

		Reception	Year 1	Year 2
Performing skills	Singing	<ul style="list-style-type: none"> Sing simple songs and perform chants from memory and join in with actions Freely experiment with different voices e.g. <i>singing loudly/quietly, like a princess, in a lullaby style</i> Sing loudly and quietly in response to cues Be aware of correct posture for singing e.g. <i>sit or stand straight with shoulders relaxed, arms by the sides</i> 	<ul style="list-style-type: none"> Sing action songs from memory following the contour of the melody and showing an understanding of the tuning Create different pitched sounds with the voice e.g. <i>hum, ooooh, wheee, zip</i> Begin to control breathing and sing with different dynamics Develop correct posture for singing 	<ul style="list-style-type: none"> Sing simple songs with broadly accurate tuning Express different emotions with the voice e.g. <i>happy, sad, thoughtful</i> Use correct posture for singing Control breathing to make sense of musical phrases Perform chants with a sense of rhythm and steady pulse
	Instrumental	<ul style="list-style-type: none"> Keep a steady pulse e.g. <i>marching in time to music, performing actions in time to the beat of the music</i> Add body percussion to songs e.g. <i>clapping, stamping, tapping knees</i> Hold and play percussion instruments correctly Know when to start and stop e.g. <i>use signals for picking up, putting down instruments, stopping and starting playing</i> 	<ul style="list-style-type: none"> Copy simple rhythms and patterns on instruments and body percussion e.g. <i>clap, clap, tap, tap</i> Recognise sounds played on different percussion instruments Sing songs whilst performing a steady pulse Name and play a range of percussion instruments with correct technique; <i>the A & C Black publication "From Agogo Bells to Xylophone" is very helpful</i> 	<ul style="list-style-type: none"> Play simple instrumental parts using drones i.e. <i>a continuous sound, steady pulse and simple rhythms</i> Play a range of percussion instruments with developing control e.g. <i>explore a range of sounds on one instrument; play individual instruments loudly and quietly</i> When using beaters on tuned instruments, always have a beater in each hand and begin to control these
Listening		<ul style="list-style-type: none"> Move to music, changing movements to match the music 	<ul style="list-style-type: none"> Recognise that there are different kinds of music and respond to different types of mood and character in music by changing the movement Recognise if music has a distinct steady pulse 	<ul style="list-style-type: none"> Respond to contrasts in music in movement and accompaniments e.g. <i>changing the speed of playing to follow changes in the music</i>
Reviewing and Evaluating		<ul style="list-style-type: none"> Talk about sounds they have made and heard using descriptive words e.g. <i>exciting, spooky, loud, busy, calm</i> Use simple musical vocabulary (e.g. <i>long, short, fast, slow</i>) and describe the way that different instruments are played 	<ul style="list-style-type: none"> Comment on sounds and music they have made or heard using their own descriptive words e.g. <i>lively, peaceful, funny</i> Begin to describe how to change their music to improve it 	<ul style="list-style-type: none"> Compare and contrast sounds and music they have heard using simple musical terms e.g. <i>louder, quieter, tempo, faster, slower, pitch, higher, lower</i> Identify how improvements can be made to their own work
Creating and composing		<ul style="list-style-type: none"> Explore a wide range of sound sources e.g. <i>shakers, tappers, scrapers, tuned percussion (chime bars, xylophones/ Glockenspiels, boomwhackers...)</i> Make up simple actions to songs e.g. <i>clapping, body percussion</i> Create music by re-arranging simple symbols or shapes representing sounds, including use of IT e.g. <i>use big/small shapes, animal pictures (elephant – loud, mouse – quiet)</i> Choose sounds to accompany songs and stories e.g. <i>choose a sound to represent different characters; make different sounds and patterns to match onomatopoeic words</i> 	<ul style="list-style-type: none"> Create simple musical patterns using body percussion Participate in musical question and answer games and create simple sound patterns i.e. <i>One child plays a pattern or musical phrase and the second child plays an answering pattern (there are no rights or wrongs!)</i> Explore simple musical ideas to create music using tuned and untuned percussion instruments Create music by improvisation i.e. <i>make up music on the spot!</i> 	<ul style="list-style-type: none"> Create simple accompaniments to songs showing some control over the "inter-related dimensions" of music (i.e. <i>loud/quiet, fast/slow, high/low...the musical elements</i>) Compose simple music using sounds, symbols and IT as a stimulus and as a means of notating their music Create music with simple structures, e.g. <i>music with a beginning, middle and end; music in ternary form (ABA - the same music in the first and third section)</i>
