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| **Area** | **Year** | **Skills** | **Knowledge** |
| Communication and Language | 3-4 yr olds | * Sing a large repertoire of songs. | * Know a wide variety of songs. |
| Reception | * Listen carefully to rhymes and songs, paying attention to how they sound. * Learn rhymes, poems and songs. | * Know a selection of rhymes, poems and songs. |

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| **Area** | **Year** | **Skills** | **Knowledge** |
| Physical Development | 3-4 yr olds | * Use large-muscle movements to wave flags and streamers, paint and make marks. | * Know how to make large-muscle movements. |
| Reception | * Combine different movements with ease and fluency. | * Know how to combine different movements. |

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| **Area** | **Year** | **Skills** | **Knowledge** |
| Expressive Arts and Design | 3-4 yr olds | * Listen with increased attention to sounds. * Respond to what they have heard, expressing their thoughts and feelings. * Remember and sing entire songs. * Sing the pitch of a tone sung by another person (‘pitch match’). * Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. * Create their own songs, or improvise a song around one they know. * Play instruments with increasing control to express their feelings and ideas. | * Know songs from memory. * Know the melodic shape of songs. |
| Reception | * Explore, use and refine a variety of artistic effects to express their ideas and feelings. * Return to and build on their previous learning, refining ideas and developing their ability to represent them. * Create collaboratively, sharing ideas, resources and skills. * Listen attentively, move to and talk about music, expressing their feelings and responses. * Sing in a group or on their own, increasingly matching the pitch and following the melody. * Explore and engage in music making and dance, performing solo or in groups. | * Know how to talk about music. * Know how to make music. |
|  | ELG | **Being imaginative and expressive**   * Sing a range of well-known nursery rhymes and songs. * Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. | * Know nursery rhymes, songs, poems and stories. |

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| **Vocabulary** |
| **3-4 year olds**  Loud, quiet, song, sing, rhyme, fast, slow. |
| **Reception**  Loud, quiet, fast, slow, getting louder, stop, song, rhymes, beat, high, low. |
| **Year 1**  Pitch (high/low, higher/lower, falling/rising, ascending: low to high, descending: high to low), dynamics (loud/quiet, louder/quieter), tempo (fast/slow, faster/slower), tempi, beat, duration (long/short), timbre (e.g. rustle, scrunch, tear, tap, rub, spooky, scary, bright, cheery, splash, ripple, crash, slide, bubbling, wooden), rhythm, step, leap, slide, duration (long/short), texture, metre, steady beat, glissando (slide), jump |
| **Year 2**  Pitch, solo, duet, duration, texture, score, call and response, rhythm, beat, tempo, metre, dynamics, drone, melody, timbre, ostinato, internalising, rhythm pattern, notation, accompaniment, structure, arrangement, rhythm pattern, glissando, conductor, improvisation |
| **Year 3**  Timbre, ostinato/ostinati, pitch, drone, tempo, dynamics, expression, ternary, rondo, chorus, verse, rhythm, phrase, soundscape, beat, sequence, layer, score, aerophone, idiophone, call and response, off-beat, chordophone, texture, interlude, coda, duration, pentatonic, glissando, metre, carillon, drone, notation, stave, crotchet, quaver, melody, binary form, mood, hocket, echo, round |
| **Year 4**  Beat, rhythm, dynamics, ostinato/ostinati, canon, tempo, timbre, texture, pitch, duration, structure, aerophone, chordophone, membranophone, idiophone, beatbox, break, spiritual, unison, round, vibration, binary, groove, verse, chorus, ternary/ternary form, improvisation, rondo structure (ABACA), riff, drone, fanfare, crescendo, circular score, pentatonic/pentatonic scale, gospel music, harmony, graphic notation, off-beat, coda, phrase, diminuendo, outro, minimalism, graphic score, accompaniment, minor key, hocket, rhythmic ostinato/ostinati, melodic ostinato/ostinati, chord/chordal, metre, syncopation, waltz, instrumental link, chant, call and response |
| **Year 5**  Metre, melodic ostinato, lyrics, ostinato, improvisation, dynamics, structure, verse, chorus, bridge, timbre, diminuendo, crescendo, texture, tempo/tempi, duration, rhythm, pitch, round, melody, lead vocal, backing vocal, cumulative, beat/pulse, clusters, symmetrical, chord, trill, minor, scale, chromatic, syncopation, drone, unison, score, phrase, harmony, coda, fanfare |
| **Year 6**  Structure, beat, syncopation, melody, rhythm, pitch, scat singing, harmony, verse, chorus, song cycle, phrase/phrasing, dynamics, key, middle eight, minor key, major key, texture, ostinato, metre, chord, unison, flash mob, improvise, tempo, timbre, tremolo, rap, fanfare, coda, accompaniment, modulation, bridge |

