

Reception: SINGING and PLAYING	Year 1 SINGING and PLAYING skills:	Year 2 SINGING and PLAYING skills	Year 3 SINGING and PLAYING skills	Year 4 SINGING and PLAYING	Year 5 SINGING and PLAYING	Year 6 SINGING and PLAYING
Join in with familiar songs as part of the class or a small group. Build a bank of familiar songs such as counting songs or nursery rhymes and talk about them with others.	1. Sing simple songs, chants and rhymes as a class	1. Sing songs, chants and rhymes regularly with a good sense of pulse and rhythm and increasing vocal control	1. Sing a widening range of unison songs of varying styles and structures, tunefully and with expression	1. Continue to sing a wide range of unison and simple part songs in different styles and structures, pitching the voice accurately.	1. Sing a wide range of unison and part songs using clear diction, accurate tuning, expression and awareness of style	1. Sing a wide range of unison and part songs including those that involve syncopated rhythms, observing phrasing, accurate pitching, diction and appropriate style.
Experiment with voice sounds e.g. long , short, high, low, sliding, humming and understand the difference between singing and speaking voice. *	2. Copy simple pitch patterns accurately (e.g. singing call and response songs)	2. Sing songs and play singing games, copying pitch patterns accurately Sing short phrases independently as part of a singing game or short song	2. Sing call and response songs with accurate tuning Play call and response rhythms and melodies	2. Internalize pitch and copy melodic phrases accurately Sing songs in major and minor keys recognizing the difference in tonality	2. Develop knowledge of scales and intervals through singing and playing	2. Use knowledge of scales to explore intervals, sequences and chromatic scales
Respond to simple musical cues e.g. start / stop, simple dynamics. Invent movements in response to musical cue.	3. Respond to visual performance directions (e.g. start, stop, loud, quiet)	3. Respond to visual performance directions and musical instructions and symbols (e.g. dynamics f, p,	3. Control dynamics when singing and playing and respond to performance directions and symbols (e.g. f,p,)	3. Follow and lead performance directions including those for getting louder (crescendo) and quieter (diminuendo) Control changes in dynamics, tempo and articulation when singing and playing	3. Sing and play with a sense of ensemble, following performance directions and understanding how different parts fit together	3. Sing and play with a sense of ensemble, following performance directions, understanding how different parts fit together Use range of dynamics, tempo, articulation when singing and playing, responding to musical symbols and vocabulary accurately (e.g. pp, p mp, mf, f, ff, accelerando, rallentando, staccato, legato)
Move to the pulse of the music when singing. Tap pulse or simple rhythms	4. Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.	4. Control simple dynamics and tempo when singing and playing	4. Perform actions and movements confidently and in time as a group.	4. Perform rhythms using instruments or body percussion to music in different time signatures, responding to changes in tempo.	4. Use dynamics, tempo, articulation when singing and playing, responding to musical symbols and vocabulary accurately (e.g. pp, p mp, mf, f, ff,	4. /5. Play rhythmic patterns accurately and expressively using instruments or body percussion in a range of time signatures and

Explore a range of expressive movements to match sound. E.g. body percussion, actions, dance.					accelerando, rallentando, staccato, legato)	recognise if they are going out of time (e.g. speeding up or slowing down)
Copy simple phrases showing an awareness of pitch and rhythm Play simple rhythmic melodies from songs	5. Perform short copycat rhythms patterns accurately e.g. word pattern chants	5. Perform rhythmic patterns accurately and invent rhythms for others to copy on untuned percussion or body percussion	5. Accompany songs with simple rhythmic or melodic ostinato using known rhythms and note values	5. Perform rhythms accurately, recognizing and defining note values and rests	5. Play rhythmic patterns accurately and expressively using instruments or body percussion	
Use instruments to accompany a song e.g. adding a pulse or adding a simple tuned accompaniment	6 Play simple rhythmic accompaniments to songs to a steady pulse (e.g. short, repeated rhythms)	6. Play simple repeated rhythms or melody (ostinato) Explore word rhythms when singing songs, transferring rhythms to instruments or body percussion	6. Perform rhythms using instruments or body percussion in time with the music, responding to changes in tempo.	6. Maintain an ostinato (rhythmic or melodic), performing accurately and in time as an ensemble	6. Maintain a rhythmic or melodic part as part of a multi-layered piece, performing accurately Play simple chords, drones, or bass lines and use them to accompany a familiar song	6. Maintain a rhythmic or melodic part as part of a multi-layered piece, performing accurately and expressively. Play chord progressions, drones or bass lines and use them to accompany a song
