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|   | **Early Years** | **Key Stage 1** | **Lower Key Stage 2** | **Upper Key Stage 2** |
| **Strand** | **Reception** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
|  | * **Exploring and using media and materials: children sing songs, make music.**
 | * **Use their voices expressively and creatively by singing songs and speaking chants and rhymes**
* **Play tuned and untuned instruments musically**
 | * **Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression**
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| **Play and Perform** | **Singing & Voice** | * In a group, join in with songs and respond to sound with body movement.
* Sing simple songs from memory.
* Communicate using a variety of songs and musical instruments.
 | * Find their singing voice and uses their voice confidently
* Sings loud or quiet when directed and words can be understood.
* Beginning to have a sense of awareness of pulse and some control of rhythm
* Follow pitch movements with their hands and use high, low and middle voices.
* Sing songs expressively.
* Begin to sing with control of pitch (e.g. following the shape of the melody).
* Sing with an awareness of other performers
 | * In a group, join in with songs.
* Sing louder or quieter when directed
* Words can be understood when sung
* Sings broadly in tune, follows the shape of the melody
* Has a sense of awareness of pulse and some control of rhythm
* Sing with a sense of awareness of pulse and control of rhythm.
* Sings with expression
* Knows when to breathe in a song
* Is aware of other performers, and will work with them
 | * Sing with confidence using a wider vocal range.
* Sings broadly in tune, follows contour of the melody.
* Sing with awareness of pulse and control of rhythm
* Sings with expression in keeping with the music
* Recognise simple structures. (Phrases).
* Internalise sounds by singing parts of a song ‘in their heads.’
* Perform in different ways, exploring the way the performers are a musical resource.
 | * Sing with confidence using a wider vocal range.
* Sings in tune
* Sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics.
* Sing songs and create different vocal effects.
* Understand how mouth shapes can affect voice sounds.
* Controls breathing to enhance phrasing of songs
* Perform in different ways, exploring the way the performers are a musical resource.
 | * Sings with reference to dynamics, timbre and other relevant elements
* Sing songs with increasing control of breathing, posture and sound projection.
* Maintains a vocal part within a group
* Is aware of how different vocal parts fit together
* Is aware of the need to create an overall effect with the voice
* Begins to be aware of vocal improvisations
 | * Has a broad repertoire of songs and is a fluent singer.
* Maintains an independent vocal/instrumental group part in an ensemble.
* Sings with control of breathing, posture and sound projection
* Sing songs in tune and with an awareness of other parts.
* Identify phrases through breathing in appropriate places.
* Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice.
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| **Pulse &Rhythm** | * Identify the pulse in different pieces of music.
* Identify the pulse and join in getting faster and slower together.
* Identify long and short sounds in music.
* Perform a rhythm to a given pulse.
* Begin to internalise and create rhythmic patterns.
* Accompany a chant or song by clapping or playing the pulse or rhythm.
* Recall and remember short songs & sequences and patterns of sounds.
* Respond physically when performing, composing and appraising music.
* Identify different sound sources.
 | * Recognise rhythmic patterns.
* Perform a repeated pattern to a steady pulse.
* Explore and perform different types of accompaniment.
* Explore and select different melodic patterns.
* Recognise and explore different combinations of pitch sounds.
* Creates music that has a simple shape
* Can improvise repeated patterns
* Can combine several layers of sound with awareness of overall effect
* Begins to identify the beginning, middle and ending phrases
 | * Identify different speeds of pulse (tempo) by clapping and moving.
* Improvise rhythm patterns.
* Perform an independent part keeping to a steady beat.
* Identify the metre of different songs through recognising the pattern of strong and weak beats.
* Subdivide the pulse while keeping to a steady beat.
* Composes a simple melody or rhythm within a group
* Can confidently identify the beginning, middle and ending phrases
* Creates pieces with a clear introduction, middle phrase and end
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| **Control of Instruments** | * Claps a beat in time with others.
