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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 instructionsTo explore and discuss the properties of instruments and their sounds (timbre)To interpret a simple graphic scoreTo copy simple rhythmic patternsTo practise starting and stopping together | To perform movements to musicTo internalize rhythm and melody (‘thinking voice’) To begin to control dynamics when singing and playing instrumentsTo 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 pulseTo play rhythmic and melodic patterns To perform a rhythmic ostinato.To follow a conductor | To maintain movement accurately in time to musicTo develop ensemble skillsTo combine simple rhythm patternsTo maintain a simple rhythmic part in a groupTo copy and create simple call-and-response rhythm patternsTo 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 4:3To maintain movement accurately in time to musicTo perform a rhythmic ostinato To perform instrumental polyrhythms accurately as an ensemble To control dynamicsTo perform individual rhythms accurately and in time on instrumentsTo compose and perform a rap accurately and in time with a beatbox accompanimentTo 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 performanceTo 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 accuratelyTo 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 groupTo 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 sequencesTo create rhythm patterns based on spoken wordsTo choose suitable sounds to accompany a poem.To explore pulse and rhythm through movementTo experiment with musical texture To compose simple beat patternsTo compose four-beat sound patterns To create a simple graphic scoreTo explore the timbre of instruments | To recognize and maintain a pulse in different time signaturesTo create a rhythmic accompaniment to a songTo compose and perform call-and-response phrasesTo compose and perform a rhythmic ostinatoTo compose melodic patterns To create a simple graphic score To improvise by varying dynamics, timbre and tempo  | To create and perform a rhythmic accompanimentTo experiment with different rhythmic structuresTo compose a verse of a song following a rhythmic structureTo create vocal beatbox sounds that imitate the timbre of a drum kit To structure a composition To perform composition as an ensembleTo experiment with different rhythmic structures | To create and perform rhythmic patternsTo 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 atmosphereTo experiment with rhythmic textureTo maintain a syncopated rhythm accurately and in time as a group | To copy and create 6/8 rhythmsTo compose and perform rhythms accurately and in timeTo create and perform an ostinato as an accompanimentTo 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 rhythmTo 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 beatTo identify musical characteristics of the waltz, disco and gospelTo identify changes in musical textureTo identify the first beat of a bar in 4/4 To identify dynamics To listen to and compare versions of a songTo recognize some features of 1950s’ rock ’n’ roll music | To internalize pulse To identify the first beat of a bar in 3/4To recognize and define the duration of different note values while maintaining a steady beatTo identify instruments used in samba music To select instruments according to their timbreTo 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 rhythmTo describe the structure of a piece of music | To recognize the duration of quavers, crotchets and tripletsTo recognize the structure of a song written in rap styleTo identify characteristics of a jig (gigue)To recognize some features and identify some characteristics of different forms of music including Latin and SambaTo compare how body percussion is used in different cultures and traditions |
|  |  | Use and understand staff/ stave and other notations |
|  | To use informal notationTo interpret a graphic score | To use informal notationTo interpret a graphic score | To use informal notationTo interpret a graphic score | To begin to understand the construction of a 6 time 8 signatureTo organize rhythmic ideas into musical structuresTo notate a composition |
|  | **Develop an understanding of the history of music.** |
|  | * To listen and respond to music from a variety of traditions.
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