



Music: EYFS (Nursery)

Birth – 3 Year Olds	3 – 4 Year Olds	Reception (See Reception for further information)
Children enjoy songs and rhymes, tuning in and paying attention. - Children take part in action songs, e.g., Twinkle, Twinkle Little Star. Children join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. - They make some sounds. Children make rhythmical and repetitive sounds. Children enjoy singing, music and toys that make sounds. - They explore a range of sound makers and instruments and play them in different ways, e.g., tapping a bottle onto the table, running a twig along a fence. Children use intonation, pitch and changing volume when ‘talking’. They explore their voices and enjoy making sounds. Children respond emotionally and physically to music when it changes. Children move and dance to music. Children anticipate phrases and actions in rhymes and songs.	Children listen with increased attention to sounds. Children can sing a large repertoire of songs. - Children play, share and perform a wide variety of music and songs from different cultures and historical periods. Children can sing the pitch of a tone sung by another person (‘pitch match’). Children know many rhymes. - Children begin to invent their own rhymes. Children can sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. - Children begin to use their ‘singing’ voice. - Children begin to clap or tap to the pulse of songs or music. - Children begin to clap the syllables in words. Children can create their own songs or improvise a song around one they know. Children play instruments with increasing control to express feelings and ideas. - Children experiment with different ways of playing instruments.	I can listen attentively, move to and talk about music, expressing their feelings and responses. I can listen carefully to rhymes and songs, paying attention to how they sound. - I can clap out their beat structure. I can learn rhymes, poems and songs. - I can join in with refrains and learn some verses using call and response. I can sing in a group or on their own, increasingly matching the pitch and following the melody. I can explore and engage in music making and dance, performing solo or in groups. I can experiment with body percussion and vocal sounds to respond to music I can select appropriate instruments to represent action and mood. I can experiment with playing instruments in different ways.



Music: EYFS (Reception)

Performing	Listening, Appraising and Responding	Composing
<i>Pupils should be taught to play tuned and untuned instruments musically.</i> <i>Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes.</i>	<i>Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music.</i>	<i>Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music.</i>
I can use my voice to join in with well-known songs from memory. I can remember and maintain my role within a group performance. I can move to music with instruction to perform actions I can participate in performances to a small audience. I can stop and start playing at the right time.	I can listen to sounds and match the object or instrument. I can listen to sounds and identify high and low pitch. I can listen to and repeat a simple rhythm. I can listen to and repeat simple lyrics. I can understand that different instruments make different sounds and group them accordingly. I can respond to music through movement, altering movement to reflect the tempo, dynamics or pitch of the music. I can express my response to different music and lyrics. I can explore lyrics by suggesting appropriate actions. I can explore the story behind the lyrics or music. I can listen to and follow a beat using body percussion and instruments. I can consider whether a piece of music has a fast, moderate or slow tempo.	I can play untuned percussion 'in time' with a piece of music. I can select classroom objects to use as instruments I can experiment with body percussion and vocal sounds to respond to music I can select appropriate instruments to represent action and mood. I can experiment with playing instruments in different ways.



Music: Year 1

Performing	Listening, Appraising and Responding	Composing
<i>Pupils should be taught to play tuned and untuned instruments musically.</i> <i>Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes.</i>	<i>Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music.</i>	<i>Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music.</i>
I can maintain the pulse (play on the beat) using hands, and tuned and untuned instruments. CHALLENGE: I can give a reason for choosing an instrument. I can copy back short rhythmic and melodic phrases on percussion instruments. I can respond to simple musical instructions such as tempo and dynamic changes as part of a class performance. I can perform from graphic notation. I can use my voice expressively to speak and chant. I can sing short songs from memory, maintaining the overall shape of the melody and keeping in time. CHALLENGE: I can make loud and quiet sounds. I can join in with singing. CHALLENGE: I know that the chorus keeps being repeated. I can follow instructions about when to play and sing. I can look at my audience when I am performing.	I can recognise and understand the difference between pulse and rhythm. - I can understand that different types of sounds are called timbres. - I can recognise basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower). I can describe the character, mood, or 'story' of music I listen to, both verbally and through movement. I can describe the differences between two pieces of music. - I can express a basic opinion about music (like/dislike) I can listen to and repeat short, simple rhythmic patterns. - I can listen and respond to other performers by playing as part of a group.	I can select and create short sequences of sound with voices or instruments to represent a given idea or character. I can combine instrumental and vocal sounds within a given structure. I can create simple melodies using a few notes. I can begin to make improvements to my work as suggested by the teacher. CHALLENGE: I can choose dynamics, tempo and timbre for a piece of music. CHALLENGE: I can create a simple graphic score to represent a composition.



