



MUSIC

Highlight by topic

Autumn - Singing/dance

Year A Spring – Pulse/beat

Year A Summer – Composition/rhythm

Year R

Knowledge, Skills and Understanding breakdown for Subject

Play and perform Children can use their voices expressively and creatively by singing songs and speaking chants and rhymes. They play tuned and untuned	Improvise and compose experiment with, create, select and combine sounds using the inter-related dimensions of music.	Listen listen with concentration and understanding to a range of high-quality live and recorded music
<p>Can sing a range of well-known nursery rhymes and songs from memory with others, remembering the tune and keeping in time.</p> <p>Can join in a class performance.</p> <p>When appropriate try to move in time with the music.</p> <p>Use the voice to make sound—singing, speaking and whispering.</p> <p>Begin to copy actions and keep a steady pulse e.g. marching in time.</p> <p>Perform an action on the beat whilst singing or keep a steady beat when playing</p> <p>Begin to vary tempo and dynamics when using untuned percussion.</p> <p>Begin to replicate the rhythm of chants and songs.</p> <p>Follow a leader, starting and stopping together.</p> <p>Pitch match key notes and trace the melodic shape of simple songs</p>	<p>Choose sound effects or rhythms at an appropriate moment in a story or song</p> <p>Explore untuned and tuned percussion as part of a play</p> <p>Explore a range of tuned and untuned percussion; learning how to look after them and play them correctly and exploring gross and fine motor skills</p> <p>Create simple rhythm patterns using flashcards, manipulatives or spoken phrases</p>	<p>understand pitch as high / low, tempo as slow / fast, dynamic as loud/ soft.</p> <p>Discover that bigger instruments have a low pitch and smaller instruments have a high pitch on tuned percussion.</p> <p>Visualise pitch through body movements, moving puppets or symbols on screen.</p> <p>Recognise and respond to the beat through movements.</p> <p>Recognise and identify a widening variety of classroom untuned and tuned percussion from recordings or live performances</p> <p>Share a range of music from different traditions and eras</p> <p>Listen with attention to short excerpts of recorded or live music, focussing on a key concept such as quiet/loud</p> <p>Express an opinion as to whether a performance was successful and begin to explain why.</p> <p>Identify the structure of call and response songs.</p>

Challenge

Year R	<p>Develop their singing voice giving a sense of phrasing, diction and expression.</p> <p>Perform with an awareness of audience.</p>	<p>Respond to hand signs, symbols or pictures as part of music making.</p>	<p>Recognise the number of syllables in a word and associate this with rhythms.</p> <p>Play simple patterns by following symbols including graphic scores or patterns.</p> <p>Create simple structures.</p>
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MUSIC

Highlight by topic

Autumn - Singing and performing

Spring – Water

Summer – Rhythm

Year 1

Play and perform Children can use their voices expressively and creatively by singing songs and speaking chants and rhymes. They play tuned and untuned instruments musically.	Improvise and compose experiment with, create, select and combine sounds using the inter-related dimensions of music.	Listen listen with concentration and understanding to a range of high-quality live and recorded music
<p>Can explore different vocal sounds.</p> <p>Can recognise high, middle, low pitches.</p> <p>Can use actions to demonstrate changes in pitch</p> <p>Can identify the dynamics pp, p, f</p> <p>Can follow instructions about when and how to play/vocalise sounds.</p> <p>Can use my voice to make different sounds.</p> <p>Can sing simple musical patterns.</p> <p>Can sing with expression and energy to create a sense of performance.</p> <p>Can echo a simple four beat rhythm</p> <p>Can use tuned/ untuned instruments to perform a four beat rhythm.</p> <p>Can understand the dimension of music tempo, and identify it in three different pieces of music</p>	<p>Can extend a song by creating further verses.</p> <p>Can make up short musical patterns to reflect a journey.</p> <p>Can select and combine sounds as part of a group from different starting ideas.</p> <p>Can suggest improvements to group compositions, using the appropriate vocabulary.</p> <p>Can suggest appropriate sounds and instruments to represent a location through sound.</p> <p>Can maintain a rhythmic ostinato, selecting different instruments to perform it.</p> <p>Can compose a four-beat rhythm and use a range of instruments to perform it</p>	<p>Can describe music using appropriate words related to the inter-related dimensions of music.</p> <p>Can identify some instruments by listening to a piece of music and say how and why they have been used to create an effect or mood.</p> <p>Can listen to music and identify the strong beat.</p> <p>Can listen carefully to a piece of music and move around the room in time to it.</p> <p>Can listen to a piece of music and internalise (feel) the pulse.</p>

