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|  | **Reception** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** | **Further step** |
| **Listening** | • Identify high and low (pitch) and fast and slow (tempo) when listening to music  • To respond to questions about a piece of music they have listened to i.e.  how does it make you feel? giving a reason linked to music | -Respond to the pulse in recorded / live music through movement and dance  • Listen to sounds in the local environment and compare high and low sounds and long and short sounds  • Identify the pulse  • Recognise the changes in pitch between high and low pitch (pitched  patterns) within a small section of melody e.g. trace the pattern of the  melody and also identify long and short sounds | • Tap or clap the beat of a listening piece and recognise the tempo and any changes  • Move to music, responding to the mood and emotion  • Begin to group beats in four and threes by demonstrating the strongest beat when clapping  • Respond independently to pitch changes heard in short melodic phrases  indicating with actions (e.g., stand up / sit down, hands high /hands low)  • Begin to recognise changes in tempo, dynamics, timbre (scratchy, smooth,  string, brass etc) and texture (solo, multiple instruments)  • Identify the different parts of a piece of music e.g., the verse and chorus in a song, introduction | • Use listening skills to correctly order phrases using notation showing  different arrangements of 3 notes C D E  • Individually copy a short melodic phrase using a  range of 5 notes and beginning on C. Begin with singing and when confident, progress to a melodic instrument  • Identify silent beats in music (rests)  • Begin to develop active listening skills and relate what they hear to the inter-related dimensions of music  • Pupils can listen to a rhythmic call and response and reproduce it accurately  on their instrument using appropriate technique | • Copy short melodic phrases including those using the pentatonic  • Identify and discuss the inter-related dimensions of music when listening to  a piece of music  • Begin to identify key stylistic features within a genre of music  • Begin to develop a chronological understanding of different styles of music  • Listen to a broad range of music from different times and places  • Identify and name crotchets and quavers in rhythmic patterns | • Identify 2/4-, 3/4- and 4/4-time signatures when listening to a piece of music  • Listen to a variety of pieces from different times and places, identifying  their unique qualities  • Develop awareness of interrelated dimensions of music and use the correct  vocabulary in their responses  • Recognise simple structures in the music being performed or listened to eg  binary, ternary, verse, chorus etc | • Listen to a diverse range of genres, styles and traditions and identify stylistic  Features  • Listen to a wide range of live and recorded musicians  • Develop a cultural respect and celebrate differences in the music listened to  • Listen to music from different times and places and identify their own uniqueness | • Understand how music reflects a given occasion or context  • Listen to and comment on a wide range of genres and styles of music using a broad range musical vocabulary  • Identify how specific musical techniques and devices contribute to the impact of a piece. |
| **Understanding and reviewing** | -Respond to music in an intuitive way through movement, matching emotions, tempo and dynamics | • Understand the difference between creating a rhythm pattern and a pitch pattern  • Understand that symbols (pictures) can be used to represent and organise sound  • Develop a basic understanding of how music is organised e.g. beginning, middle and end  • Investigate a range of instruments and understand they produce different  sounds and then select the appropriate instrument for a specific purpose | • Respond to the leader’s directions and visual symbols of dynamics and tempo  • Understand the speed of the music can change  • Read and respond to chanted rhythm patterns, and begin to understand notation (crotchet, quaver, crotchet rest)  • Recognise some notation and match it to 3 note tunes played on tuned  percussion  • Understand that music can be structured in different ways  • Understand different sounds suit different moods  • Comment constructively on the music produced by others and begin to use the inter-related dimensions of music in their answer | • Introduce the stave, lines and spaces, and clef. Use notation to show higher or lower pitch  • Introduce and understand the differences between crotchets and quavers and their values  • Apply word chants to rhythms understanding how to link each syllable to a musical note  • Use appropriate musical vocabulary with understanding to describe music  they are listening to and begin to identify different styles of music  • Develop an ability to evaluate their own music and suggest improvements  • Understand how sounds combine and create different effects on mood  • Understand a rest indicates silence in music (crotchet rest)  • Understand and identify different sections of a song, intro, verse, chorus  and bridge  • Pupils can assemble and look after their instrument and hold it correctly.  -Pupils show an awareness of pitch, pulse/beat. They are learning to control  pitch when singing and, on their instrument, and they can generally  maintain a steady beat when playing as part of a whole class. | • Introduce major and minor chords and use technology to demonstrate e.g. interactive keyboard  • Identify chordal accompaniment and melody understanding static and  moving parts when listening  • Introduce and understand the relationship between minims, crotchets,  paired quavers and rests  • Understand how sounds combine and create different effects, mood and  feelings  • Begin to develop an understanding of the term chromatic  • Pupils show awareness of and can respond to different rhythm values – quavers, crotchets and minims  • Pupils can follow the notations used on their whole class instrumental  lessons and associate it with the correct fingering or they can remember  more complex rhythm patterns / melodic phrases in the case of  percussionists | • Introduce a major and minor scale e.g. C major and A minor and identify which notes are different.  • Understand and develop how triads are formed, and play them on tuned  percussion or melodic instruments  • Introduce semibreves and semiquavers and understand the relationship  between semibreves, minims, crotchets and crotchet rest, paired quavers  and semiquavers  • Understand the difference between 2/4, 3/4 and 4/4 time signatures | • Understand semiquavers and minim rests and the relationship between  semibreves, minims, crotchets, quavers, semiquavers, crotchet, and minim  rests  • Discuss the features of a piece of music which work together to reflect a  mood, culture or sense of occasion referring to interrelated dimensions of  music  • Present a well-formed opinion and show a willingness to engage with  alternative perspectives  • Recognise syncopated rhythms  • Identify how specific musical techniques and devices contribute to the impact of a piece  • Use appropriate musical vocabulary to explain choices in composition  • Pupils perform with increasing confidence either from memory or from given notation demonstrating an understanding of different styles / genres | • Evaluate musical choices in performance and composition and justify them  in appropriate musical vocabulary  • Demonstrate an ability to think widely about music and compare and  contrast alternative viewpoints through discussion with others  • Understand how music in a particular genre or style has developed over a period of time |
| **Composing** | • Explore how sounds can be used to respond to a stimulus including story, photo, picture, prop  • Collect and create sounds for a known story or poem | • Improvise simple vocal chants using question and answer phrases  • Create musical sound effects and short sequences of sounds in response to stimuli including stories, pictures and films  • Invent, retain and recall rhythm (crotchet and quaver) and melodic (pitch) patterns with a range of 3 notes e.g. C, D and E  • Use music technology, if available, to capture, change and combine sounds  • Use basic dynamics and tempo for musical expression e.g. piano / forte, fast / slow  • Create simple lyrics as a class to a well-known, traditional rhyme i.e. Twinkle Twinkle or Here we go round the mulberry bush | • Create music in response to a non-musical stimulus  • Work with a partner to improvise simple rhythmic and melodic question and answer phrases  • Use music technology to capture, change and combine sounds e.g. Chrome Music Lab, Scratch Junior, Garage Band.  • Play copycat rhythms, copying a leader and inventing rhythms for others which include crotchets, quavers and crotchet rest  • Create rhythms using word phrases as a starting point and use these as an ostinato  • Create and perform their own chanted rhythms beginning to use some corresponding notation  • Compose and play in groups simple rhythmic patterns of 8 beats which can then be combined with other groups to form a longer piece  • Use graphic scores to reflect pitch and dynamics  • Change words to songs and rhymes whilst maintaining rhythmic patterns  • Create a simple grid to record a 4 beat rhythmic pattern  • They can improvise a simple rhythmic call and response phrases of their own on an instrument they are learning | • Become more skilled in improvising inventing short on the spot responses using a limited note range    • Select, organise and order sounds;  -Structure musical ideas to create music that has a beginning, middle and end.    • Compose in response to different stimuli and musical sources using a variety of sources such as percussion, music technology and instruments they are learning  • Combine known rhythmic notation with letter names to create rising and falling phrases using just 3 notes (F, G and A are a good place to start)  • Compose song accompaniments on untuned and tuned percussion using known rhythms, note values and simple chords    • Compose a short piece of music with a given structure e g A B A, call and response, verse and chorus  • Use rests in simple rhythms recorded on a grid and link to music technology where possible    • Present multiple layers on graphic scores or rhythm grids  • Use music tech e.g. keyboards, Garageband and electric sounds when composing  • Pupils can create / improvise a 2 bar rhythm only pattern either through clapping or on their instrument | • Improvise on a limited range of pitches on any melodic instrument, making use of staccato (detached) and legato (smooth)  • Begin to make decisions about the overall structure of compositions  • Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches    • Arrange individual notation cards of known note values (minim, crotchet, quavers and crotchet rests) to create 4 bar phrases consisting of different note values with 2, 3 or 4 beats per bar (2/4, 3/4, 4/4)  • Use the inter-related dimensions of music when composing music to create a specific mood  • Include a range of different instruments to create small ensembles when composing  • Record creative ideas using graphic symbols, rhythm notation and time signatures, stave notation, technology  • Read and perform pitch notation within a defined range (octave)  • Follow and perform simple rhythmic notation to a steady beat  • Use rhythmic notation to transcribe words and phrases  • Use music tech e.g. keyboards, Garageband and electronic sounds when composing  • Pupils are prepared to have a go at improvising phrases of more than 2 bars on their instruments. This should be of a melodic and rhythmic nature. Pupils should be able to slot this into a larger piece of music at the correct time | • Improvise freely over a drone, developing a sense of shape and character using tuned percussion and melodic instruments  • Improvise over a simple groove, responding to the beat. Experiment with a wider range of dynamics (rap / beatbox)  • Work in pairs to compose a short, structured piece e.g. ternary (A, B, A)  • Use chords to compose music to evoke a specific atmosphere, mood or environment  • Record creative ideas using graphic symbols, rhythmic notation and time signatures, stave notation and technology – Garage Band  • Compose over a pentatonic scale with a drone, ostinato or melody  • Pupils