untuned and tuned percussion instruments.</p> <p>I can use graphic symbols to represent different sounds.</p> <p>I can organise and sequence sounds.</p> <p>I can use sounds expressively to illustrate a story/ scene.</p> <p>I can compose a class composition and contribute to the creation of a class score.</p>	<p>I can use sounds expressively to illustrate a poem.</p> <p>I can use a beat and/ or rhythm to create an accompaniment to a chant/ song.</p> <p>I can begin to internalise and create rhythmic patterns.</p> <p>I can contribute to the creation of a class or group composition e.g. music to illustrate a story.</p> <p>I can choose sounds carefully and order them within simple structures in response to stimuli, including illustrating a story.</p> <p>I can select appropriate combinations of sounds.</p> <p>I can use graphic scores and/ or simple notations to represent my work e.g pitch lines.</p>	<p>I can create short rhythmic accompaniments , including ostinati, to accompany songs[2 or 4 beats to each bar.]</p> <p>I can create descriptive pieces of music using different timbres.</p> <p>I can compose a simple pentatonic melody.</p> <p>I can represent sounds with symbols, including graphic notation and simple rhythm and pitch notation.</p> <p>I can create textures by combining sounds/ rhythms in different ways.</p> <p>I can make musical decisions about structures and other musical dimensions to create group performances.</p>	<p>I can create descriptive music and music to tell a story in groups.</p> <p>I can create longer rhythmic accompaniments to songs and chants.</p> <p>I can compose a single melody using a pentatonic scale[e.g C D E G A]</p> <p>I can make musical decisions in groups using knowledge of the interrelated dimensions of music, to create group compositions and performances.</p> <p>I can compose an introduction for a song.</p>	<p>I can add accompaniments, tuned and untuned, to songs and my own melodies.</p> <p>I can develop accompaniments using ostinato and improvised or composed rhythms.</p> <p>I can compose a musical background for a poem.</p> <p>I can use a storyboard to structure sounds.</p> <p>I can use interrelated dimensions confidently to compose and perform music for a movie.</p>	<p>I can identify different starting points for composing music.</p> <p>I can create song cycles.</p> <p>I can compose programme music from visual stimuli.</p>
Appraise and Evaluate								
	Learning Objectives:							

Art Progression Mapping

<p>Appraise and Evaluate.</p>	<p>I can explore and learn how sounds and movements can be changed e.g louder/ quieter.</p> <p>I can notice what other children and adults do, mirror what is observed , adding variations and doing it spontaneously.</p> <p>I can respond to what I have heard, expressing my thoughts and feelings.</p>	<p>I can listen attentively , move to and talk about music, expressing my feelings and responses.</p> <p>I can respond imaginatively to music e.g this music sounds like dinosaurs.</p>	<p>I can identify a sequence of sounds [structure] in a piece of music.</p> <p>I can listen in detail to a piece of orchestral music [e.g identify instruments]</p> <p>I can identify metre by recognising its pattern identifying a repeated rhythm pattern.</p>	<p>I can identify ways of producing sounds[e.g shake, pluck, strike]</p> <p>I can identify rising and falling pitches.</p> <p>I can listen in detail to a piece of orchestral music [e.g identify how it depicts a season]</p> <p>I can use simple musical vocabulary to describe music.</p> <p>I can listen, describe and respond to contemporary orchestral music.</p>	<p>I can identify the metre in a piece of music.</p> <p>I can recognise rhythm patterns in staff notation.</p> <p>I can recognise pitch shapes.</p>	<p>I can identify different instrumental groups from a recording.</p> <p>I can describe the structure of a piece of orchestral music.</p> <p>I can develop listening skills by analysing and comparing music from different traditions. I can identify key features of minimalist music.</p> <p>I can compare and contrast the structure of two pieces of music.</p> <p>I can identify the metre of a new song or piece.</p> <p>I can listen to and analyse 20th century ballet music.</p>	<p>I can listen to a 19th century tone poem and describe its effects and use of musical dimensions.</p> <p>I can listen to and analyse 19th century impressionist music using musical vocabulary.</p> <p>I can compare and contrast two pieces of 19th century Romantic Music.</p> <p>I can identify changes in tempo and their effects.</p> <p>I can evaluate and refine compositions with reference to the inter related dimensions of music.</p> <p>I can explore and analyse a song arrangement and its structure.</p> <p>I can rehearse, improve and analyse an ensemble performance, with attention to balance and staying in time.</p>	<p>I can revise, rehearse and develop music for performance, with reference to the inter related dimensions of music.</p> <p>I can discuss the music of a Russian Romantic composer with reference to a painting from the same period.</p>