Explore different ways to create sounds in both play and teacher led activities e.g. using instruments, sound makers and body percussion.	7. Play pitch patterns on tuned instruments	7. Play simple melodies and accompany songs using tuned percussion	7. Play melodies on tuned instruments, following notation where appropriate (e.g. dot, rhythmic and letter notation)	7. Play and perform simple melodies as a whole class or in small groups following appropriate notations	7. Understand how triads are formed and play them on tuned percussion or keyboards	7. Identify, recall and describe melodic patterns in songs and music and perform using voice or tuned instruments
Respond to the structure or mood of a song e.g. anticipating a chorus, adding appropriate actions or changing voice.	8. Explore instrumental and vocal timbre, recognising how sounds can be changed		8. Explore and select instrumental timbres to suit the mood or style of a piece of music	8. Suggest simple ways to enhance singing or playing to communicate a particular mood or atmosphere (e.g. changing dynamics)		
Show an awareness of others when singing e.g. taking turns I musical games, working with a partner and awareness of audience.	9. Perform to an audience	9. Perform to an audience	9. Show growing awareness of different musical roles (conductor, performer, audience, ensemble)	9. Show understanding of different musical roles (e.g. conductor, performer, audience ensemble)	9. To evaluate performances, suggesting ways to improve and making necessary adjustments	9. Develop understanding of different musical roles (e.g. conductor, musicians, performer, audience)

Respond to agreed musical cues.						
Control changes in dynamics, tempo and articulation when singing and playing	10. Explore ways to perform a song (e.g. adding simple actions or changing vocal timbre)	10. Explore ways to communicate the mood of a song (e.g. adding facial expression, changing dynamics)	10. Prepare for a performance and consider elements that might shape a performance (e.g. assigning roles, characterisation, movement) 10. Prepare for a performance and consider elements that might shape a performance (e.g. assigning roles, characterisation, movement)		10. Explore and suggest ways to enhance the communication and performance of songs and music (e.g. varying dynamics)	10. Explore techniques to enhance the communication and lyrical meaning of a song or poem and apply to whole class, small group and solo performances
Reception LISTENING skills, and knowledge about GENRE / HISTORY / MUSICIANS	Year 1 LISTENING skills, and knowledge about GENRE / HISTORY / MUSICIANS	Year 2 LISTENING skills, and knowledge about GENRE / HISTORY / MUSICIANS	Year 3 LISTENING skills, and knowledge about GENRE / HISTORY / MUSICIANS	Year 4 LISTENING skills, and knowledge about GENRE / HISTORY / MUSICIANS	Year 5 LISTENING skills, and knowledge about GENRE / HISTORY / MUSICIANS	Year 6 LISTENING skills, and knowledge about GENRE / HISTORY / MUSICIANS
Listen to music and respond with simple ideas like... this music makes me think of...	1. Listen with understanding to music from a range of different periods, styles and share ideas and opinions about the music.	1. Listen with understanding to music from a range of different periods, styles and share ideas and opinions about the music.	1. Listen to music developing and understanding of its background, history and context.	1. Listen to music with an understanding or stories, origins and traditions, history and social context of the music they listen to, sing and play.	1. Listen to music with an understanding or stories, origins and traditions, history and social context of the music they listen to, sing and play. Listen, compare and evaluate music from a diverse range of genres, styles and musical periods	1. Listen to music with an understanding or stories, origins and traditions, history and social context of the music they listen to, sing and play. Listen, compare and evaluate music from a diverse range of genres, styles and musical periods
	2. Respond to music through movement and dance, identifying a steady beat with others and changing the speed of the beat as the tempo of music changes	2. Move to the pulse of familiar music, coordinating movements and recognising changes in tempo			2. Interpret features of music through visual art or movement	
Name instruments and sort them by material Describe sounds and music using simple language. E.g. loud, quiet, fast, slow	3. Listen and describe musical patterns using appropriate vocabulary (high, low, loud, soft, fast, slow, spiky, smooth, long, short)	3. Listen to and describe simple changes in dynamics, tempo, pitch and articulation using appropriate musical vocabulary (faster, slow, spiky, smooth, loud, soft, getting louder/quieter) and say how it effects the music	3. Listen out for specific features of music (e.g. tempo, dynamics, texture, articulation) and explain responses using a growing range of musical vocabulary Listen, and describe how the interrelated	3. Listen and identify musical contrasts (e.g. dynamics, tempo, articulation, tonality and discuss the effect on the listener) Recognise and describe timbres of instruments and recall orchestral families	3. Use a range of musical vocabulary to describe musical features such as instruments, time signature, dynamics, tempo, timbre, articulation	3. Use a range of musical vocabulary to describe music commenting on features such as instruments, time signature, dynamics, tempo, timbre, pitch, articulation

			dimensions are used to create moods and effects	(string, woodwind, brass and percussion).		