contribute ideas to group /class compositions using the knowledge that they have gained of their instrument. They are sensitive to the ideas of others and are willing to refine their work | • Compose melodies using major or minor scales i.e. C major, G major, A minor or E minor, these melodies can be enhanced with chordal or rhythmic accompaniment    • Create music with multiple sections that include repetition and contrast  • Use chord changes as part of a sequence, which may be improvised  • Extend improvised melodies beyond 8 beats    • Plan and compose an 8 - or 16- beat melodic phrase using learnt scales e.g. pentatonic, blues  • Compose a piece of music suitable for a particular occasion  • Compose a melody to match a given lyric with sensitivity to stylistic features  • Use prior music technology knowledge to source sounds for an intended effect and use within a composition    • Use a variety of textures and timbres when arranging a composition to create a specific mood, e.g. solo / small ensemble / whole class | • Accurately write and perform a simple tune on a conventional stave  • Use a full octave to create/improvise melodies  • Compose parts for a group piece for others to perform |
| **Performing** | • Sing and chant familiar rhymes and songs in unison, responding to simple visual directions (e.g., stop, start, loud and quiet) and counting in  • Participate in singing games  • Start and finish together with others  • Sing simple songs with a range of 3 notes (C-E) e.g. doorbell sound  • Learn to handle and produce different sounds on untuned percussion instruments | -Begin with simple songs with a small range (mi-so / a third/ C to E) and then slightly wider, following the shape of the melody, include pentatonic songs (5 notes) (C, D, E, G and A or G, A, B, D and E).  • Sing a wide range of call and response songs to control vocal pitch and to match the pitch they hear with accuracy e.g. Q + A Hello, how are you...)  • Walk, move or clap a steady beat with others and perform a steady pulse on untuned percussion  • Perform short copycat rhythms accurately  • Perform chants  • Perform simple repeated rhythmic patterns (ostinato) as an accompaniment  • Perform a simple accompaniment on percussion instruments showing an awareness of pulse. | • Sing songs regularly with a pitch range of do-so (a 5th / C-G) with increasing vocal control  • Sing short phrases independently/ small groups within a singing game  • Select, organise and order sounds to perform within a simple structure. Suggest how they should be played and discuss effects achieved  • Change the way music is performed to reflect occasion e.g. lullaby  • Perform actions confidently and in time to a range of action songs  • To perform rhythmic accompaniments using a range of untuned percussion | • Sing a widening range of unison songs of varying styles and structures with a pitch of a 5th (C – G), tunefully and with expression. Perform using Italian terms such as forte (loud) and piano (quiet)  • Provide more opportunities to sing as a choir to an audience  • Develop opportunities to play tuned percussion or other melodic instruments i.e., recorder  • Play and perform melodies following stave notation using a small range of 5 notes by the end of the year  • Explain how different inter-related dimensions such as pitch, duration (note length), timbre, texture and dynamics can be combined and used with expression  • Perform simple parts with expression and awareness of rhythm e.g., a drone and an ostinato or a 2-part round  • Perform with a greater awareness of the inter-related dimensions of music  • Have clear diction when singing to communicate lyrics effectively | • Continue to sing a broad range of unison songs with the range of an octave  • Sing rounds and partner songs in different time signatures  • Begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony  • Perform in a variety of settings with an awareness of occasion and audience  • Play and perform melodies following stave notation using a small range of notes  • Perform in 2 or more parts from simple notation  • Pupils take part in a whole class performance and show pride in what they have achieved. They begin to show a sense of ensemble  • Pupils can demonstrate playing to the class any items the teacher asks for or things they have learnt themselves at home  • When playing an instrument as part of a whole class, pupils show an awareness of the conductor. They watch when to start, try to keep together and know when to stop | • Sing a broad range of songs, observe phrasing, accurate pitching, and appropriate style  • Sing and play 3 part rounds, partner songs and songs with a verse and chorus from different times and places  • Perform at larger events and within the local community  • Perform simple, chordal accompaniments to familiar songs – (3 chord songs)  • Play melodies on tuned percussion, melodic instruments, or keyboards, following stave notation written on one stave  • Pupils make informed choices to help to improve class performances showing particular regard to dynamics and balance  • Pupils can join in a performance at a major concert opportunity and have performed confidently and willingly in performances at school or beyond | • Sing a broad range of songs including those that include syncopated rhythms from a variety of times and places  • Continue to sing and play 3 and 4 part rounds  • Perform in large scale events to a wide audience.  • Play a melody following a stave notation written on one stave  • Accompany this same melody and others using chords or a bass line  • Perform with control and sensitivity with some pupils leading and supporting others  • Pupils show an advanced understanding of what makes a high quality performance – accuracy of pitch and rhythm, balance, dynamics, tempo, tone, following a conductor and each other – a strong sense of ensemble  • Pupils show themselves to be self-motivated. Progress is obvious Some pupils seek out other performance opportunities either in or out of school. | • Lead, support and teach others in the development of performance skills  • Perform longer parts from memory that contribute to an intended outcome    • Sing or play harmony parts accurately and sensitively |