

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Objectives	ELG's <ul style="list-style-type: none"> Sing a range of well-known nursery rhymes and songs Perform songs with others, and – when appropriate – try to move in time to music 	Pupils should be taught to: <ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned 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 interrelated dimensions of music 		Pupils should be taught to: <ul style="list-style-type: none"> 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 interrelated 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. 			
Singing	<ul style="list-style-type: none"> Sing well-known nursery rhymes and songs Sing songs that are familiar to child, maybe sung at home Sing and hum songs from children's movies – e.g. Disney 	<ul style="list-style-type: none"> Sing a song with contrasting high and low melodies. Control vocal dynamics, duration and timbre. Sing a song together as a group. Combine voices and movement to perform a chant and a song. Use voices to create descriptive sounds. 	<ul style="list-style-type: none"> Chant and sing in two parts while playing a steady beat. Sing with expression, paying attention to the pitch shape of the melody. Understand pitch through singing, movement and note names. Prepare and improve a performance using movement, voice and percussion. 	<ul style="list-style-type: none"> Sing a two-part harmony. Copy and create a wide range of vocal sounds to incorporate into a song. Sing in two parts (two different melodies) with movements and percussion. Perform a round in three parts. 	<ul style="list-style-type: none"> Perform a poem as an ensemble with rhythmic accuracy to a steady beat. Use beatbox techniques to initiate the sound of a drum kit. Learn to sing partner songs. Sing a call and response song in a minor key in two groups. Sing a song with three simple independent parts. Combine singing, playing and dancing in a performance. 	<ul style="list-style-type: none"> Prepare for a performance by considering narration, performance space, setting up and other logistics. Develop techniques of performing rap using texture and rhythm. Sing and play scales and chromatic melodies accurately. Sing and play percussion in a group piece with changes in tempo and dynamics. Sing a song in unison and three-part harmony. Sing with attention to accuracy and rhythm,, pitch and dynamics. 	<ul style="list-style-type: none"> Demonstrate understanding of pitch through singing from simple staff notation. Demonstrate understanding of beat and syncopation through singing and body percussion. Convey lyrical meaning through expressive signing in a part-song with echoes. Learn to sing major and minor note patterns accurately. Demonstrate planning, directing and rehearsal skills through allocated roles, such as technicians and researchers. Develop, rehearse and perform mini-musical, including dialogue, singing, playing and movement. Refine vocal performance with consideration of posture, breathing and enunciation. Perform complex song rhythms confidently. Change vocal tone to reflect mood and style.

Playing Instruments	<ul style="list-style-type: none"> • Explore a variety of instruments • Try to create a beat / rhythm using instruments 	<ul style="list-style-type: none"> • Identify and keep a steady beat using instruments. • Explore and control dynamics, duration, and timbre with instruments. • Play percussion instruments at different speeds (tempi). • Play and control changes of tempo. • Explore sounds on instruments and find different ways to vary their sound. • Play fast, slow, loud, and quiet sounds on percussion instruments. 	<ul style="list-style-type: none"> • Listen and repeat rhythmic patterns on body percussion and instruments. • Play pitch lines on tuned percussion. • Accompany a song with vocal, body percussion and instrumental ostinato. • Use instruments expressively in response to visual stimuli. 	<ul style="list-style-type: none"> • Accompany a song with melodic ostinato on tuned percussion. • Perform a pentatonic song with tuned and untuned accompaniment. • Play independent parts in more than one metre simultaneously on body percussion, untuned and tuned percussion. • Perform rhythmic ostinati individually and in combination. • Understand and use pitch notations. • Read simple rhythm notation. • Create and perform from a symbol score. • Read graphic notation to play a melody on tuned instruments. 	<ul style="list-style-type: none"> • Combine four body percussion ostinati as a song accompaniment • Play a pentatonic song with leaps in pitch on tuned percussion. • Play and sing repeated patterns (ostinati) from staff notation. • Play a piece with melody, chords, bass and rhythm parts from graphic, rhythm and staff notations. 	<ul style="list-style-type: none"> • Read a melody in staff notation. • Interpret graphic notation on various soundmakers with an understanding of their qualities and capabilities. • Perform music together in synchronisation with a short movie. • Develop ensemble playing, focusing on steady beat and placing notes accurately together. • Control short, loud sounds on a variety of instruments. 	<ul style="list-style-type: none"> • Demonstrate coordination and rhythm skills by participating in a complex circle game. • Play a chordal accompaniment to a piece. • Follow and interpret a complex graphic score for four instruments. • Play tuned instrumental parts confidently from graphic scores with note names.
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Improvising / Exploring	<ul style="list-style-type: none"> Explore a variety of instruments Explore the sounds that we can make with our bodies to create rhythm 	<ul style="list-style-type: none"> Improvise descriptive music. Respond to music through movement. Create a soundscape using instruments. Explore different sound sources and materials. Explore sounds on instruments and find different ways to vary their sound. 	<ul style="list-style-type: none"> Explore timbre and texture to understand how sounds can be descriptive. Combine sounds to create a musical effect in response to visual stimuli. Explore voices to create descriptive musical effects. Explore different ways to organise music. 	<ul style="list-style-type: none"> Improvise descriptive music. Improvise to an ostinato accompaniment. Explore simple accompaniments using beat and rhythm patterns. 	<ul style="list-style-type: none"> Improvise in response to visual stimuli, with a focus on timbre. Explore household items as instruments and match rhythms with appropriate soundmakers. Improvise melodies with a given set of five notes (a pentatonic scale). Explore layers and layering using a graphic score. Understand syncopation and clap improvised off-beat rhythms. 	<ul style="list-style-type: none"> Develop accompaniments using ostinato and invent or improvise rhythms on untuned percussion. Learn about jazz scat singing and devise scat sounds. Play and improvise using the whole tone scale. Create musical effects using contrasting pitch. Interpret graphic notation on various soundmakers with an understanding of their qualities and capabilities. Learn about and explore techniques used in movie soundtracks. 	<ul style="list-style-type: none"> Devise, combine and structure rhythms through dance. Improvise descriptive music on instruments and other soundmakers.
Composing	<ul style="list-style-type: none"> Use instruments to depict characters in a story Create own beat using percussion and body 	<ul style="list-style-type: none"> Invent and perform new rhythms to a steady beat. Create, play and combine simple word rhythms. Create a picture in sound. 	<ul style="list-style-type: none"> Compose music to illustrate a story. Perform and create simple three- and four-beat rhythms using a simple score. 	<ul style="list-style-type: none"> Select descriptive sounds to accompany a poem. Choose different timbres to make an accompaniment. Make choices about musical structure. Create and perform from a symbol score. Arrange an accompaniment with attention to balance and musical effect. Use a score and combine sounds to create different musical textures. 	<ul style="list-style-type: none"> Compose an introduction for a song. Compose and notate pentatonic melodies on a graphic score. Compose a rap. Compose a fanfare. Compose and play sequences of word rhythms. 	<ul style="list-style-type: none"> Develop a structure for a vocal piece and create graphic scores. Explore extended vocal techniques through listening to and composing 'a capella' (unaccompanied) vocal music based on graphic scores. Use the musical dimensions to create and perform music for a movie. Evaluate and refine compositions with reference to the inter-related dimensions of music. Create sounds for a movie, following a timesheet. 	<ul style="list-style-type: none"> Revise, rehearse, and develop music for performance, with references to the inter-related dimensions of music. Compose programme music from a visual stimulus.