Music: Year 2

Performing	Listening, Appraising and Responding	Composing
<i>Pupils should be taught to play tuned and untuned instruments musically.</i> <i>Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes.</i>	<i>Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music.</i>	<i>Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music.</i>
I can play simple rhythmic patterns on an instrument. I can sing or clap increasing and decreasing tempo. I can perform simple patterns and accompaniments keeping a steady pulse. ●P: I can sing and follow a melody. ●P: I can sing accurately at a given pitch. ●P: I can perform with others. CHALLENGE: I can sing rhythmic patterns in contrasting tempo keeping to the pulse.	I can recognise timbre changes in music I listen to. I can recognise structural features in music I listen to. I can listen to and recognise instrumentation. I can begin to use musical vocabulary to describe music. I can listen to and repeat a short, simple melody by ear. I can suggest improvements to my own and others' work. CHALLENGE: I can recognise sounds and melodies that move by steps and leaps.	I can select and create longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. I can combine and layer several instrumental and vocal patterns within a given structure. • I can create simple melodies from 5 or more notes. • I can choose appropriate dynamics, tempo and timbre for a piece of music. CHALLENGE: I can use letter name and graphic notation to represent the details of my composition. I am beginning to suggest improvements to my own work.



Music: Year 3

Performing

Listening, Appraising and Responding

Composing

Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

Listen with attention to detail and recall sounds with increasing aural memory.

Improvise and compose music for a range of purposes using the inter-related dimensions of music.

I can sing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.

- I can sing in tune with expression.
- I can control my voice when singing.

I can sing and play in time with peers, with some degree of accuracy and awareness of my part in the group performance.

I can perform from basic staff notation, incorporating rhythm and pitch and be able to identify these symbols using musical terminology.

I can play clear notes on instruments.

CHALLENGE: I can work with a partner to create a piece of music using more than one instrument.

I can discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz).

- I can understand that music from different parts of the world, and different times, have different features.

I can recognise, explain and discuss the changes within a piece of music using musical vocabulary.

- I can describe the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.
- I am beginning to show an awareness of metre.

I am beginning to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to my own and others' work.

CHALLENGE: I can tell whether a change is gradual or sudden.

I can compose a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing).

I can combine melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).

I can begin to use letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record my compositions.

I can suggest and implement improvements to my own work, using musical vocabulary.

CHALLENGE: I can understand metre in 2 and 3 beats; then 4 and 5 beats.

CHALLENGE: I understand how the use of tempo can provide contrast within a piece of music.



Music: Year 4

Performing

Listening, Appraising and Responding

Composing

Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

I can sing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes.

- I can sing and play in time with peers, with accuracy and awareness of their part in the group performance.

I can play a melody parts on tuned instruments with accuracy and control and developing instrumental technique.

I can play syncopated rhythms with accuracy, control and fluency.

I can play simple chord sequences (12 bar blues).

I can perform from basic staff notation, incorporating rhythm and pitch and identifying these symbols using musical terminology.

CHALLENGE: I can use selected pitches simultaneously to produce simple harmony.

Listen with attention to detail and recall sounds with increasing aural memory.

I can recognise the use and development of motifs in music.

I can identify gradual dynamic and tempo changes within a piece of music

I can recognise and discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary (Samba, Rock and Roll, Blues).

I can identify common features between different genres, styles and traditions of music.

