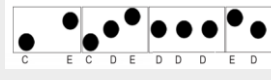
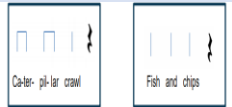


	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Singing	Find a singing voice and begin to use their voice confidently Sing echo songs and perform movements to a steady beat Remember and sing entire songs Sing a large repertoire and range of well-known nursery rhymes and songs from memory Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs Listen carefully to rhymes and songs, paying attention to how they sound Learn rhymes, poems and songs Respond to simple visual directions Know the meaning (loud/quiet) and (fast/slow) Explore singing fast and slow and changing speeds	Sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions (e.g. stop, start, loud, quiet) 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.	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)	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 and performances.	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.	Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and appropriate style. Sing three-part rounds, partner songs, and songs with a verse and a chorus. Perform a range of songs in school assemblies and in school performance opportunities.	Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. Include observing rhythm, phrasing, accurate pitching and appropriate style. Continue to sing three- and four-part rounds and partner songs, and experiment with positioning singers randomly within the group to develop greater listening skills, balance between parts and vocal independence. Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.
Listening and movement	Listen with increased attention to sounds Walk in time to the beat of a piece of music/song Respond to the pulse in recorded/live music through movement/dance Use large-muscle movements to wave flags and streamers to music Combine different movements with ease/fluency Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes	Recall and remember short songs and sequences and patterns of sound Respond to stories, origins, traditions, history and social context of the music they are listening to, singing and playing Respond to the pulse in recorded/live music through movement and dance Respond physically when performing, composing and appraising music Walk, move or clap a steady beat with others, changing the	Recall and remember short songs and sequences and patterns of sound Respond to stories, origins, traditions, history and social context of the music they are listening to, singing and playing Respond to the pulse in recorded/live music through movement and dance Respond physically when performing, composing and appraising music Walk, move or clap a steady beat with others, changing the	Music is enriched by developing pupils' knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. Identify melodic phrases and play them by ear Create sequence of movement in response to sounds	Music is enriched by developing pupils' knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. Identify melodic phrases and play them by ear Create sequence of movement in response to sounds	Music is enriched by developing pupils' knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. Identify melodic phrases and play them by ear Create sequence of movement in response to sounds	Music is enriched by developing pupils' knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. Identify melodic phrases and play them by ear Create sequence of movement in response to sounds

	Remember some short songs and sounds Begin to repeat simple patterns of sounds Begin to copy and follow a steady beat	speed of the beat as the tempo of the music changes Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g. stand up/sit down, hands high/hands low). Walk in time to the beat of a piece of music or song Identify the beat groupings in familiar music that they sing regularly and listen to Know the difference between left and right to support coordination and shared movement with others. Experience live music making in and out of school Identify different sound sources Identify well- defined musical features	speed of the beat as the tempo of the music changes Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g. stand up/sit down, hands high/hands low). Walk in time to the beat of a piece of music or song Identify the beat groupings in familiar music that they sing regularly and listen to Know the difference between left and right to support coordination and shared movement with others. Experience live music making in and out of school Identify different sound sources Identify well- defined musical features	Explore and choose different movements to describe- e.g. animals/objects/topics Demonstrate the ability to recognise the use of structure and expressive elements through dance Identify phrases that could be used as an introduction, interlude and ending	Explore and choose different movements to describe- e.g. animals/objects/topics Demonstrate the ability to recognise the use of structure and expressive elements through dance Identify phrases that could be used as an introduction, interlude and ending	Explore and choose different movements to describe- e.g. animals/objects/topics Demonstrate the ability to recognise the use of structure and expressive elements through dance Identify phrases that could be used as an introduction, interlude and ending	Explore and choose different movements to describe- e.g. animals/objects/topics Demonstrate the ability to recognise the use of structure and expressive elements through dance Identify phrases that could be used as an introduction, interlude and ending
Composing	Begin to create and explore sounds by selecting instruments Select and choose own instruments to create own beats and sequences independently Select and choose instruments to represent and respond to stimulus (weather, parts of stories).	Improvise simple vocal chants, using question and answer phrases. Create musical sound effects and short sequences of sounds in response to stimuli. Combine to make a story, choosing and playing classroom instruments or sound-makers. 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, if available, to capture, change and combine sounds.	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.	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.	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,	Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments. Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano). Compose melodies made from pairs of phrases in either C major or a key suitable for the instrument chosen.	Extend improvisation skills through working in small groups to: Create music with multiple sections that include repetition and contrast. Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape. Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody. These melodies can be enhanced with rhythmic or chordal accompaniment.

		Recognise how graphic notation can represent created sounds. Explore and invent own symbols.		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.	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. 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	These melodies can be enhanced with rhythmic or chordal accompaniment. Working in groups and in pairs, compose a short ternary piece. Use chords to compose music to evoke a specific atmosphere, mood or environment. Use chord changes as part of an improvised sequence. Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation	Compose a ternary piece; record it, discussing how musical contrasts are achieved.
Pulse/ Beat	Clap along to the pulse/beat in different pieces of music Show an awareness of beat while playing	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), 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, Jumping, Walking on tiptoes.	Understand that the speed of the beat can change, creating a faster or slower pace (tempo). Mark the beat of a listening piece 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. 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	Performing Create and perform their own rhythm patterns and record using notation. Develop facility in playing tuned percussion or a melodic instrument 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	Instrumental Performance Develop facility in the basic skills of a selected musical instrument over a sustained learning period. whole-class instrument 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). Reading Notation Introduce and understand the differences between	Instrumental Performance Play melodies on tuned percussion, melodic instruments following staff notation written on one stave and using notes within the Middle C–C'/do–do range. Initially as a whole class with greater independence gained each lesson through smaller group performance. Perform simple, chordal accompaniments to familiar songs Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles.	Instrumental Performance Play a melody following staff notation written on one stave and using notes within an octave range (do–do); make decisions about dynamic range, including very loud (), very quiet (), moderately loud () and moderately quiet () Engage with others through ensemble playing with pupils taking on accompaniment roles. Reading Notation Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests. Read and play confidently from rhythm notation cards and rhythmic scores in up
Rhythm	Begin to follow and imitate simple patterns using percussion instruments Begin to follow and imitate simple patterns using body movements	Perform short copycat rhythm patterns accurately, led by the teacher. Perform short repeating rhythm patterns (ostinati) while	Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion.				

	(clapping etc) Begin to repeat simple patterns of sounds Begin to be aware of when to stop and start using symbols (can be images/pictures)	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. 	Create rhythms using word phrases as a starting point 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.	Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow. Extend to question-and-answer phrases.	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	Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies. Further develop the skills to read and perform pitch notation within an octave (e.g. C–C/ do–do). Read and play from notation a four-bar phrase, confidently identifying note names and durations. The accompaniment, if instrumental, could be chords or a single-note bass line.	to 4 parts that contain known rhythms and note durations. Further develop the skills to read and perform pitch notation within an octave (e.g. C–C/ do–do) (recap) Read and play from notation a four-bar phrase, confidently identifying note names and durations. (recap)
Pitch	Begin to name some classroom instruments Begin to think about (with support) the effect the music is meant to have and why Explore practically how sounds can be changed Identify if a sound is high or low	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. o ascending xylophone notes to suggest Jack climbing the beanstalk, o quiet sounds created on a rainstick/shakers to depict a shower, o 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.	Play a range of singing games based on the cuckoo interval (so-mi, matching voices accurately, supported by a leader playing the melody. 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,				