

Skill Area	EYFS	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
Listening and Appraising	Listen with concentration and understanding to a range of high-quality live and recorded music.	Listen with concentration and understanding to a range of high-quality live and recorded music.		Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians.		Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians	
Performing	<ul style="list-style-type: none"> Reproduce sounds from aural memory. 	<ul style="list-style-type: none"> Reproduce sounds from aural memory. Perform in ensemble contexts. Perform from a graphic score. 		<ul style="list-style-type: none"> Perform in ensemble and solo contexts. Perform pieces from more formal notation. 		<ul style="list-style-type: none"> Perform in ensemble and solo contexts. Perform pieces from formal notation, including using expression and dynamics. 	
Composing	<ul style="list-style-type: none"> Improvising with voices and untuned instruments. Composing short phrases using knowledge of pulse, rhythm and pitch. Introduction to graphic scoring. Adults modelling children doing. 	<ul style="list-style-type: none"> Improvising with voices and tuned and untuned instruments with increasing accuracy. Composing simple, short tunes based on given information (e.g. structure, notes). Continuing to graphic score own compositions. 		<ul style="list-style-type: none"> Improvising with voices and tuned and untuned instruments using increasing knowledge of elements of music (see below) Composing whole pieces based on given information (e.g. key scales, structure). Using learnt notation to scribe own compositions. 		<ul style="list-style-type: none"> Improvising with voices and tuned and untuned instruments, working within a key scale, to inform compositions. Composing whole pieces using knowledge of key scales. 	
Elements of Music	<u>Introduce</u> Pulse Rhythm Pitch	<u>Main Focus</u> Pulse Rhythm Pitch	<u>Introduce</u> Dynamics Tempo Structure	<u>Main Focus</u> Pulse Rhythm Pitch Dynamics Tempo Structure	<u>Introduce</u> Formal notation	<u>Main Focus</u> Pulse Rhythm Pitch Dynamics Tempo Structure Notation	<u>Introduce</u> Timbre Texture

<p>National Curriculum Objectives</p>	<p><u>EFYS/KS1</u></p> <ul style="list-style-type: none"> listen with concentration and understanding to a range of high quality live and recorded music 		<p><u>KS2</u></p> <ul style="list-style-type: none"> listen with attention to detail and recall sounds with increasing aural memory appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 	
<p>Appraise</p>	<p><u>Nursery Listen</u></p> <ul style="list-style-type: none"> Begin to listen with concentration to a range of music and sounds. Respond to what is heard through comment, movement or gesture. 	<p><u>Year 1 Listen</u></p> <ul style="list-style-type: none"> Listen to a range of different musical genres, reflecting and saying how it makes people feel, act and move. Respond to different composers and discuss different genres of music. 	<p><u>Year 3 Listen</u></p> <ul style="list-style-type: none"> To listen carefully and clap back longer rhythms accurately. To sing back notes of a short and simple phrase. To notice and explore the way sounds can be combined and used expressively. To analyse pieces of music from different composers and comment using appropriate musical vocabulary. <p>Appreciate</p> <ul style="list-style-type: none"> Recognise and identify instruments being played. Comment on likes and dislikes. Recognise how musical elements can be used together to compose music. 	<p><u>Year 5 Listen</u></p> <ul style="list-style-type: none"> To listen carefully to a short piece of music and say whether it is in 2 or 3 time. (Link with use of time signatures in 2 or 3 time). Identify features of a short piece of music eg: was the playing ‘smooth’ or ‘detached’? (articulation), did it get faster or slower? etc. <p>Appreciate</p> <ul style="list-style-type: none"> Compare and evaluate different kinds of music using appropriate musical vocabulary. Explain and evaluate how musical elements, features and styles can be used together to compose music.
	<p><u>Reception Listen</u></p> <ul style="list-style-type: none"> Listen to a range of music and different sounds (animal noises, weather etc.) and respond through comment, movement and gestures Express feelings about music by responding to different moods of a musical piece. 	<p><u>Year 2 Listen</u></p> <ul style="list-style-type: none"> Through listening to a range of different musical genres, understand and notice how music can be used to create different moods and effects and to communicate ideas. Sort composers into different genres and instruments into different types. 	<p><u>Year 4 Listen</u></p> <ul style="list-style-type: none"> To recognise a rhythmic change to a short phrase played twice and to be able to describe how it changed. To listen to a short piece of music and identify certain features, such as use of dynamics, changes to dynamics, and tempo. To begin to use Italian musical terms to describe sounds. To comment on musicians use of technique to create effect. <p>Appreciate</p> <ul style="list-style-type: none"> Begin to recognise numbers of instruments and voices being played. Compare music and express growing tastes in music. Explain how musical elements can be used together to compose music. 	<p><u>Year 6 Listen</u></p> <ul style="list-style-type: none"> To clap or sing back notes of longer phrases. To recognise a rhythmic or melodic change to two-bar phrase played twice and to say how it was different. To identify features of a piece of music including contrasting dynamics, articulation, recognising changes of tempo and whether the music is in a major or minor key. To recall and explain general Musical vocabulary from previous years and understand its meaning. <p>Appreciate</p> <ul style="list-style-type: none"> Analyse and compare musical features choosing appropriate musical vocabulary. Explain and evaluate how musical elements, features and styles can be