Understanding the inter-related dimensions of music (musical elements)	Pitch	<ul style="list-style-type: none"> Explore and respond to high and low sounds 	<ul style="list-style-type: none"> Recognise and respond to high, middle and low sounds e.g. <i>use pictures of the three bears to represent high, middle and low sounds</i> 	<ul style="list-style-type: none"> Identify sounds getting higher or lower e.g. <i>use vocal sounds to explore vocal shapes like a roller coaster or the journey or a kite flying higher and lower in the sky</i>
	Duration	<ul style="list-style-type: none"> Respond to a steady pulse Copy a steady pulse and perform this whilst singing Distinguish between and copy patterns of long and short sounds 	<ul style="list-style-type: none"> Recognise, respond to and use a steady pulse Keep a steady pulse independently Combine long and short sounds into simple patterns Perform simple word rhythms from pictures e.g. <i>bee, bee, spi-der, bee</i> 	<ul style="list-style-type: none"> Recognise the difference between steady pulse and rhythm Use sounds of different lengths to create sequences Improvise simple rhythms e.g. <i>combine one and two syllable word rhythms like bee and spider to create simple patterns</i>
	Dynamics	<ul style="list-style-type: none"> Explore and respond to loud and quiet sounds Sing loudly and quietly (singing without shouting) 	<ul style="list-style-type: none"> Identify loud and quiet sounds in live and recorded music Control percussion instruments and voices to produce loud/quiet sounds 	<ul style="list-style-type: none"> Identify and respond to loud/quiet sounds and, louder/quieter sounds Follow a conductor's signals to control dynamics whilst singing Use loud and quiet sounds in compositions
	Tempo	<ul style="list-style-type: none"> Identify and respond to fast and slow music 	<ul style="list-style-type: none"> Explore, identify and respond to fast and slow music 	<ul style="list-style-type: none"> Identify and respond to fast and slow sounds Sing songs quickly and slowly
	Timbre	<ul style="list-style-type: none"> Explore a variety of sounds produced by percussion instruments 	<ul style="list-style-type: none"> Sort instruments according to their sound e.g. <i>instruments that shake/scrape/ bang etc.</i> 	<ul style="list-style-type: none"> Choose instruments to represent a specific sound
	Texture	<ul style="list-style-type: none"> Identify whether there is one instrument/voice/sound or several instruments/voices/sounds in live and recorded music 	<ul style="list-style-type: none"> Identify changes in texture in live and recorded music 	<ul style="list-style-type: none"> Identify how music can use different layers of sound
	Structure	<ul style="list-style-type: none"> Identify and create simple ostinati (repeating patterns) using body percussion and instruments e.g. <i>shake, shake, tap, tap</i> 	<ul style="list-style-type: none"> Create music with a beginning, middle and end Improvise question and answer phrases on instruments and body percussion 	<ul style="list-style-type: none"> Create music with contrasting sections e.g. <i>music in ternary form (ABA)</i>
Notations	<ul style="list-style-type: none"> Perform sounds in response to flashcards, objects or instructions 	<ul style="list-style-type: none"> Perform from symbols including IT; Use given symbols to record their own compositions 	<ul style="list-style-type: none"> Devise symbols for sounds Perform from flashcards and grid notations 	
Year 3			Year 4	

Performing skills	Singing	<ul style="list-style-type: none"> Sing unison songs and simple rounds from memory e.g. <i>London's Burning</i> Sing back notes with accuracy of tuning Recognise changes in pitch e.g. use a flat hand to indicate whether notes are high or low Sing with a good awareness of diction e.g. make the beginnings and endings of words clear Sing songs with a range of dynamics and tempi i.e. different volumes and different speeds 	<ul style="list-style-type: none"> Sing partner songs i.e. two songs that fit together at the same time; there are lots of these in the A & C Black publication, "Flying Around" Sing rounds in two or three parts Sing in tune Sing with expression, conveying the meaning of the words e.g. think about how changing the dynamics can affect the expression of the song
	Instrumental	<ul style="list-style-type: none"> Play simple rhythmic ostinati (repeated patterns) to accompany songs e.g. take the rhythm of the words in a phrase of a song and play it on untuned instruments; Use tuned instruments to accompany songs e.g. use the chords Develop simple instrumental compositions using tuned and untuned instruments e.g. play repeating patterns building layers Begin to use two beaters with control on tuned percussion instruments; using left and right hands alternately unless playing chords (2 or more notes together) 	<ul style="list-style-type: none"> Accompany songs with rhythmic and melodic ostinati (repeated patterns); take the tune of one part of a round and use as a repeated melodic Create instrumental compositions using tuned and untuned instruments Play a range of tuned and un-tuned instruments demonstrating correct technique Control the quality of sound on tuned and untuned instruments
Listening		<ul style="list-style-type: none"> Recognise and identify instruments and the musical family they belong to Identify similarities and differences in live and recorded music 	<ul style="list-style-type: none"> Begin to identify some characteristics of music from different times and cultures
