**EYFS**

**By the end of reception most pupils should be able to:**

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| **Perform** | **Experiment** | **Listen** |
| **Using their voice**   * Speak and chant short pieces together * Find their singing voice and have an awareness of pitch over a small range of notes * To express different moods/feelings * Sing short songs from memory   **Using classroom instruments and body percussion**   * Play by shaking, scraping, rattling, clapping, tapping, stamping * Start and stop together * Develop a sense of beat * Respond musically to hand signals/symbols or aural cues * Play loudly, softly, quickly, slowly * Repeat back simple patterns * Play with purpose and enjoyment | **Improvise (make up/experiment with)**   * Vocal sounds/body percussion/instrumental sounds (Timbre) * High and low (pitch) * Long and short (duration) * Loud and quiet (dynamics) * Fast and slow (tempo) * Have an awareness of the effect of different sounds to convey mood   **Compose**   * Create different effects on an ipad or instrument * Choose appropriate sound effects for a known story or song   **Keywords**  High and low  Singing and speaking  Fast and slow  Start and stop | **Listening**   * Respond to heard sounds – by talking about them or showing them physically through movement and dance * Recognise and identify common percussion sounds * Respond to aural cues * Identify contrasts within a piece of music * Use appropriate musical vocabulary (see keywords)   **Inter-related Dimensions**  **Duration –** Steady beat, long and short sounds  **Pitch –** High and low  **Tempo –** fast and slow  **Dynamics –** Loud and quiet  **Timbre –** tone quality –instrument or rough, smooth, etc  **Structure –** verse/chorus |

**KS1**

**By the end of year 1 most pupils should be able to:**

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| **Perform** | **Experiment** | **Listen** |
| **Using their voice**   * Speak and chant together * Find their singing voice and have an awareness of pitch over an increasing range of notes * To express different moods/feelings in a range of styles * Sing short songs from memory and co-ordinate actions   **Using classroom instruments and body percussion**   * Play by shaking, scraping, rattling, clapping, tapping, stamping * Start and stop together and play in time to a steady beat * Respond musically to hand signals/symbols or aural cues * Play loudly, softly, quickly, slowly * Play a repeated pattern (ostinato) to accompany a song. * Play with purpose and enjoyment * Play a drone to accompany a song | **Improvise (make up/experiment with)**   * Vocal sounds/body percussion/instrumental sounds (Timbre) * High and low (pitch) * Long and short (duration) * Loud and quiet (dynamics) * Fast and slow (tempo) * Pitch moving up and down and rhythmic patterns   **Compose**   * Choose appropriate sounds to follow a story or a picture * Use shapes/lines (graphic score) to portray their sounds * Order their sounds and perform   **Keywords**  Drone – one note played continuously  Ostinato – repeated pattern  Score – a written version of their piece | **Listening**   * Move in time to the beat of a piece * Show differing moods in music through spoken description of movement or dance * Use musical terms (louder/quieter, faster/slower etc) * Begin to be able to articulate their feelings about the music   **Inter-related Dimensions**  **Duration –** Steady beat, long and short sounds  **Pitch –** High and low  **Tempo –** fast and slow  **Dynamics –** Loud and quiet  **Timbre –** tone quality –instrument or rough, smooth, etc  **Structure –** verse/chorus |

