

	<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Listening	<ul style="list-style-type: none"> <li>▪ Experience how sounds can be made in different ways (for example, vocalising, clapping, by musical instruments, in the environment).</li> <li>▪ Listen to a range of music used for particular purposes (for example, for dance, as a lullaby).</li> </ul>	<ul style="list-style-type: none"> <li>▪ To listen with concentration to a range of high quality live and recorded music and to internalise and recall sounds with increasing aural memory.</li> <li>▪ Experience how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures (for example, beginning, middle, end).</li> <li>▪ Experience how sounds can be made in different ways (for example, vocalising, clapping, by musical instruments, in the environment) and described using given and invented signs and symbols.</li> <li>▪ Know how music is used for particular purposes (for example, for dance, as a lullaby).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Listen with attention to a range of high quality live and recorded music, to detail and to internalise and recall sounds with increasing aural memory.</li> <li>▪ Experience how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures (for example, ostinato) and used to communicate different moods and effects.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Listen with attention to a range of high quality live and recorded music, to detail and to internalise and recall sounds with increasing aural memory.</li> <li>▪ Experience how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures (for example, ostinato) and used to communicate different moods and effects.</li> <li>▪ Experience how music is produced in different ways (for example, through the use of different resources, including ICT) and described through relevant established and invented notations.</li> <li>▪ Know how time and place can influence the way music is created, performed and heard (for example, the effect of occasion and venue).</li> </ul>			
Knowledge and Understanding				<ul style="list-style-type: none"> <li>▪ Analyse and compare sounds.</li> <li>▪ Explore and explain their own ideas and feelings about music using expressive language and musical vocabulary.</li> <li>▪ Improve their own and others' work in relation to its intended effect.</li> <li>▪ Use and develop their own use of a graphic score</li> <li>▪ <b>Develop an understanding of the history of music.</b></li> <li>▪ Use and understand staff and other musical notations.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Analyse and compare sounds.</li> <li>▪ Explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary.</li> <li>▪ Improve their own and others' work in relation to its intended effect.</li> <li>▪ <b>Develop an understanding of the history of music</b></li> <li>▪ Use and understand staff and other musical notations.</li> </ul>		

Performing	<ul style="list-style-type: none"> <li>▪ Use their voices expressively by singing songs and speaking chants and rhymes.</li> <li>▪ Keeps a steady beat whilst playing instruments – his or her own steady beat in his or her creative music making.</li> <li>▪ Explore using tuned and untuned instruments.</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Play tuned and untuned instruments.</b></li> <li>▪ Use their voices expressively by singing songs and speaking chants and rhymes.</li> <li>▪ Rehearse and perform with others (for example, starting and finishing together, keeping to a steady pulse).</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Play tuned and untuned instruments with control and rhythmic accuracy.</b></li> <li>▪ <b>Practise, rehearse and present performances with an awareness of the audience.</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Play tuned and untuned instruments with control and rhythmic accuracy.</b></li> <li>▪ <b>Practise, rehearse and present performances with an awareness of the audience.</b></li> <li>▪ Sing songs, speak chants and rhymes in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression.</li> </ul>
Creating	<ul style="list-style-type: none"> <li>▪ Experiment with and create musical patterns.</li> <li>▪ Explore and express their ideas and feelings about music using movement and dance.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Experiment with and create musical patterns.</li> <li>▪ Explore, choose and organise sounds and musical ideas.</li> <li>▪ Explore and express their ideas and feelings about music using movement, dance and expressive musical language.</li> <li>▪ Make improvements to their own work.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Improvise and develop rhythmic and melodic material when performing.</li> <li>▪ Explore, choose, combine and organise musical ideas within musical structures</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Improvise and develop rhythmic and melodic material when performing.</b></li> <li>▪ <b>Explore, choose, combine and organise musical ideas within musical structures.</b></li> </ul>
Pitch	<ul style="list-style-type: none"> <li>▪ Able to sing the melodic shape (moving melody, eg up and down, down &amp; up) of familiar songs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify high and low sounds.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Determine upwards and downwards direction in listening, performing and moving.</li> <li>▪ Recognise and imitate melody patterns in echoes.</li> <li>▪ Show the overall contour of melodies as moving upwards, downwards or staying the same.</li> <li>▪ Determine movement by step, by leaps or by repeats.</li> <li>▪ Perform simple melody patterns.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify short phrases and long phrases.</li> <li>▪ Identify the prominent melody patterns in a piece of music.</li> <li>▪ Improvise a melodic pattern.</li> <li>▪ Improvise a melody.</li> </ul>

Duration	<ul style="list-style-type: none"> <li>▪ Recognise the difference between long and short sounds.</li> <li>▪ Copy simple patterns of sound of long and short duration.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Respond to sounds of different duration.</li> <li>▪ Recognise the difference between long and short sounds.</li> <li>▪ Copy simple patterns of sound of long and short duration.</li> <li>▪ Recognise the difference between steady beat and no beat.</li> <li>▪ Identify similar rhythmic patterns.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Indicate the steady beat by movement, including during a silence.</li> <li>▪ Respond to changes in the speed of the beat.</li> <li>▪ Respond to the strong beats whilst singing.</li> <li>▪ Use instruments to keep a steady beat.</li> <li>▪ Hold a beat against another part.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Perform rhythmic patterns and ostinati (<i>repeated melody lines</i>).</li> <li>▪ Identify a silence in a rhythmic pattern with a gesture.</li> <li>▪ Create rhythmic patterns including silences and notate.</li> <li>▪ Indicate strong and weak beats through movements.</li> <li>▪ Recognise a metre (<i>the way beats are grouped</i>) of 3 or 4.</li> <li>▪ Recognise a change in metre.</li> </ul>
Dynamics	<ul style="list-style-type: none"> <li>▪ Differentiate between loud sounds, quiet sounds and silence.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Differentiate between loud sounds, quiet sounds and silence.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Recognise differences in dynamic levels.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Recognise crescendo (<i>gradually getting louder</i>) and diminuendo (<i>grad. getting quieter</i>).</li> <li>▪ Assess the appropriateness of dynamic choices such as accents (<i>sudden loud notes, or sudden quiet notes</i>).</li> </ul>
Tempo	<ul style="list-style-type: none"> <li>▪ Identify the differences between fast and slow tempos.</li> <li>▪ Accurately anticipates changes in music, eg when music is going to get faster, louder, slower.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify the differences between fast and slow tempos.</li> <li>▪ Identify the tempo of music as fast, moderate, slow, getting faster or getting slower.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify the differences between fast and slow tempos.</li> <li>▪ Identify the tempo of music as fast, moderate, slow, getting faster or getting slower.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify the differences between fast and slow tempos.</li> <li>▪ Identify the tempo of music as fast, moderate, slow, getting faster or getting slower.</li> </ul>



