

When all components are taught, practised, processed and transferred to long term memory, our children will be able to:

- **Sing tunefully and expressively with the range of an octave**
- **Follow the technical directions of a leader such as 'decrescendo' and 'forte'**
- **Sing a range of songs in different time signatures, with leaps and second parts**
 - **Perform, with musicality, for audiences**
- **Perform actions and movements confidently in time and to a steady beat**

Year Four

Continue to sing a broad range of unison songs with the range of an octave (do–do) pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo). Sing rounds and partner songs in different time signatures (2, 3 and 4 time) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony. Perform a range of songs in school assemblies.

Year Three

Sing a widening range of unison songs of varying styles and structures with a pitch range of do–so, tunefully and with expression. Perform forte and piano, loud and soft. Perform actions confidently and in time to a range of action songs (e.g. Heads and Shoulders). Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. Perform as a choir in school assemblies.

Year Two

Sing songs regularly with a pitch range of do–so with increasing vocal control. Sing songs with a small pitch range, pitching accurately. Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. crescendo, decrescendo, pause)

Year One

Sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions and counting in. Begin with simple songs with a very small range, mi–so and then slightly wider. Include pentatonic songs. Sing a wide range of call and response songs, to control vocal pitch and to match the pitch they hear with accuracy.

EYFS

Join in with singing activities, moving to the beat. Learn nursery rhymes and simple songs and add actions. Use singing in daily activities and promote call and response.

When all components are taught, practised, processed and transferred to long term memory, our children will be able to:

- **Share their knowledge and understanding of stories, origins, traditions, history and social context of the music they are listening to, singing and playing and ask questions**
 - **Embrace opportunities to experience live music making**
 - **Recognise some musical genres and make links between them**
- **Begin to understand how music is structured and the impact it can have on the listener**
- **Use active listening to evaluate music, incorporating the inter-related dimensions of music**
 - **Comment constructively on music which is recorded or played by peers**

Year Four

Ask questions about music from other cultures and traditions. Use active listening to make simple connections and comparisons between own compositions and performance, and those of other musicians. Begin to recognise how composers use the inter-related dimensions of music to create effects and mood.

Make constructive comments.

Year Three

Make connections and comparisons. Evaluate music using the inter-related dimensions. Recognise how music reflects its purpose, place and time including other cultures, traditions and a variety of genres.

Year Two

Describe music and sounds in simple terms using basic musical vocabulary including pulse/beat, rhythm, duration and pitch. Talk about own and peers' work and suggest improvements.

Year One

Discuss how music makes us feel and why. Discuss and improve own and others' work. Comment constructively on own performances and compositions.

EYFS

Describe music and sounds. Listen and respond to music at transitions times.

When all components are taught, practised, processed and transferred to long term memory, our children will be able to:

- **Improvise on an instrument making use of musical features, making compositional decisions**
 - **Compose and play music to fit a theme, capturing ideas**
 - **Combine rhythmic notation with letter names to create short phrases, capturing ideas**
 - **Arrange notation cards with known note values to create sequences**

Year Four

Improvise on a limited range of pitches on the instrument they are now learning, making use of musical features including smooth (legato) and detached (staccato). Begin to make compositional decisions about the overall structure of improvisations. Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt. Sing and play these phrases as self-standing compositions. Arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars. Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip. Introduce major and minor chords. Include instruments played in whole-class/group/individual teaching to expand the scope and range of the sound palette available for composition work. Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology.

Year Three

Become more skilled in improvising (using voices, tuned and untuned percussion and instruments played in whole-class/group/individual/instrumental teaching), inventing short 'on-the-spot' responses using a limited note-range. Structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end. Pupils should compose in response to different stimuli, e.g. stories, verse, images (paintings and photographs) and musical sources. Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi). Compose song accompaniments on untuned percussion using known rhythms and note values.

Year Two

Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch). Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation. Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. Use music technology, if available, to capture, change and combine sounds.

Year One

Improvise simple vocal chants, using question and answer phrases. Create musical sound effects and short sequences of sounds in response to stimuli, e.g. a rainstorm or a train journey. Combine to make a story, choosing and playing classroom instruments (e.g. rainmaker) or sound-makers (e.g. rustling leaves). Understand the difference between creating a rhythm pattern and a pitch pattern. Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns. Use music technology, to capture, change and combine sounds. Recognise how graphic notation can represent created sounds. Explore and invent own symbols.

EYFS

Use musical instruments, voices and body percussion to explore and experiment with sound making.

