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|  | Performing | Listening | Composing | Music Knowledge |
| EYFS | * Sing and chant familiar rhymes and songs in unison, responding to simple visual directions (e.g., stop, start, loud and quiet) and counting in
* Participate in singing games
* Start and finish together with others
* Sing simple songs with a range of 3 notes (C-E) e.g. doorbell sound
* Learn to handle and produce different sounds on untuned percussion instruments
 | * Identify high and low (pitch) and fast and slow (tempo) when listening to music
* • To respond to questions about a piece of music they have listened to i.e. how does it make you feel? Giving a reason linked to music
 | * Explore how sounds can be used to respond to a stimulus including story, photo, picture, prop
* • Collect and create sounds for a known story or poem
 | Respond to music in an intuitive way through movement, matching emotions, tempo and dynamics |
| YR1 | * sing in unison
* sing in time to a steady beat
* name a variety of instruments
* perform with a good sense of beat and rhythm
* Perform simple repeated rhythmic patterns (ostinato) as an accompaniment (Y1 P)
* .perform a simple accompaniment on percussion instruments showing an awareness of pulse (Y1 P)
* perform actions confidently and in time to a range of action songs (Y2 P)
 | * recognise short and long sounds
* recognise high and low pitch
* express their opinion about pieces of music
* Identify the pulse (Y1 L
* respond to the pulse in recorded / live music through movement and dance (Y1 L)
 | * select appropriate instruments for a task
* understand that pictures can represent sounds
* create musical sound effects and short sequences of sounds in response to stimuli including stories, pictures and films (Y1 C)
* compose a piece of music through a sound storyboard
* Create simple lyrics as a class to a well-known traditional rhyme e.g., Twinkle Twinkle / Frere Jacques (Y1 C)
* Create and recall rhythm and melodic (pitch) patterns with a range of 3 notes e.g. C D and E (Y1 C)
 | * Understand that symbols can be used to represent and organise sound (Y1 U)
* Understand the difference between creating a rhythm pattern and a pitch pattern (Y1 U)
* Develop a basic understanding of how music is organised e.g., beg, mid, end (Y1 U)
* investigate a range of instruments and understand they produce different sounds, select the appropriate instrument for a specific purpose (Y1 U)
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| YR2 | * sing with good diction
* begin to be able to sing in tune songs with a limited range
* select , organise and order sounds to perform suggesting how they should be played and discussing the effects achieved
* perform together in an ensemble
* sing short phrases independently / small groups within a singing game (Y2 P)
* change the tempo or dynamics while playing an instrument
* perform rhythmic accompaniments using a range of untuned percussion instruments (Y2 P
 | * recognise changes in tempo, dynamics and timbre
* begin to recognise different genres of music
* begin to recognise instruments being played in a piece of music
* move to music, responding to the mood and emotion (Y2 L)
* tap or clap the beat of a listening piece and recognise the tempo and any changes (Y2 L)
* Begin to group beats in four and threes by demonstrating the strongest beat when clapping (Y2 L)
* Identify the different parts of a piece of music e.g., verse and chorus in a song, intro (Y2 L)
 | * create sound effects for a picture or story, thinking about how music can create a mood
* understand that symbols can represent sounds
* write down their compositions using symbols, pictures or patternsreate rhythms using word phrases as a starting point and use these as ostinato ( repeated patterns)
* use graphic scores to reflect pitch and dynamics (Y2 C)
* Change words to songs and rhymes whilst maintaining rhythmic patterns (Y2 C)
* work with a partner to improvise simple rhythmic and melodic question and answer phrases (Y2 C) – musical conversation
* use music technology to capture, change and combine sounds e.g., Chrome Music Lab or Scratch Junior (Y2 C)
* compose and play in groups simple rhythmic patterns of 8 beats which can then be combined with other groups to form a longer piece (Y2 C)
 | * Recognise dot notation and match it to 3 note tunes played on tuned percussion eg high low middle notes
* Understand that music can be structured in different ways (Y2 U)
* Comment constructively on the music produced by others and begin to use the interrelated dimensions in music in their answers (Y2 U)
* Responding to the leader’s directions and visual symbols of dynamics and tempo (Y2 U)
* Understand the difference between rhythm and pulse (Y2 U)
* understand the speed of the music can change (Y2 U)
* read and respond to chanted rhythmic patterns and represent them with stick notation (crotchet, quaver, crotchet rest) (Y2 U)
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| YR3 | * Sing a widening range of unison songs of varying styles
* perform using Italian terms such as forte (loud) and piano (quiet) (Y3 P)
* Develop opportunities to play tuned percussion or other melodic instruments i.e., recorder , boomwhackers etc
* Perform simple parts with expression and awareness of rhythm e.g. a 2-part round (Y3 P
* play and perform melodies following stave notation using a small range of 5 notes by the end of the year (Y3 P)
* select, organise and order sounds to perform
* perform simple parts with expression and awareness of rhythm
 | * explain the tempo, dynamics and duration of a piece of music
* begin to recognise some orchestral instruments in a piece of music
* use listening skills to correctly order phrases using dot notation showing different arrangements of 3 notes C D E (Y3 L)
* Identify silent beats in music (rests) (Y3 L)
* Individually copy a short melodic phrase eg low high middle 3-5 notes
 | * compose in response to different stimuli and musical sources using a variety of sources such as percussion, music technology and instruments they are learning (Y3 C)
* present multiple layers on graphic scores or rhythm grids (Y3 C)c
* combine known rhythmic notation with letter names to create rising and falling phrases using just 3 notes (F, G and A are a good place to start) (Y3 C)
* Use rests in simple rhythms recorded on a grid and link to music technology (Y3 C)
* Use music technology e.g. keyboards, Garage Band and electronic sounds when composing (Y3 C
* compose a short piece of music with a given structure e g A B A, Call & Response, Verse / Chorus (Y3 C)
 | * use appropriate musical vocabulary with understanding to describe music they are listening to and begin to identify different styles of music (Y3 U)
* Understand how sounds combine and create different effects on mood referring to the inter-related dimensions of music (Y3 U)
* understand and identify different sections of a song e.g. intro, verse, chorus & bridge (Y3 U)
* Develop an ability to evaluate their own music and suggest improvements (Y3 U)
* understand a rest indicates silence in music (crotchet rest) (Y3 U)
* introduce the stave, lines and spaces, and use clef. Use notation to show higher or lower pitch (Y3 U)
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| YR4 | * sing a song with two or more parts with an increasing range of up to an octave.
