



	Years 1 and 2		Years 3 and 4		Years 5 and 6	
<b>Singing songs with control and using the voice expressively.</b>	<ul style="list-style-type: none"> <li>➤ To find their singing voice and use their voices confidently.</li> <li>➤ Sing a melody accurately at their own pitch.</li> <li>➤ Sing with a sense of awareness of pulse and control of rhythm.</li> <li>➤ Recognise phrase lengths and know when to breathe.</li> <li>➤ Sing songs expressively.</li> <li>➤ Follow pitch movements with their hands and use high, low and middle voices.</li> <li>➤ Begin to sing with control of pitch (e.g. following the shape of the melody).</li> <li>➤ Sing with an awareness of other performers.</li> </ul>		<ul style="list-style-type: none"> <li>➤ Sing with confidence using a wider vocal range.</li> <li>➤ Sing in tune.</li> <li>➤ Sing with awareness of pulse and control of rhythm.</li> <li>➤ Recognise simple structures. (Phrases).</li> <li>➤ Sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics.</li> <li>➤ Sing songs and create different vocal effects.</li> <li>➤ Understand how mouth shapes can affect voice sounds.</li> <li>➤ Internalise sounds by singing parts of a song 'in their heads.'</li> </ul>		<ul style="list-style-type: none"> <li>➤ Sing songs with increasing control of breathing, posture and sound projection.</li> <li>➤ Sing songs in tune and with an awareness of other parts.</li> <li>➤ Identify phrases through breathing in appropriate places.</li> <li>➤ Sing with expression and rehearse with others.</li> <li>➤ Sing a round in two parts and identify the melodic phrases and how they fit together.</li> <li>➤ Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice.</li> </ul>	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> <li>❖ Speak and chant in a group;</li> <li>❖ Sing songs in different styles conveying different moods and with increasing control (dynamics, clear words etc)</li> <li>❖ Coordinate actions to go with songs</li> <li>❖ Sing a variety of songs</li> </ul>	<ul style="list-style-type: none"> <li>❖ Have more control over their breathing, dynamics and diction</li> <li>❖ Have more accuracy in their pitching</li> <li>❖ Identify when pitch is getting higher/lower and use their voice to recreate a note of the same pitch</li> <li>❖ Follow a leader and signals such as start/stop</li> </ul>	<ul style="list-style-type: none"> <li>❖ Sing songs in a variety of styles with increasing confidence including some from memory</li> <li>❖ Show an increasing awareness of pitch and the 'shape' of a melody</li> <li>❖ Understand the importance of correct posture and breathing</li> <li>❖ Chant or sing in a round in two parts</li> <li>❖ Recognise basic musical structures in songs (verse/chorus/</li> </ul>	<ul style="list-style-type: none"> <li>❖ Sing songs with an increasing awareness of the 'shape' of the melody and of musical expression (dynamics. Breathing control, tempo changes, mood, feeling</li> <li>❖ Sing two and three round parts with increasing confidence and accuracy</li> <li>❖ Sing confidently in small groups or individually</li> <li>❖ Copy short phrases accurately and sing up and</li> </ul>	<ul style="list-style-type: none"> <li>❖ Sing songs across a variety of styles with accuracy and confidence</li> <li>❖ Sing the second part of a two-part song with increasing confidence and accuracy</li> <li>❖ Comment on the history, purpose, meaning, message and mood of a song</li> <li>❖ Sing independently with increasing accuracy and confidence</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use expression to communicate the mood and meaning of a song</li> <li>❖ Maintain their own part in a round and in two-part songs</li> <li>❖ Perform a variety of songs from memory with musicality (attention to phrasing, breathing, dynamics and pitch)</li> </ul>

