



SINGING

Includes refs.to singing in 'THE INTER-RELATED DIMENSIONS OF MUSIC' section.

Children should be taught how to warm up their voice before singing and all year groups must have the opportunity to perform to an audience.

| EYFS | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
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| <ul style="list-style-type: none"> Sing a range of well-known nursery rhymes and simple songs. Begin to perform simple call and response patterns. <p>(NB – songs shouldn't go below middle C.)</p> <ul style="list-style-type: none"> Begin to chant nursery rhymes and sing simple songs in time to a pulse. Begin to control vocal pitch - making 'high' and 'low' sounds with the voice. Begin to vocally echo simple melodic phrases. Begin to sing loudly and quietly in response to instructions. Respond to counting in and a visual signal to stop. | <ul style="list-style-type: none"> Sing simple songs, chants and rhymes from memory. Sing a wide range of simple call and response songs. <p>(Begin with simple songs with a very small range and move on to pentatonic songs (taken from a 5 note scale). NB – songs shouldn't go below middle C.)</p> <ul style="list-style-type: none"> Chant and sing with others in time to a pulse. Understand and perform long and short sounds with voices Understand and make 'high' and 'low' sounds with the voice. Sing familiar songs in high and low voices. Begin to control vocal pitch so that it matches that of others when singing simple songs. Perform and begin to recognise repeated material – e.g. a chorus in a song. Begin to sing loudly, quietly, quickly and slowly in response to instructions. Respond to simple visual directions (e.g. stop, start, loud, quiet) and counting in. | <ul style="list-style-type: none"> Regularly sing songs with a pitch range of do-so (the first five notes of an eight-note scale). Chant and sing with others in time to a pulse. Know that voices can create sounds of different pitch. Accurately echo short simple melodic phrases with the voice (up to 4 beats within a range of 5 notes – i.e. perfect 5th). Control vocal pitch so that it matches that of others when singing simple songs. Respond vocally to simple non-standard notations/signals for changes in pitch. Perform and recognise repeated material – e.g. a chorus/refrain in a song. Perform call and response patterns. Sing and play loudly, quietly, quickly and slowly in response to instructions/visual direction. Understand the terms 'dynamics' and 'tempo'. | <ul style="list-style-type: none"> Sing a widening range of unison songs, simple partner songs and rounds, of varying styles and cultures. <p>(Focus particularly on songs with a pitch range of do-so but begin to extend range.)</p> <ul style="list-style-type: none"> Clap/move/sing/perform actions in time to a pulse. Accurately echo/repeat simple rhythmic patterns (ostinati), using the voice. Begin to accurately echo more complex melodic phrases with the voice (covering a wider range of notes – up to an octave). Begin to control vocal pitch so that it matches that of others when singing more complex songs. Begin to understand the terms 'unison', 'parts' 'layered', 'solo', 'melody', and 'accompaniment'. Begin to control changes in dynamics (sing louder/quieter) and tempo (sing slower/quicker). Understand and begin to respond to the terms 'forte' and 'piano', and visual direction. Begin to sing with expression to communicate meaning. | <ul style="list-style-type: none"> Sing a broad range of unison songs, simple partner songs and rounds of varying styles and cultures with different time signatures. <p>(Sing within the range of an octave. Introduce repertoire with small and large leaps.)</p> <ul style="list-style-type: none"> Begin to sing a simple second part to provide harmony. Clap/move/sing in time to a pulse (2/4, 3/4 and 4/4 time) - identifying the down beat. Begin to echo/ repeat more complex rhythms using the voice. Accurately echo more complex melodic phrases with the voice (covering a wider range of notes – up to an octave). Control vocal pitch so that it matches that of others when singing more complex songs. Understand terms such as 'unison', 'parts' 'layered' 'solo', 'melody', 'harmony', 'accompaniment'. Control changes in dynamics (sing louder/quieter) and tempo (sing slower/quicker). Understand and respond to the terms 'allegro', 'adagio', 'forte' 'piano', 'crescendo', 'diminuendo' or 'decrescendo', 'accelerando' and 'rallentando'; and visual direction. Sing legato or staccato when instructed. | <ul style="list-style-type: none"> Sing a broad range of songs from an extended repertoire. Sing three-part rounds, (more challenging) partner songs and songs with verse and chorus. <ul style="list-style-type: none"> Clap/move/sing in time to a pulse (2/4, 3/4 4/4 and 6/8 time) and begin to identify the time signature. Echo/repeat complex rhythms including some syncopation. Echo longer, more complex melodic phrases with the voice (more than 4 beats) and within an octave. Sing age-appropriate material in tune. Begin to describe texture using terms such as 'unison', 'parts' 'layered' 'solo', 'melody', 'harmony', 'accompaniment'. Begin to make more refined changes in dynamics and tempo in response to appropriate terms (see refs in 'Dynamics and Tempo') and visual direction. Sing legato or staccato when instructed. Sing in an appropriate style with a developing sense of ensemble and performance –observing phrasing and with developing breath control. Sing with clear diction. | <ul style="list-style-type: none"> Sing a broad range of songs from an extensive repertoire, including those with syncopated rhythms. Continue to sing three and four part rounds and partner songs – positioning singers randomly rather than in discrete groups. <ul style="list-style-type: none"> Clap/move/sing in time to a pulse (a wide variety of time signatures) and maintain an internal steady pulse when performing solo. Accurately echo/ perform longer and more complex rhythms (including syncopation). Accurately echo longer, more complex melodic phrases with the voice (more than 4 beats and within an octave). Consistently sing age-appropriate material in tune. Describe texture using appropriate terms. Make more refined changes in dynamics and tempo in response to appropriate terms (see refs in 'Dynamics and Tempo') and visual direction. Sing legato or staccato when instructed. Sing in an appropriate style with a strong sense of ensemble and performance – observing phrasing and with good breath control. Suggest ways to perform a song. Sing with clear diction. Know how to warm up the voice. Communicate effectively with an audience. |

PLAYING

Includes refs.to playing in 'THE INTER-DIMENSIONS OF MUSIC' section.