* perform with expression and an awareness of the sense of occasion
* use correct technique to play instruments
* perform with control of tempo and dynamics
* play and perform melodies following stave notation using a small range of notes (Y4 P)
 | * express their opinion about pieces of music using appropriate musical vocabulary
* begin to identify key stylistic features within a genre of music (Y4 L) eg similarities and differences, instruments being played
* Begin to develop a chronological understanding of different styles of music (Y4 L)
* Listen to a broad range of music from different times and places (Y4 L)
* Identify and name crotchet and quavers in rhythmic patterns ( Y4 L)
* copy short melodic phrases including those using the pentatonic (Y4 L)
 | * Combine known rhythmic notation with letter names to create short phrases using a limited range of 5 pitches (Y4 C)
* Arrange individual notation cards of known note values (minim, crotchet, quavers and crotchet rests) to create 4 bar phrases consisting of different note values with 2, 3 or 4 beats per bar (2/4, 3/4, 4/4) (Y4 C) Record creative ideas using graphic symbols, rhythm notation and stave notation, technology (Y4 C)
* Use music technology e.g., keyboards, Garage Band, electronic sounds when composing (Y4 C)
* Begin to make decisions about the overall structure of compositions (Y4 C)
* Use the inter-related dimensions of music when composing music to create a specific mood (Y4 C)
 | * name some composers and genres of music from different eras
* Introduce and understand the relationship between minims, crotchets, paired quavers and rests (Y4 U
* Identify chordal accompaniment and melody understanding static (chords) and moving parts ( melody) when listening (Y4 U)
* Introduce major ( sounds good/happy) and minor ( clash/ sadder)chords and use technology to demonstrate e.g. interactive keyboard (Y4 U
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| YR5 | * perform with accuracy and expression, showing an understanding of the context of the music
* use correct technique to play instruments with improved confidence and accuracy
* Play melodies on tuned percussion, melodic instruments or keyboards, following stave notation written on one stave (Y5 P)
* Sing and play 3 part rounds, partner songs and songs with a verse and chorus from different times and places (Y5 P)
* Perform simple, chordal accompaniments to familiar songs – (3 chord songs) (Y5 P)
 | * recognise a range of music genres (including from round the world) and describe their characteristics
* discuss similarities and differences in pieces of music and explain how composers and performers achieve this
* develop awareness of the interrelated dimensions of music and use the correct vocabulary in their responses (Y5 L)
* develop a cultural respect and celebrate differences in the music listened to (Y6 L)

Recognise simple structures in the music that is being performed / listened to e.g. binary, ternary, verse / chorus etc (Y5 L) | * *I*mprovise freely over a drone ( long held note), developing a sense of shape and character using tuned percussion and melodic instruments (Y5 C) Improvise over a simple groove,( simple drum beat) responding to the beat.
* Experiment with a wider range of dynamics (rap / beatbox) (Y5 C)
* Work in pairs to compose a short, structured piece e.g. ternary form A B A (Y5 C)
* Use chords to compose music to evoke a specific atmosphere, mood or environment (Y5 C)
* Record creative ideas using graphic symbols, rhythmic notation and time signatures, stave notation and technology – Garage Band (Y5 C
 | * Introduce semibreves and semiquavers and understand the relationship between semibreves, minims, crotchets and crotchet rest, paired quavers and semiquavers (Y5 U)
* Understand the difference between 2/4, 3/4 and 4/4 time signatures (Y5 U)
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| YR6 | * Play a melody following stave notation written on one stave and accompany this same melody and others using chords or a bass line (Y6 P)
* Perform with control and sensitivity with some pupils leading and supporting others (Y6 P)
* Sing a broad range of songs including those that include syncopated rhythms from a variety of times and places (Y6 P)
* Continue to sing and play 3 /4 part rounds (Y6 P)
 | * Develop a cultural respect and celebrate differences in the music listened to (Y6 L)
* Listen to a diverse range of genres, styles and traditions and identify stylistic features (Y6 L
* ) Listen to a wide range of live and recorded musicians (Y6 L)
* begin to identify melodies built around major and minor melodies
* Recognise syncopated rhythms (Y6 L)
 | * Use prior music technology knowledge to source sounds for an intended effect and use within a composition (Y6 C)
* Compose melodies using major or minor scales i.e. C major, G major, A minor or E minor, these melodies can be enhanced with chordal or rhythmic accompaniment (Y6 C)
* Create music with multiple sections that include repetition and contrast (Y6 C)
* Compose a piece of music suitable for a particular occasion (Y6 C)
 | * Discuss the features of a piece of music which work together to reflect a mood, culture or sense of occasion (Y6 U)
* Present a well-formed opinion and show a willingness to engage with alternative perspectives (Y6 U)
* Understand semiquavers and minim rests and the relationship between semibreves, minims, crotchets, quavers, semiquavers, crotchet, and minim rests (Y6 U)
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