Music

Key Element/skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Singing	I can sing familiar songs with confidence I can sing at different speeds I can explore using voices to create loud and soft sounds. I can match the pitch sung by a leader	I can sing simple songs, chants and rhymes from memory I can follow simple directions e.g. Start, stop, loud, quiet I can sing a range of call and response songs, singing in tune within a limited pitch range	I can sing with a sense of shape of the melody and sense of quality of sound. I can perform songs with expression, using dynamics and tempo to create dramatic effect I know the meaning of dynamics, tempo and can demonstrate these when singing by responding to directions. Perform and lead simple singing games.	I can sing a range of songs in unison, tunefully and with expression. I can perform actions confidently and in time to a range of action songs I can respond to a steady beat with others, changing the speed of the beat if the tempo changes I can perform as part of a class ensemble	I can sing with increasing confidence of how melody and words should be interpreted and following directions for getting louder and quieter I can sing rounds and partner songs in different time signatures and can sing a simple second part to introduce vocal harmony. I can sing with an awareness of good breath control, posture, diction and intonation when singing together	I can sing in an ensemble with clear diction, pitch control, quality of sound and a musical understanding of how parts fit together I can sing a three-part round, partner songs and songs with a verse and chorus I can follow and lead simple performance directions, demonstrating musical quality; clear starts, endings, phrases etc. Increase repertoire of songs including	I can perform songs with greater expression and meaning, solo or as part of an ensemble. I can sing a broad range of songs, including those that involve syncopated rhythms. I can sing in three and four part rounds confidently. I can perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.

Progression of skills

						those from different cultures	
Musicianship and Performing	I can play percussion instruments to a steady beat. I know the names of classroom percussion instruments I know how to hold and play an instrument with care I can explore sounds an instrument makes I can choose an instrument to create a specific sound I can start and stop together	I can keep a steady beat and respond to the tempo of the music. I can play repeated rhythm patterns, keeping a steady beat. I can respond to the Pulse through movement and dance I can copy a short rhythm accurately. I can listen to sounds and compare high and low sounds I can create and follow pictures and symbols to sing or play a rhythm pattern. I can explore how percussion can be used in storytelling	Copy and compose their own simple rhythmic patterns on untuned percussion I understand that the speed of the beat can change, creating a faster or slower pace I can mark the beat and can begin to group beats in twos and threes. I can read and respond to chanted rhythm patterns	Learn to play the Ukulele I know how to handle a Ukulele correctly and develop good technique including posture, strumming and plucking I can perform simple rhythmic and melodic patterns on an instrument to accompany a song Performing as part of a group or individually to an audience	I can play and perform melodies following staff notation from a small range as a whole class or in small groups. I am increasing in confidence to perform simple rhythmic patterns on an instrument to accompany a song I am increasing confidence to perform as part of a group or individually to an audience	I can play melodies on tunes percussion following staff notation written on one stave. I understand how triads are formed and play them on tunes percussion I can perform my own composition from memory with confidence I can lead a group performance	I can create music with multiple sections that include repetition and contrast. I can use chord changes as part of an improvised sequence. I can extend improvised melodies beyond 8 beats over a fixed grove, thinking about the melodic shape. I can compose a melodic phrase using the pentatonic scale and notate this melody I can compose a ternary piece, considering how the IRDM are used.