			call/response/echo etc	down in steps independently		
	<b>Years 1 and 2</b>		<b>Years 3 and 4</b>		<b>Years 5 and 6</b>	
<b>Listening, memory and movement</b>	<ul style="list-style-type: none"> <li>➤ Recall and remember short songs and sequences and patterns of sounds.</li> <li>➤ Respond physically when performing, composing and appraising music.</li> <li>➤ Identify different sound sources.</li> <li>➤ Identify well-defined musical features.</li> </ul>		<ul style="list-style-type: none"> <li>➤ Identify melodic phrases and play them by ear.</li> <li>➤ Create sequences of movements in response to sounds.</li> <li>➤ Explore and chose different movements to describe animals.</li> <li>➤ Demonstrate the ability to recognise the use of structure and expressive elements through dance.</li> <li>➤ Identify phrases that could be used as an introduction, interlude and ending.</li> </ul>		<ul style="list-style-type: none"> <li>➤ Internalise short melodies and play these on pitched percussion (play by ear).</li> <li>➤ Create dances that reflect musical features.</li> <li>➤ Identify different moods and textures.</li> <li>➤ Identify how a mood is created by music and lyrics.</li> <li>➤ Listen to longer pieces of music and identify features.</li> </ul>	
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
	<ul style="list-style-type: none"> <li>❖ Move in time to a steady beat</li> <li>❖ Respond through movement to different characteristics and mood of music</li> <li>❖ Recognise the sounds of classroom percussion instruments and name them</li> <li>❖ Begin to use musical terms (quiet, loud, high, low, fast slow etc)</li> <li>❖ Begin to articulate how changes in speed, pitch and dynamics convey and effect mood</li> </ul>	<ul style="list-style-type: none"> <li>❖ Listen with increased concentration</li> <li>❖ Recognise difference in pitch that can be heard</li> <li>❖ Recognise how sounds are made (tapping, scraping, hitting etc)</li> <li>❖ Recognise changes in tempo, dynamics and pitch</li> <li>❖ Begin to use musical terminology to describe mood (The mood is sad because the music is very slow etc.)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Listen with concentration to longer pieces/extracts of music</li> <li>❖ Listen to live and recorded music commenting on beat (steady or not steady), specific patterns in tune or rhythm, tempo, dynamics and mood using appropriate musical terminology</li> <li>❖ Recognise familiar instrumental sounds in music (guitar, violin drums etc)</li> <li>❖ Identify repetition in music or song</li> </ul>	<ul style="list-style-type: none"> <li>❖ Aurally recognise and name a range of orchestral and school percussion instruments</li> <li>❖ Recognise and talk about contrasting styles of music in brad terms, using such language as tempo, dynamics, timbre</li> <li>❖ Recognise music from different times and cultures identifying key features</li> <li>❖ Identify rhythmic or melodic ostinato in live and recorded music</li> <li>❖ Identify the structure of a song (chorus,</li> </ul>	<ul style="list-style-type: none"> <li>❖ Aurally recognise the range of instruments taught in school</li> <li>❖ Recognise and talk confidently about specific styles with growing awareness of musical differences and similarities</li> <li>❖ Recognise chords, the relationship between melody and lyrics and features of expression, phrasing, dynamics, different tempo)</li> <li>❖ Talk about music they hear/like/dislike in musical terms</li> </ul>	<ul style="list-style-type: none"> <li>❖ Distinguish between different timbre and texture in pieces of music and different instruments</li> <li>❖ Identify and discuss 'what happens when' within simple musical structures</li> <li>❖ Compare two pieces of music from different styles/times and discuss their similarities and differences</li> <li>❖ Use a wide range of musical vocabulary accurately and appropriately</li> </ul>