**KS1**

**By the end of Yr 2 most pupils should be able to:**

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| **Perform** | **Experiment** | **Listen** |
| **Using their voice**   * Sing a variety of songs with increasing accuracy of pitch and control over dynamics and tempo * Sing clearly with an understanding of vocal technique (breathing/articulation) * Follow direction for starting/stopping/increasing/decreasing volume.   **Using classroom instruments and body percussion**   * Play with control over the beat, dynamics and tempo * Perform a 2 note ostinato to accompany a song * Perform as a group and as an individual * Perform from notation (graphic or western standard) | **Improvise (make up/experiment with)**   * With the way sounds are created and can be changed * With long and short sounds * The rhythm patterns of words * Changes in pitch * To show different moods and effects   **Compose**   * Short melodic phrases * Ostinato * A piece with a clear structure (beginning, middle and end) * A piece that shows control over the inter-related dimensions   **Keywords**  Phrase- musical sentence  Ostinato – repeated pattern  Drone – a continuous pitch throughout  Graphic score- - visual representation of music  Staccato/Legato – short and spikey/smooth | **Listening**   * Listen with increased concentration * Accurately name and describe sounds made by percussion instruments * Recognise and describe timbre (sound qualities) * Use inter-related dimensions vocabulary accurately to describe the music. * Respond through movement/dance to convey differing moods and musical characteristics (staccato/legato)   **Inter-related Dimensions**  **Duration –** Steady beat, long and short , rhythm  **Pitch –** High and low, ascending and descending  **Tempo –** fast and slow, getting faster/slower  **Dynamics –** Loud and quiet, getting louder/quieter  **Timbre –** tone quality –instrument name or rough, smooth, etc  **Structure –** verse/chorus, overall plan of the piece |

**KS2**

**By the end of Yr 3 most pupils should be able to:**

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| **Perform** | **Experiment** | **Listen** |
| **Using their voice**   * Chant or sing in 2 parts * Show increasing control over pitch, breathing and articulation * Sing increasingly longer phrases accurately * Follow musical direction to show phrases and melodic shape   **Using classroom instruments and body percussion**   * Be able to confidently play a part simultaneously within a group with other rhythms/ostinato/melodies * Copy a melodic phrase by ear on a pitched instrument * Play using simple notation or a graphic score * Perform with an aural awareness of others * Perform to a friendly audience outside of the usual classroom | **Improvise (make up/experiment with)**   * Using duration, tempo, and dynamics * Use notes that move by step and leap * Link timbre appropriately to moods/pictures/spoken word * Control the inter-related dimensions to create a descriptive piece of music   **Compose**   * Words and actions to go with a song * An ostinato to accompany a song * Music that effectively tells a story * Music that uses repetition/call and response   **Keywords**  Phrase- musical sentence  Ostinato – repeated pattern  Repetition – a part or parts are repeated throughout the music  Graphic score- - visual representation of music | **Listening**   * Listen with increased concentration to longer and more varied pieces * Accurately recognise familiar instrumental sounds(piano, violin, guitar) * Recognise and describe timbre (sound qualities) * Listen to live music (can be via YouTube) and accurately identify the inter-related dimensions * Identify repetition and begin to describe the structure.   **Inter-related Dimensions**  **Duration –** Steady beat, long and short , rhythm  **Pitch –** High and low, ascending and descending  **Tempo –** fast and slow, getting faster/slower  **Dynamics –** Loud and quiet, getting louder/quieter  **Timbre –** tone quality –instrument name or rough, smooth, etc  **Structure –** verse/chorus, overall plan of the piece |

**KS2**

**By the end of Yr 4 most pupils should be able to:**

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| **Perform** | **Experiment** | **Listen** |
| **Using their voice**   * Sing songs showing musical expression. * Sing 2/3 part rounds and partner songs with confidence and accuracy * Have an increased awareness of their ‘tone’ and how to manipulate it depending on style.   **Using classroom instruments and body percussion**   * Play music that includes rests * Use un-tuned and tuned instrument’s confidently to accompany a songs and improvise * Play in different simple meters (2 ,3 or 4 time) * Read, understand and play from simple notation. * Perform confidently to a variety of audiences. | **Improvise (make up/experiment with)**   * With the pentatonic scale * Steps and leaps of pitch * Combining and controlling sounds to create effects * Change between 2,3 and 4 time   **Compose**   * Short melodic phrases using the pentatonic scale * Ostinato * A piece with a clear structure (beginning, middle and end) * A piece that shows control over the inter-related dimensions   **Keywords**  Partner songs – 2 or more different songs that can be sung pleasingly together  Simple meters – pieces with 2,3 or 4 beats per bar  Pentatonic scale – scale with 5 notes  Step – next door notes  Leap – notes further away | **Listening**   * Listen with increased concentration to longer and more varied pieces * Recognise and talk about contrasting styles of music * Recognise music from different times and countries. * Identify rhythmic and melodic repetition * Identify simple meters (beats per bar)   **Inter-related Dimensions**  **Duration –** Metre – the organisation of beats into bars  **Pitch –** High and low, ascending and descending. Pentatonic scales, movement by step and leap  **Tempo –** fast and slow, getting faster/slower  **Dynamics –** Loud and quiet, getting louder/quieter  **Timbre –** tone quality –instrument name or rough, smooth, etc  **Structure –** texture – how many layers there are and how they are organised. Repetition. |