References to notation

| EYFS | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
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| <ul style="list-style-type: none"> Begin to play percussive instruments in time to a pulse when listening to music or to accompany singing. Begin to echo and repeat short, simple rhythmic patterns (ostinati) led by the teacher – in time to a pulse. Begin to know the names of <u>some</u> common percussion instruments (e.g. triangle, drum, bells) | <ul style="list-style-type: none"> Clap/move/play percussive in time to a pulse when listening to music and begin to respond to dramatic changes in tempo. Perform 'long' and 'short' sounds with instruments. Begin to echo and repeat short, simple rhythmic patterns (ostinati) led by the teacher – in time to a pulse. Begin to perform simple call and response patterns led by the teacher. Make 'high' and 'low' sounds with percussion instruments. Play short pitched patterns on tuned instruments. Begin to play loudly, quietly, quickly and slowly in response to instructions. Follow pictures and symbols to guide playing, e.g. 4 dots = 4 taps on the drum. Know the names of <u>some</u> common percussion instruments (e.g. triangle, drum, bells) | <ul style="list-style-type: none"> Clap/ move/play percussive instruments in time to a pulse when listening to music – responding to dramatic changes in tempo when listening to music. Echo and repeat (clap/chant/play) short, simple rhythmic patterns(ostinati) led by the teacher – in time to a pulse. Begin to perform simple rhythms in response to graphic symbols and stick notation for crotchets, quavers and crotchet rests. Perform 3 note melodies in response to dot notation. Perform simple call and response patterns. Play loudly, quietly, quickly and slowly in response to instructions/visual direction. Know the names of common percussion instruments (e.g. triangle, drum, tambourine, bells, maracas, guiro, chime bars. | <ul style="list-style-type: none"> Continue to develop skills in playing tuned percussion and <u>begin to play the recorder.</u> Play instruments in time to a pulse – responding to gradual changes in tempo when listening to music. Accurately echo and repeat rhythmic patterns (ostinati), using percussion instruments/recorder. Begin to read and perform simple, standard notated rhythms (crotchets, crotchet rests, paired quavers). Explain the difference between a crotchet and paired quavers. Begin to know some key vocabulary: pulse, rhythm, bar, rest, ostinato. Echo and perform simple melodies on tuned percussion or recorder. Know how pitch can be recorded on a staff with a clef. Begin to respond to standard notations for pitch (as well as letter names) when playing the recorder. (B A G C' D'). With guidance, be aware of different textures created when performing. Begin to understand the terms 'unison', 'parts' 'layered', | <ul style="list-style-type: none"> Continue to develop skills in playing tuned percussion (and recorder in continuer groups). Play instruments in time to a pulse (2/4, 3/4 and 4/4 time) –responding to gradual changes in tempo when listening to music. Begin to echo and repeat <u>more complex</u> rhythms) using body/voice/ instruments. Accurately read and perform simple, standard notated rhythms (crotchets, crotchet rests, pairs of quavers, minims, semibreves) Explain the difference between minims, crotchets, paired quavers and rests. Know some key vocabulary: pulse, rhythm, bar, rest, ostinato. Begin to perform melodies (C – G or using notes from a pentatonic scale) on tuned percussion. Continue to read and respond to letter names and standard notations for pitch (notes on a staff) when performing with tuned percussion. Begin to play a simple second part to provide harmony. Be aware of different textures created when performing. Use terms such as 'unison', 'parts' 'layered' 'solo', 'melody', 'drone' harmony', 'accompaniment'. | <ul style="list-style-type: none"> Continue to develop skills in playing tuned percussion (and recorder in continuer groups) and begin to play the keyboard. Play instruments in time to a pulse (2/4, 3/4 4/4 and 6/8 time) – responding to any changes in tempo when listening to music/being directed. Understand different time signatures. Echo and repeat complex rhythms (including some syncopation) – maintaining a strong sense of pulse. Read and perform rhythms using standard notation (crotchets, crotchet rests, quavers (grouped and single), minims, dotted minims, semibreves and semiquavers). Understand, use and begin to explain key vocabulary: pulse, rhythm, bar, rest, ostinato, syncopation. Begin to copy longer phrases by ear using tuned percussion. Perform melodies using notes from different diatonic scales – up to an octave. Read and respond to letter names and standard notations for pitch (notes on a staff) when performing simple melodies/harmonies with tuned percussion and keyboards. (C – C') | <ul style="list-style-type: none"> Continue to develop skills in playing tuned percussion, the keyboard, djembe (and recorder in continuer groups). Play instruments in time to a pulse (a wide variety of time signatures)-responding to any changes in tempo when listening to music/being directed, identifying the time signatures for 2/4, 3/4, 4/4 time, and maintain an internal steady pulse. Explain time signatures. Accurately echo and repeat longer and more complex rhythms (including syncopation) – maintaining a strong sense of pulse. Accurately perform more complex rhythms (and scores in up to 4 parts) reading standard notation (crotchets, crotchet rests, quavers (grouped and single), minims, dotted minims, semibreves and semiquavers). Identify and explain the difference between different note values and rests. Understand, use and explain key vocabulary: pulse, rhythm, bar, rest, ostinato, syncopation. Copy longer phrases by ear using tuned percussion. Read and respond with greater accuracy, to standard notations for pitch when performing more complex melodies/harmonies with tuned percussion and keyboards (up to at least 4 bars) – identifying the note names. Recognise and describe texture when performing |

