

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Performance: Singing NC Objective: KS1: use their voices expressively and creatively by singing songs and speaking chants and rhymes KS2: play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression	- I can sing 'copy me' songs to a steady beat. - I can sing a range of songs for different moods and feelings, including some that are quicker and slower. - I can change my voice to create loud and soft sounds to fit a song. - I can learn new materials (including songs, poems, chants etc.) and rehearse/ perform them. <u>ELG: Speaking/ Comprehension:</u> Children make use of recently introduced vocabulary from rhymes and songs <u>ELG: Self-Regulation</u> Children are able to start and stop, wait their turn and follow instructions <u>ELG: Being Imaginative and Expressive</u> Children sing a range of well-known rhymes and songs, and perform songs in time with music.	- I can sing simple songs, chants and rhymes (e.g., Boom Chicka Boom) from memory, singing collectively and at the same pitch, responding to simple visual directions (e.g., stop, start, loud, quiet) and counting in - I can sing simple songs with different range in pitch (e.g., Hello How are You, Bounce High Bounce Low, Dr Knickerbocker) - I can sing a wide range of call and response songs (e.g., Pretty Trees Around the World) to control my vocal pitch and match it to what I hear - I can discover how the voice can change rhythm and pitch to create different effects and talk about the difference in sound - I can develop an ability to sing with expression, confidence and creativity to an audience.	- I can sing with an understanding of the shape of a melody (use of lines, hand movement etc.) - I can explain dynamics as loud/quiet and be able to demonstrate these when singing by responding to the leader's direction and visual symbols (e.g., crescendo, decrescendo, pause) - I can sing quieter if the 'soloist' needs to be heard by responding to musical cues. - I can perform songs expressively, creatively and with dramatic effect, adapting to the style of the music. I can improvise in making sounds with the voice. - I can represent sounds with symbols using graphic score and basic musical notation (crotchet, rest, minim)	- I can sing in tune, talking about different pitch - I can change dynamics in a performance, talking about forte (loud) and piano (quiet) - I can sing in unison and explain what this means - I can perform simple melodic and rhythmic parts (singing and instrumental) - I can walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. - I can understand the importance of pronouncing the words in a song well. - I can begin to show control in voice. - I can perform with confidence. - I can improvise repeated patterns on an instrument - I can select a tempo before performing using the language allegro (cheerful, lively) and adagio (slowly)	- I can sing in tune and with control - I can sing in unison - I can hold a part when singing a two-part round. - I can understand the importance of pronouncing the words in a song well. - I can sing songs which are in different time signatures - I can read simple notation to perform melodies - I can play notes on instruments with care so that they sound clear. - I can perform with expression by changing dynamics, including following direction for getting louder (crescendo) and quieter (decrescendo) - I can perform my individual part in an ensemble, accurately and explain texture - I have an awareness of what others in the group are singing or playing.	- I can perform songs with an awareness of the meaning of the words and perform in a way that reflects their meaning and the occasion. - I can breathe at appropriate points in songs and pronounce words clearly when singing. - I can hold a part when singing a three-part round. - I can perform by reading from musical notations. - When performing, I can maintain my own part with awareness of how the different parts fit together and the need to achieve an overall effect. - I can sustain a drone or melodic ostinato to accompany singing. - I can play an accompaniment on an instrument (e.g., glockenspiel, bass drum, cymbal).	- I can sing or play significant parts from memory with confidence, expressively and in tune. - I can perform with accuracy, fluency, control and expression - I can perform significant parts by reading notation and be aware of my own contribution. - I can sing songs which involve syncopated rhythms - I can hold a part when singing three- and four-part rounds, even when I am positioned outside of discrete parts. - I can refine and improve my own work. - I can perform alone, and in a group, using a variety of instruments, including voice. - I can take turns to lead a group. - I can sing a harmony part confidently and accurately.
Performance: Instrumental NC Objective: KS1: play tuned and untuned instruments musically KS2: play and perform in solo and ensemble contexts, playing musical instruments with increasing	- I can play instruments to a pulse. e.g., listening to a song and playing the beat alongside. - I can use the word pulse to describe the beat of a song - I understand how to care for instruments and to hold them. - I can explore the different sounds that instruments can make. - I can choose an instrument to create a specific sound e.g., changing dynamics, pitch, tempo <u>ELG: Managing Self</u>	- I can walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes - I can use body percussion and classroom percussion to repeat rhythmic patterns - I can play short, pitched patterns on tuned instruments - I can respond to the pulse in music through movement and dance e.g., stepping (Matachins by Warlock), Jumping (Trepak from The Nutcracker by Tchaikovsky), Tiptoe (Berceuse, Op. 57 Chopin), Galloping (William Tell Overture) and explain the different tempo and what	- I can play copycat rhythms and invent rhythms for others to copy - I can create rhythms using words to start (e.g., Hel-lo Si-mon) - I can read and play notation: crotchets, quavers and crotchet rests - I can create and perform my own chanted rhythm pattern and record it using crotchets, quavers and crotchet rests. Perform simple patterns and accompaniments keeping to a steady pulse. - I can recognise dot notation and match it to/ play 3-note tunes - I can increase control when				

accuracy, fluency, control and expression	Children are confident to explore new instruments, know how to treat them and others with respect. <u>ELG: Fine Motor Skills</u> Children show accuracy and care when using a range of instruments. <u>ELG: Being Imaginative and Expressive</u> Children perform in time with music.	tempo means) I can perform word-pattern chants (e.g., ca-ter-pil-lar crawl) on instruments	playing a range of instruments so that they sound, as they should. *Note: this includes use of all percussion – tambourine etc. ensuring children can get best quality of sound out of their instrument.				