Progression of skills

							I can lead a group performance with confidence
Improvising and composing	Improvise using words to create rhythms Use hands and bodies to respond to music Creates music based on a theme eg creates the sounds of the seaside.	I can improvise simple vocal chants. I can create musical sound effects and short sequences of sound. I know the difference between creating a rhythm pattern and a pitch pattern. I can invent rhythm and pitch patterns and perform them to others	I can create and choose sounds for a specific effect e.g. Water sounds I can work as a class to use instruments effectively to compose music I can compose a simple three note pattern.	I can structure my ideas and create music that has a beginning, middle and an end. I can compose in pairs and threes using a variety of starting points e.g. Topic related rhythms I can combine known rhythmic notation with letter names using 3 notes I am beginning to improvise repeating patterns (ostinato)	I can make compositional decisions about the structure of improvisations. I can combine known rhythmic notation with letter names to create a short phrase using the pentatonic scale. I can compose music to create a specific mood I know the difference between a major and minor chord I can capture and record my ideas using graphic symbols, rhythm notation, time signatures, staff notation and	I can improvise melodic and rhythmic phrases as part of a group performance I can improvise over a simple groove, responding to the beat, creating a melodic shape and using a wide range of dynamics. I can compose a simple melody in c major I can work with a partner or small group to compose a ternary piece I can compose a soundscape (a performance that creates the	Develop confidence in composing songs and melodies with verses and a chorus and using repetition, call and response and sequence. Increased confidence to make own composing choices Thoughtfully selecting elements for a piece (including varying dynamics, pitch, texture and expression) in order to gain a desired mood or effect Create rhythmic patterns with an awareness of timbre and duration

Progression of skills

						experience of an	

					technology where possible.	acoustic environment e.g. space) I can record my ideas using graphic symbols, rhythm notation, time signatures, staff notation and technology where possible	Increasing confidence to use ICT (Including garangeband) to compose.

Progression of skills

Listening to music and appraising performances	Moves in time to the pulse of the music being listened to and physically responds to changes in the music, e.g. jumps in response to loud/sudden changes in the music. Choreographs his or her own dances to familiar music, individually, in pairs/small groups.	Reflect on musical performance and suggest ideas for improvements Listen with concentration Share ideas with others Respond to questions about the musical elements	Reflect on musical performance, identifying a target for improvement Listen with increasing concentration and share ideas and opinions when listening to a range of high quality live and recorded music Respond to questions about the musical elements Listen to and share opinions about music from a	Listening to music form different periods of music and beginning to place on a timeline Finding similarities and differences in the work of a great composer/musician from history Beginning to express opinions about music from the past Listen to music from a wider variety of traditions and styles	Increasing ability to place music on a timeline Increased confidence to compare the works of great composers and musicians Increased confidence to express opinions about music from the past, using an increasing musical vocab Increased confidence to evaluate others'	Identify musical elements within a piece of music with confidence. Understand what makes a successful performance or composition. Reflect on own compositions using a wide range of musical vocabulary. Begin to explore reasons for composers' tempo choices. Compare pieces thinking about texture, structure,	Understand how music has evolved over time and how music is written for specific occasions, times and places. Understand of what makes a successful performance or composition. Reflect on own compositions using a wide range of musical vocabulary. Pick out details from a piece and recall these details from memory.

Progression of skills

			range of traditions and styles	Developing an understanding of what makes a successful performance or compositions Reflecting on and improving own work against given criteria Explaining what the purpose of a piece of music might be Beginning to use terms durations, timbre, tempo, pitch, beat and use of silence to describe music Evaluating others' work thinking about pitch, mood, rhythm and tempo	music , using increasing musical vocab	tempo and dynamics. Evaluate others' work thinking about texture, structure, tempo and dynamics. Find similarities and differences between different historical composers and musicians. Explain how the music of the past reflected the society of the time. Explain how music has changed over time.	Compare and evaluate pieces using a wide range of musical vocabulary. Find similarities and differences between different historical composers and musicians. Explain how the music of the past reflected the society of the time. Explain how music has changed over time.
Understanding staff and other musical notations		I recognise how graphic notation can represent created sounds and invent my own symbols.	To represent changes in sound with symbols I can follow and use graphic notation, dot	I can use my listening skills to correctly order phrases using dot notation	I know the differences between minims, crotchets, paired quavers and rests.	I know the differences between semibreves, minims, crotchets, crotchet rests,	I know the differences between semibreves, minims, crotchets, crotchet rests,