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| | | | | <p><i>'solo', 'melody', and accompaniment'.</i></p> <ul style="list-style-type: none"> • <i>Begin to control changes in dynamics and tempo.</i> • <i>Understand and begin to respond to the terms 'allegro', 'adagio', 'forte' and 'piano' when playing.</i> • <i>Name common percussion instruments.</i> | <ul style="list-style-type: none"> • <i>Perform and understand rounds, ostinati, ABA (ternary) form.</i> • <i>Control changes in dynamics and tempo when playing.</i> • <i>Understand and respond to the terms 'allegro', 'adagio', 'forte' 'piano', 'crescendo', 'diminuendo' or 'decrecendo', 'accelerando' and 'rallentando'; and visual direction.</i> • <i>Understand how triads are formed.</i> • <i>Perform and compose music featuring harmony (e.g. simple triads/chords) e.g. to accompany a familiar song.</i> | <ul style="list-style-type: none"> • <i>Begin to recognise and discuss texture when performing (using terms such as 'unison', 'parts', 'layered', 'solo' 'melody', 'triads', 'chords', 'harmony', 'descant', 'drone', 'ensemble').</i> • <i>Perform and explain 3 part rounds, ostinati, ABA (ternary) form and rondo form.</i> • <i>Begin to make more refined changes in dynamics and tempo in response to appropriate terms (see refs in 'Dynamics and Tempo') and visual direction.</i> • <i>Perform and compose music featuring harmony</i> | <p><i>(using terms such as 'unison', 'parts', 'melody', 'triads', 'chords', 'chord progression', 'harmony', 'descant', 'drone', 'solo', 'riff', 'ensemble', 'loop).</i></p> <ul style="list-style-type: none"> • <i>Perform music featuring harmony (e.g. block chords/base line).</i> • <i>Perform, identify and explain ABA form, rondo form and cyclic patterns.</i> • <i>Make refined changes in dynamics and tempo in response to appropriate terms (see refs in 'Dynamics and Tempo') and visual direction.</i> • <i>Suggest appropriate dynamics for performance.</i> • <i>Know some rhythm conventions including patterns used in African drumming.</i> |
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COMPOSING AND IMPROVISING

Includes refs.to [composing](#) and [improvising](#) in 'THE INTER-RELATED DIMENSIONS OF MUSIC' section.

(References to notation)

Where possible and appropriate, use music technology, if available, to capture, change and combine sounds.

| EYFS | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
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| <ul style="list-style-type: none"> With support, play instruments /use voices to create simple sound effects. With support, combine and sequence sounds in response to a stimuli or story. | <ul style="list-style-type: none"> Improvise and compose music with long and short sounds. Create and recall short, simple rhythmic patterns using body/voice/percussion instruments. Improvise simple call and response patterns (using unpitched insts.). With guidance, play instruments/use voices to create simple sound effects. With guidance, combine and sequence sounds in response to a stimulus or story. With support, create and read own symbols to represent sounds (graphic notation). | <ul style="list-style-type: none"> Create rhythms using words. Begin to create and record own simple rhythms with graphic symbols and stick notation. Improvise call and response (question and answer) patterns (using unpitched insts.). Know that sounds produced by voices, instruments and technology can be changed. Play percussion instruments/use their voices in different ways to create simple sound effects. Create music in response to a non-musical stimulus (e.g. a map). Begin to select instruments for composition according to their sound quality. Decide whether to play compositions loudly, quietly, quickly or slowly. Create and read own symbols to represent sounds (graphic notation). | <ul style="list-style-type: none"> Improvise short rhythms and melodies using a limited note range (voice, tuned and untuned percussion and recorder). Create and record own simple rhythms with graphic symbols and simple standard notation. Combine known rhythmic notation with letter names for pitch to create rising and falling phrases using just three notes. With some guidance, explore, select and control sounds made by voices and instruments to create longer and more complex sequences. Compose in response to different stimuli (e.g. stories, verse, images and musical sources). Plan a clear beginning, middle and end when composing, and include repetition of material. Create different textures in compositions. Make simple decisions about dynamics and tempo when composing. Continue to use graphic notation and scores to represent sounds | <ul style="list-style-type: none"> Begin to improvise more complex rhythms and melodies. Arrange individual notation cards (crotchets, crotchet rests, pairs of quavers, minims, semibreves) to create sequences of 2-, 3-, or 4 beat phrases arranged into bars. Combine known rhythmic notation with letter names to create short pentatonic phrases that can be sung or played. Explore, select and control sounds and instruments to create longer and more complex sound sequences, descriptive music and moods. Purposefully create different textures in compositions – and be aware of this. With support, include repeated material, ostinati, binary form and ternary (ABA) form in compositions – which are becoming more developed. Make decisions about dynamics and tempo when composing and how they should change within the composition. (See refs in 'Tempo and Dynamics'. Capture and record creative ideas using any of: graphic symbols, standard notation for rhythm with time signatures, staff notation | <ul style="list-style-type: none"> Improvise freely over a drone or groove (ostinato) using tuned percussion or melodic instruments. Begin to create and record complex rhythms (including some syncopation) – using standard notation (crotchets, crotchet rests, quavers (grouped and single), minims, dotted minims, semibreves and semiquavers). Compose melodies made from pairs of phrases in either C major or A minor. Enhance these with rhythmic or chordal accompaniment. Use chords to compose music to evoke mood or atmosphere. Explore, select, control, manipulate and layer sounds made by voices, instruments and technology to create, sound sequences, descriptive music, and moods – beginning to justify their choices. Begin to structure compositions clearly, including the use of ostinati, ternary (ABA) and rondo/cyclic forms. Begin to create simple rounds within a given harmonic structure. Purposefully create and describe different textures in compositions. Make decisions about dynamics and tempo when composing and begin to justify these | <ul style="list-style-type: none"> Extend improvised melodies beyond 8 beats creating a satisfying melodic shape. Use chord changes as part of an improvised sequence. (Technology link.) Accurately create and record more complex rhythms – using standard notation (crotchets, crotchet rests, quavers (grouped and single), minims, dotted minims, semibreves and semiquavers). Compose in both 3/4 and 4/4 time. Plan and compose an 8- or 16 beat melodic phrase using a pentatonic scale (e.g. C D E G A) and incorporate rhythmic variety and interest. Play and notate this melody. Compose melodies made from pairs of phrases in either G major or E minor. Enhance these with rhythmic or chordal accompaniment. Explore, select, control, manipulate and layer sounds made by voices, instruments and technology to create sound sequences, descriptive music and moods – confidently justifying their choices. Structure compositions clearly, including the use of ostinati, cyclic patterns, ABA(ternary) and rondo forms. Make specific decisions about dynamics and tempo when composing and justify these decisions. (See refs in 'Tempo and Dynamics'. Discuss how musical contrasts are achieved. |