* Plays a beat on a percussion instrument
* Can accompany music by clapping or playing the pulse or rhythm
* Identifies common instruments
 | * Play instruments in different ways and create sound effects.
* Handle and play instruments with control.
* Identify and name classroom instruments.
* Identify different groups of instruments.
 | * Plays a beat on a percussion instrument keeping a steady beat
* Beginning to identify melodic phrases and play them by ear.
* Select instruments for different purposes
* Performs rhythmically simple parts using a limited range of notes
* Select instruments to describe visual images
 | * Plays instruments using ostinatos
* Identify melodic phrases and play them by ear.
* Select instruments to describe visual images.
* Choose instruments on the basis of internalised sounds.
* Performs rhythmically simple parts using a range of notes
 | * Beginning to identify and control different ways percussion instruments make sounds.
* Play accompaniments with some control and accuracy.
* Create different effects using combinations of pitched sounds.
* Use ICT to change and manipulate sounds.
 | * Identify and control different ways percussion instruments make sounds.
* Play accompaniments with increasing control and accuracy.
* Maintains an instrumental part within a group
* Improvises melodic and rhythmic phrases as part of a group performance
* Use ICT to change and manipulate sounds.
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| **Create and compose** | * **They represent their own ideas, thoughts and feelings through music.**
 | * **Experiment with, create, select and combine sounds using the inter-related dimensions of music.**
 | * **Improvise and compose music for a range of purposes using the inter-related dimensions of music**
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| * Tap simple repeated rhythms, sing own words and phrases.
* Use their imagination to express and communicate their ideas, thoughts and feelings by using a variety of songs and musical instruments.
* Recognise and explore how sounds can be changed.
 | * Chooses sounds carefully and orders them
* Orders sounds in response to a given stimulus
* Can identify parts of music which are repeated (a chorus)
* To explore different sound sources.
* Make sounds and recognise how they can give a message.
* Create and chose sounds in response to a given stimulus.
* Identify how sounds can be changed.
* Change sounds to reflect different stimuli.
 | * Create textures by combining sounds in different ways.
* Create music that describes contrasting moods/emotions.
* Improvise simple tunes based on the pentatonic scale.
* Create an accompaniment to a known song.
* Create descriptive music in pairs or small groups.
* Recognise how music can reflect different intentions.
 | * Identify different starting points when composing music.
* Explore, select and combine a range of different sounds to compose a soundscape.
* Write lyrics to a known song.
* Compose music in pairs or as part of a group using a range of stimuli and developing their musical ideas into a completed composition
* Improve their work through analysis, evaluation and comparison.
 | * Know how to make creative use of the way sounds can be changed, organised and controlled
* Create my own songs.
* Create rhythmic patterns with an awareness of timbre and duration.
* Create music, which reflects given intentions and uses notations as a support for performance.
* Identify where to place emphasis and accents in a song to create effects.
 | * Demonstrate imagination and confidence in the use of sound.
* Show thoughtfulness in selecting sounds & structures to convey ideas.
* Use a variety of different musical devices including melody, rhythms, and chords.
* Write own song
* Develop, refine and organise material within a musical structure, evaluate and refine as part of a group.
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| **Listen and rehearse sounds accurately** |  | * **Listen with attention to detail and recall sounds with increasing aural memory**
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| * Identify and recall rhythmic and melodic patterns.
* Identify repeated patterns used in a variety of music. (Ostinato).
* Identify ways sounds are used to accompany a song.
* Analyse and comment on how sounds are used to create different moods.
* Identify melodic phrases and play them by ear.
* Create sequences of movements in response to sounds.
* Explore and chose different movements to describe animals.
* Demonstrate the ability to recognise the use of structure and expressive elements through dance.
* Identify phrases that could be used as an introduction, interlude and ending.
 | * Internalise short melodies and play these on pitched percussion (play by ear).