				used together to compose music using further musical examples.
National Curriculum Objectives	EFYS/KS1		KS2	
	<ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and un tuned instruments musically 		<ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 	
Perform	<p style="text-align: center;">Nursery Vocal</p> <ul style="list-style-type: none"> Joins in with songs orally and through movement. Sings to self and makes up simple songs. Makes up vocal rhythms and explores using their voice. <p style="text-align: center;">Instrumental</p> <ul style="list-style-type: none"> Show interest in instruments and explore them. Know the names of some familiar instruments. Hold instruments carefully with some guidance. 	<p style="text-align: center;">Year 1 Vocal</p> <ul style="list-style-type: none"> Explore the use of the voice in different ways such as speaking, singing and chanting. Discover how the voice can produce rhythm and pulse, and high and low pitch to create different effects. Find out how to sing with expression, confidence and creativity to an audience. <p style="text-align: center;">Instrumental</p> <ul style="list-style-type: none"> Repeat and investigate simple beats and rhythms using instruments. Learn to play sounds linking with symbols such as pictures and shapes. Play instruments showing an awareness of others. Understand how to play an instrument with care and attention. 	<p style="text-align: center;">Year 3 Vocal</p> <ul style="list-style-type: none"> Practice singing in tune. To sing in unison, becoming aware of pitch Begin to pronounce the words in a song well. Start to show control of the voice. Perform songs from memory with increasing confidence. <p style="text-align: center;">Instrumental</p> <ul style="list-style-type: none"> To perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes. 	<p style="text-align: center;">Year 5 Vocal</p> <ul style="list-style-type: none"> Breathe well and pronounce words, change pitch and show control in singing. Perform songs, communicating the meaning of the lyrics and melody, using rehearsed dynamics, articulation and tempo changes. Whilst performing from ear and using notation, maintain own part with awareness of how parts fit together and the need to achieve an overall effect. Sustain a drone or melodic ostinato to accompany singing. <p style="text-align: center;">Instrumental</p> <ul style="list-style-type: none"> Play an accompaniment on an instrument (e.g. glockenspiel, bass drum or cymbal). Understand the relationship between lyrics and melody. Hold a part in a round.

