



Year	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Singing songs with control and using the voice expressively.</b>	Perform songs, rhymes and poems with others.	To find their singing voice and use their voices confidently. Sing a melody accurately at their own pitch. Sing with a sense of awareness of pulse and control of rhythm  Sing with an awareness of other performers. Recognise phrase lengths and know when to breathe. Sing songs expressively. Follow pitch movements with their hands and using high, low and middle voices.	To find their singing voice and use their voices confidently. Sing a melody accurately at their own pitch. Sing with a sense of awareness of pulse and control of rhythm  Sing with an awareness of other performers. Recognise phrase lengths and know when to breathe. Sing songs expressively. Follow pitch movements with their hands and using high, low and middle voices.	Sing with confidence using a wider vocal range. Sing in tune. Sing with awareness of pulse and control of rhythm. Recognise simple structures. (Phrases). Sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics. Sing songs and create different vocal effects. Understand how mouth shapes can affect voice sounds.	Sing with confidence using a wider vocal range. Sing in tune. Sing with awareness of pulse and control of rhythm. Recognise simple structures. (Phrases). Sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics. Sing songs and create different vocal effects. Understand how mouth shapes can affect voice sounds. Internalise	Sing songs with increasing control of breathing, posture and sound projection. Sing songs in tune and with an awareness of other parts. Identify phrases through breathing in appropriate places. Sing with expression and rehearse with others. Sing a round in two parts and identify the melodic phrases and how they fit together.	Sing songs with increasing control of breathing, posture and sound projection. Sing songs in tune and with an awareness of other parts. Identify phrases through breathing in appropriate places. Sing with expression and rehearse with others. Sing a round in two parts and identify the melodic phrases and how they fit together.  Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice.



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		Begin to sing with control of pitch (e.g. following the shape of the melody).	Begin to sing with control of pitch (e.g. following the shape of the melody).	Internalise sounds by singing parts of a song 'in their heads.	sounds by singing parts of a song 'in their heads.	together. Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice.	
<b>Listening, Memory and Movement.</b>	Make comments about what they have heard and ask questions to clarify their understanding	Recall and remember short songs and sequences and patterns of sounds. Respond physically when performing, composing and appraising music. Identify different sound sources. Identify well-defined musical features.	Recall and remember short songs and sequences and patterns of sounds. Respond physically when performing, composing and appraising music. Identify different sound sources. Identify well-defined musical features.	Identify melodic phrases and play them by ear. Create sequences of movements in response to sounds. Explore and chose different movements to describe animals. Demonstrate the ability to recognise	Identify melodic phrases and play them by ear. Create sequences of movements in response to sounds. Explore and chose different movements to describe animals. Demonstrate the ability to recognise the use of structure	Internalise short melodies and play these on pitched percussion (play by ear). Create dances that reflect musical features. Identify different moods and textures. Identify how a mood is created by music and lyrics.	Identify how a mood is created by music and lyrics. Listen to longer pieces of music and identify features.



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				the use of structure and expressive elements through dance. Identify phrases that could be used as an introduction, interlude and ending.	and expressive elements through dance. Identify phrases that could be used as an introduction, interlude and ending.	Listen to longer pieces of music and identify features.	
<b>Controlling pulse and rhythm</b>		Identify the pulse in different pieces of music. Identify the pulse and join in getting faster and slower together. Identify long and short sounds in music. Perform a rhythm to a given pulse. Begin to	Identify the pulse in different pieces of music. Identify the pulse and join in getting faster and slower together. Identify long and short sounds in music. Perform a rhythm to a given pulse. Begin to	Recognise rhythmic patterns. Perform a repeated pattern to a steady pulse. Identify and recall rhythmic and melodic patterns. Identify repeated patterns used in a variety of	Recognise rhythmic patterns. Perform a repeated pattern to a steady pulse. Identify and recall rhythmic and melodic patterns. Identify repeated patterns used in a variety of music. (Ostinato).	Identify different speeds of pulse (tempo) by clapping and moving. Improvise rhythm patterns. Perform an independent part keeping to a steady beat. Identify the metre of different	Identify different speeds of pulse (tempo) by clapping and moving. Improvise rhythm patterns. Perform an independent part keeping to a steady beat. Identify the metre of different songs through recognising the pattern of strong



