

	FS1	FS2	Y1	Y2	Y3	Y4	Y5	Y6
Singing and Playing Skills	<p>1. To begin to know that voices can make different sounds.</p> <p>2. To explore their voices and making sounds</p> <p>3. To join in with some songs and rhymes making some sounds.</p> <p>4. To be able to sing a familiar rhyme e.g. Twinkle, Twinkle. (C&amp;L/Exp Art)</p> <p>5. To enjoy taking part in action songs e.g. Ants go marching (Phys/Exp Art)</p> <p>6. To be able to take part in number and finger rhymes. (Ma)</p>	<p>1. Join in with familiar songs as part of the class or small group.</p> <p>2. Build a bank of familiar songs and rhymes (e.g. counting songs, nursery rhymes, routine songs) and talk about them with others.</p> <p>3. Use singing voice in play activities (e.g. in role play, playing in sand).</p> <p>4. Experiment with voice sounds (long, short, high, low sliding, humming) and understand the difference between a 'speaking' and a 'singing' voice.</p> <p>5. Copy simple phrases showing an awareness of pitch and rhythm.</p> <p>6. Respond to the structure or</p>	<p>1. Sing simple songs, chants and rhymes as a class</p> <p>2. Copy simple pitch patterns accurately (e.g. singing call and response songs)</p> <p>3. Respond to visual performance directions (e.g. start, stop, loud, quiet)</p> <p>4. Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</p> <p>5. Perform short copycat rhythms patterns accurately e.g, word pattern chants</p> <p>6 Play simple rhythmic accompaniments to songs to a steady pulse (e.g. short, repeated rhythms)</p>	<p>1. Sing songs, chants and rhymes regularly with a good sense of pulse and rhythm and increasing vocal control</p> <p>2. Sing songs and play singing games, copying pitch patterns accurately</p> <p>3. Sing short phrases independently as part of a singing game or short song</p> <p>4. Respond to visual performance directions and musical instructions and symbols (e.g. dynamics f, p, &lt;, &gt;)</p> <p>5. Perform rhythmic patterns accurately and invent rhythms for others to copy on untuned percussion or body percussion</p>	<p>1. Sing a widening range of unison songs of varying styles and structures, tunefully and with expression</p> <p>2. Perform actions and movements confidently and in time as a group.</p> <p>3. Sing call and response songs with accurate tuning</p> <p>4. Play call and response rhythms and melodies</p> <p>5. Perform rhythms using instruments or body percussion in time with the music, responding to changes in tempo.</p> <p>6. Accompany songs with simple rhythmic or melodic ostinato using known rhythms and note values</p>	<p>1. Continue to sing a wide range of unison and simple part songs in different styles and structures, pitching the voice accurately.</p> <p>2. Internalise pitch and copy melodic phrases accurately</p> <p>3. Follow and lead performance directions including those for getting louder (crescendo) and quieter (diminuendo)</p> <p>4. Sing songs in major and minor keys recognizing the difference in tonality</p> <p>5. Perform rhythms accurately, recognizing and defining note values and rests</p> <p>6. Perform rhythms using instruments or body percussion to music in</p>	<p>1. Sing a wide range of unison and part songs using clear diction, accurate tuning, expression and awareness of style</p> <p>2. Sing and play with a sense of ensemble, following performance directions and understanding how different parts fit together</p> <p>3. Use dynamics, tempo, articulation when singing and playing, responding to musical symbols and vocabulary accurately (e.g. pp, p mp, mf, f, ff, &lt;, &gt; accelerando, rallentando, staccato, legato)</p> <p>4. Play rhythmic patterns accurately and expressively using</p>	<p>1. Sing a wide range of unison and part songs including those that involve syncopated rhythms, observing phrasing, accurate pitching, diction and appropriate style.</p> <p>2. Sing and play with a sense of ensemble, following performance directions, understanding how different parts fit together</p> <p>3. Explore techniques to enhance the communication and lyrical meaning of a song or poem and apply to whole class, small group and solo performances</p> <p>4. Play rhythmic patterns accurately and</p>