			<ul style="list-style-type: none"> <li>❖ Aurally recognise wooden, metal and skin percussion instruments and begin to name them</li> <li>❖ Use musical terminology to describe what is happening in their own musical compositions.</li> </ul>	verse, call, response etc)		
	<b>Years 1 and 2</b>		<b>Years 3 and 4</b>		<b>Years 5 and 6</b>	
<b>Controlling pulse and rhythm</b>	<ul style="list-style-type: none"> <li>➢ Identify the pulse in different pieces of music.</li> <li>➢ Identify the pulse and join in getting faster and slower together.</li> <li>➢ Identify long and short sounds in music.</li> <li>➢ Perform a rhythm to a given pulse.</li> <li>➢ Begin to internalise and create rhythmic patterns.</li> <li>➢ Accompany a chant or song by clapping or playing the pulse or rhythm.</li> </ul>		<ul style="list-style-type: none"> <li>➢ Recognise rhythmic patterns.</li> <li>➢ Perform a repeated pattern to a steady pulse.</li> <li>➢ Identify and recall rhythmic and melodic patterns.</li> <li>➢ Identify repeated patterns used in a variety of music. (Ostinato).</li> </ul>		<ul style="list-style-type: none"> <li>➢ Identify different speeds of pulse (tempo) by clapping and moving.</li> <li>➢ Improvise rhythm patterns.</li> <li>➢ Perform an independent part keeping to a steady beat.</li> <li>➢ Identify the metre of different songs through recognising the pattern of strong and weak beats.</li> <li>➢ Subdivide the pulse while keeping to a steady beat.</li> </ul>	
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
	<p><b>Texture</b></p> <ul style="list-style-type: none"> <li>❖ Perform simple accompaniments to a melody</li> </ul> <p><b>Duration</b></p> <ul style="list-style-type: none"> <li>❖ Keep a steady pulse and play at different speeds</li> <li>❖ Clap back a simple rhythm</li> <li>❖ Use a rhythmic ostinato to accompany a song</li> </ul> <p><b>Pitch</b></p> <ul style="list-style-type: none"> <li>❖ Control changes in pitch with their voice and</li> </ul>	<p><b>Texture</b></p> <ul style="list-style-type: none"> <li>❖ Perform simple accompaniments to a melody</li> </ul> <p><b>Duration</b></p> <ul style="list-style-type: none"> <li>❖ Keep a steady pulse and play at different speeds</li> <li>❖ Clap back a simple rhythm</li> <li>❖ Use a rhythmic ostinato to accompany a song</li> <li>❖ Differentiate between pulse and rhythm</li> </ul>	<p><b>Texture</b></p> <ul style="list-style-type: none"> <li>❖ Create their own ostinato and riffs (rhythmic and melodic) and play them in time with others</li> </ul> <p><b>Duration</b></p> <ul style="list-style-type: none"> <li>❖ Create and perform simple rhythmic patterns</li> <li>❖ Improvise a rhythm over a steady pulse Keep a steady pulse and play at different speeds</li> </ul>	<p><b>Texture</b></p> <ul style="list-style-type: none"> <li>❖ Create their own ostinato and riffs (rhythmic and melodic) and play them in time with others</li> </ul> <p><b>Duration</b></p> <ul style="list-style-type: none"> <li>❖ Create and perform simple rhythmic patterns</li> <li>❖ Improvise a rhythm over a steady pulse Keep a steady pulse and play at different speeds</li> </ul>	<p><b>Duration</b></p> <ul style="list-style-type: none"> <li>❖ Understand the music is given character by the use of metre and rhythm patterns, and select them as appropriate in their compositions</li> </ul> <p><b>Pitch</b></p> <ul style="list-style-type: none"> <li>❖ Use an octave to compose and improvise melodies</li> <li>❖ Understand the concept of, and use, the 'home</li> </ul>	<p><b>Duration</b></p> <ul style="list-style-type: none"> <li>❖ Understand the music is given character by the use of metre and rhythm patterns, and select them as appropriate in their compositions</li> <li>❖ Create and perform more complicated rhythms (semiquavers, syncopation),</li> </ul>

