



Controlling sounds through singing and playing (performing)

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
I can use songs with and without words – children may pitch match more easily with sounds like ‘ba’. I can sing call-and-response songs, so that I can echo phrases of songs I hear sung. I can introduce new songs gradually and repeat them regularly. Sing slowly, so that children can listen to the words	I can take part in singing as a group. I can follow instructions on how and when to sing/play an instrument. I can make and control long and short sounds (duration). Imitate changes in pitch– high and low.	I can sing songs in ensemble following the tune (melody). I can use my voice to good effect understanding the importance of warming up first. I can perform in ensemble with instructions from the teacher. I can make and control long and short sounds using my voice or instruments, playing by ear and including simple improvisation (duration).	I can sing songs from memory with accurate pitch and in tune. I can show control in my voice and pronounce the words in a song clearly (diction). Maintain a simple part within an ensemble. I can play notes on instruments clearly and including steps/ leaps in pitch. I can improvise within a group using 1 or 2 notes.	I can sing in tune, breathe well, pronounce words, change pitch and dynamics. I can sustain a rhythmic ostinato/ drone/ melodic ostinato (riff) (to accompany singing) on an instrument (tempo/ duration/ texture). I can improvise within a group using more than 2 notes.	I can show control, phrasing and expression in singing. I can hold part in a round (pitch/structure). I can perform in solo and within ensemble contexts using a variety of techniques, confidently, expressively and in tune. I can improvise on own with increasing aural memory	I can sing or play from memory with confidence. I can take turns to lead a group. I can maintain own part in a round/ sing a harmony. I can play more complex instrumental parts. I can improvise using 5 notes of the pentatonic scale.

Creating and developing musical ideas (composing)

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
I can keep a steady beat, whilst singing or tapping knees, dancing to music, or making my own music with instruments and sound makers. I can use movement and listening games that use different sounds for different movements. I can make up my own dance moves, using some of the steps and techniques I have learned.	I can make a sequence of long and short sounds with help (duration). I can clap longer rhythms with help. I can make different sounds (high and low– pitch; loud and quiet– dynamics; fast and slow-tempo; quality of the sound smooth, crisp, scratchy, rattling, tinkling etc.– timbre).	I can carefully choose sounds to achieve an effect (including use of ICT). I can order sounds to create an effect (structure beginnings/endings) . I can create short musical patterns. I can create sequences of long and short sounds– rhythmic patterns (duration). Control playing instruments so they sound as they should. Use pitch changes to communicate an idea. Start to compose with two or three notes.	I can compose and perform melodies using two or three notes. I can use sound to create abstract effects (including using ICT). I can create/ improvise repeated patterns (ostinato) with a range of instruments. I can effectively choose, order, combine and control sounds (texture/ structure).	I can compose and perform melodies using three or four notes. I can make creative use of the way sounds can be changed, organised and controlled (including ICT). I can create accompaniments for tunes using drones or melodic ostinato (riffs). I can create (dotted) rhythmic patterns with awareness of timbre and duration.	I can compose and perform melodies using four or five notes. I can use a variety of different musical devices including melody, rhythms and chords. I can record my own compositions. I can create own songs (raps– structure). I can identify where to place emphasis and accents in a song to create effects (duration)	I can compose and perform melodies using five or more notes. I can show confidence, thoughtfulness and imagination in selecting sounds and structures to convey an idea. I can create music reflecting given intentions and record using standard notation. I can use ICT to organise musical ideas (where appropriate). (Combine all musical dimensions).