		<p>mood of a song or rhyme (e.g. anticipating a chorus, adding appropriate actions or changing voice).</p> <p>7. Show an awareness of others when singing and performing (e.g. taking turns in musical games, working with a partner)</p>	<p>7. Play pitch patterns on tuned instruments</p> <p>8. Explore instrumental and vocal timbre, recognising how sounds can be changed</p> <p>9. Perform to an audience</p> <p>10. Explore ways to perform a song (e.g. adding simple actions or changing vocal timbre)</p>	<p>6. Play simple repeated rhythms or melody (ostinato)</p> <p>7. Explore word rhythms when singing songs, transferring rhythms to instruments or body percussion</p> <p>8. Control simple dynamics and tempo when singing and playing</p> <p>9. Play simple melodies and accompany songs using tuned percussion</p> <p>10. Explore ways to communicate the mood of a song (e.g. adding facial expression, changing dynamics)</p> <p>11. Perform to an audience</p>	<p>7. Control dynamics when singing and playing and respond to performance directions and symbols (e.g. f, p, &lt;, &gt;)</p> <p>8. Explore and select instrumental timbres to suit the mood or style of a piece of music</p> <p>9. Play melodies on tuned instruments, following notation where appropriate (e.g. dot, rhythmic and letter notation)</p> <p>10. Prepare for a performance and consider elements that might shape a performance (e.g. assigning roles, characterisation, movement)</p> <p>11. Show growing awareness of</p>	<p>different time signatures, responding to changes in tempo.</p> <p>7. Maintain an ostinato (rhythmic or melodic), performing accurately and in time as an ensemble</p> <p>8. Play and perform simple melodies as a whole class or in small groups following appropriate notations</p> <p>9. Control changes in dynamics, tempo and articulation when singing and playing</p> <p>10. Suggest simple ways to enhance singing or playing to communicate a particular mood or atmosphere (e.g. changing dynamics)</p> <p>11. Prepare for a performance and</p>	<p>instruments or body percussion</p> <p>5. Maintain a rhythmic or melodic part as part of a multi-layered piece, performing accurately.</p> <p>6. Develop knowledge of scales and intervals through singing and playing</p> <p>7. Understand how triads are formed and play them on tuned percussion or keyboards</p> <p>8. Play simple chords, drones, or bass lines and use them to accompany a familiar song</p> <p>9. Explore and suggest ways to enhance the communication and performance of songs and music (e.g. varying dynamics)</p> <p>10. To evaluate performances,</p>	<p>expressively using instruments or body percussion in a range of time signatures and recognise if they are going out of time (e.g. speeding up or slowing down)</p> <p>5. Maintain a rhythmic or melodic part as part of a multi-layered piece, performing accurately and expressively.</p> <p>6. Identify, recall and describe melodic patterns in songs and music and perform using voice or tuned instruments</p> <p>7. Play chord progressions, drones or bass lines and use them to accompany a song</p> <p>8. Use knowledge of scales to explore intervals,</p>
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					different musical roles (conductor, performer, audience, ensemble)	consider elements that might shape a performance (e.g. assigning roles, characterisation, movement) 12. Show understanding of different musical roles (e.g. conductor, performer, audience ensemble)	suggesting ways to improve and making necessary adjustments	sequences and chromatic scales ✓ 9. Use range of dynamics, tempo, articulation when singing and playing, responding to musical symbols and vocabulary accurately (e.g. pp, p mp, mf, f, ff, <, > accelerando, rallentando, staccato, legato) 10. Develop understanding of different musical roles (e.g. conductor, musicians, performer, audience)
Listening Skills and Genre / History / Musicians Knowledge	1. To enjoy listening to familiar nursery rhymes. (Lit) 2. To be able to hear different sounds in the outdoor area e.g., the wind blowing, birds singing. (Lit)	1. Describe sounds and music using simple language (e.g. loud/quiet/fast/slow/scary). 2. Identify sounds in the environment and match instruments to sounds.	1. Listen with understanding to music from a range of different periods, styles and share ideas and opinions about the music. 2. Respond to music through movement and dance,	1. Listen with understanding to music from a range of different periods, styles and share ideas and opinions about the music. 2. Listen to and describe simple changes in dynamics,	1. Listen to music developing an understanding of its background, history and context. 2. Listen out for specific features of music (e.g. tempo, dynamics, texture,	1. Listen to music with an understanding or stories, origins and traditions, history and social context of the music they listen to, sing and play. 2. Recognise and describe timbres of instruments	1. Listen to music with an understanding or stories, origins and traditions, history and social context of the music they listen to, sing and play. 2. Listen, compare and evaluate music	1. Listen to music with an understanding or stories, origins and traditions, history and social context of the music they listen to, sing and play. 2. Listen, compare and evaluate music