Listening and Appraising NC Objective: KS1: listen with concentration and understanding to a range of high-quality live and recorded music. KS2: listen with attention to detail and recall sounds with increasing aural memory.	- I can express feelings in music – listening to pieces and responding to them by dancing/ drawing/ talking about how music can make you feel. - Listen to different sounds (animal noise, water etc.) and respond with voice and movement e.g., imitating sounds. - I can identify pulse e.g., through tapping, clapping, marching, playing (this develops 'internal' skills). <u>ELG: Listening, Attention and Understanding:</u> Children listen attentively and make comments about what they have heard. <u>ELG: Gross Motor Skills</u> Children can negotiate space and obstacles safely when moving to a variety of pieces of music. They can express themselves energetically and match the mood of the music.	- I can listen to a range of music styles and genres and be able to talk about how it makes people feel, act and move. - I can name some key composers (see long term plan) and discuss different genres of music and how they sound.	- I can find the speed of the beat (tempo) and recognise changes - I can tap and clap the beat of a listening piece (e.g., Bolero by Ravel) and walk in time to the beat of a piece of music or song. - I can begin to group beats in twos and threes by tapping knees on the first beat and clapping the remaining beats. - I can identify the beat groupings in music (e.g. '2' in Maple Leaf Rag, '3' Neville's Waltz)	- I can notice and explore the way sounds can create a feeling or mood. - I can listen to a wide range of different types of composers and musicians. - I can repeat a sound that I have heard. - I can comment on the effectiveness of my own and others work, identifying and making improvements	- I can notice, analyse and explore the ways that sounds can be combined and used expressively. e.g., combination of brass instruments, instruments in a rock band, combination of drums – how playing different things can have an overall effect. - I can comment on how musicians use musical elements to create effect. - I can comment on the effectiveness of my own and others work, identifying and making improvements in relation to the learning intention	- I can talk about the relationship between sounds and notice how this usually has something to do with the instrumental family e.g., strings, brass etc. - I can listen for and explore how music reflects different purposes. - I can comment on the success of my own and others work, suggesting improvements based on intended outcomes	- I can notice, discuss and compare: - how musical elements change in a piece and are different in different pieces and genres. - the relationship between sounds. - how music reflects different genres of music. - I can evaluate the success of my own and others work, suggesting specific improvements based on the learning intention, and comment on how this could be achieved
Composing NC Objective: KS1: experiment with, create, select and combine sounds using	- I can choose different instruments, including the voice, to create sound effects when playing. - I can investigate a variety of ways to create sound with different materials, both in and	- I can create a sequence of long and short sounds with help, including clapping longer rhythms. - I can explain that rhythm is a pattern of long and short sounds. - I can use graphic score to	- I can create music in response to a non-musical stimulus (e.g., a car race, a rocket launch) - I can use graphic symbols, dot notation and stick notation to keep a record of composed pieces	- I can compose a 4-beat melodic phrase using three notes, including rising and falling phrases (e.g., C, D, E) - I can create short musical patterns that have a range of rhythmic phrases that vary in	- I can compose a 4-beat melodic phrase using the pentatonic scale on a range of instruments - I can compose music that includes my group playing different things. - I can show an awareness	- I can create phrases in songs with an understanding of the relationship between lyrics and melody - I can use the venue and sense of occasion to create performances that would be appreciated by	- I can improvise melodies and rhythms, beyond 8 beats over a fixed groove. - I can improvise a sequence using chord changes - I can thoughtfully

the inter-related dimensions of music. KS2: improvise and compose music for a range of purposes using the inter-related dimensions of music.	outside the classroom. I can experiment with performing songs and music together with body movements to a steady beat. ELG: Building Relationships Children can work collaboratively and take turns, showing sensitivity to others' ideas, in compositions.	record my sounds, by exploring and inventing own symbols. - I can make sounds that are very different (loud/quiet, high/low) and share how to create these differences using the same instruments. - I can create musical sound effects in response to a stimulus e.g., a rainstorm, using instruments and the environment - I can explore percussion sounds to enhance storytelling e.g., ascending glockenspiel notes to suggest Jack climbing the beanstalk, quiet sounds to depict rainfall, strong beats to replicate menacing footsteps, using pictures and symbols to guide singing and playing (e.g., 4 dots = 4 taps)	- I can improvise simple question and answer phrases with a partner, on an instrument - I can choose instruments carefully and change the way they are played to create a desired effect. - I can explore changes in pitch to emphasise intended sound and use within compositions and explain that this means high/low	length. - I can compose music that includes a variety of musical elements - I can carefully choose and order sounds to help achieve a desired effect/feeling/mood. - I can compose to different stimuli (such as stories, verse, images (paintings, photographs), film, musical sources) - I can improvise by inventing short 'on-the-spot' responses using a limited note-range (singing, tuned and untuned percussion).	