	<p style="text-align: center;"><u>Reception</u> Vocal</p> <ul style="list-style-type: none"> • Sing echo songs and perform movements to a steady beat. • Explore singing at different speeds and pitch to create moods and feelings. • Discover how to use the voice to create loud and soft sounds. <p style="text-align: center;">Instrumental</p> <ul style="list-style-type: none"> • Explore the different sounds instruments make and recognise similarities and differences in these sounds. • Play instruments to a steady beat. • Choose an instrument to create a specific sound. • Understand how to hold and play an instrument with care. 	<p style="text-align: center;"><u>Year 2</u> Vocal</p> <ul style="list-style-type: none"> • Sing with a sense of the shape of a melody. • Speak chants and rhymes with fluency and confidence. • Improvise in making sounds with the voice. • Perform songs using creativity and expression and create Dramatic effect. <p style="text-align: center;">Instrumental</p> <ul style="list-style-type: none"> • Perform simple patterns and accompaniments keeping to a steady pulse. • Control playing a musical instrument so that they sound as they should. 	<p style="text-align: center;"><u>Year 4</u> Vocal</p> <ul style="list-style-type: none"> • Practice singing songs from memory, in tune with accurate pitch and awareness of others. • Perform melodic and rhythmic parts with control and awareness of others. • Perform songs from memory, following a conductor or direction and communicating to an audience. • Sing in unison maintaining the correct pitch and using increasing expression. <p style="text-align: center;">Instrumental</p> <ul style="list-style-type: none"> • Maintain a simple part within a group beginning to show musical expression by changing dynamics. • Play notes on instruments with care so they sound clear. 	<p style="text-align: center;"><u>Year 6</u> Vocal</p> <ul style="list-style-type: none"> • Sing significant parts from memory and from notations with awareness of own contribution within a whole. • Follow a conductor and use musical elements in performance. • Sing with confidence, expressively and in tune alone or in a group. • Explore singing harmony parts. • Take turns to lead a group. • Refine and improve own work. <p style="text-align: center;">Instrumental</p> <ul style="list-style-type: none"> • Play significant parts from memory and from notations with awareness of own contribution within a whole. • Follow a conductor and use musical elements in performance. • Play with confidence, expressively and in tune alone or in a group.
<p style="text-align: center;">National Curriculum Objectives</p>	<p><u>EFYS/KS1</u></p> <ul style="list-style-type: none"> • experiment with, create, select and combine sounds using the inter related dimensions of music. 		<p><u>KS2</u></p> <ul style="list-style-type: none"> • improvise and compose music for a range of purposes using the inter-related dimensions of music • use and understand staff and other musical notations (transcribe) 	
<p style="text-align: center;">Compose</p>	<p style="text-align: center;"><u>Nursery</u> Compose</p> <ul style="list-style-type: none"> • Use voice, body, instruments or any object to create sounds spontaneously. • Explore the different sounds of different objects. 	<p style="text-align: center;"><u>Year 1</u> Compose</p> <ul style="list-style-type: none"> • Create a sequence of long and short sounds, including clapping longer rhythms. • Investigate making sounds that are very different (loud and quiet, high and low etc). • Improvise using simple rhythms and pitches (C, D, E). <p style="text-align: center;">Transcribe</p> <ul style="list-style-type: none"> • Learn how the notes of the composition can be written down and changed if necessary. This can be done using graphic scores or rhythm charts. 	<p style="text-align: center;"><u>Year 3</u> Compose</p> <ul style="list-style-type: none"> • Compose music that combines musical elements. • Carefully choose sounds to create an effect, specific mood or feeling. • Order sounds to help create an effect. • Create short musical patterns with long and short sequences and rhythmic phrases. • Improvise using simple rhythms and pitches (C, D, E ,F, G) <p style="text-align: center;">Transcribe</p> <ul style="list-style-type: none"> • Record a composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). 	<p style="text-align: center;"><u>Year 5</u> Compose</p> <ul style="list-style-type: none"> • Compose music that combines several layers of sound. • Compose ideas within musical structures. • Improvise melodic and rhythmic phrases as part of a group performance. • Sustain a drone and create a melodic ostinato as an accompaniment to a song. • To choose the most appropriate tempos for a piece of music • Improvise using simple rhythms and pitches (C, D, E ,F, G, A) <p style="text-align: center;">Transcribe</p>

