



Key Stage 1

	Musicianship: Pulse	Musicianship: Rhythm	Musicianship: Pitch	Listening	Improvising and Composing	Performing and Singing
Year 1	<ul style="list-style-type: none"> Walk, move or clap a steady beat with others in time with the tempo of music. Use body percussion and classroom percussion to play short, repeated patterns (ostinato). Respond to the pulse in recorded/live music eg. by stepping, jumping or walking on tiptoes. 	<ul style="list-style-type: none"> Perform short copycat rhythms, following the teacher. Performing short repeating rhythm patterns staying in time with a steady beat. Perform word-pattern chants. 	<ul style="list-style-type: none"> Listen to sounds in the school environment, identifying and comparing high and low sounds. Sing familiar songs in high and low voices. Explore percussion sounds to enhance storytelling. 	<ul style="list-style-type: none"> Respond to different moods in music saying how it makes me feel. Listen to a range of live and recorded music. 	<ul style="list-style-type: none"> Improvise simple vocal chants, using question and answer phrases. Invent and remember simple pitch and rhythm patterns. Know how graphic notation can represent sounds and invent and use their own symbols. 	<ul style="list-style-type: none"> Perform simple rhythm and pitch patterns for others, taking turns. Sing simple songs. chants and rhymes from memory, collectively and at the same picture. Respond to simple visual directions (eg. stop, start, loud, quiet) and counting in.
Year 2	<ul style="list-style-type: none"> Understand that the speed of the beat can change, creating a faster or slower pace (tempo). Walk in time to the beat of a piece of music or song. Begin to group beats in twos and threes. 	<ul style="list-style-type: none"> Play copycat rhythms, copying a leader and invent rhythms for others to copy. Create rhythms using word phrases as a starting point. Read and respond to chanted rhythm patterns and represent them with stick notation including crotchets, quavers and crotchet rests. 	<ul style="list-style-type: none"> Play a range of singing games matching voices accurately. Sing short phrases independently within a singing game or short song. Respond to pitch changes in short melodic phrases and indicate these with actions. 	<ul style="list-style-type: none"> Recognise repeating patterns when listening to music eg. chorus, verse. I can listen and recognize some elements of music: timbre, pitch, dynamics. 	<ul style="list-style-type: none"> Create and perform their own chanted rhythm patterns with stick notation including crotchets, quavers and crotchet rests. Create music in response to a non-musical stimulus (eg. a storm, a car race). Work with a partner to improvise simple question and answer phrases to be sung and played on untuned percussion, creating a musical conversation. 	<ul style="list-style-type: none"> Sing songs with a pitch range of do-so (C-G) with increasing vocal control. Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to the leader's directions and/or visual cues. Recognise dot notation and match it to 3-note tunes played on tuned percussion.

Key Stage 2

	Listening	Improvising and Composing	Singing	Performing
Year 3	<ul style="list-style-type: none"> I can use musical vocabulary to describe what I like/do not like about a piece of music eg. I liked the tempo of the piece, the dynamics in the chorus made me feel... I can identify some musical features in music and how they might change eg. dynamics, tempo, staccato/legato phrases. Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes. 	<ul style="list-style-type: none"> Develop skills in improvising eg. become more confident at inventing short on-the-spot responses using the note range C-E. Structure musical ideas to create music that has a beginning, middle and end. Compose in response to different stimuli eg. stories, images, poems and musical sources. 	<ul style="list-style-type: none"> Perform actions confidently and in time to a range of action songs (eg. Heads and Shoulders). Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. Sing a widening range of songs in unison using the notes range C-G. 	<ul style="list-style-type: none"> Copy stepwise melodic phrases with accuracy at different speeds – allegro and adagio (fast and slow). Accurately play question and answer phrases. Notation: use dot notation to show higher or lower pitch. Notation: Understand the difference between crotchets and paired quavers. Perform as a choir in school assemblies.
Year 4	<ul style="list-style-type: none"> I can explain the place of silence and say what effect it has. I can start to identify the character of a piece of music. Begin to recognise key features of different styles of music and explore genres in more depth. 	<ul style="list-style-type: none"> Improvise on a limited range of pitches (C-G) using legato and staccato (smooth and detached) note durations. Combine known rhythmic notation (crotchets, quavers and minims) with the note range C-G in compositions. Use notation cards of known note values to create 2,3 and 4 beat phrases. Capture and record creative ideas eg. through graphic scores, staff notation, technology and/or rhythm notation. 	<ul style="list-style-type: none"> Sing a range of unison songs with a note range C-C. Sing rounds and partner songs in different time signatures (2, 3 and 4/4 time). Begin to sing songs with small and large leaps. Sing songs with a simple second part to introduce vocal harmony. 	<ul style="list-style-type: none"> Play and perform melodies following staff notation using a small note range (C-G). Perform in two or more parts (eg. melody and accompaniment, duet) from simple notation. Identify static and moving parts. Notation: introduce and understand the differences between minims, crotchets, paired quavers and their rests. Notation: read and perform pitch notation with notes C-G. Notation: follow and perform simple rhythmic scores to a steady beat, including maintaining individual parts accurately.

