

Year Group	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Keywords	rhythm, pulse, beat, loud, soft, fast, slow, faster, slower, silence	ostinato, drone, steady beat, score (pictures, symbols, notation), dynamics, rhythm, pulse, canon, round, pitch, tune	ostinato, drone, steady beat, score (pictures, symbols, notation), dynamics, rhythm, tempo, pulse, canon, round, pitch, tune, rhythm pattern, phrase (short section of melody), graphic score	ostinato, drone, steady beat, score (pictures, symbols, notation), dynamics, rhythm, tempo, pulse, canon, round, pitch, tune, rhythm pattern, phrase (short section of melody), graphic score, notation	ostinato, drone, steady beat, score (pictures, symbols, notation), dynamics, rhythm, tempo, pulse, canon, round, pitch, tune, rhythm pattern, phrase (short section of melody), graphic score, notation, metre, rest, scale	ostinato, drone, steady beat, score (pictures, symbols, notation), dynamics, rhythm, tempo, pulse, canon, round, pitch, tune, rhythm pattern, phrase (short section of melody), graphic score, notation, metre, rest, strumming, chord, scale, all musical elements	ostinato, drone, steady beat, score (pictures, symbols, notation), dynamics, rhythm, tempo, pulse, canon, round, pitch, tune, rhythm pattern, phrase (short section of melody), graphic score, notation, metre, rest, strumming, chord, scale, all musical elements
SINGING	speak and chant short phrases understand the difference between singing and speaking coordinate some actions with songs sing a variety of songs unaccompanied and accompanied willing to participate actively in group singing sing broadly in tune with limited pitch range understand the difference between loud and quiet use the voice in different ways: whispering, humming sing while broadly showing the pulse through physical movement	sing a song after a count-in join in with a chorus or repeated words perform an action (clapping, stamping) on the steady beat sing in a way that conveys the mood of the song coordinate actions to go with a song demonstrate a clear understanding of the difference between rhythm (follows the words') and pulse ('stays the same')	be aware of correct posture for singing sing songs with more accuracy of pitch convey mood/meaning of a song follow a leader internalise a melody by sharing lines/just performing actions/leaving out lines identify if pitch is getting higher/lower	understand importance of posture, diction - and singing with understanding and meaning show increasing accuracy of pitch and awareness of shape of a melody sing a round in 2 parts be able to produce a clear tone control voice to produce a smooth crescendo or dim accurately repeat a 5-note phrase	listen to each other to adjust pitch and volume sing songs showing musical expression: phrasing, tempo, dynamics sing 3 part rounds with increasing accuracy of pitch be aware of points in a performance that could be improved be able to sing a short phrase independently sing with confidence in a group understand importance of posture, diction - and singing with understanding and meaning	sing independently with increasing confidence and accuracy sing a song with an understanding of its history and purpose sing second part of a two-part song with confidence identify when the mood of a song changes and adapt voices to fit understand importance of posture, diction - and singing with understanding and meaning	sing confidently in a wide range of styles with expression: phrasing, tempo, dynamics maintain own part in a 3-part round perform a song from memory, with attention to phrasing, dynamics and accuracy of pitch clear diction and good posture
PLAYING	play by shaking, scraping, tapping start and stop together respond to signals copy a simple rhythm begin to develop a sense of pulse play with a sense of purpose and enjoyment broadly control changes in tempo, pitch, dynamics	repeat a 4-beat phrase accurately aware of the beat, even if it is sometimes uneven able to listen to others and know when it's their turn play a drone to accompany a song play with the help of a rhythmic sentence follow and lead signals indicating: start/stop, loud/soft	play with control aware of importance of establishing tempo - count-in at start of a performance most often, maintain a steady beat perform a 2-note ostinato accompaniment to a song work and perform in small group follow a leader be able to perform by following a plan (written or discussed)	RECORDER can use tempo changes to add interest to a performance eg. in recorder group can add dynamic changes to add interest to a performance eg. in recorder group keep a steady beat on an instrument in a group maintain a rhythmic or melodic ostinato at same time as another ostinato follow directions from a leader; begin to conduct a group identify and use basic symbols including rhythms from standard Western notation (eg. Crotchets, quavers) read and perform using Ta/Ta-ty/Tikka-dikka rhythm names	WHOLE CLASS BRASS TEACHING maintain 2 or more ostinati against a steady beat with awareness of others in group read and play from some conventional music - range of note values and symbols follow a leader perform to an audience of adults with confidence (summer performance) play music that includes rests play by ear play music for a purpose eg. Fanfare play syncopated rhythm against a steady beat	AFRICAN DRUM, UKULELE, ORFF Should continually evaluate the success of a performance, both their own part and those of others play a range of percussion and orchestral instruments with increasing confidence, ability and improving technique play and improvise as part of a group with awareness of others and as a soloist perform a piece using notation (graphic or conventional) improvise rhythms and melodies over a regular beat	AFRICAN DRUM, UKULELE, ORFF perform on a range of instruments to a mixed group read and play with confidence from notation or graphic notation perform with sensitivity to different dynamics and tempo lead/conduct a group of performers perform accurate rhythms within a group combine own rhythms with those of others, while showing accuracy of beat and tempo make sensitive adjustments to their own performance based on what others are doing compose music in contrasting sections building up to an extended piece