				<ul style="list-style-type: none"> • Know and use standard musical notation of minims, crotchets, semibreve, quavers and semiquavers to indicate how many beats to play. • Position the treble clef correctly on the stave. • Read the musical stave and can work out the notes, EGBDF and FACE.
	<p><u>Reception</u> Compose</p> <ul style="list-style-type: none"> • Choose different instruments, including voice and body percussion, to create sound effects. • Investigate a variety of ways to create sound with different materials. • Experiment performing songs and music together with body movements to a steady beat. 	<p><u>Year 2</u> Compose</p> <ul style="list-style-type: none"> • Choose carefully and order sounds into a beginning, middle and end. • Use sounds expressively and to create an effect through: musical patterns, changes in pitch, long and short sounds, volume etc. • Begin to evaluate own musical creations. • Improvise using simple rhythms and pitches (C, D, F, G) <p>Transcribe</p> <ul style="list-style-type: none"> • To use symbols to represent sounds • To make connections between notations and musical sounds • Recognise and explore how sounds can be organised with reference to minim, crotchet and quaver note values. 	<p><u>Year 4</u> Compose</p> <ul style="list-style-type: none"> • Compose music that combines layers of sound and show awareness of this effect. • Use sound to create abstract effects. (dynamics) • Recognise and create rhythmic patterns with a range of instruments. • Create rhythmic (ostinato) accompaniments for melodies. • Carefully choose, order, combine and control sounds with awareness of their combined effect. • Improvise using simple rhythms and pitches (C, D, E ,F, G, A) <p>Transcribe</p> <ul style="list-style-type: none"> • To begin to learn to read music – standard notation. • Know how many beats in a minim, crotchet and semibreve and recognise their symbols. • Use Staff and musical notation when composing work. • Know the symbol for a rest in music, and use silence for effect in my music 	<p><u>Year 6</u> Compose</p> <ul style="list-style-type: none"> • Improvise rhythmic and melodic material within given structures. • Show thoughtfulness in selecting and layering sounds and choosing structures, to convey an idea or mood or create a musical ‘picture’. • Understand and apply elements of music to compositions. • Create own musical patterns using a variety of devices such as harmony, melody, rhythms, chords and abstract ideas. • Improvise using simple rhythms and pitches (C, D, E ,F, G, A) <p>Transcribe</p> <ul style="list-style-type: none"> • Understand how notes and rests may be positioned on the stave. • Describe music using musical vocabulary (e.g. pitch, duration, dynamics, tempo, timbre, texture, and silence.) and possibly use this to identify strengths and weaknesses in music. • Encourage children to understand performance directions, dynamic and tempo markings which they can add to their work. • Use a variety of notation for composing and performing. • Compose music for different occasions and purposes.
<p>National Curriculum Objectives</p>	<p><u>KS2</u></p> <ul style="list-style-type: none"> • develop an understanding of the history of music. 			

Musical Understanding	<u>Year 3</u>	<u>Year 5</u>
	<ul style="list-style-type: none"> • Begin to know about the different purposes of music throughout history and in other cultures. • Compare contemporary music to music in history. 	<ul style="list-style-type: none"> • Understand the different cultural meanings and purposes of music, including contemporary culture.
	<u>Year 4</u>	<u>Year 6</u>
	<ul style="list-style-type: none"> • Understand the different purposes of music throughout history and in other cultures (<i>see music scheme for content differences to year 3</i>). • Understand that the sense of occasion affects the performance. 	<ul style="list-style-type: none"> • Understand and express opinions on the different cultural meanings and purposes of music, including contemporary culture. • Notice and explore how music reflects time, place and culture.

Vocabulary Progression	
Year 1	Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination.
Year 2	Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel.
Year 3	Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco.
Year 4	Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality.
Year 5	Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody.
Year 6	Style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, Jazz, improvise/improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony