

## EYFS

## Key Stage 1

## Key Stage 2

### Key Skills

- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, with others, and - when appropriate - try to move in time with music.

Pupils should be taught to:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Play tuned and untuned instruments musically.
- Listen with concentration and understanding to a range of high-quality live and recorded music.
- Experiment with, create, select and combine sounds using the interrelated dimensions of music.

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression.
- Improvise and compose music for a range of purposes using the interrelated dimensions of music.
- Listen with attention to detail and recall sounds with increasing aural memory.
- Use and understand staff and other musical notations.
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- Develop an understanding of the history of music.

### Vocabulary

### Nursery

### Reception

### Year 1

### Year 2

### Year 3

### Year 4

### Year 5

### Year 6

Sounds, loud, quiet

Sounds, loud, quiet, fast, slow

Pitch, dynamics, beat

Pitch, dynamics, tempo, beat, pulse, rhythm, call and response

Notes, melody, note duration, crotchet, minimum, semibreve

note duration, crotchet, minimum, semibreve, quaver, pentatonic, scale

note duration, crotchet, minimum, semibreve, quaver, rests, stave, treble clef, bars

note duration, crotchet, minimum, semibreve, quaver, rests, stave, clefs, motif, timbre, time signature

### Singing

### Nursery

### Reception

### Year 1

### Year 2

### Year 3

### Year 4

### Year 5

### Year 6

I can learn and sing simple songs and rhymes.

I can learn and sing simple songs and rhymes.

I can sing a range of different songs.

I can use my voice creatively and in different ways.

I can sing back simple musical phrases.

I can sing a wide range of songs with increasing accuracy in pitch.

I can begin to show variety in dynamics and tempo in my voice.

I can sing a widening range of unison songs with varying styles using a loud/soft voice.

I can recognise, create and sing within a 5th (do-so)

Perform songs with coordinated actions confidently.

I can walk, move or clap to a steady beat with others, changing speed to reflect the music's tempo.

I can perform as part of a choir in assembly.

I can continue to sing unison songs with greater expression, following directions for getting louder and softer.

I can sing rounds of partner songs in different time signatures (2/4, 3/4, 4/4).

I can sing songs with larger leaps in pitch with greater accuracy.

I can begin to sing in simple 2-part harmony.

I can perform in a school assembly.

I can sing songs from a wider repertoire including some in other languages.

I can sing with greater accuracy of phrasing and pitch and with appropriate style.

I can sing 2-3-part rounds in a group.

I can sing simple songs in 2 part harmony

I can perform in school assemblies and take other school performance opportunities.

I can sing a broad range of songs involving harmony, syncopated rhythm, observing accurate phrasing and pitch, and the appropriate style.

I can continue to sing in 3 and 4-part rounds as part of a group, with a partner or independently.

I can perform songs as part of a choir in school assemblies, performances and for a wider audience.



Listening & Understanding

EYFS

Years 1-2

Years 2-3

Years 4-5

Years 5-6

<p>I can listen carefully to short pieces of music. I can recognise familiar songs</p>	<p>I can listen carefully to short pieces of music. I can say something about what I can hear.</p>	<p>I can listen carefully to increasingly longer pieces of music. I know something about the history and ideas behind the music I am listening to. I can share my ideas about a piece of music that I hear.</p>	<p>I can concentrate and listen to a range of different styles of music. I know more about where music comes from. I can ask and answer questions about the music I can hear. I can use some musical words to describe what I am hearing.</p>	<p>I can listen to an increasing range of music with active interest and growing curiosity. I have knowledge and experience of a wide range of musical styles. I am curious to learn about the story and context behind the making of a piece of music. I can name a range of composers, something about their lives and some of their significant works of music. I can share my thoughts, ideas and opinions about music that I am listening to, and make recommendations to others. I can use musical language with increasing fluency and accuracy to talk about what I hear.</p>
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Nursery