I can recognise, name and explain the effect of the interrelated dimensions of music.

I can identify scaled dynamics (crescendo/decrescendo) within a piece of music.

I can use musical vocabulary to discuss the purpose of a piece of music.

I can use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to my own and other's work.

CHALLENGE: I can identify how a change in timbre can change the effect of a piece of music.

Improvise and compose music for a range of purposes using the inter-related dimensions of music.

I can compose a coherent piece of music in a given style with voices, bodies and instruments.

- I can create a piece of music with at least four different layers and a clear structure.

I can begin to improvise musically within a given style (Blues).

I can develop melodies using rhythmic variation, transposition, inversion, and looping.

I can use letter names, graphic and rhythmic notation and key musical vocabulary to label and record my compositions.

I can suggest improvements to others work, using musical vocabulary.

CHALLENGE: I can use notation to record compositions in a small group or individually.

- C: I can use standard notation.



Music: Year 5

Performing

Listening, Appraising and Responding

Composing

Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

I can sing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.

- I can work as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with a group.

I can perform with accuracy and fluency from graphic and simple staff notation.

I can play a simple chord progression with accuracy and fluency.

CHALLENGE: I can use pitches simultaneously to produce harmony by building up simple chords.

CHALLENGE: I can identify (and use) how patterns of repetitions, contrasts and variations can be organised to give structure to a melody, rhythm, dynamic and timbre.

Listen with attention to detail and recall sounds with increasing aural memory.

I can use detailed musical vocabulary (related to the inter-related dimensions of music) with developing confidence to discuss and evaluate my own and others' work.

- I can compare, discuss and evaluate music using detailed musical vocabulary.

I can recognise and confidently discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary, and explaining how these have developed over time (South African, West African, Musical Theatre, Dance Remix, Classical).

I can represent the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.

CHALLENGE: I can explain how tempo changes the character of music.

CHALLENGE: I can identify where a gradual change in dynamics has helped to shape a phrase of music.

Improvise and compose music for a range of purposes using the inter-related dimensions of music.

I can compose a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama).

- I can improvise coherently within a given style.

I can combine rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.

I can use staff notation to record rhythms and melodies.

I can select, discuss and refine musical choices both alone and with others, using musical vocabulary with confidence.

- I can suggest and demonstrate improvements to my own and others' work.

CHALLENGE: I can devise and play a repeated sequence of pitches on a tuned instrument to accompany a song.

CHALLENGE: I understand the relation between pulse and syncopated patterns.



Music: Year 6		
Performing	Listening, Appraising and Responding	Composing
<i>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</i> I can sing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. I can work as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group. I can perform a solo or take a leadership role within a performance. I can perform with accuracy and fluency from graphic and staff notation and from their own notation. I can perform by following a conductor's cues and directions. CHALLENGE: I can perform a piece of music, which contains two (or more) distinct melodic or rhythmic parts, knowing how the parts will fit together.	<i>Listen with attention to detail and recall sounds with increasing aural memory.</i> I can discuss musical eras in content, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. I can recognise and confidently discuss the stylistic features of music and relating it to other aspects of the Arts (pop art, film music). I can represent changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. I can identify the way that features of a song can complement one another to create a coherent overall effect. I can confidently discuss and evaluate my own and others' work using detailed musical vocabulary (related to the inter-related dimensions of music). I can use musical vocabulary correctly when describing and evaluating the features of a piece of music. I can evaluate how the venue, occasion and purpose affects the way a piece of music sounds.	<i>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</i> I can improvise coherently and creatively within a given style, incorporating given features. I can compose a multi-layered piece of music from a given stimulus with voices, bodies and instruments. I can compose an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure. I can develop melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. I can record my own composition using appropriate forms of notation and/or technology and incorporating. I can constructively critique my own and others' work, using musical vocabulary. CHALLENGE: I can show how a small change of tempo can make a piece of music more effective. CHALLENGE: I can use the full range of chromatic pitches to build up chords, melodic lines and bass lines.