Challenge

Year 1	Children can use and understand staff and other musical notations.	Can read simple musical notation with increasing accuracy.	
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MUSIC

Highlight by topic

Autumn - Singing/Air

Spring – Rhythm/Pitch

Summer – Singing/Chronology

Year 2

<p>Play and perform Children can use their voices expressively and creatively by singing songs and speaking chants and rhymes. They play tuned and untuned instruments musically.</p>	<p>Improvise and compose experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>Listen listen with concentration and understanding to a range of high-quality live and recorded music</p>
<p>Can explore different vocal sounds.</p> <p>Can recognise high, middle, low pitches.</p> <p>Can use actions to demonstrate changes in pitch</p> <p>Can identify the dynamics pp, p, f</p> <p>Can recognise and sing a rising melody.</p> <p>Can explore high and low sounds using my voice and instruments.</p> <p>Can echo a simple melodic vocal pattern.</p> <p>Can use my voice to demonstrate character of the song e.g. sad/happy, slow/fast, smooth/bouncy.</p> <p>Can accurately follow the pitch of a simple song that moves into two parts.</p> <p>Can sing in a part that moves in leaps and steps.</p> <p>Can play a simple melodic ostinato to accompany a song.</p> <p>Can sing a song that can divide into parts.</p> <p>Can play high / middle and low notes on tuned instruments.</p> <p>Can choose and play an instrument to reflect a certain image.</p>	<p>Can extend a song by creating further verses.</p> <p>Can create, select and combine sounds within a given structure.</p> <p>Can make up simple musical patterns.</p> <p>Can choose different instruments to create different timbres.</p> <p>Can use simple graphics to illustrate pitch.</p> <p>Can create simple motifs for a piece of music using sampled sound in a given structure.</p>	<p>Can describe what I hear in music.</p> <p>Can recognise a repeated theme</p> <p>Can describe some features of Native American Indian music.</p> <p>Can listen to music from a range of historical eras.</p> <p>Can compare two pieces of music and identify differences and similarities.</p> <p>Can begin to name and recognise key orchestral instruments.</p> <p>Can begin to notice how music from contrasting historical eras sounds different.</p> <p>Can respond to music through dance and movement and art work.</p> <p>Can understand that the inter-related dimensions of music can be used to create different musical moods</p>

Challenge

<p>Year 2</p>	<p>Children can use and understand staff and other musical notations.</p>	<p>Can read simple musical notation with increasing accuracy including by Year 2 semiquavers and rests.</p>	
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Music

Highlight by topic

Autumn - The Inter-related Dimensions of Music

Spring – Performance/Composition

Summer – Ukulele

Year 3

Knowledge, Skills and Understanding breakdown for Music

<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p>	<p>Listen with attention to detail and recall sounds with increasing aural memory</p>
<p>Sing partner songs confidently and accurately maintaining an independent line</p> <p>Play an instrumental part as an accompaniment to a song</p> <p>Maintain a rhythmic line or a phrase whilst performing within an ensemble with increasing accuracy and aural memory</p> <p>Play unpitched and pitched percussion instruments with increasing control</p> <p>Learn how to look after an instrument, demonstrating the correct playing position</p> <p>Learn the string names and play simple chords</p> <p>Play in time with a backing track</p>	<p>Perform a rhythm or melody in ensemble with increasing accuracy.</p> <p>Improvise and compose melodic patterns based on a scale.</p> <p>Improvise warm-up patterns in time with the pulse</p> <p>Play and listen to songs in different styles and from different traditions (e.g. Reggae)</p>	<p>Demonstrate understanding of pitch and intervals by moving and understand that pitch is linked to instrument size</p> <p>Demonstrate pulse and rhythm using body percussion and or instruments</p> <p>Begin to recognise different instrumental timbres from their sound</p> <p>Compare instruments used in different traditions and identify differences and similarities</p> <p>Listen to songs in different styles and from different traditions (e.g. Indian)</p> <p>Use echo and call and response when playing</p>
<p>Use and understand staff and other musical notations</p>	<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>Develop an understanding of the history of music</p>
<p>Begin to recognise more complex rhythmic patterns in musical notation</p> <p>Begin to recognise and respond to dynamic markings when playing</p> <p>Use understanding of notation to make links between notation and words</p> <p>Follow a graphic score</p> <p>Begin to understand how the pitch and duration of notes may be notated</p> <p>Understand and read basic chord notation</p> <p>Children sing songs from musical scores in class and in singing assemblies</p>	<p>Learn about the instruments of an orchestra</p> <p>Listen to music and identify instruments from an Indian tradition</p> <p>Understand a piece of music is often written for a purpose and consider where it might be performed</p> <p>Listen to live music played in assembly and in class, or by fellow pupils and visiting musicians</p>	<p>Listen to music from the Renaissance, Baroque, Classical, Romantic, Nationalistic, Twentieth Century and present day and begin to notice how it changes</p> <p>Begin to place composers in the context of musical history and understand some of the influences that might have been a factor in their music</p>

