

Use of Voice			Play and Perform			
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> - Sing some songs from memory and begin to build a repertoire. - Perform familiar songs as a class, beginning to have an awareness of the needs of what the audience hears (i.e., loud and clear voices) 	<ul style="list-style-type: none"> - find their singing voice and use with confidence. - explore the use of the voice in different ways such as speaking, singing, rap and chanting. - experiment performing with familiar songs and music. - perform together. 	<ul style="list-style-type: none"> - find their singing voice and use with confidence. - sing a melody accurately at their own pitch. - improvise in making sounds with their voice. - perform songs using some expression for dramatic effect. - perform together, following instructions that combine the musical elements. 	<ul style="list-style-type: none"> - sing with confidence using a wider vocal range. - sing with awareness of pulse and control of rhythm. - internalise sounds by singing parts of the song 'in their heads'. - begin to understand the importance of pronouncing the words in a song well. - perform with confidence. - perform in different ways, exploring their role as a musician in the performance. 	<ul style="list-style-type: none"> - sing with confidence using a wider vocal range. - sing songs from memory with accurate pitch, maintaining a part within a group song. - understand the importance of pronouncing the words in a song well. - understand how mouth shapes can affect voice sounds. - perform in different ways, exploring your role as a musician in the performance. - perform and sing with control and awareness of what others are singing. 	<ul style="list-style-type: none"> - rehearse and sing songs with confidence, expression and increasing control of breathing, posture and sound projection. - sing a round in two parts and identify the melodic phrases and how they fit together. - sustain a drone or melodic ostinato to accompany singing. - present performances effectively with awareness of the audience. - understand the importance of achieving an overall effect for a performance. - perform songs with an awareness of the meaning of the words. 	<ul style="list-style-type: none"> - sing and perform songs showing control of breathing, posture, expression and sound projection. - sing and perform in parts and harmony accurately, identifying the melodic phrases and how they fit together. - Sing and perform confidently in a range of settings, styles and groupings. - sing a harmony part confidently and accurately. - present performances effectively with awareness of audience and venue. - Sing a wide variety of songs and styles with a range of structures e.g. rounds, quodlibets, harmonies. - perform songs in a way that reflects their meaning and the occasion.

Listen, Appraise & Evaluate

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Say what they like and dislike</p> <p>Consider changes they could make in the future</p>	<ul style="list-style-type: none"> - respond physically to sounds that represent different things (ideas, thoughts, feelings, moods). - respond in different ways to music; asking questions, talking about likes and dislikes and feelings. - recall and remember short songs, sequences and patterns of sound. 	<ul style="list-style-type: none"> - respond to sounds that represent different things (ideas, thoughts, feelings, moods). - reflect on music and say how it makes them feel. - identify well defined musical features. - choose sounds carefully and make improvements to their own work. 	<ul style="list-style-type: none"> - create sequences of movement in response to sounds. - recognise how music can reflect different intentions. - listen and comment on different types of music, musicians and composers. - thoughtfully comment on own work, using some music vocabulary. 	<ul style="list-style-type: none"> - identify melodic phrases and play them by ear. - demonstrate the ability to recognise the use of structure and expressive elements. - comment on musicians / composers use of technique to create effect. - thoughtfully comment on own and other's work. 	<ul style="list-style-type: none"> - improve and refine own work through evaluation and comparison. - compare and evaluate different types of music using musical vocabulary. - notice and explore the relationship between sounds and how music can reflect different intentions. 	<ul style="list-style-type: none"> - improve own and other's work through analysis, evaluation and comparison. - compare and evaluate different types of music choosing correct musical vocabulary. - notice, comment on and compare the use of musical devices and the relationship between sounds. - critique, refine and improve own work.