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| **Area** | **Year** | **Skills** | **Knowledge** |
| Singing | 1 | * Sing a song with contrasting high and low melodies. * Control vocal dynamics, duration and timbre. * Sing a song together as a group. * Combine voices and movement to perform a chant and a song. * Use voices to create descriptive sounds. | * Know a variety of songs and chants. |
| 2 | * Chant and sing in two parts while playing a steady beat. * Sing with expression, paying attention to the pitch shape of the melody. * Understand pitch through singing, movement, and note names. * Prepare and improve a performance using movement, voice and percussion. | * Know songs sung in two parts. * Know that pitch means high and low sounds. |
| 3 | * Sing in two-part harmony. * Copy and create a wide range of vocal sounds to incorporate into a song. * Sing in two parts (two different melodies) with movements and percussion. * Perform a round in three parts. | * Know songs sung in two-part harmony. * Know songs sung in two parts, with two different melodies. * Know songs sung in a round. |
| 4 | * Perform a poem as an ensemble with rhythmic accuracy to a steady beat. * Use beatbox techniques to imitate the sound of a drum kit. * Learn to sing partner songs. * Sing a call and response song in a minor key in two groups. * Sing a song with three simple independent parts. * Combine singing, playing and dancing in a performance. | * Know how to perform a poem. * Know how to beatbox. * Know songs sung in three parts. * Know call and response and partner songs. |
| 5 | * Prepare for a performance by considering narration, performance space, setting up and other logistics. * Develop techniques of performing rap using texture and rhythm. * Sing and play scales and chromatic melodies accurately. * Sing and play percussion in a group piece with changes in tempo and dynamics. * Sing a song in unison and three-part harmony. * Sing with attention to accuracy in rhythm, pitch and dynamics. | * Know how to prepare for a performance. * Know songs sung in unison and three-part harmony. * Know how to sing and play in a group. |
| 6 | * Demonstrate understanding of pitch through singing from simple staff notation. * Demonstrate understanding of beat and syncopation through singing and body percussion. * Convey lyrical meaning through expressive singing in a part-song with echoes. * Learn to sing major and minor note patterns accurately. * Demonstrate planning, directing, and rehearsal skills through allocated roles, such as technicians and researchers. * Develop, rehearse and perform a mini-musical, including dialogue, singing, playing and movement. * Refine vocal performance with consideration of posture, breathing and enunciation. * Perform complex song rhythms confidently. * Change vocal tone to reflect mood and style. | * Know that staff notation is a way of representing pitch and duration in music. * Know that syncopation means a variety of rhythms played together to make a piece of music. * Know how to put on a performance. |

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| **Area** | **Year** | **Skills** | **Knowledge** |
| Playing instruments | 1 | * Identify and keep a steady beat using instruments. * Explore and control dynamics, duration, and timbre with instruments. * Play percussion instruments at different speeds (tempii). * Play and control changes in tempo. * Explore sounds on instruments and find different ways to vary their sound. * Use instruments to create descriptive sounds. * Play fast, slow, loud, and quiet sounds on percussion instruments. | * Know that a steady beat is a repetitive pulse that occurs in music. * Know that dynamics means loud and quiet sounds. * Know that timbre means the quality of a sound. * Know that duration means long and short sounds. * Know that tempo means fast and slow sounds. |
| 2 | * Listen to and repeat rhythmic patterns on body percussion and instruments. * Play pitch lines on tuned percussion. * Accompany a song with vocal, body percussion and instruments ostinati. * Use instruments expressively in response to visual stimuli. | * Know different rhythm patterns. * Know that ostinato is a repeated melody or rhythm in music. |
| 3 | * Accompany a song with a melodic ostinato on tuned percussion. * Perform a pentatonic song with tuned and untuned accompaniment. * Play independent parts in more than one metre simultaneously on body percussion, untuned and tuned percussion. * Perform rhythmic ostinati individually and in combination. * Understand and use pitch notations. * Read simple rhythm notation. * Create and perform from a symbol score. * Read graphic notation to play a melody on tuned instruments. | * Know that a melodic ostinato is a repeated melody. * Know that a pentatonic song consists of five notes. * Know that a rhythmic ostinato is a repeated rhythm. * Know and begin to read a variety of notations: pitch, rhythm and graphic. |
| 4 | * Combine four body percussion ostinati as a song accompaniment. * Play a pentatonic song with leaps in pitch on tuned percussion. * Play and sing repeated patterns (ostinati) from staff notation. * Play a piece with melody, chords, bass and rhythm parts from graphic, rhythm and staff notations. | * Know and be able to read graphic, rhythm and staff notations. * Know that melody is a tune. * Know that a chord is two or more pitched notes played together at the same time. * Know that bass means very low sounds. |
| 5 | * Read a melody in staff notation. * Interpret graphic notation on various soundmakers with an understanding of their qualities and capabilities. * Perform music together in synchronisation with a short movie. * Develop ensemble playing, focusing on steady beat and placing notes accurately together. * Control short, loud sounds on a variety of instruments. | * Know and be able to read graphic and staff notation. * Know how to play instruments as part of an ensemble. |
| 6 | * Demonstrate coordination and rhythm skills by participating in a complex circle game. * Play a chordal accompaniment to a piece. * Follow and interpret a complex graphic score for four instruments. * Play tuned instrumental parts confidently from graphic scores with note names. | * Know and be able to read complex graphic scores. * Know how to play tuned instruments using note names. |