	<p>3. To recognise which environmental sounds are high and which are low sounds</p> <p>4. To listen to a variety of instrument sounds</p> <p>5. To be able to identify different instrument sounds. (Lit/Exp Art)</p>	<p>3. Describe and compare sounds created by instruments and voices.</p> <p>4. Listen and respond to simple musical instructions (e.g. performing correct action, stopping when the music stops, responding to changes in dynamics or tempo).</p> <p>5. Listen to music and respond with simple ideas 'the music makes me think of...'. 6. Listen and remember a sequence of sounds (e.g. high, low, high).</p>	<p>identifying a steady beat with others and changing the speed of the beat as the tempo of music changes</p> <p>3. Listen and describe musical patterns using appropriate vocabulary (high, low, loud, soft, fast, slow, spiky, smooth, long, short)</p> <p>4. Listen to sounds in the local school environment, comparing high and low sounds.</p>	<p>tempo, pitch and articulation using appropriate musical vocabulary (faster, slow, spiky, smooth, loud, soft, getting louder/quieter) and say how it effects the music</p> <p>3. Listen to and interpret features in recorded or live music using dance, art or drama</p> <p>4. Move to the pulse of familiar music, coordinating movements and recognising changes in tempo</p> <p>5. Respond independently to pitch changes heard in melodic phrases, indicating with actions</p>	<p>articulation) and explain responses using a growing range of musical vocabulary</p> <p>3. Listen, and describe how the interrelated dimensions are used to create moods and effects</p> <p>4. Use listening skills to correctly order a sequence of notes</p> <p>5. Listen, and identify direction of pitch in a simple melody, copying with voices or instruments</p> <p>6. Listen, and interpret features in recorded or live music using dance, art or drama</p>	<p>and recall orchestral families (string, woodwind, brass and percussion).</p> <p>3. Listen and identify musical contrasts (e.g. dynamics, tempo, articulation, tonality and discuss the effect on the listener)</p> <p>4. Listen and identify structures used to shape songs and music (e.g. call and response, rondo form)</p> <p>5. Listen and describe direction and shape of melodies</p> <p>6. Recognize major and minor chords</p> <p>7. Listen and compare music, discussing similarities and differences and expressing preferences.</p>	<p>from a diverse range of genres, styles and musical periods</p> <p>3. Develop understanding of a particular musical style or genre, identifying key influences and shared characteristics</p> <p>4. Use a range of musical vocabulary to describe musical features such as instruments, time signature, dynamics, tempo, timbre, articulation</p> <p>5. Interpret features of music through visual art or movement</p> <p>6 Listen and identify structures used to shape songs and music (e.g. call and response, rondo form)</p> <p>7. Understand how pitches can be combined to create harmony</p>	<p>from a diverse range of genres, styles and musical periods</p> <p>3. Develop understanding of a particular musical style or genre, identifying key influences, shared characteristics and musical techniques used</p> <p>4. Use a range of musical vocabulary to describe music commenting on features such as instruments, time signature, dynamics, tempo, timbre, pitch, articulation</p> <p>5. Analyze songs, exploring lyrics and identifying structural features (e.g. verse, chorus, bridge)</p> <p>6 Understand how harmony can be used to create moods and atmosphere (major/minor/co</p>
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							and describe the effect	sonant/dissonant) and listen out for these features in the music they play and listen to
Compose and Improvise Skills	<p>1. To be able to move and dance to music developing rhythm and linking movement together. (Phys/Exp Art)</p> <p>2. To explore the different sounds my body can make</p> <p>3. To be able to use my body to create different sounds e.g., clapping, tapping, clicking. (Lit/Exp Art)</p> <p>4. To be able to experiment with different instruments to create sounds. (Exp Art)</p> <p>5. To be able to name a range of familiar objects e.g. instruments. (C&amp;L/UofW)</p>	<p>1. Experiment with different ways to create sound in both play and teacher-led activities (e.g. using instruments, sound-makers, body percussion).</p> <p>2. Handle instruments and sound-makers with increasing control (e.g. tapping claves together), using simple dynamics (loud, quiet) and tempo (e.g. fast, slow).</p> <p>3. Name instruments and sort them by their material (e.g. wood, metal) or how they are played (e.g. shake, tap).