	<p>instruments - higher/lower</p> <ul style="list-style-type: none"> <li>❖ Create and perform simple melodies using two tones on a tuned instrument</li> </ul> <p><b>Tempo</b></p> <ul style="list-style-type: none"> <li>❖ Control changes in tempo with their voice and instruments, e.g. faster/slower</li> </ul> <p><b>Dynamics</b></p> <ul style="list-style-type: none"> <li>❖ Control changes in dynamics with their voice and instruments, e.g. louder/quieter</li> </ul>	<ul style="list-style-type: none"> <li>❖ Differentiate between long and short sounds and use them when composing</li> </ul> <p><b>Pitch</b></p> <ul style="list-style-type: none"> <li>❖ Control changes in pitch with their voice and instruments - higher/lower</li> <li>❖ Create and perform simple melodies using two tones on a tuned instrument</li> <li>❖ Differentiate between high and low sounds</li> <li>❖ Show changes in pitch using tuned percussion e.g. steps, slides, jumps</li> </ul> <p><b>Tempo</b></p> <ul style="list-style-type: none"> <li>❖ Control changes in tempo with their voice and instruments, e.g. faster/slower</li> </ul> <p><b>Dynamics</b></p> <ul style="list-style-type: none"> <li>❖ Control changes in dynamics with my voice and instruments, e.g. louder/quieter</li> <li>❖ Choose appropriate dynamics for songs and accompaniment</li> </ul>	<p><b>Pitch</b></p> <ul style="list-style-type: none"> <li>❖ Explore and create melodies that use steps and leaps and a wider range of notes</li> </ul>	<p><b>Pitch</b></p> <ul style="list-style-type: none"> <li>❖ Explore and create melodies that use steps and leaps and a wider range of notes</li> <li>❖ Show an understanding of scales in their compositions and performances, e.g. pentatonic, blues etc</li> </ul>	<p>note' when composing.</p>	<p>aurally and from notations</p> <ul style="list-style-type: none"> <li>❖ Tap a pulse in different metres (2, 3, 4, 5)</li> </ul> <p><b>Pitch</b></p> <ul style="list-style-type: none"> <li>❖ Use an octave to compose and improvise melodies</li> <li>❖ Understand the concept of, and use, the 'home note' when composing.</li> <li>❖ Understand that particular sets of notes give music its characteristic sound - e.g. minor chords for sad music</li> <li>❖ Understand and use chords in sequences</li> </ul>
	<b>Years 1 and 2</b>		<b>Years 3 and 4</b>		<b>Years 5 and 6</b>	
<b>Exploring sounds, melody</b>	<ul style="list-style-type: none"> <li>➤ To explore different sound sources.</li> <li>➤ Make sounds and recognise how they can give a message.</li> </ul>		<ul style="list-style-type: none"> <li>➤ Identify ways sounds are used to accompany a song.</li> </ul>		<ul style="list-style-type: none"> <li>➤ Skills development for this element are to be found within 'Control of instruments' and 'Composition'.</li> </ul>	

<b>and accompaniment</b>	<ul style="list-style-type: none"> <li>➤ Identify and name classroom instruments.</li> <li>➤ Create and chose sounds in response to a given stimulus.</li> <li>➤ Identify how sounds can be changed.</li> <li>➤ Change sounds to reflect different stimuli.</li> </ul>		<ul style="list-style-type: none"> <li>➤ Analyse and comment on how sounds are used to create different moods.</li> <li>➤ Explore and perform different types of accompaniment.</li> <li>➤ Explore and select different melodic patterns.</li> <li>➤ Recognise and explore different combinations of pitch sounds</li> </ul>			
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
