

| Musical Area | Year 1 | Year 2 | Year 3 | Year 4 |
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| <p>Singing songs with control and using the voice expressively</p> | <ul style="list-style-type: none"> • Call and copy singing • Sing broadly in tune with small jumps in pitch with a limited range (e.g. Twinkle, Twinkle) • Control some changes in timbre, pitch, tempo and dynamics. • Show changes in pitch with their hands and use high, low and middle voices. • Sing simple songs and chants and rhymes with some expression. | <ul style="list-style-type: none"> • Sing in time with the pulse and control of rhythm. • Sing in tune within a limited pitch range. • Recognise phrase lengths and know when to breathe. • Sing lyrics with expression. • Consider an audience when performing songs. • Follow performance directions (inc but not limited to dynamics, tempo, starting/stopping, sound/silence.) | <ul style="list-style-type: none"> • Sing rhythmically keeping in time with the pulse. • Sing in tune within a larger pitch range. • Control changes in timbre, tempo, pitch and dynamics confidently. • Use appropriate tone when singing. • Sing on their own and in small groups. | <ul style="list-style-type: none"> • Sing confidently and fluently, maintaining an appropriate pulse. • Sing most notes accurately in tune. • Sing expressively with awareness and control of expressive elements e.g timbre, tempo, dynamics. • Understand how mouth shape affects voice sounds. • Internalise sounds by singing parts of a song 'in their heads.' • Maintain an independent part in a small group e.g. singing in a round. • Recognise simple structures (phrases) |
| <p>Playing instruments (controlling pulse/rhythm and exploring sounds, melody and accompaniment)</p> | <ul style="list-style-type: none"> • Play a limited number of notes on a tuned instrument with some awareness of pitch. • Keep a steady pulse with some accuracy. E.g through tapping/clapping/marching. (internalise rhythmic patterns) • Follow simple musical instructions and actions and respond to musical | <ul style="list-style-type: none"> • Play a range of notes on a tuned instrument. • Play instruments rhythmically keeping time with the pulse. • Identify pulse in different music. • Accompany a chant or song by clapping the pulse/rhythm. • Follow simple performance directions e.g. tempo, dynamics, | <ul style="list-style-type: none"> • Play a limited range of notes with accuracy. • Perform a repeated pattern to a steady pulse. • Demonstrate musical quality-e.g. clear starts, ends, phrases and accuracy. • Explore and perform different types of accompaniment. | <ul style="list-style-type: none"> • Play a range of notes on a tuned instrument. • Identify melodic phrases and play them by ear. • Follow basic shapes of music and simple staff notation when playing short passages of music e.g. glockenspiel. • Maintain a strong sense of pulse |

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| | <p>cues.</p> <ul style="list-style-type: none"> • Control changes in timbre, tempo, pitch, and dynamics (playing untuned instruments). • Identify and play long and short sounds. • Control changes in timbre, tempo, pitch and dynamics (playing tuned instruments). • Play differences in dynamics inc. forte (loud) and piano (quiet). • Play music at different tempos including fast and slow. • Show awareness of the audience. • Respond to graphic notation e.g. star=stop/arrows=get faster. | <p>start/stop etc.</p> <ul style="list-style-type: none"> • Play different changes in dynamic including forte (loud), mezzo forte (quite loud), piano (quiet), mezzo piano (quite quiet) • Control changes in tempo (getting faster or slower) • Play instruments with an awareness of the audience (posture, eye contact) | <ul style="list-style-type: none"> • Play a range of dynamics including graduations e.g. crescendo and diminuendo. • Play gradual changes in tempi including getting faster and getting slower. • Follow simple music symbols (standard and invented) e.g. crotchet, quaver. • Perform in different ways, exploring the way the performers are a musical resource. | <p>and self correct if needed.</p> <ul style="list-style-type: none"> • Lead an independent part in a group when playing (e.g. rhythm, ostinato, drone etc.) • Control a variety of dynamics for effect. • Control gradual changes in tempo. • Perform with awareness of different parts. |
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Composing

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| <ul style="list-style-type: none">• Explore different sound sources - body sounds and instruments• Explore different sounds in response to stimuli (test sounds to give a message e.g. body sounds for rain)• Use simple structure e.g. call and response (one plays a simple rhythm and another copies or adapts) | <ul style="list-style-type: none">• Experiment with different ways of producing sounds with voice/instruments (how sounds are changed)• Change sounds to reflect different stimuli using musical instruments and body sounds.• Use simple technology to make music e.g. using Groovy Music• Use texture - play different sounds at the same time as part of a group.• Use notes from a triad (3 notes)• Use a beginning, middle and end structure.• Use silence as part of a rhythm. | <ul style="list-style-type: none">• Use voice, sounds, technology and instruments in creative ways.• Improvise a rhythm.• Explore and choose different movements to describe animals.• Use graphic notation symbols to record ideas.• Use a pentatonic scale (5 notes e.g. C,D,E,F,G)• Use ternary form structure (ABA)• Create simple rhythmic patterns, melodies and accompaniments. | <ul style="list-style-type: none">• Experiment with voice, sounds, technology and instruments in creative ways and to explore new techniques.• Use basic symbols (standard and invented) including rhythms (e.g. crotchet, quavers) and basic changes in pitch.• Use a range of musical devices - timbre, texture, dynamics etc.• Explore and select different melodic patterns e.g. notes from a scale to create a mood e.g. major and minor scales.• Recognise and explore different combinations of pitch sounds.• Explore and select different melodic patterns.• Use Rondo form structure ABACA. |
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| <p>Listening and evaluating</p> | <ul style="list-style-type: none"> • Recall and remember short songs and sequences of patterns or sounds. • Make physical movements in response to music (e.g. move like a snake/grow like a tree in response to music). • Give an opinion on the music that they listen to (whether they like/dislike it and how it makes them feel). • Listen to others singing / playing instruments. • Relate music to stories or visual images. | <ul style="list-style-type: none"> • Describe well defined changes in; <ul style="list-style-type: none"> - dynamic. - timbre - tempo - pitch • Identify simple repeated patterns e.g. e.g. saying / chanting names, counting syllables in names etc. • Listen to ideas from others. • Suggest symbols to represent sounds. (e.g. large foot for Daddy bear) • Identify and name classroom instruments. | <ul style="list-style-type: none"> • Communicate ideas, thoughts and feelings through simple musical demonstration, movement giving simple justifications for responses. • Analyse and comment on how sounds are used to create different moods. • Recognise rhythmic patterns. E.g. ostinato. • Identify and recall rhythmic and melodic patterns. • Suggest simple performance directions. • Identify phrases that could be used as an introduction, interlude and ending • Aurally identify, recognise and respond to music symbols (standard and invented) including rhythms and pitch. (e.g. crotchet, quavers and staff notation as well as invented symbols). | <ul style="list-style-type: none"> • Be perceptive to music and communicate personal thoughts and feelings through discussion, movement, sound-based and other creative responses such as visual arts. • Listen and evaluate range of live and recorded music from different traditions, genres, styles and times. • Critique own and others' work, offering specific comments with justifications. • Identify 2, 3 and 4 beats in a bar. • Compare and contrast different styles of music e.g. jazz, folk, non-Western. • Comment on music from a range of different periods in history. |
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