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| | | | | | <p>for pitch(on a staff) and technology.</p> <ul style="list-style-type: none"> • Begin to critically evaluate their own work and that of others, sometimes suggesting ways in which the music could be improved | <p>decisions. (See refs in 'Tempo and Dynamics'.</p> <ul style="list-style-type: none"> • Capture and record creative ideas using any of: graphic symbols, standard notation for rhythm with time signatures, staff notation for pitch(on a staff) and technology. • Critically evaluate their own work and that of others, sometimes suggesting ways in which the music could be improved. | <ul style="list-style-type: none"> • Capture and record creative ideas using any of: graphic symbols, standard notation for rhythm with time signatures, staff notation for pitch (on a staff) and technology. • Critically evaluate their own work and that of others, suggesting ways in which the music could be improved. |
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LISTENING

See Curriculum Map for music coverage and content.

Includes refs.to listening to music in 'THE INTER-RELATED DIMENSIONS OF MUSIC' section.

| EYFS – YR 2 | | YR3 - 4 | | | YR5 - 6 | |
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| <ul style="list-style-type: none"> Listen with some concentration to a range of live and recorded music. Say whether they like a piece of music or not and begin to give simple reasons for this. Comment in simple terms how the music makes them feel and what it makes them think of. Begin to describe some of the characteristics of a piece of music - using appropriate terminology. (See refs in inter-related dimensions of music.) | | <ul style="list-style-type: none"> Listen to a wide range of live and recorded music with some attention to detail. Express an opinion about a piece of music and give reasons for this referring to the inter-related dimensions of music. Appreciate that music can evoke feelings and associations. Begin to describe the characteristics of a piece in greater detail and how the mood or character of a piece is achieved – referring to the inter-related dimensions of music and using appropriate terminology. (See refs in inter-related dimensions of music.) Begin to comment on instrumentation and structure (see refs. in Timbre and Structure). Begin to critically evaluate compositions/performances/recordings - sometimes suggesting ways in which the music/performance could be improved. | | | <ul style="list-style-type: none"> Listen to a wider range of live and recorded music with increased attention to detail. Express an opinion about a piece of music and give reasons for this referring to the inter-related dimensions of music. Explain how the music makes them feel and begin to consider why the music has this effect. Describe the characteristics of a piece in detail and how the mood or character of a piece is achieved – referring to the inter-related dimensions of music and using appropriate terminology. (See refs in inter-related dimensions of music.) Comment on instrumentation and structure (see refs. in Timbre and Structure). Begin to identify different genre – e.g. opera, symphony, concerto. Critically evaluate compositions/performances/recordings and suggest ways in which the music/performance could be improved. | |
| EYFS | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
| <ul style="list-style-type: none"> Identify some common sounds in the environment. Begin to respond in time to a pulse (the beat) when listening to music e.g. clapping or moving in time. Begin to identify 'low' and 'high' sounds. | <ul style="list-style-type: none"> Identify a range of different sounds in the environment. Begin to <u>sort</u> sounds according to their characteristics and the way those sounds are produced (e.g. metal, wood / shake, hit) Clap/move/play percussive instruments in time to a pulse (the beat) when listening to music – and begin to respond to dramatic changes in tempo when listening to music. | <ul style="list-style-type: none"> Recognise repeated sounds. Know the <u>names</u> of common percussion instruments (e.g. triangle, drum, tambourine, bells, maracas, guiro, chime bars,) and <u>begin</u> to match to their sounds. Begin to know the name and sound of a <u>few</u> common orchestral instruments. Clap/ move/play percussive instruments in time to a pulse when listening to music – responding to dramatic changes in tempo when listening to music. Be exposed to music in 3/4 or 4/4 time. Know that the speed of a beat can change. | <ul style="list-style-type: none"> Identify and name common percussion and <u>some</u> orchestral instruments from the sound they make. Begin to describe the sounds they hear (pinging, rattle, scratchy, smooth). Clap/move/ perform actions/play instruments in time to a pulse – responding to gradual changes in tempo when listening to music. Experience listening to music in 3/4 as well as 4/4 time and begin to identify beat groupings. Accurately compare notes of different pitch using 'higher' / 'lower' and recognise when melodic phrases are rising/falling in pitch. Begin to recognise when more than one voice part/instrument is playing at the same | <ul style="list-style-type: none"> Identify and name common percussion and some orchestral instruments, plus <u>combinations/families of instruments</u> (e.g. orchestra, brass, strings and woodwind) from their sound. Describe the sounds they hear (pinging, rattle, scratchy, smooth). Clap/move /play instruments in time to a pulse (2/4, 3/4 and 4/4 time) –responding to gradual changes in tempo when listening to music- and identifying the down beat. Identify and understand what is meant by 'ascending' or 'descending' melodic phrases. Begin to identify the number of parts playing at the same time when listening. | <ul style="list-style-type: none"> Identify and name a variety of percussion , orchestral instruments and combinations/families of instruments (e.g. orchestra, brass, strings and woodwind) Begin to describe sound quality using appropriate vocabulary (harsh, mellow, reedy, tinny, warm, cold...) Clap/move/play instruments in time to a pulse (2/4, 3/4 4/4 and 6/8 time) – responding to any changes in tempo when listening to music and starting to identify the time signature. Begin to recognise and discuss texture when listening (using terms such as 'unison', 'parts', 'layered', 'solo' 'melody', 'triads', | <ul style="list-style-type: none"> Identify and name a <u>wide range</u> of percussion and orchestral instruments, combinations/families of instruments (e.g. orchestra, brass, strings and woodwind) and instruments from different cultures (e.g. sitar, African piano, bagpipes)from their sound; Describe sound quality using appropriate vocabulary (harsh, mellow, reedy, tinny, warm, cold...) Clap/move/play instruments in time to a pulse (a wide variety of time signatures)- responding to any changes in tempo when listening to music, identifying the time signatures for 2/4, 3/4, 4/4 and 6/8 time. Recognise and describe texture when listening (using terms such as 'unison', 'parts', 'melody', 'triads', 'chords', 'chord progression', 'harmony', 'descant', 'drone', 'solo', 'riff', 'ensemble', 'loop). |

