



Controlling sounds through singing and playing (play and perform) Creating and developing musical ideas (creating, improvising and composing) Responding and reviewing appraising skills (Review and appraise) Listening and applying knowledge and understanding							
KS1 skills	Year 1	Year 2	KS2 Skills	Year 3	Year 4	Year 5	Year 6
Controlling sounds through singing and playing (Play and Perform)							
Use their voices expressively and creatively by singing songs and speaking chants and rhymes	Use voices in different ways such as speaking, singing, chanting, and using rhymes. To work together as part of a group following a leader or conductor To be able to sing and clap in time to a steady pulse	Use voices expressively and creatively. To sing with the shape of the melody. Sing songs at different tempo and dynamic To work together as part of a group following a leader or conductor To be able to sing back in call and response songs	Using their voices with increasing accuracy, fluency, control, and expression	Sing songs in unison and simple parts (including rounds) becoming more aware of pitch, tempo and dynamic. Begin to understand voice projection and posture To be able to sing back during call and response songs	To sing in unison and in simple parts maintaining the correct pitch and using increasing expression varying tempo, and dynamics To understand the importance of posture and voice projection Developing the ability to maintain a simple part in rounds and partner songs. Developing the ability to maintain a part in two-part harmonies	Increasing singing skills by showing an awareness of good breath control, posture, diction, and intonation when singing together. Understanding when to use varying dynamics, pitch, tempo, and expression To follow the conductor / be the conductor Taking part in three- part harmonies and descants. Understanding how parts fit together and how songs are structured.	To sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrase To demonstrate musical quality and understanding of how the interrelated dimensions of music play their part Taking part in three- part harmonies and descants. Using the voice as an instrument in composing tasks.

<p>Play tuned and un-tuned instruments</p>	<p>To create and choose sounds. To perform simple rhythmical patterns, beginning to show an awareness of pulse.</p>	<p>To create and choose sounds for a specific effect. To perform rhythmical patterns and accompaniments, keeping a steady pulse.</p>	<p>To play tuned and un-tuned instruments with increasing control and accuracy</p>	<p>To perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes.</p> <p>To be able to treat the instrument with care and respect</p>	<p>To play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics and tempo</p> <p>To be able to treat the instrument with care and respect</p>	<p>To play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression.</p> <p>Play a musical instrument with the correct technique</p>	<p>To play and perform with accuracy, fluency, control, and expression</p> <p>Play a musical instrument with the correct technique</p>
<p>Rehearse and perform with others</p>	<p>To listen to and think about others when performing.</p>	<p>To listen to and think about others when performing</p> <p>To begin to refine practice for performing to others</p>	<p>Rehearse, play, and perform in solo and ensemble contexts, using voices and musical instruments</p>	<p>To listen to and follow musical instructions from a leader.</p> <p>To begin to refine practice and rehearsals for performing to others</p>	<p>To listen to and follow musical instructions from a leader.</p> <p>To practice and refine rehearsals for a performance for others</p>	<p>To think about the audience when performing and how to create a specific effect</p> <p>To discuss and talk musically about the rehearsal – “What went well?” and “It would have been even better if...?”</p>	<p>To choose what to perform and create a programme.</p> <p>To think about the audience when performing and how to create a specific effect.</p> <p>To discuss and talk musically about the rehearsal – “What went well?” and “It would have been even better if...?”</p>

Creating and developing musical ideas (Creating, improvising, and Composing)							
Explore, choose, and organise sounds and musical ideas	<p>To know about and experiment with sounds</p> <p>To begin to recognise identify and organise sounds using simple criteria e.g. loud, soft, high low</p> <p>Working as a class to use instruments effectively to compose music</p>	<p>Repeat short rhythmic and melodic patterns</p> <p>To explore and choose and order sounds using the inter-related dimensions of music*</p> <p>Working as a class to use instruments effectively to compose music</p>	<p>Improvise developing rhythmic and melodic material when performing</p> <p>Explore, choose, combine, and organise musical ideas with musical structures</p>	<p>To create simple rhythmic patterns that use a small range of notes.</p> <p>To begin to join simple layers of sound, e.g. a background rhythm and a solo melody.</p>	<p>To create rhythmical and simple melodic patterns using an increased number of notes.</p> <p>To join layers of sound, thinking about musical dynamics of each layer and understanding the effect.</p>	<p>To create increasingly complicated rhythmic and melodic phrases within given structures.</p> <p>Composing a soundscape (a performance that imagines an environment e.g. the Earth/Mars.</p>	<p>To create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures.</p> <p>Using digital technology to compose, edit and refine sounds</p>
Create musical patterns	<p>To know about and experiment with sounds</p>	<p>Repeat short rhythmic and melodic patterns</p>	<p>Improvise developing rhythmic and melodic material when performing</p>	<p>To create simple rhythmic patterns (ostinato) that use a small range of notes</p>	<p>To create rhythmical and simple melodic patterns using an increased number of notes.</p>	<p>Using digital technology to compose, edit and refine sounds</p>	

Responding and reviewing appraising skills (Respond and Review)