Challenge

Year 3	<p>T1&2</p> <p>Maintain a rhythmic ostinato to accompany a song</p>	<p>T3&4</p> <p>Notate their own simple compositions using a graphic score</p>	<p>T5&6</p> <p>Play an instrument and perform with increasing accuracy, fluency and control</p>
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Music

Highlight by topic
Autumn - Young Voices
Spring – Performance
Summer – Composition

Year 4

Knowledge, Skills and Understanding breakdown for Music

<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p>	<p>Listen with attention to detail and recall sounds with increasing aural memory</p>
<p>Perform a song using my voice with accuracy, fluency, control and expression</p> <p>Maintain an independent musical line within a two part song</p> <p>Learn and perform songs as a cast member in a production</p> <p>Distinguish between pulse and rhythm Accurately clap back rhythms with increasing complexity</p> <p>Learn and perform a piece of music in ternary form</p> <p>Show good ensemble skills including listening, eye contact, sharing ideas and being able to start and stop as a group</p>	<p>Work with an ensemble to compose rhythms and structure these to form a piece of music</p> <p>Improvise using the pentatonic scale over backing tracks, responding differently to the mood of the music</p> <p>Compose melodies using the pentatonic scale</p>	<p>Demonstrate pulse or pitch with body movements</p> <p>Recognise different instrumental timbres and why they have been chosen for certain effects</p> <p>Evaluate group compositions using musical vocabulary covering the inter-related dimensions of music</p>
<p>Use and understand staff and other musical notations</p>	<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>Develop an understanding of the history of music</p>
<p>Read musical notation when learning songs</p> <p>Notate compositions using crotchets, quavers and rests</p> <p>Children regularly sing songs from musical scores in singing assemblies</p>	<p>Listen to music from different countries and respond creatively</p> <p>Listen to live music played in assembly and in class, or by fellow pupils and visiting musicians</p>	<p>Listen to music from different historical periods and describe features of the music relating to that era using the inter-related dimensions of music</p>

Challenge

Year 4	<p>T1&2</p> <p>Learn dance moves to go with the songs and perform them whilst singing</p>	<p>T3&4</p> <p>Perform songs in two or more parts as part of a production</p> <p>Sing a solo part as a cast member in a production</p>	<p>T5&6</p> <p>Read more complex rhythmic patterns to include semiquavers and dotted rhythms</p> <p>Extend the length and complexity of their rhythmic compositions</p> <p>Use musical vocabulary to explain choices made in compositions</p> <p>Notate their pentatonic melody using staff notation</p>
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Music

Highlight by topic
Autumn - Chronology
Spring - Rhythm/Composition
Summer – Performance

