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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) |
| 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) |
| 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) |
| 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 |
| 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) |
| 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) |