	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Musicianship	Find the pulse by copying a character in a nursery rhyme, imagining a similar character or object and finding different ways to keep the pulse. Copy basic rhythm patterns of single words, building to short phrases from the song/s Explore high and low using voices and sounds of characters in the songs. Listen to high-pitched and low-pitched sounds on a glockenspiel	Use body percussion, instruments and voices. In the key centres of: C major, F major, G major and A minor. Find and keep a steady beat together. Understand the difference between creating a rhythm pattern and a pitch pattern. Copy back simple rhythmic patterns using long and short. Copy back simple melodic patterns using high and low. Complete vocal warm-ups with a copy back option to use Solfa.	Use body percussion, instruments and voices. In the key centres of: C major, G major and A minor. Find and keep a steady beat. Copy back simple rhythmic patterns using long and short. Copy back simple melodic patterns using high and low. Complete vocal warm-ups with a copy back option to use Solfa. Sing short phrases independently	Use body percussion, instruments and voices. In the key centres of: C major, F major, G major and A minor. In the time signatures of: 2/4, 3/4 and 4/4. Find and keep a steady beat. Copy back and improvise simple rhythmic patterns using minims, crotchets, quavers and their rests. Copy back and improvise simple melodic patterns using the notes: C, D, E G, A, B F, G, A A, B, C	Use body percussion, instruments and voices. In the key centres of: C major, F major, G major and A minor. In the time signatures of: 2/4, 3/4 and 4/4. Find and keep a steady beat. Listen and copy rhythmic patterns made of semibreves, minims, dotted crotchets, crotchets, quavers, semiquavers and their rests, by ear or from notation. Copy back melodic patterns using the notes: C, D, E C, D, E, G, A G, A, B G, A, B, D, E F, G, A A, B, C, D, E, F, G	Use body percussion, instruments and voices. In the key centres of: C major, G major, D major, F major and A minor. In the time signatures of: 2/4, 3/4, 4/4, 5/4 and 6/8. Find and keep a steady beat. Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation. Copy back melodic patterns using the notes: C, D, E, C, D, E, F, G, A, B, C, D, E, F, E, G, A, B, C, D, E, F, E, G, A, B, C, D, E, F, E, E, G, A, B, C, D, E, F, E, E, E, D, E, F, E, E, E, D, E, F, E,	Use body percussion, instruments and voices. In the key centres of: C major, G major, D major, A minor and D minor. In the time signatures of: 2/4, 3/4, 4/4, 5/4 and 6/8. Find and keep a steady beat. Listen and copy rhythmic patterns made of minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation. Copy back melodic patterns using the notes: D, E, F, G, A, B, C, D, E, F, E,	Develop their rhythmic skills. Throughout KS3 students are building upon their understanding of the elements of music (dynamics, rhythm, texture, structure, melody, instrumentation, tonality, harmony). They will use this knowledge to improve their skills in performing, composing and appraising.
Listening	Learn that music can touch your feelings. To enjoy moving to music by dancing, marching, being animals or Pop star.	Move and dance with the music. Find the steady beat. Talk about feelings created by the music.	Mark the beat of a listening piece (eg Boléro by Ravel) by tapping or clapping and	Share your thoughts and feelings about the music together. Find the beat or groove of the music.	Talk about the words of a song. Think about why the song or piece of music was written.	Talk about feelings created by the music. Justify a personal opinion with reference to	Talk about feelings created by the music. Justify a personal opinion with	

Recognise some band	recognising tempo, as	Walk, move or clap a	Find and demonstrate	Musical Elements.	reference to	
and orchestral	well as changes in	steady beat with	the steady beat.	Find and demonstrate	Musical Elements.	
instruments.	tempo.	others, changing the	Identify 2/4, 3/4, and	the steady beat.	Identify 2/4, 4/4,	
Describe tempo as	Walk in time to the	speed of the beat as	4/4 metre.	Identify 2/4, 3/4, 6/8	3/4, 6/8 and 5/4.	