Responding and reviewing (appraising)

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
I can tap or clap rhythms to accompany words, such as tapping the syllables of names, objects, animals and the lyrics of a song.	I can hear the pulse in music. I can hear different moods in music. I can identify texture— one sound or several sounds? I can choose sounds to represent different things (ideas, thoughts, feelings, moods etc.)	I can identify the pulse in music. I can recognise changes in timbre (sound quality- smooth, crisp, scratchy, rattling, tinkling etc.), dynamics (loud and quiet), tempo (fast and slow) and pitch (high and low). I can start to recognise different instruments.	I can internalise the pulse in music. I know the difference between pulse and rhythm. I can start to use musical dimensions' vocabulary to describe music— duration, timbre, pitch, dynamics, tempo, texture, structure. I can use correct vocabulary to identify where music works well/ needs improving.	I know how pulse stays the same but rhythm changes in a piece of music. I can listen and talk about the effect on mood and feelings. I can use more musical dimensions' vocabulary to describe music— duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony. I can identify orchestral family timbres. I can identify cyclic (repeated) patterns.	I know how pulse, rhythm and pitch fit together. I can use a range of words to describe music (eg. duration, timbre, pitch, dynamics, tempo, texture, structure, beat, rhythm, metre, silence, riff, ostinato, melody, harmony, chord, flat, sharp, dotted rhythm, staccato, legato, crescendo, diminuendo). I can use these words to identify strengths and weaknesses in own and others' music.	I know how the other dimensions of music are sprinkled through songs and pieces of music. I can use musical vocabulary confidently to describe music. I can work out how harmonies are used and how drones and melodic ostinato(riffs) are used to accompany singing. I can use knowledge of how lyrics reflect cultural context and have social meaning to enhance own compositions. I can refine and improve own/ others' work.

Listening and applying knowledge and understanding

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
I can listen to a variety of different music from different periods in time. I can listen to different kinds of music from across the globe including traditional and folk music from other cultures. I can listen attentively to music. I can talk about what I hear, changes and patterns as a piece of music develops.	I can listen for different types of sounds. I know how sounds are made and changed. I can make sounds with a slight difference, with help. I can use my voice in different ways to create different effects.	I can listen carefully and recall short rhythmic and melodic patterns. I can use changes in dynamics, timbre and pitch to organise music. I can change sounds to suit a situation. I can make own sounds and symbols to make and record music. I can start to look at basic formal notation- play by ear first. I know music can be played or listened to for a variety of purposes (in history/ different.	I can use musical dimensions together to compose music. I know number of beats in a minim, crotchet, quaver and semibreve and recognise symbols (duration). I can play with a sound then-symbol approach. I use silence for effect and know symbol for a rest (duration). I can describe different purposes of music in history/ other cultures.	I can combine sounds expressively (all dimensions). I can read notes and know how many beats they represent (minim, crotchet, semibreve, quaver, dotted crotchet, rests). I know that sense of occasion affects performance. I can describe different purposes of music in history/ other cultures.	I can create music with an understanding of how lyrics, melody, rhythms and accompaniments work together effectively (pitch/texture/ structure). I can read/ work out the musical stave (notes as Year 4). I can perform songs in a way that reflects the meaning of the words, the venue and sense of occasion so that the audience appreciates it. I can describe different purposes of music in history/ other cultures.	I can use increased aural memory to recall sounds accurately. I know and use standard musical notation to perform and record own music (adding dotted quavers). I can describe different purposes of music in history/ other cultures.

Key Vocabulary

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Beat, rhythm, high, low, fast, slow, instruments	Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination.	Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel.	Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco.	Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality.	Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody.	style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, Jazz, improvise/improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony.

National Curriculum

EYFS	KS1	KS2
ELG – Expressive Arts – Performing Sing a range of well know songs and rhymes. Perform songs, rhymes, poems and stories with others and when appropriate move in time with music.	Pupils should be taught to: ♣ use their voices expressively and creatively by singing songs and speaking chants and rhymes ♣ play tuned and un-tuned instruments musically ♣ listen with concentration and understanding to a range of high-quality live and recorded music ♣ experiment with, create, select and combine sounds using the inter-related dimensions of music.	Pupils should be taught to: ♣ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ♣ improvise and compose music for a range of purposes using the inter-related dimensions of music ♣ listen with attention to detail and recall sounds with increasing aural memory ♣ use and understand staff and other musical notations ♣ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ♣ develop an understanding of the history of music.