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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** | | | |
| **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. |
| **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 | |
| **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. |
| **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** | | | |
| * 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. |
| **Listen and rehearse sounds accurately** | |  | | | * **Listen with attention to detail and recall sounds with increasing aural memory** | | | |
| * 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. | |
| **Patterns: Use and apply musical notation** | |  | | | * **Use and understand staff and other musical notations** | | | |
| * 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 |
| **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** | | | |
| * 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. |