fast or slow.	beat of a piece of	the tempo of the music	Identify the tempo as	and 5/4 metre.	Identify the musical	
Describe dynamics as	music.	changes.	fast, slow or steady.	Identify the musical	style of a song using	
loud and quiet.	Identify the beat	Invent different actions to	Recognise the style of	style of a song or	some musical	
Join in sections of the	groupings in the	move in time with	music you are	piece	vocabulary to	
song, eg chorus.	music you	the music.	listening to.	of music.	discuss its	
Begin to understand	sing and listen, eg	Talk about what the song	Discuss the structures	Identify instruments	Musical Elements.	
where the music fits	2-time, 3-time etc.	or piece of music	of songs.	by ear and through a	Identify the	
in the world.	Move and dance with	means.	Identify:	range of media.	following	
Begin to understand	the music confidently.	Identify some instruments	 Call and response 	Discuss the structure	instruments by ear	
about different	Talk about how the	you can hear	A solo vocal or	of the music with	and	
styles of music.	music makes you feel.	playing.	instrumental line and	reference to verse,	through a range of	
,	Find different steady	Identify if it's a male or	the rest of the	chorus, bridge, repeat	media: bass guitar,	
	beats.	female voice singing	ensemble	signs, chorus and final	electric guitar,	
	Describe tempo as	the song.	A change in texture	chorus,	percussion, sections	
	fast or slow.	Talk about the style of the	Articulation on	improvisation, call	of the	
	Describe dynamics as	music.	certain words	and response, and AB	orchestra such as	
	loud or quiet.		Programme music	form.	brass, woodwind	
	Join in sections of the		Explain what a main	Explain a bridge	and	
	song, eg call and		theme is and identify	passage and its	strings, electric	
	response.		when it is repeated.	position in	organ, congas,	
	Start to talk about the		Know and understand	a song.	pianos and	
	style of a piece of		what a musical	Recall by ear	synthesizers, and	
	music.		introduction is and its	memorable phrases	vocal techniques	
	Recognise some band		purpose.	heard in	such as	
	and orchestral		Recall by ear	the music.	scat singing.	
	instruments.		memorable phrases	Identify major and	Discuss the	
	Start to talk about		heard	minor tonality.	structure of the	
	where music might fit		in the music.	Recognise the sound	music with	
	into		Identify major and	and notes of the	reference to verse,	
	the world.		minor tonality.	pentatonic and Blues	chorus, bridge and	
			Recognise the sound	scales, by ear and	an	
			and notes of the	from notation.	instrumental break.	
			pentatonic scale by ear	Explain the role of a	Explain a bridge	
			and from	main theme in	passage and its	
			notation.	musical	position in a	
			Describe legato and	structure.	song.	
			staccato.	Know and understand	Recall by ear	
			Recognise the following	what a musical	memorable phrases	
			styles and any	introduction is and its	heard in	
			important musical	purpose.	the music.	
			features that	Explain rapping.	Identify major and	
				Recognise the	minor tonality,	

					distinguish the style:	following styles and	chord triads	
					20th and 21st	any key	I, IV and V, and	
					Century Orchestral,	musical features that	intervals within a	
					Reggae, Soul, R&B,	distinguish the style:	major scale.	
					Pop, Folk, Jazz, Disco,	20th and 21st	Explain the role of a	
					Musicals, Classical,	Century Orchestral,	main theme in	
					Rock, Gospel,	Gospel,	musical	
					Romantic, Choral, Funk	Pop, Minimalism,	structure.	
						1		
					and	Rock n' Roll, South	Know and	
					Electronic Dance Music	African,	understand what a	
						Contemporary Jazz,	musical	
						Reggae, Film Music,	introduction and	
						Hip Hop, Funk,	outro is, and its	
						Romantic and	purpose.	
						Musicals.	Identify the sound	
							of a Gospel choir	
							and	
							soloist, Rock band,	
							symphony orchestra	
							and	
							A Cappella groups.	