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| | <ul style="list-style-type: none"> Understand and identify 'long' and 'short' in relation to the duration of a sound. Begin to understand and identify 'low' / 'high' in relation to the pitch of a sound – including sounds in the environment. Recognise when a melodic phrase is going higher or lower in pitch. Begin to understand and use the following terms to describe what they hear: 'loud', 'quiet', 'silence', 'fast' and 'slow'. | <ul style="list-style-type: none"> Identify 'high' and 'low' in relation to the pitch of a sound. Begin to identify 'lower' and 'higher' when comparing two sounds. Understand and use the following terms to describe what they hear – making simple comparisons: 'loud', 'louder'; 'quiet', 'quieter'; 'silence', 'fast', 'faster'; 'slow', 'slower'. | <p>time when listening to music.</p> <ul style="list-style-type: none"> Begin to understand the terms 'unison', 'parts' 'layered', 'solo', 'melody', and 'accompaniment'. Identify when music gets louder or quieter/faster or slower. | <ul style="list-style-type: none"> Use terms such as 'unison', 'parts' 'layered' 'solo', 'melody', 'drone' harmony', 'accompaniment'. Distinguish between major and minor chords. Describe changes in dynamics and tempo when listening to music. Understand the terms <i>allegro</i> (fast), <i>adagio</i> (slow), <i>forte</i> (loud) and <i>piano</i> (quiet), 'crescendo' (gradually get louder), 'diminuendo' or 'decrescendo' (gradually get quieter), 'accelerando' (gradually get faster) and 'rallentando' (gradually get slower). Identify whether notes are played <i>legato</i> (smoothly) or <i>staccato</i> (short and detached). | <p>'chords', 'harmony', 'descant', 'drone', 'riff'.</p> <ul style="list-style-type: none"> Begin to be more specific when describing tempo and dynamics (e.g. 'pianissimo' (very quiet), 'Piano' (quiet), 'Mezzo piano' (moderately quiet), 'fortissimo' (very loud), 'forte' (loud), 'mezzo forte' (moderately loud), 'crescendo' (gradually get louder), 'diminuendo' or 'decrescendo' (gradually get quieter), 'accelerando' (gradually get faster) and 'rallentando' (gradually get slower). | <ul style="list-style-type: none"> Be specific when describing tempo and dynamics (e.g. 'pianissimo' (very quiet), 'Piano' (quiet), 'Mezzo piano' (moderately quiet), 'fortissimo' (very loud), 'forte' (loud), 'mezzo forte' (moderately loud), 'crescendo' (gradually get louder), 'diminuendo' or 'decrescendo' (gradually get quieter), 'accelerando' (gradually get faster) and 'rallentando' (gradually get slower). |
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UNDERSTANDING TIME, PLACE & CULTURE (TAUGHT/EXPERIENCED THROUGH LISTENING AND PERFORMING)

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| <p>HISTORY OF MUSIC, PLACE & CULTURE</p> <p><u>See Scheme of work for music coverage and content.</u></p> | <ul style="list-style-type: none"> Experience a variety of music from different times, places and cultures through listening and singing. | <ul style="list-style-type: none"> Experience a wider variety of music from different times, places and cultures through listening, singing and playing. Begin to describe some of the differences they hear when comparing music from different times and places. Know of some significant composers/pieces of music and their place in history. Begin to appreciate that music has changed over time. Begin to appreciate the cultural significance of music – e.g. understand the part music has to play in different ceremonies/celebrations. | <ul style="list-style-type: none"> Experience a wide range of music from different times, places and cultures through listening, singing and playing. Describe some of the differences they hear when comparing music from different times and places. Know of some significant composers, their work, their place in history and the impact they had on the development of music. Begin to identify music from different periods/styles. Begin to explain the cultural significance of music – i.e. the place of music within people's lives. |
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• **UNDERSTANDING, IDENTIFYING AND APPLYING THE INTER-RELATED DIMENSIONS OF MUSIC** (TAUGHT/EXPERIENCED THROUGH SINGING, PLAYING, COMPOSING AND LISTENING)