Describe and compare sounds created by instruments and voices. Listen and remember a sequence of sounds such as high, high, low. Listen and copy simple sounds and movements sequences.	4. Listen to sounds in the local school environment, comparing high and low sounds.	4. Respond independently to pitch changes heard in melodic phrases, indicating with actions	4. Listen, and identify direction of pitch in a simple melody, copying with voices or instruments	4. Listen and describe direction and shape of melodies Recognize major and minor chords	4. Understand how pitches can be combined to create harmony and describe the effect	4. Understand how harmony can be used to create moods and atmosphere (major/minor/consonant/d issonant) and listen out for these features in the music they play and listen to
Respond freely to songs and music, exploring ideas and following own paths of interest.		5. Listen to and interpret features in recorded or live music using dance, art or drama	5. Listen, and interpret features in recorded or live music using dance, art or drama	5. Listen and compare music, discussing similarities and differences and expressing preferences. Listen and identify structures used to shape songs and music (e.g. call and response, rondo form)	5. Develop understanding of a particular musical style or genre, identifying key influences and shared characteristics Listen and identify structures used to shape songs and music (e.g. call and response, rondo form)	Develop understanding of a particular musical style or genre, identifying key influences, shared characteristics and musical techniques used Analyse songs, exploring lyrics and identifying structural features (e.g. verse, chorus, bridge)
Reception COMPOSITION and IMPROVISATION	Year 1 COMPOSITION and IMPROVISATION	Year 2 COMPOSITION and IMPROVISATION	Year 3 COMPOSITION and IMPROVISATION	Year 4 COMPOSITION and IMPROVISATION	Year 5 COMPOSITION and IMPROVISATION	Year 6 COMPOSITION and IMPROVISATION
Create simple musical patterns.	1. Create simple vocal chants or rhythm phrases, e.g. using question and answer phrases Create simple rhythm patterns	1. Create rhythmic patterns from various stimuli, eg spoken words	1. Compose or improvise simple call and response phrases Compose rhythmic accompaniments using untuned percussion	1. Improvise rhythms or melodies Compose layers of rhythm (ostinato phrases) .	1. Improvise rhythmic or melodic patterns to a steady pulse or drone, developing a sense of shape and character	1.Improvise vocal and instrumental effects as a class and in small groups
Create music from non-musical starting points e.g. art work. Use descriptive sounds to match objects.	2. Create musical sound effects and short sequences of sounds in response to stimuli (e.g. song lyrics)	2.Create music in response to a non-musical stimulus Compose or improvise simple descriptive sounds to match a mood, character or theme	2. Compose and improvise in response to a range of stimuli (e.g. poems, stories, songs or art work) Vary the interrelated dimensions to create	2. Carefully select instrumental timbres to achieve and effect and explore ways to create musical contrasts (e.g. forte/piano/staccato/legato	2. Compose and improvise in response to a range of stimuli (e.g. song lyrics, poetry) and use the interrelated dimensions to capture the intended mood and atmosphere	2.Use voices and instruments creatively, making subtle changes to timbre, articulation, pitch and dynamics to achieve effects or create styles, moods and atmosphere

	Explore percussion sounds to enhance songs and storytelling	Recognise and explore how to change and combine sounds to create simple effects	different moods and effects.		Use chords to evoke a specific atmosphere or mood	
Choose sounds for a purpose, trying out adjusting musical ideas. Explore the effects of combining sounds	3. Combine sounds to tell a story, choosing and playing classroom instruments or sound makers Experiment with different ways to create sound (e.g. body percussion, vocal sounds)	3. Explore musical structures, choosing and ordering sounds	3. Structure a composition with a clear beginning/middle/end and combine layers of musical sound. Experiment with musical texture (e.g. combining layers of rhythm)	3. Make decisions about the overall structure of compositions and improvisations Compose music following a given musical structure (e.g. call and response, rondo, AB)	3. Compose music with contrasting sections	3. Create extended compositions, organising rhythmic ideas into a structure (e.g. creating 16-beat rhythms)