of these different layers of sound whilst playing my own part. - I can compose on a range of instruments. - I can create accompaniments for singing. - I can carefully choose, order, combine and control sound to achieve a desired effect/feeling/mood based on a given stimulus. - I can include the musical elements in my composition for each player, to add expression. - I can compose with major and minor chords to create a given mood. - I can improvise by inventing short 'on-the-spot' responses using a limited note-range, making use of musical features including smooth (legato) and detached (staccato)	the audience. - I can compose musical patterns using a given scale, on a range of instruments - I can revise and develop my, or my groups, initial ideas to improve them. - I can improvise melodies and rhythms as part of a class performance.	compose melodies, rhythms and include musical elements to convey an idea or emotion. - I can compose a 16 beat melodic phrase using the pentatonic scale and notate it. - I can compose melodies made from pairs of phrases in G major or E Minor - I can ensure that my compositions have a rhythmic section, either through percussion or chordal accompaniment. - I can structure my compositions, such as ternary form (ABA) or verse, chorus, bridge, middle eight - I can use a variety of different musical devices including melody, rhythm, chords
Reading Music Notation NC Objective: KS2: use and understand staff and other musical notations.				- I can continue to use graphic scores to represent musical sounds and phrases - I understand how to use treble and bass clef and be able to draw it in the correct position on the stave. - I can use dot notation to show higher and lower pitch on a stave - I can use crochets and paired quavers further developing understanding of beats in a bar. - I can apply word chants to rhythms, understanding how to link each syllable to one musical note	- I can arrange individual notation cards of minims, crotchets, crotchet rests and paired quavers to create sequences of 2-, 3-, or 4- beat phrases, arranged into bars, to record my compositions - I can use staff and musical notation to record my compositions - I know how many beats in a minim, crochet and quaver and recognise their symbols. - I can know the symbol for a crotchet rest and use silence for effect in music. - I can continue to use the treble clef and stave - I can read the notes C, D, E, F, G in musical notation.	- I can continue to use crochet, minim, rest, quaver, time signatures, bass clef and treble clef. - I can indicate how many beats are in a bar before beginning. - I can read the musical stave and the notes EGBDF and FACE	- I can read treble clef notes – EGBDF, FACE within an octave range, and use them. - I can read basic rhythm – crochet, minim, quaver, time signatures, semibreves, semiquavers and their equivalent rests - I can read tab for guitar/ukulele to play chords/individual notes. - I can use a range of words to help describe the tempo and dynamic of the music and include appropriate notation (ff), (f), (mf), (mp), (p), (pp), adagio,

History of Music NC Objective: KS2: develop an understanding of the history of music				- I can describe the different purposes of music in different historical times and cultures. - I can understand how an occasion can affect a performance and musical style.	I can understand how an occasion can affect a performance and musical style.	- I can listen to a range of composers and different genres of music (see long term plan) and know what instruments, influences and musical elements are involved in them. - I can compose in a similar style.	- I can explore how music reflects time, place and culture and understand how and why it has changed across the years. - I can understand and express opinions on the different cultural meanings and purposes of music. - I can use different venues and occasions to vary my performances.
Music From Around the World NC Objective: KS2: appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians				- I can begin to recognise and identify the instruments that are being played in a piece of music and understand that these layers are called texture (I can describe what this means) - I can share my likes and dislikes. - I can notice different musical elements within a piece.	- I can begin to recognise and identify instruments and numbers of instruments and voices being played (Beach Boys is good for this!) and describe it as timbre - I can compare music genres and moods and express personal tastes in music with confidence. - I can explain how musical elements can be used together to compose music.	I understand how musical elements can be used together to compose music.	I can analyse and compare music using musical vocabulary – (pitch, dynamics, tempo, timbre, texture, silence).
Additional notes	Children should show an enjoyment of singing, playing, trying out and changing sounds, exploring sounds and through play. Children should develop greater control of sounds when playing and singing increasingly throughout EYFS. Children should practise passing instruments around and taking in turns. Children should show an awareness of an audience when performing.	Children should be able to join in and stop as appropriate. Children should be given a range of stimuli for their music making.	Children should be given a range of stimuli for their music.				