| DURATION, PULSE & RHYTHM | EYFS | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
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| | <ul style="list-style-type: none"> • Begin to respond in time to a pulse (the beat) when listening to music e.g. clapping or moving in time. • Begin to chant nursery rhymes and sing simple songs, with others, in time to a pulse. | <ul style="list-style-type: none"> • Clap/move/play percussive instruments in time to a pulse (the beat) when listening to music – and begin to respond to dramatic changes in tempo when listening to music. • Begin to chant and sing with others in time to a pulse. • Understand and identify 'long' and 'short' in relation to the duration of a sound. • Perform long and short sounds with voices and instruments. • Improvise and compose music with long and short sounds. • Begin to echo and repeat (clap/chant/play) short, simple rhythmic patterns(ostinati) led by the teacher – in time to a pulse. • Create and recall short, simple rhythmic patterns using body/voice/percussion instruments. | <ul style="list-style-type: none"> • Clap/ move/play percussive instruments in time to a pulse when listening to music – responding to dramatic changes in tempo when listening to music. • Know that the speed of a beat can change. • Chant and sing with others in time to a pulse. • Be exposed to music in 3/4 or 4/4 time. • Show awareness of the difference between pulse and rhythm. • Echo and repeat (clap/chant/play) short, simple rhythmic patterns(ostinati) led by the teacher – in time to a pulse. • Begin to recognise rhythmic patterns found in speech and create rhythms using words. • Begin to perform simple rhythms in response to graphic symbols and stick notation for crotchets, quavers and crotchet rests. <p style="text-align: center;"> □ ♪</p> <ul style="list-style-type: none"> • Begin to create and record own simple rhythms with graphic symbols and stick notation. | <ul style="list-style-type: none"> • Clap/move/sing/ perform actions/play instruments in time to a pulse – responding to gradual changes in tempo when listening to music. • Experience listening to music in 3/4 as well as 4/4 time and begin to identify beat groupings. • Accurately echo and repeat rhythmic patterns (ostinati), using body/voice/percussive instruments/recorders. • Begin to read and perform simple, standard notated rhythms (crotchets, crotchet rests, paired quavers). • Explain the difference between a crotchet and paired quavers. • Begin to know some key vocabulary: pulse, rhythm, bar, rest, ostinato. • Create and record own simple rhythms with graphic symbols and simple standard notation. | <ul style="list-style-type: none"> • Clap/move/sing/play instruments in time to a pulse (2/4, 3/4 and 4/4 time) –responding to gradual changes in tempo when listening to music- and identifying the down beat. • Begin to echo, repeat and create <u>more complex</u> rhythms) using body/voice/ instruments. • Read, perform and record simple rhythms using standard notation (crotchets, crotchet rests, pairs of quavers, (minims, semibreves)) • Explain the difference between minims, crotchets, paired quavers and rests. • Know some key vocabulary: pulse, rhythm, bar, rest, ostinato. | <ul style="list-style-type: none"> • Clap/move/sing/play instruments in time to a pulse (2/4, 3/4 4/4 and 6/8 time) –responding to any changes in tempo when listening to music/being directed- and starting to identify the time signature. • Understand different time signatures. • Echo, repeat and create complex rhythms (<u>including some syncopation</u>) – maintaining a strong sense of pulse. • Read, perform and begin to record complex rhythms using standard notation (crotchets, crotchet rests, quavers (grouped and single), minims, dotted minims, semibreves and semiquavers). • Understand, use and begin to explain key vocabulary: pulse, rhythm, bar, rest, ostinato, syncopation. | <ul style="list-style-type: none"> • Clap/move/sing/play instruments in time to a pulse (a wide variety of time signatures)- responding to any changes in tempo when listening to music/being directed, identifying the time signatures for 2/4, 3/4, and 4/4 time, and maintain an internal steady pulse. • Compose in both 3/4 and 4/4 time. • Explain time signatures. • Accurately echo, repeat and create longer and more complex rhythms (including syncopation) – maintaining a strong sense of pulse. • Accurately read, perform and record more complex rhythms using standard notation (crotchets, crotchet rests, quavers (grouped and single), minims, dotted minims, semibreves and semiquavers). • Identify and explain the difference between different note values and rests. • Understand, use and explain key vocabulary: pulse, rhythm, bar, rest, ostinato, syncopation. • Know some rhythm conventions including patterns used in African drumming. |

