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| **End of Key Stage Objectives** | **Reception** | **Year 1** | **Year 2** |  | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Use their voices expressively and creatively by singing songs and speaking chants and rhymes.** | Chant a simple rhymes.  Pitch matches, i.e. reproduces with his or her voice the pitch of a tone sung by another.  Sing simple songs from memory with actions.  Be a leader and to make up actions to a song.  Begin starting and  finishing at the same time when singing.  Sing familiar songs from memory.  Able to sing the melodic shape (moving melody, eg up and down, down & up) of familiar songs. | * Speak and chant short phrases together. * Find their singing voice and develop an awareness of pitch over a short range of notes. * Sing in time * Make changes to their voice to show mood/effects * Coordinate actions with songs. * Sing echo songs * Sing cumulative songs * Sing simple songs from memory | * Sing a variety of songs with more accuracy of pitch * Sing words clearly and breath at the end of phrases. * Sing with a sense of control of dynamics and tempo. * Sing call and response phrases * Follow the leader starting and stopping together. * Change words to well-known tunes. * Sing in a round with support * Sing short phrases/responses solo. | **Play and perform in solo or ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.** | * Sing a variety of songs with vocal control. * Sing with an awareness of phrasing. * Sing call and response songs. * Understand the importance of posture, breathing and diction. * Show increasing awareness of the shape of the melody. * Demonstrate an awareness of mood, character or style in performance. | * Sing songs in a variety of styles with increasing awareness of vocal tone and melodic shape. * Sing songs showing musical expression (phrasing, tempo, dynamics) * Sing two/three-part rounds. * Sing confidently as part of a small group or solo with awareness of posture and diction. * Rehearse in order to improve for a performance. | * Sing songs in a variety of styles showing accuracy and expression. * Sing two/three-part rounds with confidence and pitch accuracy. * Sing independently with increasing confidence and accuracy. * Sing a second part of a two-part song. | * Sing a variety of songs in unison and in parts. * Sing a second part of a two-part song confidently. * Understand how the structure of a round works. * Maintain own part in a round. |
| **Play tuned and untuned instruments musically** | * Moves in time to the pulse of the music being listened to and physically responds to changes in the music, eg jumps in response to loud/sudden changes in the music. * Play to the words of a given rhyme on un-tuned percussion instruments * Use words to describe instrumental sounds. * Recall short 4 beat rhythm patterns. * Understand how to hold and play an instrument with care. * Explore the different sounds instruments make. * May enjoy performing, solo and or in groups. | * Play and explore instruments by shaking, scraping, rattling, tapping etc. * Start and stop together * Begin to develop a sense of beat (pulse) * Respond to symbols and hand signs * Explore and play loud, quiet and silence. * Copy a simple rhythmic pattern. * Play with a sense of purpose e.g. marching. * Perform to an audience * Work as a class to practise and improve. * Perform a musical instrument in unison. | * Explore different ways of creating sounds on instruments. * Work and perform alone or in a group. * Maintain a steady beat. * Play with control. * Understand the use of tempo and dynamics. * Perform a two note ostinato pattern to accompany. * Perform a rhythm accompaniment to a song. * Perform to an audience * Following teacher’s guidance, practise at home to improve an aspect of playing * Support other musicians (e.g. play / sing a part to accompany an instrumental piece or song). | • Adapt and improve a musical performance.  • Understand and perform a steady beat.  • Understand the difference between rhythm and pulse.   * Explore accompaniment devices. * Perform a solo to school class * Support other artists (e.g. play or create music for a dance or drama performance or an exhibition) | • Explore the pentatonic scale.  • Explore 2 or more pitched notes sounding together HARMONY   * Play simple accompaniments e.g. ostinato or drones. * Perform in an ensemble (with more than one part) in a school assembly or | • Understand and use rhythmic and melodic ostinato patterns to accompany songs and pieces of music.  • Use a range of percussion and other instruments with increasing confidence and ability.  • Setting words to a melody.   * Practise, rehearse and perform with others and contribute to gradual improvement in the performance. * Explore different metres of 2 (march) and 3 (waltz). | • Perform from memory with attention to phrasing, dynamics, accuracy of pitch for an occasion.  • Perform pieces which have subtle changes of mood or style.  • Perform with a greater awareness of communicating with an audience.   * Be aware of different structures in music including 12 bar blues. |