Progression of skills

			notation and stick notation to record my ideas. I can represent rhythm patterns using stick notation including crotchets, quavers and crotchet rests.	I can use graphic symbols to represent different sounds and instruments in listening and composing tasks I recognise the stave, clef and understand the difference between crotchets and paired quavers	I can read and perform pitch notation within a defined range (C-G) I can follow and perform simple rhythmic scores to a steady beat, maintaining my part accurately in an ensemble.	paired quavers and semi quavers I understand the differences between different time signatures I can read and play short rhythmic phrases at sight, using conventional symbols from known rhythms and note durations.	paired quavers and semi quavers. I can confidently read rhythm notation and perform pitch notation within an octave. I can read and play a 4-bar phrase from notation and can identify note names and durations.
Music Vocabulary	**Pulse & Rhythm:** Beat, pulse, fast, slow **Pitch & Dynamics:** High, low, loud, soft/quiet **Perform & Explore:** Sing, chant, rhythm, speed, stop, start. **Instruments:** Percussion, shake, tap, stroke.	**Pulse, Rhythm & Tempo:** Pulse, beat, rhythm, pattern, tempo, fast, slow. **Pitch & Dynamics:** High, low, pitch, loud, quiet, louder, quieter. **Performing & Composing:** Unison, chant, rhyme, call and response, melody, sound effects **Notation & Instruments:** Symbol, graphic notation, untuned percussion,	**Pulse, Rhythm & Duration:** Steady beat, rhythm pattern, duration, long, short, ostinato. **Pitch & Dynamics:** Pitch pattern, higher, lower, dynamic contrast, crescendo (getting louder), decrescendo/diminuendo (getting quieter). **Notation:** Graphic score, stick notation, crotchet, paired quavers, crotchet rest,	**Pulse, Metre & Rhythm:** Time signature (2/4, 3/4, 4/4), bar, minim, crotchet, quaver, rest. **Pitch &Harmony:** Pitch, stave/staff, treble clef, melodic pattern, triad, 3-note pattern. **Instruments & Technique:** Ukulele, strum, pluck, posture, acoustic, timbre. **Structure & Performance:** Unison, performance, expression, round,	**Pulse, Rhythm & Notation:** Semibreve, minim, crotchet, paired quavers, semiquaver, crotchet rest, sight-reading. **Pitch&Tonality:** Pentatonic scale, major, minor, chord, octave, range (C–G). **Structure & Texture:** Drone, ostinato, ternary form (ABA), beginning/middle/end, layer, sequence.	**Rhythm & Metre:** Syncopation, groove, off-beat, meter, time signatures (3/4, 4/4, 6/8). **Pitch, Harmony & Tonality:** Pentatonic scale, triad, chord changes, harmonic progression, C major, interval. **Structure & Style:** Ternary form (ABA), verse, chorus, call and response, repetition, contrast, acoustic environment.	**Rhythm, Metre & Notation:** Advanced syncopation, complex time signatures, staff notation, full octave pitch notation, 4-bar phrase, reading at sight. **Pitch & Harmony:** Major chord, minor chord, chord sequence, harmony, melody shape, scale, key. **Texture, Timbre & Structure:** Texture (polyphonic, homophonic, thin,

Progression of skills

		tuned percussion.	dot notation. **Texture&Structure:** Solo,ensemble, accompaniment, repeat	partner song, phrase.	**Expressive Controls:** Dynamics, tempo, timbre, duration, mood, soundscape.	**Ensemble & Vocal Skills:** Diction, pitch control, intonation, posture, breath control, 3-part round, vocal harmony.	thick), IRDM (Pitch, Rhythm, Dynamics, Metre), structure, composition choices. **Context & Appraisal:** Genre, style, historical period, tradition, society, culture, evaluation, critique.
Curriculum Enhancement opportunities	Singing Assembly Performances	Singing Assembly Performances KS1 Choir	Singing Assembly Performances KS1 Choir	Singing Assembly Performances KS2 Choir – including Carol Concert at St Albans Abbey and SAPSMA Gala at the Alban Arena	Singing Assembly Performances KS2 Choir – including Carol Concert at St Albans Abbey and SAPSMA Gala at the Alban Arena	Singing Assembly Performances Young Voices at the O2 KS2 Choir – including Carol Concert at St Albans Abbey and SAPSMA Gala at the Alban Arena	Singing Assembly Performances KS2 Choir – including Carol Concert at St Albans Abbey and SAPSMA Gala at the Alban Arena