Rec-Year 1

Year 2

Years 2-3

Years 3-4

Year 5

Year 6

Musicianship/Notation: Pulse/Beat, Rhythm, Pitch

<p>I can move my body to the pulse/beat of a simple song/chant. I can hear when music starts and stops</p>	<p>I can hear the pulse/beat of a simple song. I can hear when music starts and stops and when it is getting higher/lower, louder/softer or faster/slower. I can use my body to respond to changes in music.</p>	<p>I can respond to the pulse/beat of a song or chant with my body. I can clap back the rhythm of a simple song or chant. I can create and perform simple repeating rhythm patterns. I can follow pictures and symbols to guide singing and playing. I can recognise high and low sounds around me. I can sing familiar songs with a high or low pitch. I can use simple percussion to help tell a story.</p>	<p>I know that the speed of the pulse/beat can change in music (<i>tempo</i>). I can mark the pulse/beat of a piece of music and reflect changes in tempo. I can begin to group beats in twos and threes and find the strongest beat. I can copy back and create rhythm patterns for others. I can read and respond to rhythm patterns using stick notation with simple values (<i>crotchet/quaver/crotchet rest</i>). I can play a range of singing games using my voice and body to respond to changes in pitch. I can recognise pitch changes in graphic notation</p>	<p>I can recognise downbeats in a piece of music. I can notice when music is fast (<i>allegro</i>) or slow (<i>adagio</i>) and mark when this changes within a piece. I can recognise high and low pitch and when pitch is falling or rising within a <i>do-so</i> range. I know that music can have a structure such as call and response, question and answer phrases, echo and <i>ostinato</i> I can recognise texture within a piece of music including unison, layered and solo. I understand that music can me loud (<i>forte</i>) and soft (<i>piano</i>)</p>	<p>I can hear when music is getting faster (<i>accelerando</i>) or slower (<i>rallentando</i>) I know what a bar is in music and can recognise the <i>metre</i> of a piece. I can read and play a simple melody within a <i>pentatonic scale</i> I can recognise notes within a <i>do-so</i> pitch range. I can hear and understand simple harmony including drone, static and moving elements. I can begin to recognise new textures in music including <i>duet, melody</i> and <i>accompaniment</i> I can recognise changes in music such as getting louder (<i>crescendo</i>), softer (<i>diminuendo</i>) and expression such as smoothly (<i>legato</i>) and detached (<i>staccato</i>) I can use a range of tuned and untuned instruments including playing techniques.</p>	<p>I can hear and understand features of pulse/beat including simple and compound time and syncopation. I can hear changing pitch and recognise the notes of a diatonic scale in a variety of different keys. I understand more about a wider range of structures within music, including ternary (<i>3 parts</i>), verse and chorus form, music with multiple sections. I can recognise when I hear a triad chord and when simple chord progressions are used in music. I know even more about the use of texture including when music is arranged in 3 or 4 parts for voice and/or instruments. I recognise and understand more about dynamics including when music is very loud (<i>fortissimo</i>), very soft (<i>pianissimo</i>), moderately loud (<i>mezzo forte</i>) and moderately soft (<i>mezzo piano</i>). I can use a wide range of tuned and untuned instruments and employ a range of playing techniques including <i>pizzicato</i> (e.g. mysterious) and <i>tremolo</i> (e.g. dark and expectant). I recognise more musical notes including semibreves, minims and crotchets plus crotchet, minim and semibreve rests and their relative values.</p>
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## Improvising/Making Sounds

Nursery	Rec-Year 1	Year 2	Years 2-3	Years 3-4	Year 5	Year 6
<p>I can sing songs, make music and experiment with ways of changing them</p> <p>I can talk about the processes that have led to my music making</p> <p>I can explore and engage in music making</p>	<p>I can improvise simple vocal chants using question and answer phrases.</p> <p>I can talk about the processes that have led to my music making</p>	<p>I can improvise with a partner to create simple question and answer phrases using untuned instruments.</p>	<p>I am becoming more skilled in improvising using tuned and untuned percussion in whole class/small group and individual playing.</p> <p>I can invent short 'on the spot' responses within a limited note range.</p> <p>I can structure simple musical ideas with a beginning, middle and end in response to a range of stimuli.</p>	<p>I can improvise with a greater range of expressions including <i>legato</i> and <i>staccato</i>.</p> <p>I can begin to make decisions about structure in my improvisations.</p>	<p>I can improvise freely over a drone using tuned percussion or a melodic instrument.</p> <p>I can improvise over a simple groove responding to the beat and creating melodic shapes.</p> <p>I can use a wider variety of dynamics including <i>fortissimo</i>, <i>pianissimo</i>, <i>mezzo forte</i> and <i>mezzo piano</i></p>	<p>I can work in a small group to create music with multiple sections including repetition and contrast.</p> <p>I can use chord changes as part of an improvised sequence.</p> <p>I can extend my improvisation beyond 8 beats over a fixed groove.</p>