	<ul style="list-style-type: none"> <li>❖ Make different sounds using their bodies, found objects, voices and conventional instruments</li> <li>❖ Make different sounds such as high/low (pitch), long/short (duration), loud/quiet (dynamics)fast/slow (tempo)</li> <li>❖ Begin to understand that different sounds can convey mood/feeling</li> <li>❖ Add chosen sounds to appropriate moments in a narrative</li> <li>❖ Sort and name different sounds according to a given or own criteria</li> <li>❖ Create a sequence of different sounds in response to a musical stimuli</li> </ul>	<ul style="list-style-type: none"> <li>❖ Make different sounds using their voice and hands</li> <li>❖ Make different sounds such as high/low (pitch), long/short (duration), loud/quiet (dynamics)fast/slow (tempo)</li> <li>❖ Explore shapes of melodies and rhythmic patterns</li> <li>❖ Choose musical sound effects to follow a story or match a picture</li> <li>❖ Use graphics/symbols to represent the sounds they have made</li> <li>❖ Use these symbols to make a simple score of the music</li> <li>❖ Compose and perform their own composition</li> </ul>	<ul style="list-style-type: none"> <li>❖ Understand how different sounds are made (tapping, blowing, scraping etc)</li> <li>❖ Copy the rhythmic pattern of spoken phrases and sentences</li> <li>❖ Understand how different sounds can be manipulated to convey different moods and feelings</li> <li>❖ Compose short melodic phrases which represent feelings/pictures/ words etc</li> <li>❖ Compose a piece of music with a clear beginning, middle and end</li> <li>❖ Compose music with a variety of sound duration, tempo or dynamics in a small group</li> <li>❖ Compose music that conveys</li> </ul>	<ul style="list-style-type: none"> <li>❖ Explore sounds to create different effects and convey different moods and feelings</li> <li>❖ Explore rhythmic patterns from different times and places</li> <li>❖ Understand a pentatonic scale</li> <li>❖ Use pitched instruments to create short melodies</li> <li>❖ Incorporate effective moments of silence (rests) into compositions</li> <li>❖ Compose simple rhythmic accompaniments to songs using ostinato or drone</li> <li>❖ Compose music with a recognisable structure</li> <li>❖ Arrange perform their own versions of songs using accompaniments</li> </ul>	<ul style="list-style-type: none"> <li>❖</li> </ul>	<ul style="list-style-type: none"> <li>❖</li> </ul>

			different feelings and moods			
	<b>Years 1 and 2</b>		<b>Years 3 and 4</b>		<b>Years 5 and 6</b>	
<b>Control of instruments</b>	<ul style="list-style-type: none"> <li>➤ Play instruments in different ways and create sound effects.</li> <li>➤ Handle and play instruments with control.</li> <li>➤ Identify different groups of instruments.</li> </ul>		<ul style="list-style-type: none"> <li>➤ Identify melodic phrases and play them by ear.</li> <li>➤ Select instruments to describe visual images.</li> <li>➤ Choose instruments on the basis of internalised sounds.</li> </ul>		<ul style="list-style-type: none"> <li>➤ Identify and control different ways percussion instruments make sounds.</li> <li>➤ Play accompaniments with control and accuracy.</li> <li>➤ Create different effects using combinations of pitched sounds.</li> <li>➤ Use ICT to change and manipulate sounds.</li> </ul>	
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
	<ul style="list-style-type: none"> <li>❖ Choose sounds to represent ideas (e.g. shakers for leaves falling off a tree)</li> <li>❖ Play instruments in any way that makes a sound (scrapping, tapping, shaking etc)</li> <li>❖ Play in time to a steady beat using instruments or body sounds</li> <li>❖ Play loudly, quietly, fast or slow</li> <li>❖ Imitate a simple rhythm or pattern on an instrument</li> <li>❖ Play a repeated rhythm (ostinato) to accompany a song</li> <li>❖ Play a single pitched note (drone) to accompany a song</li> <li>❖ Play, with support, the rhythm of a</li> </ul>	<ul style="list-style-type: none"> <li>❖ Choose