| PITCH | EYFS | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
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| TEXTURE & HARMONY | | | | <ul style="list-style-type: none"> Begin to recognise when more than one voice part/instrument is playing at the same time when listening to music. Begin to understand the terms 'unison', 'parts' 'layered', 'solo', 'melody', and 'accompaniment'. With guidance, be aware of different textures created when performing. Create different textures in compositions. | <ul style="list-style-type: none"> Begin to identify the number of parts playing at the same time when listening. Use terms such as 'unison', 'parts' 'layered', 'solo', 'melody', 'drone' harmony, 'accompaniment'. Begin to sing/play a simple second part. Understand how triads are formed (and distinguish between major and minor chords). Perform and compose music featuring harmony within a given structure. | <ul style="list-style-type: none"> Begin to recognise and discuss texture when listening and performing (using terms such as 'unison', 'parts', 'layered', 'solo' 'melody', 'triads', 'chords', 'harmony', 'descant', 'drone', 'solo', 'riff', 'ensemble', 'loop). Purposefully create and describe different textures in compositions. Perform and compose music featuring harmony (e.g. simple triads/chords) within a given structure. | <ul style="list-style-type: none"> Recognise and describe texture when listening and performing (using terms such as 'unison', 'parts', 'melody', 'triads', 'chords', 'chord progression', 'harmony', 'descant', 'drone', 'solo', 'riff', 'ensemble', 'loop). Perform and compose music featuring simple harmony (e.g. block chords/base line) within a given structure. |
| | <ul style="list-style-type: none"> Begin to identify 'low' and 'high' sounds. Begin to control vocal pitch - making 'high' and 'low' sounds with the voice. Begin to vocally echo simple melodic phrases. | <ul style="list-style-type: none"> Begin to understand and identify 'low' / 'high' in relation to the pitch of a sound – including sounds in the environment. Make 'high' and 'low' sounds with the voice and percussion instruments. Sing familiar songs in high and low voices. Recognise when a melodic phrase is going higher or lower in pitch. Begin to echo short and simple melodic phrases with the voice (up to 4 beats – within a range of 5 notes – i.e. a perfect 5th). Begin to control vocal pitch so that it matches that of others when singing simple songs. Play short pitched patterns on tuned instruments. | <ul style="list-style-type: none"> Know that voices and tuned instruments can create sounds of different pitch. Identify 'high' and 'low' in relation to the pitch of a sound. Begin to identify 'lower' and 'higher' when comparing two sounds. Accurately echo and repeat short simple melodic phrases with the voice (up to 4 beats within a range of 5 notes – i.e. perfect 5th). Control vocal pitch so that it matches that of others when singing simple songs. Respond vocally to simple non- standard notations/signals for changes in pitch. Perform 3 note melodies in response to dot notation.  Match dot notation to 3 note tunes played on tuned percussion. | <ul style="list-style-type: none"> Accurately compare notes of different pitch using 'higher' /'lower' and recognise when melodic phrases are rising/falling in pitch. Begin to accurately echo more complex melodic phrases with the voice (covering a wider range of notes – up to an octave). Improvise short melodic phrases with the voice. Begin to control vocal pitch so it matches that of others when singing more complex songs. Echo, perform, and improvise simple melodies on tuned percussion or recorder. Know how pitch can be recorded on a stave with a clef. Begin to respond to <u>standard notations for pitch</u> (as well as letter names) when playing the <u>recorder</u>. (B A G C' D') | <ul style="list-style-type: none"> Know <u>how</u> pitch can be changed in a variety of tuned instruments. Identify and understand what is meant by 'ascending' or 'descending' melodic phrases. Accurately echo more complex melodic phrases with the voice (covering a wider range of notes – up to an octave). Control vocal pitch so that it matches that of others when singing more complex songs. Begin to understand, perform, improvise and compose using notes C-G or from a pentatonic scale. Continue to read and respond to letter names and standard notations for pitch (notes on a stave) when performing with <u>tuned percussion</u> | <ul style="list-style-type: none"> Echo <u>longer</u>, more complex melodic phrases with the voice (more than 4 beats) and within an octave. Sing age-appropriate material in tune. Begin to copy longer phrases by ear using tuned percussion. Understand, perform improvise and compose using notes from different diatonic scales – up to an octave. Read and respond to standard notations for pitch (notes on a stave) when performing simple melodies/harmonies with <u>tuned percussion and keyboards (up to at least 4 bars) – identifying the note names.</u> | <ul style="list-style-type: none"> Identify small and wide intervals between two notes including an octave. Accurately echo longer, more complex melodic phrases with the voice (more than 4 beats and within an octave). Consistently sing age-appropriate material in tune. Copy longer phrases by ear using tuned percussion. Read and respond with greater accuracy, to standard notations for pitch when performing more complex melodies/harmonies with <u>tuned percussion and keyboards (up to at least 4 bars) – identifying the note names.</u> Improvise, compose and notate more complex melodies (8 or 16 beats). |