<p>Explore and express ideas and feelings about music</p>	<p>To talk about how music makes you feel or want to move. e.g. this music makes me sleepy or sad, scared, or excited</p>	<p>To respond to different moods in music and explain thinking about changes in sound</p>	<p>Analyse and compare sounds Explore and explain ideas and feelings about music using movement, dance, and expressive and musical language</p>	<p>To explore and comment on the way sounds can be used expressively</p>	<p>To recognise and explore the ways sounds can be combined and used expressively and comment on this effect</p>	<p>To describe, compare and evaluate different types of music using musical vocabulary including the interrelated dimensions of music</p>	<p>To describe, compare and evaluate different types of music using a range of musical vocabulary including the interrelated dimensions of music</p>
<p>To make improvements to my own work</p>	<p>To think about and make simple suggestions about what could make their own work better. e.g. play faster or louder.</p>	<p>To identify what improvements could be made to own work and make these changes, including altering use of voice, playing of and choice of instruments.</p>	<p>To reflect on and improve own and others work in relation to its intended effect</p>	<p>To comment on the effectiveness of own work, identifying and making improvements.</p>	<p>To comment on the effectiveness of work, identifying and making improvements based on its intended outcome.</p>	<p>To comment on the success of own and others work, suggesting improvements based on intended outcomes.</p>	<p>To evaluate the success of own and others work, suggesting specific improvements based on intended outcomes and comment on how this could be achieved.</p>

Listening and applying knowledge and understanding

	To begin to identify simple repeated patterns	To identify and recognise repeated patterns and to begin to be able to recall them	Listen with attention to detail and recall sounds with increasing aural memory	To listen with attention and begin to recall sounds. Beginning to recognise instruments of the orchestra including brass, strings, woodwind, and percussion. Listen carefully and respectfully to other people's thoughts about the music.	To listen to and recall patterns of sounds with increasing accuracy. Developing the ability to recognise instruments of the orchestra including brass, strings, woodwind and percussion Listen carefully and respectfully to other people's thoughts about the music.	To listen to and recall a range of sounds and patterns of sounds confidently. To recognise instruments of the orchestra including brass, strings, woodwind, and percussion	To listen to, internalise and recall sounds and patterns of sounds with accuracy and confidence.
To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture, and silence can be organised and used	To begin to understand that musical elements can be used to create different moods and effects With help, make sounds with a slight difference	To understand how musical elements, create different moods and effects.	To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture, and silence can be organised within musical structures and	To begin to understand how different musical elements are combined and used to create an effect e.g. if the song gets louder in the chorus (dynamics)	To understand how different musical elements are combined and used expressively e.g. how the tempo can be slowed for emphasis	To begin to identify the relationship between sounds and how music can reflect different meanings To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.	To identify and explore the relationship between sounds and how music can reflect different meanings. To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.

expressively within simple structures.			used to communicate different moods and effects.				
To understand that sounds can be made in different ways and described using given and invented signs and symbols.	To begin to represent sounds with simple sounds including shapes and marks	To confidently represent sounds with a range of symbols, shapes, and marks	To use and understand staff and other musical notations	<p>To begin to understand rhythmic notation and simplified traditional notation.</p> <p>To be able to use staff notation through First Access teaching, including staves, clefs)</p> <p>Note notation (B, A, G, E, C, D)</p> <p>To begin to know the number of beats in a minim, crochet</p>	<p>To understand and use established musical notations to represent music in Glockenspiel 2 unit, listening and composing tasks.</p> <p>Quavers, crotchets, minims, semibreves rests</p> <p>Note notation (C,D,E,F,G,A,B)</p> <p>To know the number of beats in a minim, crochet and semibreve</p>	<p>To recognise and use a range of musical notations including staff notation.</p> <p>Developing confidence to recognise staff notation through songs and instrumental work.</p> <p>Developing confidence to use own graphic notation in improvisation and composition</p> <p>To know the number of beats in a minim, crochet, and semibreve</p> <p>To begin to use flat and sharp symbols and to be able to understand simple time signatures.</p>	<p>To use and apply a range of musical notations including staff notation, to plan, revise and refine musical material</p> <p>Using traditional and graphic notation in own performance and composing.</p> <p>To be able to recognise sharp and flat symbols.</p> <p>To be able to use flat and sharp symbols and be able to understand simple time signatures.</p>

<p>Listening with increasing concentration and understanding to a range of high quality live and recorded music.</p>	<p>To begin to recognise instruments of the orchestra and the differences in their sounds</p> <p>To begin to express opinions about music from the past.</p>	<p>To listen to music from different musical periods and begin to place them on a timeline.</p> <p>To begin to find similarities and differences in the work of a great composer/ musician from history.</p> <p>To begin to express opinions about music from the past.</p> <p>To begin to recognise orchestral instruments</p>	<p>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>To develop an understanding of the history of music</p>	<p>To listen to music from different periods and place them on a timeline.</p> <p>To find similarities and differences in the work of a great composer/musician from history.</p> <p>To express opinions about music from the past.</p> <p>To listen to music from a wider variety of traditions and styles</p>	<p>To develop an increasing ability to place music on a timeline.</p> <p>To be able with increased confidence to compare works of great composers and musicians.</p> <p>To be able to express opinions about music from the past, using an increasing musical vocabulary.</p>	<p>To be able to compare, finding similarities and differences between different historical composers and musicians.</p> <p>To be able to explain how the music of the past reflected the society of the time.</p> <p>To explain how music has changed over time.</p> <p>To develop an appreciation of a wide range of music from different traditions and genres.</p>	<p>To be able to compare and find similarities and differences between different historical composers and musicians.</p> <p>To be able to explain how the music of the past reflected the society of the time.</p> <p>To explain how music has changed over time.</p> <p>To develop an appreciation of a wide range of music from different traditions and genres.</p>
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