| **Listen with attention to detail and recall sounds with increasing aural memory** | * Recognise high and low notes. * Express feelings in music by responding to different moods in a musical score. * Thinks abstractly about music and expresses this physically or verbally eg “This music sounds like floating on a boat.” “This music sounds like dinosaurs. * Associates genres of music with characters and stories. * Distinguishes and describes changes in music and compares pieces of music, e.g. “this music started fast and then became slow.” “This music had lots of instruments but this music only had voices.” “This music was spiky and this music was smooth.” * Accurately anticipates changes in music, e.g. when music is going to get faster, louder, slower. | * Listen to a piece of music and move to the steady beat. * Identify simple repeated patterns. * Match sounds with classroom instruments. * Identify structure in music e.g. beginning, middle and end. * Listen to music, recognising loud and quiet sounds (dynamics) * Discuss how a piece of music makes you feel. | * Listen with increased concentration. * Recognise and respond to the mood of a piece of music (begin to use musical terminology). * Respond through movement or dance to different musical characteristics. * Listen to a variety of music and talk about instruments, composers and musicians. * Compare tempo, timbre and dynamics. | **Listen with attention to detail and recall sounds with increasing aural memory.** | * Listen and recall a short music sequence. * Describe the main features of longer pieces. * Identify: steady beat, specific rhythmical pattern, the tempo, the dynamics and the pitch. * Listen to and talk about more musical features within music which picture a character or scene. * Look at the different structures of music e.g. Baroque and Samba structures. | * Recognise and identify classroom instruments. * Recognise and explore orchestral instruments. * Identify the structure of a song or piece of music. * Evaluate how venue, occasion and purpose affect a way music is created and heard. | * Listen and discuss musical features within music which picture a character or scene. * Recognise and listen to a growing number of orchestral instruments. * Recognise and explore different genres of music e.g. blues, folk. * Understand the context of a piece of music or song. * Listen to pieces which use ternary form ABA * Begin to identify different metres 2 (march) and 3 (waltz). * Listen to different styles of dance music e.g. tango, waltz. | * Listen and discuss musical features within music which picture a character or scene. * Distinguish differences in timbre and texture between a variety of instruments and instrumentation. * Identify and discuss what happens within simple musical structures e.g. verse, chorus, middle 8 and instrumental. * Listen to compositions where a theme or motif is central to the piece. * Recognition and appreciation for an increasing wider repertoire. * Use appropriate language. |
| **Experiment with, create, select and combine sounds using the interrelated dimensions of music** | * Creates rhythms using instruments and body percussion with a partner. * Plays instruments (including imaginary ones such as air guitar) to match the structure of the music, e.g. playing quietly with quiet parts within music, stopping with the music when it stops. * Follow symbols to know when/what to play. * Improvise melodic patterns on xylophones. * Choose an instrument to create a specific sound. * Creates music based on a theme e.g. creates the sounds of the seaside. * Experiment performing songs and music together with body movements to a steady beat. * Finds and records sounds using recording devices. | * Sort and explore how sounds can be organised (wood, metal etc) TIMBRE * Explore different body and vocal percussion sounds. * Make high and low sounds PITCH * Make long and short sounds DURATION * Make loud and quiet sounds DYNAMICS * Make fast and slow sounds TEMPO * Create a piece with a beginning, middle and end STRUCTURE * Add sound effects to a part of the story line. * Choose a sound effect to match a purpose. * Begin to use symbols to portray the sound they have made. * Sing and play an instrument at the same time. | * Explore how sounds can be made a changed. * Identify different qualities of sounds e.g. smooth, scratchy TIMBRE * Compose using long and short sounds – use words to create rhythmic patterns DURATION * Experiment with changes in high and low PITCH * Create sound pictures in response to visual or aural stimulus. * Use sounds to convey different moods or sound effects. * Create ostinatos * Use own signs and symbols to represent sounds. * Understand there are long (ta) notes and short (te-te) notes. | **Improvise and compose music for a range of purposes using the inter-related dimensions of music.