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|  | **Understanding Music** | **Listening** | **Singing** | **Notation** | **Playing Instruments** | **Creating – Improvising** | **Creating – Composing** | **Performing** |
| **EYFS**  **3-4 goals**  **Reception**  **EY Goals** | **Physical Development:** Use large-muscle movements to wave flags and streamers, paint and make marks.  **Expressive arts and design:**  • Listen attentively, move to and talk about music, expressing their feelings and responses.  **Expressive arts and design & Being imaginative and expressive:**  Move in time to music. | Expressive arts and design:  • Listen with increased attention to sounds.  • Respond to what they have heard, expressing their thoughts and feelings.  **Communication and Language:**  Listen carefully to rhymes and songs, paying attention to how they sound.  • Learn rhymes, poems and songs.  **Expressive arts and design:**  • Listen attentively, move to and talk about music, expressing their feelings and responses. | **Communication and Language:** Sing a large repertoire of songs.  **Expressive arts and design:**  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.  **Expressive arts and design:**  • Sing in a group or on their own, increasingly matching the pitch and following the melody.  **Expressive arts and design & Being imaginative and expressive:**  Sing a range of well-known nursery rhymes and songs | **Expressive arts and design:**  • Return to and build on their previous learning, refining ideas and developing their ability to represent them. | **Expressive arts and design:**  Play instruments with increasing control to express their feelings and ideas.  **Physical development:**  Combine different movements with ease and fluency. | **Expressive arts and design:**  Create their own songs, or improvise a song around one they know.  **Expressive arts and design:**  Explore, use and refine a variety of artistic effects to express their ideas and feelings.  • Create collaboratively, sharing ideas, resources and skills. | **Expressive arts and design:**  Create their own songs, or improvise a song around one they know.  **Expressive arts and design:**  • Return to and build on their previous learning, refining ideas and developing their ability to represent them. | **Expressive arts and design:**  • Explore and engage in music making and dance, performing solo or in groups  **Expressive arts and design & Being imaginative and expressive:**  Perform songs, rhymes, poems and stories with others. |

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| **Year 1** | **Understanding Music** | **Listening** | **Singing** | **Notation** | **Playing Instruments** | **Creating – Improvising** | **Creating – Composing** | **Performing** |
|  | Keep a steady beat  Understand the difference between pitch and rhythm  Copy back simple rhythmic patterns  Copy back simple melodic patterns. | Move and dance with music and describe tempo and fast or slow and dynamics as loud or soft.  Talk about feelings created by music.  Recognise some band and orchestral instruments and start to recognise differences in styles.  Join in sections of a song eg. Chorus. | Sing, rap, rhyme, chant and use spoken word.  Demonstrate good singing posture.  Sing songs from memory. | Represent high/low and long/short using any notation or symbols  GD may be starting to recognise staff notation. | Rehearse and learn to play a simple melodic | Explore improvisation within a major and minor scale  Improvise simple vocal patterns using 'Question and Answer' phrases. | Compose own melodies and sounds.  Create a story, choosing and playing classroom instruments and/or soundmakers.  Explore and invent own symbols to notate this. | Enjoy and have fun performing.  Prepare a song to perform.  Add actions to the song.  Play some simple instrumental parts. |
| **Year 2** | **Understanding Music** | **Listening** | **Singing** | **Notation** | **Playing Instruments** | **Creating – Improvising** | **Creating – Composing** | **Performing** |
|  | Use body percussion, instruments and voices.  Find and keep a steady beat.  Copy back simple rhythmic patterns  Copy back simple melodic patterns  Sing short phrases independently. | Recognising changes in tempo and describe as fast or slow.  Describe dynamics as loud or quiet.  Walk in time to the beat of a piece of music.  Identify beat groupings as 2 or 3  Talk about how the music makes you feel and where it might come from.  Recognise some band and orchestral instruments. | Sing as part of a choir.  Demonstrate good singing posture.  Sing songs from memory and/or from notation.  Sing to communicate the meaning of the words.  Sing in unison and sometimes in parts, and with more pitching accuracy.  Understand and follow the leader or conductor. | Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.  Explore standard notation, using crotchets, quavers, minims and semibreves, and simple combinations of: C, D, E, F, G, A, B G, A, B, C, D, E, F♯ F, G, A, B♭, C, D, E A, B, C, D, E | Rehearse and learn to play a simple melodic instrumental melody. Eg. On glockenspiel or recorder. | Work with a partner and in the class to improvise simple 'Question and Answer' phrases, to be sung and played on untuned percussion, creating a musical conversation. | Compose music and make attempts to notate it in graphic form.  Create a story, choosing and playing classroom instruments.  Create and perform your own rhythm patterns with stick notation, including crotchets, quavers and minims. | Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence.  Talk about the difference between rehearsing a song and performing it. |