* Create dances that reflect musical features.
* Identify different moods and textures.
* Identify how a mood is created by music and lyrics.
* Listen to longer pieces of music and identify features.
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| **Patterns: Use and apply musical notation** |  | * **Use and understand staff and other musical notations**
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| * Perform long and short sounds in response to symbols.
* Create long and short sounds on instruments.
* Play and sing phrase from dot notation.
* Record their own ideas.
* Make their own symbols as part of a class score.
* Some compositions will be supported by graphic or grid symbols on paper or computer screen;
 | * Play and sing phrases from dot notation.
* Record their own ideas.
* Uses simple notations to recall, plan and explore sounds
* Know how many beats in a minim, crotchet and semibreve and recognise their symbols.
* Know the symbol for a rest in music, and use silence for effect in my music.
 | * Performs from simple notations
* Performs by ear
* Know and use standard musical notation of crotchet, minim and semibreve and indicate how many beats to play.
* Read the musical stave and can work out the notes, EGBDF and FACE.
* Draw a treble clef at the correct position on the stave.
* Uses ICT to note, change and manipulate sounds
 | * Perform using notation as a support.
* Sing songs with staff notation as support.
* Know and use standard musical notation to both perform and record my music.
* Quickly read notes and know how many beats they represent.
* Uses ICT to note, change and manipulate sounds
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| **Listening to and appreciate a range of music** | * **Exploring and using media and materials: children sing songs, make music and experiment with ways of changing them.**
 | * **Listen with concentration and understanding to a range of high-quality live and recorded music**
 | * **Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians**
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| * Use words to capture their musical experiences.
* Using music they will begin to have an understanding of others’ lives and cultures.
* Recognise repeated sounds.
* Listen with enjoyment and respond to music, making up their own songs.
* Respond in a variety of ways to what they hear.
* Match movements to music.
 | * Recognises that music affects moods
* Recognises that music is used for different effects
* Identify different sources of sound
 | * When talking about music they show simple understanding of the elements in isolation.
* When listening to carefully selected music, they have a wider range of knowledge and experience of music from various times and places;
* They can make a response to different moods in music
* When changes in musical elements within a piece are very clear, they will recognise and react to the change (eg. a sudden, loud section);
* They begin to recognise repetition when listening to music of others;
 | * Is able to make broad distinctions between the elements and describe how they are used in simple terms.
* They begin to follow simple musical instructions (eg. teacher’s hand sign for “get louder”)
* When listening to carefully selected music, they have a wider range of knowledge and experience of music from various times and places
* When listening to carefully selected music, they begin to make comparisons between music of different cultures through the elements of music
 | * When listening they can identify the impact of elements in carefully selected music;
* Recognises different elements that are combined and used expressively
* When listening to carefully selected music, they have a wider range of knowledge and experience of music from various times and places;
* They identify musical features which seem to suggest a mood or atmosphere;
* When listening to carefully selected music, they begin to make comparisons between music of different cultures through the elements of music
 | * Describe and compare, in some detail, elements in music
* Describes, compares and evaluates different kinds of music using appropriate musical vocabulary
* Listens to longer pieces of music
* When listening, they can identify the impact of various elements;
* They identify musical features which seem to suggest a mood or
* Make comparisons between music of different cultures through the elements of music;
* Analyse music, including music from around the world and historic music, with some accuracy
* Compare and contrast some musical features in two pieces of music
 | * Use my musical vocabulary to help me understand how best to combine musical elements.
* Understand the different cultural meanings and purposes of music, including contemporary cultural
* Understand how lyrics reflect the cultural context and have social meaning.
* Appreciate harmonies and work out how drones and melodic ostinati are used to accompany singing.
* Recognise and describe music and musical instruments from different cultures and geographical regions
* Recognise and describe music and musical instruments from different periods of history
* Describe and compare pieces of music using appropriate musical vocabulary and commenting on structures, phrasing and effects.
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