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|  | **EYFS** | **KS1** | | **KS2** | | | |
| **Nursery** | **Reception** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
|  |  | **Singing and Playing**  **Use their voices expressively and creatively by singing songs and speaking chants and rhymes** | | **Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression** | | | |
| **Play tuned and un-tuned instruments musically** | |
| Joins in using words and/or actions to familiar nursery rhymes/songs.  Joins in with singing familiar songs and rhymes. Remembers and sings entire songs. Sings the pitch of a tone sung by another person (‘pitch match’). | Sings in a group or on their own, increasingly matching the pitch and following the melody. Explores and engages in music making, performing solo or in groups. | To respond to music in creative ways  To play a steady pulse using percussion instruments  To follow simple musical instructions  To explore and discuss the properties of instruments and their sounds (timbre)  To interpret a simple graphic score  To copy simple rhythmic patterns  To practise starting and stopping together | To perform movements to music  To internalize rhythm and melody (‘thinking voice’)  To begin to control dynamics when singing and playing instruments  To perform a rhythmic chant with a steady pulse  To maintain a steady pulse  To copy pulse action sequences  To copy rhythm patterns  To play rhythms to a steady pulse  To play rhythmic and melodic patterns  To perform a rhythmic ostinato.  To follow a conductor | To maintain movement accurately in time to music  To develop ensemble skills  To combine simple rhythm patterns  To maintain a simple rhythmic part in a group  To copy and create simple call-and-response rhythm patterns  To play polyrhythms on instruments as a group accurately and in time | To maintain a steady beat accurately and in time with balls and percussion instruments in 4:3  To maintain movement accurately in time to music  To perform a rhythmic ostinato  To perform instrumental polyrhythms accurately as an ensemble  To control dynamics  To perform individual rhythms accurately and in time on instruments  To compose and perform a rap accurately and in time with a beatbox accompaniment  To perform a rhythmic motif  To vary timbre, articulation, pitch, dynamics and tempo | To perform rhythms accurately and in time as an ensemble  To perform a canon  To use dynamics expressively in performance  To maintain an independent part in an ensemble | To maintain a steady pulse  in different time signatures ( 4:4 and 6:8)  To maintain a part in an  ensemble  To perform rhythmic patterns  accurately  To play three different tones  on an African drum  To play a rhythmic ostinato  on drums or other untuned  percussion  To perform polyrhythms accurately and in time as part of a group  To perform body-percussion rhythms as an ensemble |
|  |  | **Experiment with, create, select and combine sounds using the inter-related dimensions of music** | | **Improvise and compose music for a range of purposes using the inter-related dimensions of music** | | | |
| Explore a range of sound makers and instruments and play them in different ways.  Explores instruments and is beginning to name them Plays a given instrument to a simple beat. Play instruments with increasing control to express their feelings and ideas. | Selects own instruments and plays them in time to music. Knows how to use a wide variety of instruments. Is able to name a wide variety of instruments. | To create a musical accompaniment  To create musical patterns using longer and shorter sounds  To represent sounds using simple graphic notation | To compose call-and-echo movement sequences  To create rhythm patterns based on spoken words  To choose suitable sounds to accompany a poem.  To explore pulse and rhythm through movement  To experiment with musical texture  To compose simple beat patterns  To compose four-beat sound patterns  To create a simple graphic score  To explore the timbre of instruments | To recognize and maintain a pulse in different time signatures  To create a rhythmic accompaniment to a song  To compose and perform call-and-response phrases  To compose and perform a rhythmic ostinato  To compose melodic patterns  To create a simple graphic score  To improvise by varying dynamics, timbre and tempo | To create and perform a rhythmic accompaniment  To experiment with different rhythmic structures  To compose a verse of a song following a rhythmic structure  To create vocal beatbox sounds that imitate the timbre of a drum kit  To structure a composition  To perform composition as an ensemble  To experiment with different rhythmic structures | To create and perform rhythmic patterns  To sing and play percussion with changes in tempo, articulation, dynamics, pitch and timbre  To use the inter-related dimensions of music to evoke mood and atmosphere  To experiment with rhythmic texture  To maintain a syncopated rhythm accurately and in time as a group | To copy and create 6/8 rhythms  To compose and perform rhythms accurately and in time  To create and perform an ostinato as an accompaniment  To compose appropriate rap lyrics over an eight-bar verse |
|  |  | **Listen with concentration to a range of high-quality live and recorded music** | | **Listen with attention to detail and recall sounds,** | | | |
|  | **Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians** | | | |
| Moves to music Beginning to watch performances for short periods of time Moves in response to music  Watches dances and performances  Shares likes and dislikes about dances/performances | Listens attentively, move to and talk about music, expressing their feelings and responses.  Watches and talk about dance and performance art, expressing their feelings and responses.  Listens to live and recorded music, hearing lyrics, rhymes and instruments. Listens to live and recorded music, hearing changes and differences e.g. fast/slow, loud/quiet, high/low. Responds to live and recorded music, expressing how it makes them feel, and what it makes them imagine. | To begin to recognize the difference between pulse and rhythm  To explore pulse and rhythm through movement | To recognize and respond to musical instructions  To recognize and begin to describe features of music (e.g. tempo, mood, timbre and pitch)  To begin to recognize patterns of sound and silence  To identify beats in a bar | To recognize and define the duration of different note values while maintaining a steady beat  To identify musical characteristics of the waltz, disco and gospel  To identify changes in musical texture  To identify the first beat of a bar in 4/4  To identify dynamics  To listen to and compare versions of a song  To recognize some features of 1950s’ rock ’n’ roll music | To internalize pulse  To identify the first beat of a bar in 3/4  To recognize and define the duration of different note values while maintaining a steady beat  To identify instruments used in samba music  To select instruments according to their timbre  To feel the difference between time signatures (3/4 and 4/4) | To listen to and copy rhythmic patterns  To use musical vocabulary to describe dynamics  To recognize and define a range of timbres  To recognize a syncopated rhythm  To describe the structure of a piece of music | To recognize the duration of quavers, crotchets and triplets  To recognize the structure of a song written in rap style  To identify characteristics of a jig (gigue)  To recognize some features and identify some characteristics of different forms of music including Latin and Samba  To compare how body percussion is used in different cultures and traditions |
|  |  | | | Use and understand staff/ stave and other notations | | | |
|  | To use informal notation  To interpret a graphic score | To use informal notation  To interpret a graphic score | To use informal notation  To interpret a graphic score | To begin to understand the construction of a 6 time 8 signature  To organize rhythmic ideas into musical structures  To notate a composition |
|  | **Develop an understanding of the history of music.** | | | |
|  | * To listen and respond to music from a variety of traditions. | * To listen and respond to music from a variety of traditions. | * To listen and respond to music from a variety of traditions. | * To listen and respond to music from a variety of traditions. |