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		internalise and create rhythmic patterns. Accompany a chant or song by clapping or playing the pulse or rhythm.	internalise and create rhythmic patterns. Accompany a chant or song by clapping or playing the pulse or rhythm.	music. (Ostinato). Recognise rhythmic patterns. Perform a repeated pattern to a steady pulse. Identify and recall rhythmic and melodic patterns. Identify repeated patterns used in a variety of music. (Ostinato).	Recognise rhythmic patterns. Perform a repeated pattern to a steady pulse. Identify and recall rhythmic and melodic patterns. Identify repeated patterns used in a variety of music. (Ostinato).	songs through recognising the pattern of strong and weak beats. Subdivide the pulse while keeping to a steady beat.	and weak beats. Subdivide the pulse while keeping to a steady beat.
<b>Control of instruments</b>		Play instruments in different ways and create sound effects. Handle and play instruments with control. Identify different groups of instruments	Play instruments in different ways and create sound effects. Handle and play instruments with control. Identify different groups of instruments	Identify melodic phrases and play them by ear. Select instruments to describe visual images. Choose instruments on the basis of internalised	Identify melodic phrases and play them by ear. Select instruments to describe visual images. Choose instruments on the basis of	Identify and control different ways percussion instruments make sounds. Play accompaniments with control and accuracy. Create different effects using	Identify and control different ways percussion instruments make sounds. Play accompaniments with control and accuracy. Create different effects using combinations of



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				sounds.	internalised sounds.	combinations of pitched sounds. Use ICT to change and manipulate sounds.	pitched sounds. Use ICT to change and manipulate sounds.
<b>Composition</b>	Sing a range of well known nursery rhymes and songs.	Contribute to the creation of a class composition. Basic skills developments for composition in KS1 are to be found within 'Exploring sounds'.	Contribute to the creation of a class composition. Basic skills developments for composition in KS1 are to be found within 'Exploring sounds'.	Create textures by combining sounds in different ways. Create music that describes contrasting moods/emotions. Improvise simple tunes based on the pentatonic scale. Compose music in pairs and make improvements to their own work. Create an accompaniment to a known song.	Create textures by combining sounds in different ways. Create music that describes contrasting moods/emotions. Improvise simple tunes based on the pentatonic scale. Compose music in pairs and make improvements to their own work. Create an accompaniment to a known song.	Identify different starting points or composing music. Explore, select combine and exploit a range of different sounds to compose a soundscape. Write lyrics to a known song. Compose a short song to own lyrics based on everyday phrases. Compose	Identify different starting points or composing music. Explore, select combine and exploit a range of different sounds to compose a soundscape. Write lyrics to a known song. Compose a short song to own lyrics based on everyday phrases. Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition.



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				Create descriptive music in pairs or small groups.	Create descriptive music in pairs or small groups	music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition.	
<b>Reading and writing notation</b>		Perform long and short sounds in response to symbols. Create long and short sounds on instruments. Play and sing phrase from dot notation. Record their own ideas. Make their own symbols as part of a class score.	Perform long and short sounds in response to symbols. Create long and short sounds on instruments. Play and sing phrase from dot notation. Record their own ideas. Make their own symbols as part of a class score.	Perform long and short sounds in response to symbols. Create long and short sounds on instruments. Play and sing phrase from dot notation. Record their own ideas. Make their own symbols as part of a class score.	Perform long and short sounds in response to symbols. Create long and short sounds on instruments. Play and sing phrase from dot notation. Record their own ideas. Make their own symbols as part of a class score.	Perform using notation as a support. Sing songs with staff notation as support.	Perform using notation as a support. Sing songs with staff notation as support.
<b>Performance skills</b>	Sing a range of well known	Perform together and follow	Perform together and follow	Perform in different ways, exploring the	Perform in different ways, exploring the way the	Present performances	Present performances effectively with



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	nursery rhymes and songs.	instructions that combine the musical elements.	instructions that combine the musical elements.	way the performers are a musical resource. Perform with awareness of different parts.	performers are a musical resource. Perform with awareness of different parts.	effectively with awareness of audience, venue and occasion.	awareness of audience, venue and occasion.
<b>Evaluating and appraising</b>		Choose sounds and instruments carefully and make improvements to their own and others' work.	Choose sounds and instruments carefully and make improvements to their own and others' work.	Recognise how music can reflect different intentions.	Recognise how music can reflect different intentions.	Improve their work through analysis, evaluation and comparison	Improve their work through analysis, evaluation and comparison