**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 lowSinging and speakingFast and slowStart 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 continuouslyOstinato – repeated patternScore – 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 sentenceOstinato – repeated patternDrone – a continuous pitch throughoutGraphic score- - visual representation of musicStaccato/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 sentenceOstinato – repeated patternRepetition – a part or parts are repeated throughout the musicGraphic 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 togetherSimple meters – pieces with 2,3 or 4 beats per barPentatonic scale – scale with 5 notesStep – next door notesLeap – 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 togetherScales – a series of notes played instepConduct – 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 togetherScales – a series of notes played instepConduct – 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
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