**KS2**

**By the end of Yr 5 most pupils should be able to:**

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| **Perform** | **Experiment** | **Listen** |
| **Using their voice**   * Sing songs confidently showing musical expression. * Sing simple harmony lines * Have an increased awareness of their ‘tone’ and how to manipulate it depending on style. * Perform a piece from memory with attention to all inter-related dimensions   **Using classroom instruments and body percussion**   * Play music that includes rests * Use un-tuned and tuned instrument’s confidently to accompany a songs and improvise * Lead/conduct a group * Read and play confidently from standard or graphic notation. * Perform confidently to a variety of audiences. * Keep developing playing by ear | **Improvise (make up/experiment with)**   * With chords/harmony. * Various scales – pentatonic, blues * Extend and develop ideas into longer pieces * Explore a range of styles (gospel/folk/rock)   **Compose**   * Simple songs from a stimulus * Use standard or graphic notation to record compositions * Use ICT to record/manipulate/loop/sequence compositions   **Keywords**  Chords- 2 or more notes played together  Scales – a series of notes played instep  Conduct – direct or lead a group | **Listening**   * Be able to distinguish between a variety of instruments * Compare 2 or more pieces for similarities and differences * Confidently use musical vocabulary to discuss music from a variety of traditions/cultures/ times. * Be able to listen critically and suggest areas for development within their own and others compositions   **Inter-related Dimensions**  **Duration –** Metre – the organisation of beats into bars  **Pitch –** High and low, ascending and descending. Pentatonic scales, movement by step and leap  **Tempo –** fast and slow, getting faster/slower  **Dynamics –** Loud and quiet, getting louder/quieter  **Timbre –** tone quality –instrument name or rough, smooth, etc  **Structure –** texture – how many layers there are and how they are organised. Repetition. |

**KS2**

**By the end of Yr 6 most pupils should be able to:**

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| **Perform** | **Experiment** | **Listen** |
| **Using their voice**   * Sing songs in a wide variety of styles confidently showing musical expression. * Sing simple harmony lines confidently * Maintain their own part in a round * Perform a piece from memory with attention to all inter-related dimensions   **Using classroom instruments and body percussion**   * Perform sensitively on a range of instruments within a group * Be able to play tuned and un-tuned instruments by ear for short phrases * Lead/conduct a group of instrumental performers * Read and play confidently from standard or graphic notation. * Perform confidently to a variety of audiences. | **Improvise (make up/experiment with)**   * With chords/harmony. * Various scales – pentatonic, blues * Extend and develop ideas into longer pieces * Use texture effectively by layering rhythmic/melodic ideas   **Compose**   * Simple songs that reflect a stimulus * Use standard or graphic notation to record compositions * Use ICT to record/manipulate/loop/sequence compositions * Arrange a known song for classroom instruments   **Keywords**  Chords- 2 or more notes played together  Scales – a series of notes played instep  Conduct – direct or lead a group | **Listening**   * Be able to distinguish between timbre and texture of a wide variety of instruments * Compare 2 or more pieces for similarities and differences * Accurately identify and describe features of expression (phrasing, harmony, metre and tempi)   **Inter-related Dimensions**  **Duration –** Metre – the organisation of beats into bars  **Pitch –** High and low, ascending and descending. Pentatonic scales, movement by step and leap  **Tempo –** fast and slow, getting faster/slower  **Dynamics –** Loud and quiet, getting louder/quieter  **Timbre –** tone quality –instrument name or rough, smooth, etc  **Structure –** texture – how many layers there are and how they are organised. Repetition.   * Confidently use musical vocabulary to discuss music from a variety of traditions/cultures/ times. * Be able to listen critically and suggest areas for development within their own and others compositions |