When all components are taught, practised, processed and transferred to long term memory, our children will be able to:

- **Comment when the tempo changes**
- **Mark the beat of a piece of music in different ways**
 - **Begin to group beats in 2s and 3s**
 - **Identify beat groupings in familiar music**
 - **Play ostinati and short pitched patterns**

Year Two

Understand that the speed of the beat can change, creating a faster or slower pace (tempo). Mark the beat of a listening piece (e.g. Bolero by Ravel) by tapping or clapping and recognising tempo as well as changes in tempo. Walk in time to the beat of a piece of music or song (e.g. La Mourisque by Susato). Know the difference between left and right to support coordination and shared movement with others. Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats. Identify the beat groupings in familiar music that they sing regularly and listen to, e.g. in 2 Maple Leaf Rag by Joplin, in 3 The Elephant from Carnival of the Animals by Saint-Saëns

Year One

Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. Use body percussion, (e.g. clapping, tapping, walking) and classroom percussion (shakers, sticks and blocks, etc.), playing repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments (e.g. glockenspiels or chime bars) to maintain a steady beat. Respond to the pulse in recorded/live music through movement and dance, e.g. Stepping (e.g. Mattachins from Capriol Suite by Warlock), Jumping (e.g. Trepak from The Nutcracker by Tchaikovsky) Walking on tiptoes (e.g. Scherzo from The Firebird Suite by Stravinsky).

EYFS

Move to the beat

When all components are taught, practised, processed and transferred to long term memory, our children will be able to:

- **Copy rhythms and invent rhythms for others to copy**
- **Represent chanted rhythm patterns with stick notation**
- **Create and perform chanted rhythm patterns with stick notation**
- **Begin to understand rhythm as one of the dimensions of music**

Year Two

Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion. Create rhythms using word phrases as a starting point (e.g. Hel-Lo Si-mon or Can you come and play?).

Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests. Create and perform their own chanted rhythm patterns with the same stick notation.

Year One

Perform short copycat rhythm patterns accurately, led by the teacher. Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat. Perform word-pattern chants (e.g. ca-ter-pil-lar crawl, fish and chips); create, retain and perform their own rhythm patterns.

EYFS

Play with rhythmic patterns in listening games. Explore tuned and untuned instruments.

When all components are taught, practised, processed and transferred to long term memory, our children will be able to:

- Match voices to pitch
- Play singing games with and without a cuckoo interval
 - Sing short solo phrases in games
 - Indicate pitch changes with actions
- Recognise dot notation and match it to 2-note tunes played on a glockenspiel
 - Begin to understand pitch as one of the dimensions of music

Year Two

Play a range of singing games based on the cuckoo interval (so-mi, e.g. Little Sally Saucer) matching voices accurately, supported by a leader playing the melody. The melody could be played on a piano, acoustic instrument or backing track. Sing short phrases independently within a singing game or short song. Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g. stand up/sit down, hands high/hands low). Recognise dot notation and match it to 3-note tunes played on tuned percussion.

Year One

Listen to sounds in the local school environment, comparing high and low sounds. Sing familiar songs in both low and high voices and talk about the difference in sound. Explore percussion sounds to enhance storytelling, e.g. ascending xylophone notes to suggest Jack climbing the beanstalk, quiet sounds created on a rainstick/shakers to depict a shower, regular strong beats played on a drum to replicate menacing footsteps. Follow pictures and symbols to guide singing and playing, e.g. 4 dots = 4 taps on the drum.

EYFS

Play games using pitch to help children to tune into sounds and to understand high and low.

When all components are taught, practised, processed and transferred to long term memory, our children will be able to:

- **Play melodies on the recorder and glockenspiel in 2 or more parts from simple notation**
 - **Copy short melodic phrases (including pentatonic)**
- **Understand the difference between minims, crotchets, paired quavers and rests when reading music**
 - **Perform simple rhythmic scores to a steady beat as part of an ensemble**

Year Four

Develop facility in the basic skills of a selected musical instrument over a sustained learning period. Play and perform melodies following staff notation using a small range (e.g. Middle C–G/do–so) as a whole-class or in small groups. Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching. Identify static and moving parts. Copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A). Introduce and understand the differences between minims, crotchets, paired quavers and rests. • Read and perform pitch notation within a defined range (e.g. C–G/do–so). Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.

Year Three

Develop facility in playing tuned percussion such as a glockenspiel or a melodic instrument such as a recorder. Play and perform melodies following staff notation using a small range (e.g. Middle C–E/do–mi) as a whole class or in small groups (e.g. trios and quartets). Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C–D–E/do–re–mi. Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow. Extend to question-and-answer phrases. Introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch. Introduce and understand the differences between crotchets and paired quavers. Apply word chants to rhythms, understanding how to link each syllable to one musical note.