sounds to represent ideas (e.g. shakers for leaves falling off a tree)</li> <li>❖ Accompany songs with thought to the meaning/mood</li> <li>❖ Show control in maintaining a steady beat, changing tempo and dynamics</li> <li>❖ Perform a repeated two note ostinato to accompany a song</li> <li>❖ Perform a rhythmic accompaniment to a song</li> <li>❖ Perform a sequence of sounds using a graphic score</li> <li>❖ Follow a leader to start and stop together</li> <li>❖ Demonstrate a growing confidence in performing</li> </ul>	<ul style="list-style-type: none"> <li>❖ Select a sound or instrument to achieve an effect, e.g. quiet playing on chime bars to create something peaceful</li> <li>❖ Keep a steady beat individually or in a group</li> <li>❖ Maintain a rhythmic or melodic ostinato at the same time as a different one</li> <li>❖ Copy a short melodic pattern by ear on a pitched instrument</li> <li>❖ Play using symbols including graphic and traditional notation</li> <li>❖ Follow simple hand directions from a leader</li> <li>❖ Perform with an awareness of others</li> </ul>	<ul style="list-style-type: none"> <li>❖ Select a sound or instrument to achieve an effect, e.g. quiet playing on chime bars to create something peaceful</li> <li>❖ Identify families of instruments and world instruments, e.g. wind, brass, African drums</li> <li>❖ Play music that involves rests</li> <li>❖ Play by ear, experimenting to find known tunes or phrases</li> <li>❖ Play music in a metre of two and three (waltz) time</li> <li>❖ Follow a leader starting/stopping, changing dynamics and tempo accordingly</li> <li>❖ Perform to an audience in small</li> </ul>	<ul style="list-style-type: none"> <li>❖ Select appropriate sounds to achieve an effect for a purpose, e.g. strong beat on drum for dance music.</li> <li>❖ Play a range of percussion and instrumental instruments with increasing confidence and ability</li> <li>❖ Play and improvise as part of a group and as a solo performer</li> <li>❖ Maintain their own part in a small instrumental group</li> <li>❖ Perform with a sense of pulse in a variety of metres</li> <li>❖ Perform a piece of music using notation (graphic or conventional)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Select appropriate sounds to achieve an effect for a purpose, e.g. strong beat on drum for dance music.</li> <li>❖ Create music that uses appropriate sounds to achieve an intention, e.g. creating a sea soundscape</li> <li>❖ Perform in mixed groups on a range of instruments with confidence and accuracy</li> <li>❖ Lead/conduct a group of instrumental performers</li> <li>❖ Maintain own part on a pitched instrument when playing as an ensemble</li> </ul>

	<p>spoken sentence or short phrase</p> <ul style="list-style-type: none"> <li>❖ Follow simple hand signals for stop/start, loud/quiet</li> </ul>	<p>individually or as part of a small group</p>	<ul style="list-style-type: none"> <li>❖ Combine musical sounds with movement and narrative</li> </ul>	<p>groups or as a solo player</p>	<ul style="list-style-type: none"> <li>❖ Play by ear to copy or find simple tunes or phrases</li> <li>❖ Maintain a rhythmic or melodic ostinato or drone to accompany others</li> <li>❖ Perform pieces with increasing expression and musicality</li> <li>❖ Perform a variety of styles to an audience, both as a group or solo player</li> </ul>	<ul style="list-style-type: none"> <li>❖ Maintain a rhythmic or melodic accompaniment to other performers</li> <li>❖ Confidently perform their own compositions</li> <li>❖ Record their work</li> </ul>
	<b>Years 1 and 2</b>		<b>Years 3 and 4</b>		<b>Years 5 and 6</b>	