	4. Create simple pitch patterns	4. Compose simple melodies using a given range of notes	4. Compose and improvise simple pentatonic melodies	4. Arrange individual notation cards of known note values to create a sequence of 2,3 or 4 beat phrases	4. Compose and notate short melodies using: staff and informal notation	4. Understand and explore how harmony can be used to create moods and atmosphere (major/minor/consonant/d issonant)
Play with the structure of a simple song to make a new version e.g. change words or actions.	5. Use music technology (if available, to capture, change and combine sounds	5. Use music technology, if available to capture change and combine sounds		5. Compose lyrics following a given rhythmic/rhyming structure Compose and represent melodies using appropriate notations (e.g. graphic scores, combination of rhythm notation and letter names)	5. Compose music using a combination of lyrics and melody	5. Use song structures as a basis for a composition (e.g. composing lyrics) Compose and perform music for a specific occasion, using a combination of lyrics, melody and harmony
	6. Perform to an audience Explore ways to perform a song (e.g. adding simple actions or changing vocal timbre)	6. Collaborate with others, trying out musical ideas and make improvements where necessary	6. Collaborate with others, trying out musical ideas and making improvements where needed.		6. Evaluate own and others' work, explaining ideas using musical vocabulary and making necessary adjustments	6. Evaluate own and others' work, explaining ideas using musical vocabulary and suggesting ways to improve

Reception NOTATION skills	Year 1 NOTATION skills	Year 2 NOTATION skills	Year 3 NOTATION Skills	Year 4 NOTATION skills	Year 5 NOTATION skills	Year 6 NOTATION skills
Use a variety of notations to represent musical ideas including pictorial, natural and storyboards.	1. Recognise how graphic notation can represent created sounds, exploring and inventing own symbols	1. Invent graphic notations to represent simple features of music (e.g. dynamics and tempo) Use graphic notation to represent rhythmic or melodic patterns Use graphic symbols to keep a record of a composed piece	1. Use graphic notation to represent rhythmic or melodic patterns Create graphic notation to represent two or more layers of musical sound Apply word chants to rhythms, understanding how to link each syllable to a musical note	1. Follow and perform simple rhythmic scores to a steady beat, maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble Use graphic notations to represent layers of rhythm. Explore a range of notation e.g. graphic symbols, rhythm notation to capture and record creative ideas. Use a graphic score to represent musical structure	1. Represent compositions using a combination of graphic and standard notations Use and understand musical symbols (e.g. pp, p mp, mf, f, ff, <, >) and apply them to compositions	Represent compositions using graphic and standard notations Notate melodies and chords using staff or informal notation. Use and understand a range of musical symbols (e.g. pp, p mp, mf, f, ff, <, >) and apply them to compositions
Follow simple notation e.g. picture cards.	2. Follow pictures and symbols to guide singing and playing	2. Follow graphic notations to guide singing and playing	2. Play from rhythmic notation and understand the value of minims, crotchets and quavers Follow graphic notation to guide singing and playing	2. Play from rhythmic notation and understand the value of semibreves, minims, crotchets and quavers Play from pitch notation (e.g. graphic notation, combination of rhythm and note names)	2. Use and perform a range of rhythmic notations and develop understanding of note durations (semibreve, minim, crochet, quaver) Develop understanding of time signatures (3/4 and 4/4) Read and perform pitch notation within an octave	Use and perform a range of rhythmic notations and further develop understanding of note durations (semibreve, minim, crochet, quaver) Develop understanding of time signatures (3/4 and 4/4, 6/8) Read and perform from pitch notation Read and perform from graphic notation √