Reviewing and Evaluating		<ul style="list-style-type: none"> Talk about different types of music heard using some appropriate musical vocabulary Compare and contrast pieces of music using simple musical vocabulary 	<ul style="list-style-type: none"> Express opinions using musical vocabulary and an awareness of the music's context and purpose e.g. respond to questions such as "how did the composer represent the sea in the music?" "Which instruments did you use in your composition and why?" Listen to other pupils' ideas and review their music constructively
Creating and composing		<ul style="list-style-type: none"> Use the "inter-related dimensions of music" (musical elements) to compose music with contrasts e.g. music with loud and quiet sections, or music using long and short sounds Compose music in response to stories and poems using changes in the music to reflect changes in the text 	<ul style="list-style-type: none"> Experiment with repeating and reordering sound patterns and sections of pieces to create music in different structures e.g. ABA; ABBA, ABCBA (the letters represent the different sections in the music) Be able to describe their intention in their compositions
Understanding the inter-related dimensions of music (musical elements)	Pitch	<ul style="list-style-type: none"> Distinguish between steps (the melody goes up or down one step at a time) and leaps (the melody jumps up or down missing) in melodies/songs 	<ul style="list-style-type: none"> Identify and describe the contour of a melody i.e. use a flat hand to indicate how a tune goes up and down (if the notes on the staff go up, they are getting higher) Explore the pentatonic scale; this is a five-note scale and all the notes sound fine together if played at the same time; one example of a pentatonic scale is the notes C, D, E, G and A
	Duration	<ul style="list-style-type: none"> Perform rhythmic patterns to fit to a steady pulse Begin to explore metre i.e. different groupings of beats - waltz with 3 beats in a bar, march with 2 or 4 beats in a bar Notate simple rhythms using a range of signs and symbols e.g. pictures of word rhythms or standard rhythmic notation 	<ul style="list-style-type: none"> Improvise rhythms in groups of 3 or 4 beats i.e. a metre of 3 or 4 Show an understanding of accent by stressing the strong first beat in a group of beats Show an understanding of how different rhythms can be combined
	Dynamics	<ul style="list-style-type: none"> Understand and identify sounds that get louder and quieter Use changes in dynamics in compositions 	<ul style="list-style-type: none"> Understand how changes in dynamics can be used to create an effect in live and recorded music and in their own compositions Respond to a conductor's signals indicating a gradual change in dynamics whilst singing
	Tempo	<ul style="list-style-type: none"> Understand and identify music that gets faster and slower 	<ul style="list-style-type: none"> Identify the effects of different speeds (tempi) in recorded music
	Timbre	<ul style="list-style-type: none"> Understand and identify contrasting timbres in live and recorded music 	<ul style="list-style-type: none"> Identify the effects of contrasting timbres in live and recorded music
	Texture	<ul style="list-style-type: none"> Understand how layers of sound can create different effects in music 	<ul style="list-style-type: none"> Identify and discuss the use of solo, unison (several performers playing/singing the same part) and multiple layers of sound
	Structure	<ul style="list-style-type: none"> Incorporate the inter-related dimensions of music (musical elements) into compositions using simple musical structures 	<ul style="list-style-type: none"> Experiment with repeating and reordering sound patterns and sections of pieces to create music in different structures e.g. ABA; ABBA, ABCBA (the letters represent the different sections in the music)
	Notations	<ul style="list-style-type: none"> Perform from simple rhythmic notation 	<ul style="list-style-type: none"> Use notation to indicate pitch i.e. show how notes are higher and lower by placing them spatially on a page

Year 5

Year 6

Performing skills	Singing	<ul style="list-style-type: none"> Sing more complex rounds, two-part songs and partner songs maintaining their part in a large group – <i>i.e. melodies are longer and have more challenging rhythms</i> Sing expressively with an understanding of words and context of the song Follow a conductor's gestures to alter singing accordingly 	<ul style="list-style-type: none"> Sing rounds and songs with three or four parts with extended phrases Individuals can lead parts/groups of children Control and improve the quality of their vocal tone to create an intended effect
