



Listening, appraising & responding

- Listening with attention to detail and recall sounds with increasing aural memory
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- Develop an understanding of the history of music

| Reception | Yr 1 | Yr2 | Y3 | Y4 | Y5 | Y6 |
|---|---|--|---|---|--|---|
| Children begin to match pitch and follow a melody | Recognising and understanding the difference between pulse and rhythm. | Recognising timbre changes in music they listen to. | Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz). | Recognising the use and development of motifs in music. | Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary, and explaining how these have developed over time (South African, West African, Musical Theatre, Dance, Reggae, Remix, Classical). | Understanding that features of a song can complement one another to create a coherent overall effect |
| | Understanding that different types of sounds are called timbres. | Recognising structural features in music they listen to. | Understanding that music from different parts of the world, and different times, have different features. | Identifying gradual dynamic and tempo changes within a piece of music | Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. | Use musical vocabulary correctly when describing and evaluating the features of a piece of music |
| Children begin to sing in a group or on their own | Recognising basic tempo, dynamic and pitch changes (faster/slower, louder/quieter & higher/lower). | Listening to and recognising instrumentation. | Recognising and explaining the changes within a piece of music using musical vocabulary. | Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Samba, Rock & Roll, Blues, Reggae). | Comparing, discussing and evaluating music using detailed musical vocabulary | Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers/musicians on the development of musical styles. |
| | Describing the character, mood, or 'story' of music they listen to, both verbally & through movement. | Beginning to use musical vocabulary to describe music. | Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. | Identifying common features between different genres, styles and traditions of music. | Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work. | Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. |



| | | | | | | |
|---|--|--|---|---|--|--|
| <p>Children watch and talk about performance, dance and discuss how music makes them feel</p> | <p>Describing the differences between two pieces of music. Expressing a basic opinion about music</p> | <p>Identifying melodies that move in steps. Beginning to use musical vocabulary (related to the interrelated dimensions of music) when discussing improvements to their own and others' work</p> | <p>Beginning to show an awareness of metre. Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work. Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own work.</p> | <p>Recognising, naming and explaining the effect of the interrelated dimensions of music.</p> | <p>Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.</p> | |
| <p>Understand how to listen carefully.</p> | <p>Listening to and repeating short, simple rhythmic patterns. Listening and responding to other performers by playing as part of a group.</p> | <p>Listening to and repeating a short, simple melody by ear. Suggesting improvements to their own and others' work.</p> | <p>Recognising and beginning to discuss changes within a piece of music.</p> | | | |
| | <p>VOCABULARY Pulse, rhythm, pitch, rap, melody, bass guitar, drums, decks, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove,</p> | <p>VOCABULARY Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, , melody, dynamics, tempo, rap, Reggae, glockenspiel.</p> | <p>VOCABULARY Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco.</p> | <p>VOCABULARY Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality.</p> | <p>VOCABULARY : Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody.</p> | <p>VOCABULARY style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, Jazz, improvise/improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony.</p> |



Composing

Create sounds and music using the interrelated dimensions of music

Improvise and compose music for a range of purposes using the inter-related dimensions of music

Use and understand staff and other musical notations

| Reception | Yr 1 | Yr2 | Y3 | Y4 | Y5 | Y6 |
|---|--|---|--|--|---|---|
| Children begin to create their own music wither independently or in a group | Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. | Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character | Composing a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing). | Composing a coherent piece of music in a given style with voices, bodies & instruments. | Composing a detailed piece of music from a given stimulus with voices, bodies & instruments (Remix, Colours, Stories, Drama) | Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure. |
| Children begin to use a range of musical tools independently | Combining instrumental and vocal sounds within a given structure. | Successfully combining and layering several instrumental and vocal patterns within a given structure. | Combining melodies and rhythms to compose a multi-layered composition in a given style (eg: pentatonic). | Beginning to improvise musically within a given style (Blues). Developing melodies using rhythmic variation, transposition, inversion, and looping. | Improvising coherently within a given style. Combing rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. | |
| | Creating simple melodies using a few notes. Choosing dynamics, tempo and timbre for a piece of music. | Creating simple melodies from 5 or more notes. Choosing appropriate dynamics, tempo and timbre for a piece of music. | Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. | Creating a piece of music with at least four different layers and a clear structure. Using letter name, graphic and rhythmic notation and key musical vocabulary to be able to record their compositions. | Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. | Recording own composition using appropriate forms of notation and/or technology. |
| | Beginning to make improvements to their work as suggested by the teacher. | Beginning to suggest improvements to their own work. | Suggesting and implementing improvements to their own work, using musical vocabulary. | Suggesting improvements to others work, using musical vocabulary | Suggesting and demonstrating improvements to own and others' work. | |



| | | | | | | |
|--|--|--|---|---|--|--|
| | VOCABULARY Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination. | VOCABULARY Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel. | VOCABULARY Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco. | VOCABULARY Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality. | VOCABULARY : Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody. | VOCABULARY style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, Jazz, improvise/improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony. |
|--|--|--|---|---|--|--|

Performing

Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

Listen with attention to detail and recall sounds with increasing aural memory

| Reception | Yr 1 | Yr2 | Y3 | Y4 | Y5 | Y6 |
|--|---|---|--|--|---|--|
| Children experiment with the pitch and tone of their voice | Using their voices expressively to speak and chant. | Using their voices expressively when singing, including the use of basic dynamics (loud and quiet). | Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. | Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. | Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. | Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. |
| Children sing a range of nursery rhymes and familiar songs | Singing short songs from memory, maintaining the overall shape of the melody and keeping in time. | Singing short songs from memory, with melodic and rhythmic accuracy. | Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. | Singing and playing in time with peers, with accuracy and awareness of their part in the group performance. | Performing with accuracy and fluency from graphic and simple staff notation. | |
| | Maintaining the pulse (play on the beat) using hands, and tuned and | Copying longer rhythmic patterns on un-tuned percussion instruments, | Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique. | Playing syncopated rhythms with accuracy, control and fluency. Playing simple chord sequences (12 bar blues). | Playing a simple chord progression with accuracy | |



| | | | | | | |
|--|--|--|---|---|--|--|
| | untuned instruments. | keeping a steady pulse. | | | | |
| Children are able to sing songs and follow a tempo | Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance. Performing from graphic notation. | Performing expressively using dynamics and timbre to alter sounds as appropriate. Singing back short melodic patterns by ear and playing short melodic patterns from letter notation. | Performing from basic staff notation, incorporating rhythm and pitch and be able to identify these symbols using musical terminology. | Performing with accuracy and fluency from graphic and simple staff notation. Playing a simple chord progression with accuracy | Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group. | Performing a solo or taking a leadership role within a performance |
| | VOCABULARY Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination. | VOCABULARY Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel. | VOCABULARY Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco. | VOCABULARY Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality. | VOCABULARY : Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody. | VOCABULARY style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, Jazz, improvise/improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony. |