Experimenting with Sound

Improvise & Compose

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> - Move in response to music and experiment with changing movements - Sing familiar songs and explore how they can be changed 	<ul style="list-style-type: none"> - play instruments in different ways and create sound effects. - investigate, repeat and create simple rhythms. - create sequences of sounds - investigate making sounds that are musical opposites (loud & soft, high & low etc.). 	<ul style="list-style-type: none"> - play and explore with how sounds can be organised. - respond musically to given starting points. - use sounds to achieve an effect. - create short musical patterns. - play a repeated pattern to a steady pulse. 	<ul style="list-style-type: none"> - select instruments to describe visual images. - select instruments for different purposes and effects, using knowledge of internalised sounds. - compose short musical sequences with tuned and un-tuned percussion. - create textures by combining sounds in different ways. - use improvisation to create different melodic and rhythmic ostinato to accompany a steady tempo. 	<ul style="list-style-type: none"> -choose instruments for different purposes/ effects and on the basis of internalised sounds. - improvise patterns and melodies with growing sophistication. - compose musical sequences with a range of instruments. - carefully choose, combine and control sounds with awareness of their combined effect. - identify ostinato used in a variety of music. 	<ul style="list-style-type: none"> - show thoughtfulness in selecting sounds to convey an effect. - improvise melodic or rhythmic phrases as part of a group. - play an accompaniment on an instrument. - compose by developing ideas within musical structures. - compose music to create a sense of occasion. - write lyrics to a known song. 	<ul style="list-style-type: none"> - evaluate different ways instruments make sounds. - create different effects using combinations of pitched sounds. - improvise melodic and rhythmic material within different structures. - develop musical imagination through experimenting, improvising and adapting sounds. - use a variety of musical devices in own and group work, developing ideas into a completed composition. - compose using a variety of note names, dot notation and words/symbols to represent dynamics and tempo.

Playing Instruments			Music Notation			
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> - Explore the different sounds of instruments. 	<ul style="list-style-type: none"> - handle and play an instrument with control. - identify different groups of instruments. - play long and short, high and low, loud and soft sounds in response to symbols. - make own score using symbols. 	<ul style="list-style-type: none"> - identify different groups of instruments and sound sources. - understand how to use and control sounds with common classroom instruments. - make and play a graphic score using own symbols. - follow a graphic score to play an accompaniment. - play simple patterns keeping to a steady pulse. 	<ul style="list-style-type: none"> - identify and name most classroom instruments. - continue to compose and perform using symbol and dot notation. - begin to read and play simple melodies and rhythms combined with learning to play the recorder. - recognise the symbols for quaver, crotchet, minim. - draw a treble clef at the correct position on the stave. - identify the line (E,G,B,D,F) and space notes (F,A,C,E) on the treble clef. 	<ul style="list-style-type: none"> -use a variety of notation to compose (line, dot, staff, graphic). - recognise, read and play some notes and notation on the treble clef; quaver, crotchet, minim, semibreve, crotchet rest and minim rest, line (E,G,B,D,F) and space notes (F,A,C,E) - show an awareness of the effect of different instruments and several layers of sound. - identify and name instrument families and some instruments that belong to each family. - perform from a variety of notation. 	<ul style="list-style-type: none"> - identify and name many instruments and how they make their sounds. - play instruments with rhythmic accuracy, using some rhythmic notation. - sing and play using some staff notation. - identify the parts of the ukulele and strum some simple chords. - accompany songs following chords. 	<ul style="list-style-type: none"> - know and use a variety of notation when singing, playing and composing. - use a range of musical vocabulary to help describe music and use this to identify strengths and weaknesses. - play significant parts from memory or own notation, with melodic and rhythmic accuracy and an awareness of own contribution. - identify a wide range of classroom, orchestral and world instruments and their sound qualities. Use this knowledge to inform own music choices. - internalise short melodies and play these on pitched percussion by ear.

Music History & Appreciation

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>- listen to a wide range of high-quality music from different eras and cultures.</p>	<p>- Listen with concentration and understanding to a range of high-quality live and recorded music.</p>	<p>- Listen with concentration and understanding to a range of high-quality live and recorded music.</p>	<p>- Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>- begin to describe the different purposes of music throughout history.</p>	<p>- Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>- describe some of the different purposes of music throughout history and in other cultures.</p>	<p>- Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>- understand and explore the different cultural meanings and purposes of music, including contemporary culture.</p>	<p>- Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>- notice, explore and analyse how music reflects time, place and culture.</p> <p>- understand and express opinions on the different cultural meanings and purposes of music, including contemporary culture.</p>