COMPOSING	add simple effects to a story choose musical sounds to follow a story assemble own simple sequence of sounds and perform change words in a simple rhyme compose own sequence of sounds	select instruments for effect choose musical effects to follow a story use simple graphic symbols to portray sounds they have made sequence symbols to make a basic score plan a composition and be aware of their place in it compose own sequence of sounds	short melodic phrases short ostinato patterns as a group, a piece with a clear beginning and clear end (structure) music that has long and short sounds, changes in tempo, dynamics, in small groups plan a composition and be aware of their place in it make sensible choices about choice of instrument	words and actions to go with songs music that tells a story, paints a picture or creates a mood music that begins to use layers of sounds to describe a picture or as an accompaniment a simple rhythmic accompaniment to a song, using an ostinato	compose a simple melody from a selected group of notes compose a simple accompaniment to a song using ostinati and drones Accurately notate an 8 beat phrase: bar lines, range of note values, some symbols, treble and bass clef	compose music in contrasting sections (structure) using some kind of formal structure eg. Rondo form able to notate music either formally (notation) or informally (pictorially) make decisions about how to layer music with a rhythm and melody	compose music in contrasting sections building up to an extended piece make informed choices about combining sounds write a piece to fulfil a function: eg. Theseus and Minotaur maze piece compose with clear and intentional sense of structure: beginning, middle, end, repeated sections
EXPLORING	different sounds made by the voice high, low sounds (pitch) fast and slow sounds (tempo) long and short sounds (duration) sound qualities of instruments (timbre) sound qualities of 'found instruments'	enjoy making, playing, changing, combining sounds building up layers of sound in a group changing the words of a song to create a new effect high, low sounds (pitch) fast and slow sounds (tempo) long and short sounds (duration) sound qualities of instruments (timbre)	change sounds for different effects rhythm patterns of words and sentences sequences of sounds (structure) improvise body percussion	improvise answering phrases on a tuned instrument (xylophone): 'Who will be next for a coffee and a chat?' longer/shorter, faster/slower, higher/lower, louder/quieter sounds on tuned and untuned percussion pentatonic scale sounds to create particular effects eg. On trumpet/trombone	music that includes silences pentatonic scale sounds to create particular effects eg. On trumpet/trombone	experiment with layering music, adding and taking away instruments for effect rhythmic and melodic ostinatos on tuned and untuned instruments to accompany a song improvise over a drone use Garageband to explore assembling and layering of sounds for effect eg. Spooky sounds project	scales: pentatonic developing ideas: using musical devices such as ostinato, repetition, question and answer how to capture the essence of a story musically eg. Olney project use Garageband to explore assembling and layering of sounds: Hip Hop project
LISTEN REFLECT APPRAISE	listen to sounds and express opinions about them broadly express the mood of a piece of music recognise and respond through movement to the different musical characteristics of music recognise sound of different percussion instruments begin to describe key features within a piece of music eg loud/quiet, fast/slow	listen carefully to a short piece of music show understanding of basic musical features: eg. loud, quiet sections - perhaps how music changes recognise some familiar instruments talk about the mood of the piece and how it makes them feel begin to describe timbre: 'scratchy', 'rough', 'jumpy' make statements and observations about music: verbal and physical	listen with increase concentration and respond articulate different qualities of sound (timbre) such as smooth, scratchy, clicking, ringing begin to use music terminology when talking about how mood is created eg. mood is sad because it is slow and quiet can share an emotional response to a piece of music say why they like/dislike it, using some musical terminology eg. dynamics, tempo	should begin to recognise different musical styles: eg. jazz, classical, world be able to say when and how the music changes can share an emotional response to a piece of music say why they like/dislike it, using some musical terminology eg. dynamics, tempo	begin to recognise different musical styles: eg. jazz, classical, pop be able to say when and how the music changes, using musical terminology eg. tempo, pitch, dynamics, texture can share an emotional response to a piece of music say why they like/dislike it, using some musical terminology eg. dynamics, tempo say if a piece is in 3 or 4 time confidently recognise difference between a major and minor chord	show the pulse in a piece and identify how many beats in a bar identify and discuss some non-Western music, perhaps identifying some of the instruments and styles say what type of music they are listening to and attempt to locate it geographically and historically use musical terms when discussing the sound of the music make comparison with other pieces they know recognise broad range of instruments and instrument families	say what type of music they are listening to and locate it geographically and historically use musical vocabulary when discussing music from a variety of sources, traditions and cultures, including performances of their own and others' compositions compare two pieces of instrumental music and identify similarities and differences
SPIRITUAL MORAL SOCIAL CULTURAL (SMSC)	show school values and rules in classroom respect and what it means to be a good audience knowing when it's your turn being ready	show school values and rules in classroom work with focus with another child respect and what it means to be a good audience knowing when it's your turn being ready	show school values and rules in classroom work with focus in a group, respecting others' ideas respect and what it means to be a good audience knowing when it's your turn being ready	show school values and rules in classroom learning to work effectively with others respect and what it means to be a good audience knowing when it's your turn being ready be able to help others in their learning	confidently contribute ideas in a group be willing to try out ideas knowing when it's your turn being ready be able to help others in their learning	able to work cooperatively in a group, supporting less able or respecting others' ideas ready and willing to contribute to group work	able to work cooperatively in a group, supporting less able or respecting others' ideas ready and willing to contribute to group work