</p>	<p>1. Create simple vocal chants or rhythm phrases, e.g. using question and answer phrases</p> <p>2. Create musical sound effects and short sequences of sounds in response to stimuli (e.g. song lyrics)</p> <p>3. Combine sounds to tell a story, choosing and playing classroom instruments or sound makers</p> <p>4. Create simple rhythm patterns</p> <p>5. Create simple pitch patterns</p> <p>6. Use music technology (if available, to capture, change and combine sounds</p>	<p>1. Create music in response to a non-musical stimulus</p> <p>2. Compose or improvise simple descriptive sounds to match a mood, character or theme</p> <p>3. Recognise and explore how to change and combine sounds to create simple effects</p> <p>4. Explore musical structures, choosing and ordering sounds</p> <p>5. Recognise and explore how to change and combine sounds to create simple effects</p> <p>6. Use music technology, if available to capture change</p>	<p>1. Compose or improvise simple call and response phrases</p> <p>2. Compose rhythmic accompaniments using untuned percussion</p> <p>3. Experiment with musical texture (e.g. combining layers of rhythm)</p> <p>4. Structure a composition with a clear beginning/middle/end and combine layers of musical sound.</p> <p>5. Compose and improvise in response to a range of stimuli (e.g. poems, stories, songs or art work)</p> <p>6. Compose and improvise simple pentatonic melodies</p>	<p>1. Improvise rhythms or melodies</p> <p>2. Compose and represent melodies using appropriate notations (e.g. graphic scores, combination of rhythm notation and letter names)</p> <p>3. Arrange individual notation cards of known note values to create a sequence of 2,3 or 4 beat phrases</p> <p>4. Compose layers of rhythm (ostinato phrases)</p> <p>5. Make decisions about the overall structure of compositions and improvisations</p>	<p>1. Improvise rhythmic or melodic patterns to a steady pulse or drone, developing a sense of shape and character</p> <p>2. Compose and improvise in response to a range of stimuli (e.g. song lyrics, poetry) and use the interrelated dimensions to capture the intended mood and atmosphere</p> <p>3. Compose and notate short melodies using: staff and informal notation</p> <p>4. Compose music with contrasting sections</p> <p>5. Use chords to evoke a specific atmosphere or mood</p>	<p>1. Improvise vocal and instrumental effects as a class and in small groups</p> <p>2. Use voices and instruments creatively, making subtle changes to timbre, articulation, pitch and dynamics to achieve effects or create styles, moods and atmosphere</p> <p>3. Understand and explore how harmony can be used to create moods and atmosphere (major/minor/consonant/dissonant)</p> <p>4. Create extended compositions, organising rhythmic ideas</p>

		<p>4. Improvise instrumental and vocal sounds in response to a stimulus (e.g. loud sounds for lion, squelchy sounds for 'mud').</p> <p>5. Use instruments to accompany a simple song (e.g. tapping the pulse or adding simple tuned accompaniment).</p> <p>6. Play simple rhythms and melodies from songs (e.g. tapping syllables).</p> <p>7. Explore the effect of combining sounds.</p> <p>8. Respond to simple musical cues (e.g. knowing when to start and stop, simple dynamics).</p> <p>9. Experiment with simple musical patterns (e.g.</p>	<p>7. Experiment with different ways to create sound (e.g. body percussion, vocal sounds)</p> <p>8. Explore percussion sounds to enhance songs and storytelling</p> <p>9. Perform to an audience** √</p> <p>10. Explore ways to perform a song (e.g. adding simple actions or changing vocal timbre)</p>	<p>and combine sounds</p> <p>7. Create rhythmic patterns from various stimuli, eg spoken words</p> <p>8. Compose simple melodies using a given range of notes</p> <p>9. Collaborate with others, trying out musical ideas and make improvements where necessary</p>	<p>7. Vary the interrelated dimensions to create different moods and effects.</p> <p>8. Collaborate with others, trying out musical ideas and making improvements where needed.</p>	<p>6. Compose music following a given musical structure (e.g. call and response, rondo, AB)</p> <p>7. Compose lyrics following a given rhythmic/rhyming structure</p> <p>8. Carefully select instrumental timbres to achieve an effect and explore ways to create musical contrasts (e.g. forte/piano/staccato/legato/presto/lento, major/minor) √</p> <p>9. Evaluate performances, making improvements where needed.</p>	<p>6. Compose music using a combination of lyrics and melody</p> <p>7. Evaluate own and others' work, explaining ideas using musical vocabulary and making necessary adjustments</p>	<p>into a structure (e.g. creating 16-beat rhythms)</p> <p>5. Use song structures as a basis for a composition (e.g. composing lyrics)</p> <p>6. Compose and perform music for a specific occasion, using a combination of lyrics, melody and harmony</p> <p>7. Evaluate own and others' work, explaining ideas using musical vocabulary and suggesting ways to improve</p>
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		tap, shake, tap, shake; high, low, high).						