** | * Consolidate concepts of interrelated dimensions of music when exploring and creating music. * Compose short pieces of music in groups. * Create simple compositions combining rhythm and melody. * Explore rhythmic ostinato patterns. * Explore pitch moving by step and leap. * Explore timbre and identify percussion and orchestral instruments. * Explore making music to represent pictures of stories. * Improvise short simple music pieces. * Combine sounds, movement and words.   . | * Compose using the c pentatonic scale (start and end on c). * Combine sounds to make a desired effect. * Compose a short simple music piece on their own. * Explore accompanying songs and tunes with a drone (two notes played together keeping a steady beat) e.g. C&G, D&A and G&D. * Explore music which uses “tense” and “calm” sounds. * Explore a wide range of sound sources to capture, explore, change and communicate sounds. * Use a range of IT to sequence, compose, record and share work | * Create pieces of music for a number of instruments, tunes and untuned using musical structures. * Create own simple songs. * Explore different scales – major, pentatonic, blues, rag, modes. * Find out about the difference between major and minor. * Use IT to sequence, change, compose, record, share and improve compositions. * Use more complex textures and greater range of dynamics in compositions. * Create melodies to describe a character or object in a story or scene. * Create pieces in ternary form. | * Create pieces of music for a number of instruments using different musical structures. * Create own simple songs – verse and chorus. * Explore different scales – major, blues, rag (Indian), modes. * Accompany a 12-bar blues song. * Create a 12-bar blues song. * Create melodies to describe aspects of a story or picture. |
|  |  |  |  | **Use and understand staff and other musical notation.** | * Explore graphic notation. * Explore rhythm patterns using standard notation to record using crochets, quavers, minims and semibreves. * Follow simple hand directions from a leader indicating pitch and tempo. * Use music technology to record or compose. | * Create and use symbols to represent sound. * Read and create rhythm grids. * Learn the standard notation for the musical stave EGBDF and FACE. * Learn about C major scale and treble clef. * Compose simple tunes and record them using symbols. | * Create and use symbols to represent sound. * Read and create rhythm grids. * Play with the help of graphic and conventional notation. * Use appropriate notations to record their own and others compositions e.g. graphic or grid. * Understand how to make a chord e.g. 1-3-5 of a scale. CEG GBD. | * Create and use symbols to represent sound. * Read and play with conventional and graphic notation. * Be aware of the bass clef. * Use music technology to record and compose. |
|  |  |  |  | **Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions & from great composers and musicians.** | * Listen and discuss the style of music from Baroque times. * Recognise music from different countries. * Listen to piece in binary form. (God Save the Queen) | * Listen and discuss musical features within music which picture a character or scene. * Recognise and talk about contrasting styles of music. * Explore music from a range of composers past and present. | * Compare two different pieces of instrumental music discuss similarities and differences. * Identify key elements that give it its unique sound. | * Recognise and identify the features of expression (phrasing, melody, harmony, dynamics, metre and tempi) in an extract of live/recorded music. * Recognise music from different cultures. |
|  |  |  |  | **Develop and understanding of the history of music** | * Listen with concentration to longer extracts of music. * Explore the music that was played Brazil. * Recognise how music was composed for occasions. * Compare two different pieces of instrumental music from different countries and discuss similarities and differences. | * Listen with concentration to longer extracts of music. * Recognise music from different times. * Compare two different pieces of instrumental music from different countries and discuss similarities and differences. | * Study a style of period of music that has made music what it is today. E.g. baroque, swing, medieval. * Explore the history of an instrument linking it with music written for it. * Compare two different pieces of instrumental music from different composers and discuss similarities and differences. |  |