## Composing

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
N/A	N/A	<p>I can compose a simple sequence of sounds and record using graphic symbols.</p> <p>I know the difference between a rhythm and a pitch pattern.</p>	<p>I can create music in response to a non-musical stimulus (eg a storm or a car race).</p> <p>I can use simple graphic symbols or stick notation to record this.</p>	<p>I can combine known rhythmic notation with letter names to create rising and falling phrases using just 3 notes (<i>do-re-mi</i>).</p> <p>I can create simple accompaniments to songs on untuned percussion using known rhythms and note values.</p>	<p>I can compose using known rhythmic notation to create a short pentatonic phrase within a limited range (<i>do-so</i>).</p> <p>I can sing or play these phrases as a composition.</p> <p>I can arrange groups of known note values to create 2,3 and 4-beat phrases arranged in bars.</p> <p>I can use my growing musical knowledge to create a specific mood in my composition.</p> <p>I can begin to use both major and minor chords in my work.</p> <p>I can use a wider range of instruments in my compositions.</p> <p>I can capture my compositions using different methods, including graphic or rhythm notation, staff notation or music technology.</p>	<p>I can compose melodies using pairs of phrases in both C major and A minor keys.</p> <p>I can enhance my melodies with either rhythmic or chordal accompaniment.</p> <p>I can work with a partner to compose a simple ternary piece.</p> <p>I can use chords to evoke a particular mood in my music or to accompany a silent film, poem or book.</p> <p>I can capture my compositions using different methods, including graphic or rhythm notation, staff notation or music technology.</p>	<p>I can plan and compose an 8-16 beat melodic phrase using a pentatonic scale (C, D, E, G, A)</p> <p>I can play this melody on a suitable instrument.</p> <p>I can compose pairs of phrases in either G major or E minor on a suitable instrument.</p> <p>I can add rhythm or chords to my composition.</p> <p>I can compose a 3-part (<i>ternary</i>) piece of music with contrasting elements.</p>



## Performing

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>I can begin to perform songs I know e.g. nursery rhymes</p> <p>I can explore and engage in music making and dance, performing solo or in groups.</p>	<p>I can perform songs I know in groups or solo.</p>	<p>I can begin to play simple untuned percussion instruments such as drums and tambourines.</p> <p>I can play and perform simple rhythms.</p>	<p>I can begin to play simple tuned percussion instruments such as boom whackers and chime bars.</p> <p>I can play and perform simple melodies.</p>	<p>I can begin to play a simple tuned instrument such as a recorder.</p> <p>I can play and perform simple melodies reading staff notation within a limited 3 note range (do-mi) as a whole class or in a small group.</p> <p>I can use my listening skills to correctly order phrases using dot notation showing different arrangements of a limited range of notes (do-re-mi).</p> <p>I can play simple stepwise phrases at different speeds on my own.</p> <p>I can begin to read a musical staff, including treble clef and dot notation in a limited range (do-re-mi).</p> <p>I can use word chants to help me read and understand simple rhythm patterns on a staff.</p>	<p>I can play and perform melodies using a small range of notes (C-G/do-so) as a whole class or in a small group.</p> <p>I can perform in 2 or more parts reading simple notation and on an instrument used in class.</p> <p>I can identify and play a static or moving part.</p> <p>I can copy a simple melody within a pentatonic scale (C,D,E,G,A).</p> <p>I know the difference between a minim, crotchet, paired quavers and rests.</p> <p>I can read and perform pitch notation in a limited range (C-G/do-so).</p> <p>I can follow and perform from simple rhythmic scores to a steady beat.</p> <p>I can play an individual part as part of a musical texture and begin to develop a sense of ensemble.</p>	<p>I can play melodies on tuned percussion, melodic instruments or keyboard following notation on a staff within an octave range (C-C/do-do).</p> <p>I can do this in a small group and begin to try this individually.</p> <p>I understand how triad chords are formed and can start to play them on tuned percussion, melodic instrument or keyboard as an accompaniment to a familiar song/melody.</p> <p>I can begin to play a wider range of familiar melodies as part of a larger ensemble such as a school band/orchestra.</p> <p>I am beginning to develop my skills of playing by ear; repeating longer phrases or melodies without notation or a score.</p> <p>I know the difference between a semibreve, minim, crotchet, paired quavers, semi-quavers and rests.</p> <p>I understand the difference between 2/4, 3/4 and 4/4 time signatures.</p> <p>I can read and perform rhythmic patterns from a card by sight using familiar symbols for known rhythms and note durations.</p>	<p>I can continue to play melodies on tuned percussion, melodic instruments or keyboard following notation on a staff within an octave range (C-C/do-do).</p> <p>I can make decisions within a range of dynamics from <i>ff</i> very loud, <i>pp</i> very soft, <i>mf</i> moderately loud and <i>mp</i> moderately soft.</p> <p>I can accompany the same melody for others using block chords or a bass line on tuned percussion, melodic instrument or keyboard.</p> <p>I can engage and play with others as part of a wider ensemble.</p> <p>I can further understand the differences between the notes and rests that I recognise and their relative values.</p> <p>I am better developing my skills of reading and performing pitch notation (C-C/do-do).</p> <p>I can read and play confidently from rhythm notation cards/scores in up to 4 parts.</p> <p>I can read and play from notation a 4-bar phrase confidently, identifying note names and their durations.</p>