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| **Area** | **Year** | **Skills** | **Knowledge** |
| Improvising/ exploring | 1 | * Improvise descriptive music. * Respond to music through movement. * Create a soundscape using instruments. * Explore different sound sources and materials. * Explore sounds on instruments and find different ways to vary their sound. | * Know how to make sounds using different instruments. |
| 2 | * Explore timbre and texture to understand how sounds can be descriptive. * Combine sounds to create a musical effect in response to visual stimuli. * Explore voices to create descriptive musical effects. * Explore different ways to organise music. | * Know that texture means layers of sound. * Know how to create descriptive sounds. |
| 3 | * Improvise descriptive music. * Improvise to an ostinato accompaniment. * Explore simple accompaniments using beat and rhythm patterns. | * Know that improvising means creating music on the spot. * Know how to accompany music using beats and rhythms. |
| 4 | * Improvise in response to visual stimuli, with a focus on timbre. * Explore household items as instruments and match rhythms with appropriate soundmakers. * Improvise melodies with a given set of five notes (a pentatonic scale). * Explore layers and layering using a graphic score. * Understand syncopation and clap improvised off-beat rhythms. | * Know how to use everyday items as instruments. * Know that syncopation is when you play the rhythm on the weaker beats. |
| 5 | * Develop accompaniments using ostinato and invent or improvise rhythms on untuned percussion. * Learn about jazz scat singing and devise scat sounds. * Play and improvise using the whole tone scale. * Create musical effects using contrasting pitch. * Interpret graphic notation on various soundmakers with an understanding of their qualities and capabilities. * Learn about and explore techniques used in movie soundtracks. | * Know that jazz scat singing means using nonsense words or sounds to create music. * Know that a whole tone scale is made up of six notes that move up in whole steps. * Know about movie soundtrack techniques. |
| 6 | * Devise, combine and structure rhythms through dance. * Improvise descriptive music on instruments and other soundmakers. | * Know how to create rhythms and descriptive music using instruments and soundmakers. |

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| **Area** | **Year** | **Skills** | **Knowledge** |
| Composing | 1 | * Invent and perform new rhythms to a steady beat. * Create, play and combine simple word rhythms. * Create a picture in sound. | * Know how to create rhythms and sound pictures. |
| 2 | * Compose music to illustrate a story. * Perform and create simple three- and four-beat rhythms using a simple score. | * Know how to read a simple score. |
| 3 | * Select descriptive sounds to accompany a poem. * Choose different timbres to make an accompaniment. * Make choices about musical structure. * Create and perform from a symbol score. * Arrange an accompaniment with attention to balance and musical effect. * Use a score and combine sounds to create different musical textures. | * Know how to choose appropriate sounds. * Know how to read a symbol score. * Know how to arrange accompaniments. |
| 4 | * Compose an introduction for a song. * Compose and notate pentatonic melodies on a graphic score. * Compose a rap. * Compose a fanfare. * Compose and play sequences of word rhythms. | * Know how to compose a variety of music – songs, raps, fanfares, word rhythms, pentatonic melodies. |
| 5 | * Develop a structure for a vocal piece and create graphic scores. * Explore extended vocal techniques through listening to and composing ‘a capella’ (unaccompanied) vocal music based on graphic scores. * Use the musical dimensions to create and perform music for a movie. * Evaluate and refine compositions with reference to the inter-related dimensions of music. * Create sounds for a movie, following a timesheet. | * Know how to create graphic scores. * Know how to compose ‘a capella’ vocal music. * Know how to create music for a movie. * Know how to use the inter-related dimensions of music in compositions. |
| 6 | * Revise, rehearse, and develop music for performance, with reference to the inter-related dimensions of music. * Compose programme music from a visual stimulus. | * Know how to use the inter-related dimensions of music in performances. * Know how to compose programme music. |