| **Year 3** | **Understanding Music** | **Listening** | **Singing** | **Notation** | **Playing Instruments** | **Creating – Improvising** | **Creating – Composing** | **Performing** |
|  | Use body percussion, instruments and voices in a range of key and time signatures.  Find and keep a steady beat.  Copy back and improvise simple rhythmic patterns using minims, crotchets, quavers and their rests as well as a range of pitches. | Share your thoughts and feelings about the music together.  Find the beat or groove of the music and walk or move in time – including as the music changes.  Talk about what the song or piece of music means and its style.  Identify some instruments and if a singer is male or female. | Sing as part of a choir with a widening range of unison songs, of varying styles and structures.  Demonstrate good singing posture and close attention to diction and expressing the meaning of words.  Perform actions confidently and in time to a range of action songs.  Understand and follow the leader or conductor. | Explore ways of representing high/low, and long/short sounds, using symbols.  Explore standard notation, using a range of note lengths and pitches in treble clef.  Identify:   * + Stave   + Treble clef   + Time signature   + Lines and spaces on the stave   Apply spoken word to rhythms, understanding how to link each syllable to one musical note. | Rehearse and learn to play a simple melodic instrumental melody covering a range of pitches. | Explore improvisation within a major scale.  Become more skilled in inventing short ‘on-the-spot’ responses using a limited note-range.  Structure musical ideas (eg using echo or 'Question and Answer' phrases) to create music that has a beginning, middle and end. | Create music and/or sound effects in response to music and video stimulus.  Have simple structures to compositions eg AB form and incorporate dynamics.  Compose over a simple chord progression, groove or drone.  Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values.  Compose melodies using a range of pitches. | Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence.  Perform in large and small groups (or even solo)  Talk about the difference between rehearsing a song and performing it.  Reflect on feelings about sharing and performing, eg excitement, nerves, enjoyment. |

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| **Year 4** | **Understanding Music** | **Listening** | **Singing** | **Notation** | **Playing Instruments** | **Creating – Improvising** | **Creating – Composing** | **Performing** |
| **Year 4** | Use body percussion, instruments and voices in a range of key and time signatures.  Find and keep a steady beat.  Listen and copy rhythmic patterns by ear or from notation.  Copy back melodic patterns | Consider the context of song words.  Identify the tempo as fast, slow or steady and describe legato and staccato.  Recognise the style of music and talk about how they connect to the world.  Discuss the structures of songs, knowing what an introduction is and its purpose.  Explain what a main theme is and identify when it is repeated.  Recall by ear memorable phrases heard in the music.  Identify major and minor tonality. | Rehearse and learn songs from memory and/or with notation.  Demonstrate good singing posture. Demonstrate vowel sounds, blended sounds and consonants.  Sing ‘on pitch' and 'in time'.  Sing expressively | Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.  Explore standard notation.  Identify: • Stave • Treble clef • Time signature  Identify and understand the differences between minims, crotchets, paired quavers and rests.  Read and perform pitch notation within a range. | Rehearse and learn to play a simple melodic instrumental part by ear or from notation. | Improvise on a limited range of pitches on the instrument you are now learning, making use of musical features, including smooth (legato) and detached (staccato) articulation. | Combine known rhythmic notation with letter names, to create short, pentatonic phrases using a limited range of five pitches, suitable for the instruments being learnt.  Create music in response to music and video stimulus.  Compose simple structures eg AB  Use simple dynamics. | Rehearse and enjoy the opportunity to share what has been learned in the lessons.  Perform, with confidence, a song from memory or using notation.  Explain why the song was chosen, including its composer and the historical and cultural context of the song.  Understand how the individual fits within the larger group ensemble.  Reflect on the performance and how well it suited the occasion.  Discuss and respond to any feedback; consider how future performances might be different. |

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| **Year 5** | **Understanding Music** | **Listening** | **Singing** | **Notation** | **Playing Instruments** | **Creating – Improvising** | **Creating – Composing** | **Performing** |