| STRUCTURE | EYFS | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
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| | <ul style="list-style-type: none"> Begin to perform simple call and response patterns. | <ul style="list-style-type: none"> Perform and begin to recognise repeated material – e.g. a chorus/refrain in a song. Perform/improvise simple call and response (question/answer) patterns. With guidance, sequence sounds in response to a stimuli or story. | <ul style="list-style-type: none"> Perform and recognise repeated material – e.g. a chorus/refrain in a song. Perform/improvise call and response patterns. | <ul style="list-style-type: none"> Perform/improvise call and response patterns. Perform simple partner songs, simple rounds and ostinati (repeated phrases/rhythms). Plan a clear beginning, middle and end when composing, and include repetition of material. | <ul style="list-style-type: none"> Perform and understand rounds, ostinati, partner songs, ABA (ternary) form. With support, include repeated material, ostinati, binary form and ternary (ABA) form in compositions – which are becoming more developed. | <ul style="list-style-type: none"> Perform and explain 3 part rounds, partner songs ostinati, riffs, ABA (ternary) form and rondo form. Begin to structure compositions clearly, including the use of ostinati, ternary (ABA) and rondo/cyclic forms. Begin to create simple rounds within a given harmonic structure. | <ul style="list-style-type: none"> Perform, identify and explain 4 part rounds, partner songs, ostinato, riffs, ABA (ternary) form, rondo form and cyclic patterns. Structure compositions clearly, including the use of ostinati, cyclic patterns, ABA(ternary) and rondo forms. |
| DYNAMICS & TEMPO | <ul style="list-style-type: none"> Begin to sing and play loudly, quietly, response to instructions. | <ul style="list-style-type: none"> Begin to understand and use the following terms to describe what they hear: 'loud', 'quiet', 'silence', 'fast' and 'slow'. Begin to sing and play loudly, quietly, quickly and slowly in response to instructions. With guidance, decide whether to play compositions loudly, quietly, quickly or slowly. | <ul style="list-style-type: none"> Understand and use the following terms to describe what they hear – making simple comparisons: 'loud', 'louder'; 'quiet', 'quieter'; 'silence', 'fast', 'faster'; 'slow', 'slower'. Sing and play loudly, quietly, quickly and slowly in response to instructions/visual direction. Understand the terms 'dynamics' and 'tempo'. Decide whether to play compositions loudly, quietly, quickly or slowly. | <ul style="list-style-type: none"> Identify when music gets louder or quieter/faster or slower. Begin to control changes in dynamics (sing or play louder/quieter) and tempo (sing or play slower/quicker). Understand and begin to respond to the terms allegro (fast), adagio (slow), forte (loud) and piano (quiet) when singing or playing. Make simple decisions about dynamics and tempo when composing. | <ul style="list-style-type: none"> Describe changes in dynamics and tempo when listening to music. Control changes in dynamics and tempo when singing and playing. Understand and respond to the terms allegro (fast), adagio (slow), forte (loud) and piano (quiet), 'crescendo' (gradually get louder), 'diminuendo' or 'decrecendo' (gradually get quieter), 'accelerando' (gradually get faster) and 'rallentando' (gradually get slower) when singing or playing. Make decisions about dynamics and tempo when composing and how they should change within the composition. | <ul style="list-style-type: none"> Begin to be more specific when describing tempo and dynamics (e.g. 'pianissimo' (very quiet), 'Piano' (quiet), 'Mezzo piano' (moderately quiet), 'fortissimo' (very loud), 'forte' (loud), 'mezzo forte' (moderately loud), 'crescendo' (gradually get louder), 'diminuendo' or 'decrecendo' (gradually get quieter), 'accelerando' (gradually get faster) and 'rallentando' (gradually get slower). Begin to make more refined changes in dynamics and tempo when singing and playing in response to terms listed above. Make decisions about dynamics and tempo when composing and begin to justify these decisions. | <ul style="list-style-type: none"> Be specific when describing tempo and dynamics (e.g. 'pianissimo' (very quiet), 'Piano' (quiet), 'Mezzo piano' (moderately quiet), 'fortissimo' (very loud), 'forte' (loud), 'mezzo forte' (moderately loud), 'crescendo' (gradually get louder), 'diminuendo' or 'decrecendo' (gradually get quieter), 'accelerando' (gradually get faster) and 'rallentando' (gradually get slower). Make refined changes in dynamics and tempo when singing and playing in response to terms listed above. Suggest dynamics for performance. Make specific decisions about dynamics and tempo when composing and justify these decisions. |

| TIMBRE & ARTICULATION (Characteristics of sound) | EYFS | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
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| | <ul style="list-style-type: none"> Identify some common sounds in the environment Begin to know the names of <u>some</u> common percussion instruments (e.g. triangle, drum, bells) | <ul style="list-style-type: none"> Identify a range of different sounds in the environment. Know that voices, instruments and technology can create different sounds. Know the names of <u>some</u> common percussion instruments (e.g. triangle, drum, bells) Begin to <u>sort</u> sounds according to their characteristics and the way those sounds are produced (e.g. metal, wood / shake, hit) With guidance, play instruments/use voices to create simple sound effects. | <ul style="list-style-type: none"> Recognise repeated sounds. Know that sounds produced by voices, instruments and technology can be changed. Know the <u>names</u> of common percussion instruments (e.g. triangle, drum, tambourine, bells, maracas, guiro, chime bars,) and <u>begin</u> to match to their sounds. Begin to know the name and sound of <u>a few</u> common orchestral instruments. Play percussion instruments/use their voices in <u>different</u> ways to create simple sound effects (e.g. to accompany stories and pictures). Begin to select instruments for composition according to their sound quality. | <ul style="list-style-type: none"> Identify and name common percussion and <u>some</u> orchestral instruments from the sound they make. Begin to describe the sounds they hear (pinging, rattle, scratchy, smooth). With some guidance, explore, select and control sounds made by voices and instruments to create longer and more complex sound sequences. | <ul style="list-style-type: none"> Identify and name common percussion and orchestral instruments, from their sound. Begin to appreciate how instruments have changed over time (e.g. addition of valves to brass instruments). Describe the sounds they hear (pinging, rattle, scratchy, smooth). Explore, select and control sounds and instruments to create longer and more complex sound sequences, descriptive music and moods. Identify whether notes are played legato (smoothly) or staccato (short and detached). Sing legato or staccato when instructed. | <ul style="list-style-type: none"> Identify and name a variety of percussion and orchestral instruments and combinations/families of instruments (e.g. orchestra, brass, strings and woodwind) Begin to describe sound quality using appropriate vocabulary (harsh, mellow, reedy, tinny, warm, cold...) Explore, select, control, manipulate and layer sounds made by voices, instruments and technology to create, sound sequences, descriptive music, and moods – beginning to justify their choices. Identify, sing or perform legato or staccato | <ul style="list-style-type: none"> Identify and name a <u>wide range</u> of percussion and orchestral instruments, combinations/families of instruments (e.g. orchestra, brass, strings and woodwind) and instruments from different cultures (e.g. sitar, African piano, bagpipes) from their sound; Describe sound quality using appropriate vocabulary (harsh, mellow, reedy, tinny, warm, cold...) Explore, select, control, manipulate and layer sounds made by voices, instruments and technology to create sound sequences, descriptive music and moods - confidently justifying their choices. Identify, sing or perform legato or staccato |