<b>Composition</b>	<ul style="list-style-type: none"> <li>➢ Contribute to the creation of a class composition.</li> <li>➢ Basic skills developments for composition in KS1 are to be found within 'Exploring sounds'.</li> </ul>		<ul style="list-style-type: none"> <li>➢ Create textures by combining sounds in different ways.</li> <li>➢ Create music that describes contrasting moods/emotions.</li> <li>➢ Improvise simple tunes based on the pentatonic scale.</li> <li>➢ Compose music in pairs and make improvements to their own work.</li> <li>➢ Create an accompaniment to a known song.</li> <li>➢ Create descriptive music in pairs or small groups.</li> </ul>		<ul style="list-style-type: none"> <li>➢ Identify different starting points or composing music.</li> <li>➢ Explore, select combine and exploit a range of different sounds to compose a soundscape.</li> <li>➢ Write lyrics to a known song.</li> <li>➢ Compose a short song to own lyrics based on everyday phrases.</li> <li>➢ Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition.</li> </ul>	
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
	<ul style="list-style-type: none"> <li>❖ Choose and order sounds and patterns</li> </ul>	<ul style="list-style-type: none"> <li>❖ Choose and order sounds and patterns</li> <li>❖ Compose in a small group with other children</li> <li>❖ Compose and perform their own composition</li> </ul>	<ul style="list-style-type: none"> <li>❖ Share ideas and listen to others when working on a composition</li> <li>❖ Compose short melodic phrases which represent feelings/pictures/ words etc</li> <li>❖ Compose a piece of music with a clear</li> </ul>	<ul style="list-style-type: none"> <li>❖ Share ideas and listen to others when working on a composition</li> <li>❖ Be in charge of a group and take directions when working on a composition</li> <li>❖ Incorporate effective moments</li> </ul>	<ul style="list-style-type: none"> <li>❖ Bear in mind the purpose of a piece and the ability of the players</li> <li>❖ Plan a composition, alone or in a group, and monitor its development</li> <li>❖ Explore sounds made on different</li> </ul>	<ul style="list-style-type: none"> <li>❖ Bear in mind the purpose of a piece and the ability of the players</li> <li>❖ Plan a composition, alone or in a group, and monitor its development</li> <li>❖ Use the inter-related dimensions</li> </ul>

			beginning, middle and end ❖ Compose music with a variety of sound duration, tempo or dynamics in a small group ❖ Compose music that conveys different feelings and moods	of silence (rests) into compositions ❖ Compose simple rhythmic accompaniments to songs using ostinato or drone ❖ Compose music with a recognisable structure	orchestral instruments ❖ Use conventional and graphic notation to record rhythmic or melodic compositions ❖ Layer rhythmic and melodic compositions and play music with syncopation ❖ Improvise over a drone using given notes ❖ Play chords ❖ Compose music for a special occasion (a fanfare for example) ❖ Write lyrics to match a melody ❖ Use repetition, drone, ostinato etc for effect in a composition	to improve the quality of their compositions ❖ Recognise characteristics of styles of music (blues, folk, gospel, rap etc) ❖ Improvise in a range of styles ❖ Use different scales appropriately for a piece of music (pentatonic, blues etc) ❖ Compose music in a variety of styles ❖ Arrange a song for a class performance with appropriate pitched and unpitched accompaniment ❖ Refine own compositions after discussion ❖ Use a range of conventional and traditional symbols to record compositions ❖ Confidently perform their own compositions
	<b>Years 1 and 2</b>		<b>Years 3 and 4</b>		<b>Years 5 and 6</b>	
<b>Reading and writing notation</b>	➤ Perform long and short sounds in response to symbols. ➤ Create long and short sounds on instruments. ➤ Play and sing phrase from dot notation.				➤ Perform using notation as a support. ➤ Sing songs with staff notation as support.	