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| **Area** | **Year** | **Skills** | **Knowledge** |
| Listening | 1 | * Recognise and respond to changes in tempo in music. * Identify changes in pitch and respond to them with movement. * Understand how music can tell a story. * Understand musical structure by listening and responding through movement. | * Know and identify changes in tempo and pitch. * Know some simple musical structures. |
| 2 | * Match descriptive sounds to images. * Listen to and repeat back rhythmic patterns on instruments and body percussion. | * Know some rhythmic patterns. |
| 3 | * Listen to and learn about Hindustani classical music. * Learn how sounds are produced and how instruments are classified. * Listen to and learn about traditional Chinese music. * Listen to and learn about a Romantic piece of music. * Listen to and learn about a medieval antiphon. * Listen to, learn about, play and dance to Tudor dance music. | * Know about Hindustani classical music. * Know how to produce sounds on instruments. * Know how to classify instruments. * Know about traditional Chinese music. * Know about Romantic music. * Know about medieval antiphons. * Know about Tudor dance music. |
| 4 | * Understand how rhythmic articulation affects musical phrasing. * Explore the descriptive music of two famous composers of the 20th and 21st century. * Listen to and learn about 1940s dance band music. * Listen to and play along with Bhangra music. * Copy rhythms and a short melody. * Match short rhythmic phrases with rhythm notation. * Listen to and learn about Renaissance instruments. | * Know about musical phrasing. * Know about 20th and 21st century composers. * Know about 1940s dance band music. * Know about Bhangra music. * Know about Renaissance instruments. |
| 5 | * Hear and understand the features of the whole tone scale. * Listen to and learn about modern classical/avant garde music (20th century). * Learn about the music of an early Baroque opera. * Demonstrate understanding of the effect of music in movies. | * Know about 20th century modern classical music. * Know about Baroque opera music. * Know about music in movies. |
| 6 | * Follow and interpret a complex graphic score for four instruments. * Experience and understand the effect of changing harmony. * Listen to and understand modulation in a musical bridge. | * Know how to read complex graphic scores. * Know that modulation means a change in tone or pitch. |

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| **Area** | **Year** | **Skills** | **Knowledge** |
| Appraising | 1 | * Identify a sequence of sounds (structure) in a piece of music. * Listen in detail to a piece of orchestral music (e.g. identify instruments). * Identify metre by recognising its pattern. * Identify a repeated rhythmic pattern. | * Know how to identify structure, instruments, metre and repeated rhythm patterns. |
| 2 | * Identify ways of producing sounds (e.g. shake, strike, pluck). * Identify rising and falling pitch. * Listen in detail to a piece of orchestral music (e.g. identify how it depicts a season). * Use simple musical vocabulary to describe music. * Listen, describe and respond to contemporary orchestral music. | * Know how to produce sounds using untuned percussion instruments. * Know how to identify changes in pitch. * Know some simple musical vocabulary. * Know how to describe contemporary orchestral music. |
| 3 | * Identify the metre in a piece of music. * Recognise rhythm patterns in staff notation. * Recognise pitch shapes. | * Know how to recognise metre and pitch shapes. * Know what rhythm patterns look like on staff notation. |
| 4 | * Identify different instrument groups from a recording. * Describe the structure of a piece of orchestral music. * Develop listening skills by analysing and comparing music from different traditions. * Identify key features of minimalist music. * Compare and contrast the structure of two pieces of music. * Identify the metre of a new song or piece. * Listen to and analyse 20th century ballet music. | * Know what different instruments sound like. * Know some structures of orchestral music. * Know how to analyse and compare different music genres. * Know key features of minimalist music. |
| 5 | * Listen to a 19th century tone poem and describe its effects and use of the musical dimensions. * Listen to and analyse 19th century impressionist music using musical vocabulary. * Compare and contrast two pieces of 19th century Romantic music. * Identify changes in tempo and their effects. * Evaluate and refine compositions with reference to the inter-related dimensions of music. * Explore and analyse a song arrangement and its structure. * Rehearse, improve and analyse an ensemble performance, with attention to balance and staying in time. | * Know how to analyse music using musical vocabulary. * Know how to compare and contrast music from within a musical period. * Know how to analyse songs. * Know how to analyse ensemble performances. |
| 6 | * Revise, rehearse and develop music for performance, with reference to the inter-related dimensions of music. * Discuss the music of a Russian Romantic composer with reference to a painting from the same period. | * Know how to develop music for performance. * Know about a Russian Romantic composer. |