Year 5

Knowledge, Skills and Understanding breakdown for Music

<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p>	<p>Listen with attention to detail and recall sounds with increasing aural memory</p>
<p>Perform or play a song from a different historical period</p> <p>Accurately echo and perform four different challenging rhythms</p> <p>Keep in time in an ensemble performance, maintaining an independent part</p> <p>Perform a song in two or more parts</p> <p>Alter voice/instrument to improve a performance</p> <p>Learn and perform part songs or a solo as a cast member in a production</p> <p>Sing with accurate intonation, expression and a sense of a performance, controlling breathing and with a sense of a musical line</p>	<p>Compose music as part of a group from different starting ideas</p> <p>Evaluate group compositions using appropriate musical vocabulary</p> <p>Improvise using a restricted scale and note range</p> <p>Suggest ideas for accompanying parts</p>	<p>Recognise differences in timbre from Renaissance instruments to the present day and identify instrumental family groups</p> <p>Recognise key features of music from the Renaissance to the Twentieth Century and present day</p> <p>Listen to, discuss and explain features of a range of music</p> <p>Recognise a ‘call’ and respond appropriately</p> <p>Identify unison and harmony singing</p> <p>Demonstrate the shape of a melodic line with movement</p>
<p>Use and understand staff and other musical notations</p>	<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>Develop an understanding of the history of music</p>
<p>Use and understand notation including semi-quavers, rests, more complex semiquaver patterns, dotted rhythms and triplets</p> <p>Recognise rhythms aurally and perform them from staff notation</p> <p>Represent ideas as a graphic score</p> <p>Children sing songs from musical scores in singing assemblies</p>	<p>Listen to traditional Samba music, identifying key features of the music and how a Samba piece is structured</p> <p>Recognise and identify a range of Samba instruments</p> <p>Listen to live music played in assembly and in class, or by fellow pupils and visiting musicians</p>	<p>Listen to music from the Renaissance, Baroque, Classical, Romantic, Nationalistic, Twentieth Century and present day and explain basic key changes in style, instrumentation and structure</p>

Challenge

Year 5	<p>T1&2 Start to recognise the difference between major and minor chords</p> <p>Listen to music and describe it in terms of the seven inter-related dimensions of music</p> <p>Show increased confidence in accompanying singing on tuned and untuned instruments</p>	<p>T3&4 Lead the Samba performance on surdo drum</p>	<p>T5&6 Learn songs involving two or three-part harmonies</p> <p>Identify and sing different intervals and recognise how these intervals colour the music</p> <p>Sing a solo part as a cast member in a production</p>
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Music

Highlight by topic

Autumn - Rhythm

Spring - Composition

Summer – Performance

Year 6

Knowledge, Skills and Understanding breakdown for Music

<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p>	<p>Listen with attention to detail and recall sounds with increasing aural memory</p>
<p>Perform an ostinato in an ensemble whilst maintaining a pulse</p> <p>Maintain an independent rhythmic part, keeping in time in a group</p> <p>Use the voice or an instrument to improve a performance</p> <p>Learn and perform songs in two or more parts as a cast member in a production</p> <p>Perform a song with an instrumental accompaniment from a given score</p>	<p>Carefully select sounds, pitch, rhythm and tempo to compose an appropriate piece of music for a given theme</p> <p>Understand and use the functions of the Garageband app for composing music</p> <p>Use IT to create descriptive music</p> <p>Evaluate group compositions using appropriate musical vocabulary</p> <p>Improvise melodies over an accompaniment using the minor pentatonic scale</p> <p>Plan and compose a song for a purpose</p>	<p>Use increasing knowledge of time signatures to identify whether music has 2, 3 or 4 beats in a bar</p> <p>Identify instruments from different musical families</p> <p>Identify typical song structures</p> <p>Evaluate group compositions using musical vocabulary that demonstrates a clear understanding of the inter-related dimensions of music</p>
<p>Use and understand staff and other musical notations</p>	<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>Develop an understanding of the history of music</p>
<p>Recognise and read rhythms aurally and from musical notation</p> <p>Use written methods (i.e. simple musical or graphic scores), as well as audio recording, to notate ideas</p> <p>Children regularly sing songs from musical scores in singing assemblies</p>	<p>Listen to, discuss and explain features of traditional music from Africa</p> <p>Listen to a range of well-known songs in different styles to understand how songs are structured</p> <p>Listen to live music played in assembly and in class, or by fellow pupils and visiting musicians</p>	<p>Listen to a range of well-known songs from different historical periods and identify features that relate to that period</p> <p>Listen to music from different eras</p>

Challenge

Year 6	<p>T1&2</p> <p>Perform with sensitivity and musicality</p> <p>Take a lead role in a group composition</p> <p>Read musical notation including semiquavers, rests, more complex semiquaver patterns, dotted rhythms and triplets</p>	<p>T3&4</p> <p>Make and explain choices about instrumentation using the seven inter-related dimensions of music</p> <p>Use live recording of voices and instruments to enhance compositions.</p> <p>Experiment with their own harmonic ideas, based on their developing understanding of chords and keys</p> <p>Record songs using grid or staff notation</p>	<p>T5&6</p> <p>Sing with increasing expression, using a range of dynamics and vocal tones/colours</p> <p>Sing a solo part as a cast member in a production</p>
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