	<ul style="list-style-type: none"> <li>➤ Record their own ideas.</li> <li>➤ Make their own symbols as part of a class score.</li> </ul>					
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
	<ul style="list-style-type: none"> <li>❖ Use pictures (fly, spider etc) to represent and organise sounds</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use pictures (fly, spider etc) to represent and organise sounds</li> <li>❖ Write / draw patterns to represent long and short sounds</li> <li>❖ Use words / pictures to create rhythm patterns</li> </ul>	<ul style="list-style-type: none"> <li>❖ Perform sounds (including pitch and rhythm) from a simple graphic score, (1 or 2 line)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Perform sounds (including pitch and rhythm) from a simple graphic score, (1 or 2 line)</li> <li>❖ Recognise crotchets, crotchet rests, quavers, minims, semibreves and use them to compose and perform rhythms</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use a graphic score with a more complex texture</li> <li>❖ Use a variety of note values to compose, notate and perform.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use a graphic score with a more complex texture</li> <li>❖ Use a variety of note values to compose, notate and perform.</li> <li>❖ Recognise and use simple staff notation.</li> </ul>
	<b>Years 1 and 2</b>		<b>Years 3 and 4</b>		<b>Years 5 and 6</b>	
<b>Performance skills</b>	<ul style="list-style-type: none"> <li>➤ Perform together and follow instructions that combine the musical elements.</li> </ul>		<ul style="list-style-type: none"> <li>➤ Perform in different ways, exploring the way the performers are a musical resource.</li> <li>➤ Perform with awareness of different parts.</li> </ul>		<ul style="list-style-type: none"> <li>➤ Present performances effectively with awareness of audience, venue and occasion.</li> </ul>	
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
	<ul style="list-style-type: none"> <li>❖ Sit silently with an instrument</li> <li>❖ Perform to people they don't know</li> </ul>	<ul style="list-style-type: none"> <li>❖ Sit silently with an instrument</li> <li>❖ Perform to people they don't know</li> <li>❖ Practice and refine performances in groups and as a class</li> </ul>	<ul style="list-style-type: none"> <li>❖ Perform as part of a team</li> <li>❖ Carry on if they make a mistake in a performance</li> <li>❖ Practice and refine performances in groups and as a class</li> </ul>	<ul style="list-style-type: none"> <li>❖ Perform as part of a team</li> <li>❖ Carry on if they make a mistake in a performance</li> <li>❖ Practice and refine performances in groups and as a class</li> <li>❖ Perform by ear and by using forms of notation</li> </ul>	<ul style="list-style-type: none"> <li>❖ Play confidently to a variety of audiences</li> <li>❖ Lead a group by counting in, beating time etc</li> <li>❖ Recover from mistakes in a performance</li> </ul>	<ul style="list-style-type: none"> <li>❖ Play confidently to a variety of audiences</li> <li>❖ Lead a group by counting in, beating time etc</li> <li>❖ Recover from mistakes in a performance</li> <li>❖ Play in an ensemble, taking an individual part and showing an awareness of balance</li> <li>❖ Use the inter-related dimensions</li> </ul>

						to improve the quality of their performances
	<b>Years 1 and 2</b>		<b>Years 3 and 4</b>		<b>Years 5 and 6</b>	
<b>Evaluating and appraising</b>	➤ Choose sounds and instruments carefully and make improvements to their own and others' work.		➤ Recognise how music can reflect different intentions.		➤ Improve their work through analysis, evaluation and comparison.	
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
	❖ Use non-verbal methods to show their opinion e.g. thumbs up or down	❖ Use non-verbal methods to show their opinion e.g. thumbs up or down ❖ Suggest changes to performances by using the opposites (faster/slower, louder/quieter, higher/lower)	❖ Improve their own work, stating how it has been improved using musical vocabulary ❖ Use an extended musical vocabulary to express personal taste ❖ Recognise ensembles - orchestra, choir, etc	❖ Improve their own work, stating how it has been improved using musical vocabulary ❖ Use an extended musical vocabulary to express personal taste ❖ Recognise ensembles - orchestra, choir, etc	❖ Suggest and implement improvements to compositions and performances, saying whether the changes have worked in achieving the intended effect and why/not	❖ Suggest and implement improvements to compositions and performances, saying whether the changes have worked in achieving the intended effect and why/not ❖ Refine own compositions after discussion