Listening	<ul style="list-style-type: none"> • Identify the beat within a piece of music • Understand how music can be used to support storytelling • Know and repeat well-known nursery rhymes and songs • Listen to a variety of music genres 	<ul style="list-style-type: none"> • Recognise and respond to changes in tempo in music. • Identify changes in pitch and respond to them with movement. • Understand how music can tell a story. • Understand musical structure by listening and responding through movement. 	<ul style="list-style-type: none"> • Match descriptive sounds to images. • Listen to and repeat back rhythmic patterns on instruments and body percussion. 	<ul style="list-style-type: none"> • Listen to and learn about Hindustani classical music. • Learn how sounds are produced and how instruments are classified. • Listen to and learn about traditional Chinese music. • Listen to and learn about a Romantic piece of music. • Listen to and learn about a medieval antiphon. • Listen to, learn about, play and dance to Tudor dance music. 	<ul style="list-style-type: none"> • Understand how rhythmic articulation affects musical phrasing. • Explore the descriptive music of two famous composers of the 20th and 21st Century. • Listen to and learn about 1940's dance band music. • Listen to and play along with Bhangra music. • Copy rhythms and a short melody. • Match short rhythmic phrases with rhythmic notation. • Listen to and learn about Renaissance instruments. 	<ul style="list-style-type: none"> • Hear and understand the features of the whole tone scale. • Listen to and learn about modern classical/avant garde music (20th century). • Learn about the music of an early Baroque opera. • Demonstrate understanding of the effects of music in movies. 	<ul style="list-style-type: none"> • Follow and interpret a complex graphic score for four instruments. • Experience and understand the effect of changing harmony. • Listen to and understand modulation in a musical bridge.
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Appraising	<ul style="list-style-type: none"> Identify the beat within a piece of music Identify some instruments in a piece of music 	<ul style="list-style-type: none"> Identify sequence of sounds (structure) in a piece of music. Listen in detail to a piece of orchestral music (e.g. identify instruments). Identify metre by recognising a pattern. Identify a repeated rhythm pattern. 	<ul style="list-style-type: none"> Identify ways of producing sounds (e.g. shake, strike, pluck). Identify rising and falling pitch. Listen in detail to a piece of orchestral music (e.g. identify how it depicts a season). Use simple musical vocabulary to describe music. Listen, describe and respond to contemporary orchestral music. 	<ul style="list-style-type: none"> Identify the metre in a piece of music. Recognise rhythm patterns in staff notation. Recognise pitch shapes. 	<ul style="list-style-type: none"> Identify different instrument groups from a recording. Describe the structure of a piece of orchestral music. Develop listening skills by analysing and comparing music from different traditions. Identify key features of minimalist music. Compare and contrast the structure of two pieces of music. Identify the metre of a new song or piece. Listen to and analyse 20th century ballet music. 	<ul style="list-style-type: none"> Listen to a 19th century tone poem and describe its effects and use of the musical dimensions. Listen to and analyse 19th century impressionist music using musical vocabulary. Compare and contrast two pieces of 19th century Romantic music. Identify changes in tempo and their effects. Evaluate and refine compositions with reference to the inter-related dimensions of music. Explore and analyse a song arrangement and its structure. Rehearse, improve and analyse an ensemble performance, with attention to balance and staying in time. 	<ul style="list-style-type: none"> Revise, rehearse, and develop music for performance, with reference to the inter-related dimensions of music. Discuss the music of a Russian Romantic composer with reference to a painting from the same period.
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