	Instrumental	<ul style="list-style-type: none"> Echo melodic phrases on instruments; <i>play back a short pitched phrase; give the starting note and identify the notes to be used</i> Improvise rhythmic patterns on instruments; <i>explore different ways of repeating rhythms and changing rhythms</i> Create pitched musical phrases on tuned instruments; <i>give the children a selection of notes – how many different ways can they combine them?</i> Accompany songs using chords or notes of a chord split between multiple players 	<ul style="list-style-type: none"> Create accompaniments to songs using layers of improvised and composed rhythms Play a range of tuned instruments including the use of chromatic scales (C, C#, D, D#, E, F, F#, G, G#, A, A#, B, C) Use correct beater technique, bouncing the beaters off the bars and holding one or two in each hand (<i>2 beaters can be held in one hand when playing chords, for a fuller sound</i>) Create music using tuned and untuned instruments using a range of musical structures <i>e.g. binary form, ternary form, rondo form, theme and variation</i> Recognise when music is going out of time and explore strategies for performing in time as a group
Listening		<ul style="list-style-type: none"> Identify musical devices in live or recorded music <i>e.g. does the tune come back? Is there a structure? How many layers of sound are there? Does the music have a thick or thin texture? Are melodies or rhythms repeated in a piece of music?</i> 	<ul style="list-style-type: none"> Be able to use musical vocabulary accurately to describe live and recorded music Identify how the "inter-related dimensions of music" are used by composers in music <i>e.g. how the composer uses the musical elements (dynamics, duration, pitch, tempo, timbre, tempo, structure) to change the mood of the piece</i>
Reviewing and Evaluating		<ul style="list-style-type: none"> Compare and contrast different styles of music identifying how structure is used in different musical styles <i>e.g. the tempo different in each section;</i> Use appropriate musical vocabulary to review and evaluate their own and others' music 	<ul style="list-style-type: none"> Compare the performance of the same music in different styles evaluating the structure of the music and stylistic difference Compare and contrast music by different composers
Creating and composing		<ul style="list-style-type: none"> Improvise more challenging rhythmic and melodic patterns Create music to convey a particular atmosphere or mood Use a range of musical structures in their own compositions 	<ul style="list-style-type: none"> Compose music for an intended purpose with informed explanations for musical choices Be able to perform with others showing an awareness of their own part and its contribution to the group composition Plan compositions individually and in groups showing an understanding of the "inter-related dimensions of music" (musical elements) Use simple chords as part of the composition process
Understanding the inter-related dimensions of music (musical elements)	Pitch	<ul style="list-style-type: none"> Recognise that music moving in steps upwards and downwards create a scale Play a simple scale on a xylophone or glockenspiel (C major: C, D, E, F, G, A, B, C; G major: G, A, B, C, D, E, F#, G) 	<ul style="list-style-type: none"> Understand the relationship between scales and chords <i>i.e. the chord is the 1st, 3rd and 5th note of the scale</i> Use chords to improvise and in compositions <i>e.g. make up patterns of notes based on the notes of chords</i>
	Duration	<ul style="list-style-type: none"> Recognise music in 2, 3 and 4 metres and use these metres in compositions 	<ul style="list-style-type: none"> Identify 2, 3, and 4 metre groupings of beats Explore other metres <i>e.g. 5 beats in a bar ("Take 5" by Dave Brubeck) or 7 beats in a bar ("See my eyes I can hardly see" from Andrew Lloyd Webber's "Jesus Christ Superstar")</i> Use rhythms in different metres in compositions
	Dynamics	<ul style="list-style-type: none"> Recognise and describe changes in dynamics in live and recorded music Use a range of dynamics in compositions 	<ul style="list-style-type: none"> Use dynamics expressively in compositions Suggest how changes in dynamics can enhance vocal performances
	Tempo	<ul style="list-style-type: none"> Make use of different tempi in their own compositions 	<ul style="list-style-type: none"> Make creative decisions about the use of different tempi in their own compositions and the effect this will have
	Timbre	<ul style="list-style-type: none"> Make use of different timbres in their own composition 	<ul style="list-style-type: none"> Make creative decisions about the use of different timbres in their own compositions and the effect this will have
	Texture	<ul style="list-style-type: none"> Identify how chords and clusters of different notes can accompany songs 	<ul style="list-style-type: none"> Explain how layers of sound can be combined to produce an intended effect Combine and contrast layers of sound in compositions
	Structure	<ul style="list-style-type: none"> Identify how structure is used in live and recorded music including their own compositions Use rondo form (ABACA) 	<ul style="list-style-type: none"> Explore theme and variation <i>i.e. a tune or rhythm and how it can be changed to create a musical composition</i>
	Notation	<ul style="list-style-type: none"> Perform from simple rhythmic and pitched notation Use rhythmic and pitched notation to record their own compositions 	<ul style="list-style-type: none"> Perform from more complex rhythmic and pitch notation Understand basic chord symbols

