

	Pitch	Duration	Dynamics	Tempo	Timbre	Texture	Structure
FS1	I can recognise high and low sounds in the environment.	I can move to a piece of music.	I can recognise loud and quiet in sounds in the environment.	I can explore using fast or slow movements.	I can say what different sounds I can hear in the environment.	I can play instruments on my own and with friends.	I can recognise pattern in songs and anticipate phrases.
FS2	I can sing familiar songs following their melodic shape.	I can keep a pulse to a variety of pieces of music.	I can experiment with instruments that make loud or quiet sounds.	I can clap along to a familiar song.	I can explore the different sounds my body can make.	I can choose instruments, voice or body percussion to create sound effects in stories	I understand and identify the beginning, middle and end in music.
Y1	I can begin to explore making high and low sounds with my voice. (Boom chikka Boom etc) I can identify classroom instruments that make high and low sounds.	I can copy simple rhythmic patterns. I can use animal rhythms or food words to clap rhythms	I begin to explore making loud and quiet sounds with my voice. I can sort classroom instruments into loud and quiet sounds.	I can explore playing classroom instruments fast or slowly.	I can Play listening games and identify which sound matches which instrument.	I can create soundscapes using single sounds and layers of sounds. (rainstorms etc)	I can sing simple nursery rhymes and recognise parts that are the same. (twinkle twinkle, baa baa black sheep)
Y2	I can recognise and respond to high low and middle sounds. I can use dot notation to show high low and middle sounds.	I can recognise and respond to a pulse. I can recognise and copy patterns of long and short sounds. I can use dot notation.	I understand loud, quiet and silence. I can use symbols or hand signals and respond to changes in dynamics.	I can recognise changes in tempo when listening to music. I understand fast and slow when keeping a beat.	I can identify different percussion sounds when listening to music or playing games. I know how the sounds are made.	I can recognise and respond to one sound leading to many sounds.	I can recognise the use of repetition. I know what an introduction is.

Y3	Recognise and respond to higher and lower sounds and general shapes of a melody.	Distinguish between a pulse and rhythm. Understand that rhythmic patterns fit to the beat and can be repeated. Use Kodaly notation	Recognise changes in dynamics when listening to music.	Sing songs that get faster or slower.	Identify a range of instruments by name and how they are played.	Recognise the different effects of voices on their own and in groups	Look at how different songs are made up and structured (verse, chorus, bridge etc)
Y4	Begin to recognise steps, leaps and repeated notes.	Begin to understand 4/4 metre rhythm pattern. Use crotchet, quaver, rest. Question and answer rhythms	Understand getting louder and quieter in finer graduations. Use musical notation or symbols to show this (hairpins) 	Understand getting faster and slower in finer graduations – use a ‘conductor’ and hand symbols to increase or decrease tempo.	Identify families of instruments	Recognise different combinations of layers in music.	Develop an understanding of repetition (ostinato) and contrast (verse/chorus) structures and repeat sign
Y5	Sing or play with an accurate sense of pitch.	Understand ¾ metre rhythms Be introduced to syncopated rhythms Use crotchet, quaver, rest, minim, semiquaver	Sing or play using accurate dynamics. Recognise when it is appropriate to be either loud or quiet.	Identify where songs slow down, particularly at the end and what effect this has. Compare this to getting faster.	Find out about different ensemble combinations (samba, choir, brass band)	Introduce singing in harmony – starting with a partner songs	Understand how composers use musical structures such as ternary (ABA), Rondo (ABACA) and arch (ABCBA) to create effects.

Y6	Identify a major scale pattern and use pitch knowledge to recreate a piece on tuned instruments.	Understand 2, 3 and 4 metre and how rhythms fit into a steady beat. Look at how rhythms are like sentences. Recognise and use a syncopated rhythm. Use all notation and introduce dotted notation.	Understand how a wider range of dynamics can be used for expressive effect. Use musical terminology (piano, forte)	Understand how a wider range of tempi can be used for expressive effect.	Discuss the quality of voice of vocal and instrumental pieces.	Begin to understand different types of harmony (simple parts, use of chords, acappella)	Develop more understanding of conventional musical structures (repeat signs, coda, DS, drone/ostinato, theme and variations).
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