				<ul style="list-style-type: none"> • Perform a range of songs in school assemblies.
Year 5	<ul style="list-style-type: none"> • I can describe and compare music using musical vocabulary. • I can begin to recognize different eras in music: Baroque, Classical, Romantic, 20th Century. 	<ul style="list-style-type: none"> • Improvise over a drone using tuned percussion and melodic instruments. • Improvise over a simple groove responding to the beat and creating a satisfying melodic shape. • Compose melodies made from pairs of phrases in C Major or A minor. • Work in pairs to create a short ternary piece. • I can explain why I think my music is successful or unsuccessful. 	<ul style="list-style-type: none"> • Sing a range of songs with a sense of ensemble, including observing phrasing increasingly accurate pitching and appropriate style. • Sing three-part rounds, partner songs and songs with a verse and a chorus. 	<ul style="list-style-type: none"> • Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation using notes C-C. • Understand how triads are formed and play them on tuned percussion. • Perform simple chordal arrangements to familiar songs (eg. <i>Yellow Submarine</i> by The Beatles). • Further understand the difference between semibreves, minims, crotchets, and their rests. • Notation: understand the differences between 2/4, 3/4 and 4/4 time signatures. • Notation: read and perform pitch notation within an octave. • Perform a range of songs in school assemblies and in school performance opportunities. • Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies.
Year 6	<ul style="list-style-type: none"> • I can identify different musical devices in a variety of musical genres. • I can show some awareness of the influence and place music has had in society over time. 	<ul style="list-style-type: none"> • Create music with multiple sections that include repetition and contrast. • Use chord changes as part of an improvised sequence. • Extend improvised melodies beyond 8 beats. 	<ul style="list-style-type: none"> • Sing a broad range of songs, including those involving syncopated rhythms, as part of a group with a sense of ensemble and performance. 	<ul style="list-style-type: none"> • Play a melody following staff notation written on one staff using notes with an octave range (eg. C-C). Make decisions about dynamics (very loud – ff; very quiet – pp; moderately loud – mf; and moderately quiet – mp).

		<ul style="list-style-type: none"> • Plan and compose an 8 or 16 beat melody using the pentatonic scale (C, D, E, G, A). Play and notate. • Compose melodies made from pairs of phrases in either G major or E minor. • Compose a ternary piece of music (3 sections), using available and appropriate music software and apps. • Can improve their work and suggest improvements to others. 	<ul style="list-style-type: none"> • Continue to sing three and four part rounds. • Develop greater listening skills, balance between parts and vocal independence eg. by positioning singers randomly within the group. 	<ul style="list-style-type: none"> • Accompany melodies using block chords or a bass line eg. by using tuned percussion, tablets or an online keyboard. • Further understand the difference between semibreves, minims, crotchets, quavers, and semi quavers, and their equivalent rests. • Further develop the skills to read and perform pitch notation within an octave. • Read and play confidently from rhythm notation cards and rhythmic scores. • Read and play from notation a four bar phrase confidently identifying note names and durations. • Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience. • Engage with others through ensemble playing, with pupils taking on melody or accompaniment roles.
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