| **Year 5** | Use body percussion, instruments and voices in a range of key and time signatures.  Find and keep a steady beat.  Listen and copy rhythmic patterns (including syncopated)  Copy back melodic patterns. | Talk about feelings created by the music and justify a personal opinion with reference to Musical Elements.  Find and demonstrate the steady beat (simple and compound time)  Identify the musical style of a song or piece of music.  Identify instruments by ear and through a range of media.  Discuss the structure of the music including use of an introduction and a main theme.  Recall by ear memorable phrases heard in the music.  Identify major and minor tonality.  Recognise a range of musical styles. | Rehearse and learn songs from memory  Sing in unison and parts  Self-correct if lost or out of time.  Sing expressively, with attention to breathing, phrasing, dynamics and articulation.  Respond to a  leader or conductor. | Explore ways of representing high/low, and long/short sounds, using symbols.  Explore standard notation  Identify: • Stave • Treble clef • Time signature  Read and respond to minims, crotchets, quavers, dotted quavers and semiquavers.  Recognise how notes are grouped when notated.  Understand the differences between 2/4, 3/4 and 4/4 time signatures.  Read and perform pitch notation within an octave (eg C–C′/do–do). | Rehearse and learn to play a simple melodic instrument.  Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave. | Explore improvisation within a major scale.  Improvise over a simple groove, responding to the beat and creating a satisfying melodic shape.  Incorporate a range of dynamics. | Create music in response to music and video stimulus.  Start to use structures within compositions, eg introduction, multiple verse and chorus sections, AB form or ABA form (ternary form).  Use chords (and simple triads) to compose music  Use simple dynamics. Use rhythmic variety.  Play this melody on available tuned percussion and/or orchestral instruments.  Notate this melody. | Create, rehearse and present a holistic performance for a specific purpose, for a friendly but unknown audience.  Perform a range of repertoire pieces for both singing and instruments.  Perform from memory or with notation, with confidence and accuracy.  Explain why the song was chosen, including its composer and the historical and cultural context of the song.  Evaluate performance. |

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| **Year 6** | **Understanding Music** | **Listening** | **Singing** | **Notation** | **Playing Instruments** | **Creating – Improvising** | **Creating – Composing** | **Performing** |
| **Year 6** | Use body percussion, instruments and voices in a range of key and time signatures – simple and compound.  Find and keep a steady beat.  Copy back melodic patterns | Talk about feelings created by the music and justify a personal opinion with reference to Musical Elements.  Identify time signature.  Identify the musical style of a song using some musical vocabulary to discuss its Musical Element.  Discuss structure including introduction, main theme, bridge etc.  Identify a wide range of instruments and male/female voices.  Recall by ear memorable phrases heard in the music.  Identify major and minor tonality, chord triads I, IV and V, and intervals within a major scale. | Rehearse and learn songs from memory and/or with notation.  Sing a broad range of songs as part of a choir  Continue to sing in parts where appropriate.  Demonstrate and maintain good posture and breath control whilst singing.  Sing expressively, with attention to breathing and phrasing, dynamics and articulation. | * Explore ways of representing high/low, and long /short sounds, using symbols.   Explore standard notation  Identify: • Stave • Treble clef • Time signature  Read and respond to minims, crotchets, quavers, dotted quavers and semiquavers.  Recognise how notes are grouped when notated.  Identify the stave and symbols on the stave (such as the treble clef), the name of the notes on lines and in spaces, barlines, a flat sign and a sharp sign. | Rehearse and learn to play the recorder with correct technique.  Play a melody following staff notation written on one stave and using notes within an octave range (do–do)  Make decisions about dynamic. | Explore improvisation within a major scale  Improvise over a groove, responding to the beat, creating a satisfying melodic shape with varied dynamics and articulation. | Plan and compose an 8 or 16-beat melodic phrase, using the pentatonic scale (eg C, D, E, G, A), and incorporate rhythmic variety and interest.  Play this melody on available tuned percussion and/or orchestral instruments.  Notate this melody.  Create a simple chord progression.  Create music in response to music and video stimulus.  Start to use structures within compositions  Use simple dynamics and rhythmic variety.  Compose song accompaniments  Use a range of major and minor tonality | Create, rehearse and present a holistic performance for a specific event, for an unknown audience.  Perform a range of songs as a choir  Perform from memory or with notation.  Understand the value of choreographing any aspect of a performance.  Understand the importance of the performing space and how to use it.  Evaluate the performance. |