



Early Years	By the end of EYFS, our children will be able to.... • Sing a range of well-known nursery rhymes and songs. • Perform rhymes, poems and stories with others. • Move in time with music.
Year 1	By the end of Year 1, our children will be able to.... Singing: • Sing simple songs (chants and rhymes) from memory. • Sing call and response pieces as part of a group. • <i>Music should contain three different notes.</i> Listening: • Express their opinion about a piece of music. Composing: • Create sound effects for a picture of story, thinking about how music can create a mood. • Improvise simple vocal chants, using question and answer phrases. • Understand the difference between rhythm and pitch. • Use graphics to represent created sounds. Musicianship: • Walk, move or clap to a steady beat, changing speed as the tempo increases. • Use body and classroom percussion to maintain a steady beat and repeated rhythmic patterns. • Respond to the pulse in music through movement and dance. • Perform short copycat rhythms. • Listen to environments and compare high and low sounds. • Sing familiar songs in high and low voices, talking about the difference in sound. • Explore percussion sounds to enhance storytelling. • Follow pictures and symbols to guide singing and playing.

Year 2

By the end of Year 2, our children will be able to....

Singing:

- Sing simple songs accurately.
- Sing phrases independently within a short song.
- Sing using dynamics (loud/quiet) and tempo (fast/slow).
- Adapt singing with given instructions (crescendo, diminuendo, pause).
- *Music should contain five different notes.*

Listening:

- Begin to recognise different genres of music.
- Begin to recognise different modern instruments in a piece of music.
- Express their opinion about a piece of music.

Compose:

- Create music in response to non-musical stimuli.
- Improvise short question and answer phrases in pairs.
- Use graphic score, dot notation or stick notation to record music.

Musicianship:

- Identify the beat in a piece of music, by tapping, clapping and walking.
- Identify beat grouping in familiar music.
- Perform copycat rhythms, copying a leader as well as being a leader (using crochets, quavers and crochet rests).
- Create rhythms using word phases.
- Play a range of pitch games to explore intervals.
- Recognise dot notation, matching it to 3-note tunes.

Year 3

By the end of Year 3, our children will be able to....

Singing:

- Sing a range of unison songs of varying styles and structures.
- Sing using forte (loud) and piano (soft) dynamics.
- Perform actions in time to a song.
- *Music should contain five different notes.*

Listening:

- Begin to recognise different genres of music.
- Recognise different modern instruments in a piece of music.
- Express their opinion about a piece of music, beginning to use appropriate musical vocabulary.
- Order phrases of dot notation (three note range).

Composing:

- Improvise tuned and untuned pieces of music, using voice and percussion.
- Structure musical ideas (using echo question/answer phrases).
- Combine rhythmic ideas with pitches (using three notes).

Performing:

- Begin to develop facility in playing an instrument.
- Play melodies following staff notation (three note range).
- Copy melodic phrases individually.

Notation:

- Use dot notation on stave lines with a treble clef.
- Understand the difference between crochets and paired quavers.
- Apply word chants to rhythms, linking syllables to notes.

Year 4

By the end of Year 4, our children will be able to....

Singing:

- Sing a range of unison songs of varying styles and structures.
- Sing using forte (loud) and piano (soft) dynamics.
- Adapt singing with given instructions (crescendo, diminuendo, pause).
- Sing rounds and partner songs with different time signatures (2/4, 3/4, 4/4).
- *Music should contain eight different notes.*

Listening:

- Recognise a range of music genres.
- Recognise modern instruments being played in a piece of music.
- Begin to recognise some orchestral instruments in a piece of music.
- Express their opinion about pieces of music using appropriate musical vocabulary.
- Discuss similarities and difference in pieces of music.

Composing

- Improvise tuned and untuned pieces of music, using voice and percussion, including legato (smooth) and staccato (detached) notes.
- Begin to give overall structure to a piece of improvised music.
- Combine known rhythmic notation with notes to create short pentatonic phrases.
- Arrange different note values to create sequences of 2/3/4-beat phrases, arranged into bars.
- Identify major and minor chords.

Performing:

- Develop facility in playing an instrument.
- Play melodies following staff notation (five note range).
- Perform 2-part, instrument music.
- Copy melodic phrases using the pentatonic scale.

Notation:

- Understand minims, crochets, paired quavers and rests.
- Perform rhythmic scores to a steady beat.

Year 5

By the end of Year 5, our children will be able to....

Singing:

- Sing a broad range of songs, including three-part rounds and songs with a verse and chorus.
- Sing with a sense of ensemble and performance (observing phrasing, pitching and style).
- Perform a range of songs during school assemblies and during school performances.

Listening:

- Recognise most orchestral instruments in a piece of music.
- Express their opinion about pieces of music using appropriate musical vocabulary.
- Discuss similarities and difference in pieces of music, using appropriate musical vocabulary.

Composing:

- Improvise freely over a drone using tuned percussion and melodic instruments.
- Improvise over a simple groove, responding to the beat.
- Experiment with a wider range of dynamics including very loud (fortissimo/ff), very quiet (pianissimo/pp), moderately loud (mezzo forte/mf) and moderately quiet (mezzo piano/mp).
- Compose melodies in the key of either C major or A minor.
- In pairs, compose a piece in ternary form.
- Use chords to compose a piece which evokes an atmosphere, mood or environment.
- Use graphic symbols/rhythmic/staff notation with time signatures to record creative ideas.

Perform:

- Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation (eight note range).
- Understand how triads are formed and play them along to music.

Notation:

- Understand the difference between semibreves, minims, crochets and crochet rests, paired quavers and semiquavers.
- Understand 2/4, 3/4, and 4/4 time signatures.
- Read and perform pitched notation within 1 octave (C – C')
- Read and play short, rhythmic phrases at sight, using conventional symbols for known rhythms and note durations.

Year 6

Year 6, our children will be able to....

Singing:

- Sing a broad range of songs., including songs which involve syncopated rhythms and as part of a choir.
- Sing with a sense of ensemble and performance (observing rhythm, pitching and appropriate style).
- Sing four-part rounds or partner song.
- Perform a range of songs during school assemblies and during school performances.

Listening

- Identify a broad range of pieces of music and their characteristics.
- Name a variety of composers and artists associated with different genres of music.
- Discuss similarities and differences in pieces of music and explain how composers and performers achieve this.

Composing:

- In small groups, improvise music with multiple sections that include repetition and contrast.
- In small groups, use chord changes as part of an improvise sequence.
- In small groups, extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape.
- Plan, compose and play an 8 or 16 beat melodic phrase using the pentatonic scale and incorporating rhythmic variety and interest.
- Compose melodies made from pairs of phrases in either G major or E minor.
- Compose a ternary piece.

Performing:

- Play a melody following staff notation written on one stave (eight note range).
- Play a melody making decisions about dynamic range, including very loud (ff), very quiet (pp), moderately loud (mf) and moderately quiet (mp).
- Accompany these melodies using block chords or a baseline.
- Engage with others through ensemble playing.

Notation:

- Understand semibreves, minims, crochets, quavers, semiquavers and their equivalent rests.
- Read and perform pitched notation (C – C').
- Read and play from rhythm notation cards and rhythmic scores in up to four parts.
- Read and play from notation a four-bar phrase, confidently identifying note names and durations.