Notate Skills	<p>1. To anticipate phrases and actions in rhymes and songs like 'peepo'</p> <p>2. To identify the melodic shape of familiar songs</p> <p>3. To make rhythmical and repetitive sounds</p>	<p>1. Choose sounds for a purpose, trying out and adjusting musical ideas.</p> <p>2. Choose descriptive sounds to match characters or objects (e.g. bells for twinkly stars).</p> <p>3. Play with the structure of a simple song to create new versions (e.g. replacing words, adding actions).</p> <p>4. Create simple musical patterns (e.g. play/stop/play/stop; saucepan/sieve/saucepan; loud/quiet/loud/quiet)</p> <p>5. Follow simple notation (e.g. picture cards).</p> <p>6. Use a variety of notations to represent musical ideas (e.g. pictorial, natural</p>	<p>1. Recognise how graphic notation can represent created sounds, exploring and inventing own symbols</p> <p>2. Follow pictures and symbols to guide singing and playing</p>	<p>1. Invent graphic notations to represent simple features of music (e.g. dynamics and tempo)</p> <p>2. Use graphic notation to represent rhythmic or melodic patterns</p> <p>3. Use graphic symbols to keep a record of a composed piece</p> <p>4. Follow graphic notations to guide singing and playing</p>	<p>1. Play from rhythmic notation and understand the value of minims, crotchets and quavers</p> <p>2. Follow graphic notation to guide singing and playing</p> <p>3. Use graphic notation to represent rhythmic or melodic patterns</p> <p>4. Create graphic notation to represent two or more layers of musical sound</p> <p>5. Apply word chants to rhythms, understanding how to link each syllable to a musical note</p>	<p>1. Play from rhythmic notation and understand the value of semibreves, minims, crotchets and quavers</p> <p>2. Play from pitch notation (e.g. graphic notation, combination of rhythm and note names)</p> <p>3. Follow and perform simple rhythmic scores to a steady beat, maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble</p> <p>4. Use graphic notations to represent layers of rhythm.</p> <p>5. Explore a range of notation e.g. graphic symbols, rhythm notation to</p>	<p>1. Use and perform a range of rhythmic notations and develop understanding of note durations (semibreve, minim, crotchet, quaver)</p> <p>2. Develop understanding of time signatures (3/4 and 4/4)</p> <p>3. Read and perform pitch notation within an octave</p> <p>4. Represent compositions using a combination of graphic and standard notations</p> <p>5. Use and understand musical symbols (e.g. pp, p mp, mf, f, ff, &lt;, &gt;) and apply them to compositions</p>	<p>1. Use and perform a range of rhythmic notations and further develop understanding of note durations (semibreve, minim, crotchet, quaver)</p> <p>2. Develop understanding of time signatures (3/4 and 4/4, 6/8)</p> <p>3. Read and perform from pitch notation</p> <p>4. Read and perform from graphic notation</p> <p>5. Represent compositions using graphic and standard notations</p> <p>6. Notate melodies and chords using staff or informal notation.</p> <p>7. Use and understand a range of musical symbols (e.g. pp,</p>

		<p>objects, storyboards).</p> <p>7. Create music from non-musical starting points (e.g. artwork, movement, nature).</p> <p>8. Reflect on music-making (e.g. what worked well/what could we change?).</p>				<p>capture and record creative ideas.</p> <p>6. Use a graphic score to represent musical structure</p>		<p>p mp, mf, f, ff, &lt;, &gt;) and apply them to compositions</p>
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