							Recognise the	
							following styles and	
							any key	
							musical features	
							that distinguish the	
							style:	
							20th and 21st	
							Century Orchestral,	
							Soul, Pop,	
							Hip Hop, Jazz:	
							Swing, Rock, Disco,	
							Romantic,	
							Zimbabwean Pop,	
							R&B, Folk, Gospel,	
							Salsa,	
							Reggae, Musicals	
							and Film Music.	
Singing	To sing along with a pre-recorded song	Sing, rap, rhyme,	Sing as part of a choir.	Sing as part of a choir.	Rehearse and learn	Rehearse and learn	Rehearse and learn	Compose, write and
Siligilic	and add actions.	chant and use spoken		Sing as part of a choir. Sing a widening range of			songs from memory	perform their own
		· · · · · · · · · · · · · · · · · · ·	Demonstrate good		songs from memory	songs from memory		•
	To sing along with the backing track.	word.	singing posture.	unison songs, of	and/or with notation.	and/or with notation.	and/or with	song.
		Demonstrate good	Sing songs from	varying styles and	Sing in different time	Sing in 2/4, 3/4, 4/4	notation.	
		singing posture.	memory and/or from	structures.	signatures: 2/4, 3/4	and 6/8 time.	Sing a broad range	
		Sing songs from	notation.	Demonstrate good singing	and 4/4.	Sing in unison and	of songs as part of a	
		memory.		posture.		parts, and as part of a	choir, including	

l ''	y back intervals of	Sing to communicate	Perform actions	Sing as part of a choir	smaller group.	those that involve
an	octave and fifth	the meaning of the	confidently and in time to	with awareness of	Sing 'on pitch' and 'in	syncopated
	(high, low).	words.	a	size: the larger, the	time'.	rhythms, with a
S	Sing in unison.	Sing in unison and	range of action songs.	thicker and richer the	Sing a second part in	good sense of
		sometimes in parts,	Sing songs from memory	musical texture.	a song.	ensemble and
		and	and/or from	Demonstrate good	Self-correct if lost or	performance. This
		with more pitching	notation.	singing posture.	out of time.	should
		accuracy.	Sing with awareness of	Demonstrate vowel	Sing expressively,	include observing
		Understand and	following the beat.	sounds, blended	with attention to	rhythm, phrasing,
		follow the leader or	Sing with attention to	sounds and	breathing and	accurate
		conductor.	clear diction.	consonants.	phrasing.	pitching and
		Add actions to a song.	Sing expressively, with	Sing 'on pitch' and 'in	Sing expressively,	appropriate style.
		Move confidently to a	attention to the	time'.	with attention to	Continue to sing in
		steady beat.	meaning of the words.	Sing expressively, with	dynamics and	parts where
		Talk about feelings	Sing in unison.	attention to	articulation.	appropriate.
		created by the	Understand and follow	breathing and phrasing.	Develop confidence	Sing in 2/4, 4/4,
		music/song.	the leader or	Sing expressively, with	as a soloist.	3/4, 5/4 and 6/8.
		Recognise some band	conductor.	attention to	Talk about the	Sing with and
		and orchestral	Copy back simple melodic	staccato and legato.	different styles of	without an
		instruments.	phrases using the	Talk about the different	singing	accompaniment.
		Describe tempo as	voice	styles of singing	used for different	Sing syncopated
		fast or slow.		used for different styles	styles of song.	melodic patterns.
		Join in sections of the		of song.	Talk confidently about	Demonstrate and
		song, eg chorus.		Talk about how the	how connected you	maintain good
		Begin to understand		songs and their styles	feel to the music and	posture and
		where the music fits		connect to the world.	how it connects in the	breath control
		in		connect to the world.	world.	whilst singing.
		the world.			Respond to a leader	Sing expressively,
		Begin to talk about			or conductor.	with attention to
		and understand the			or conductor.	breathing
		style of the music.				and phrasing.
		Know the meaning of				Sing expressively,
		dynamics (loud/quiet)				with attention to
		and tempo				dynamics
		(fast/slow), and be				and articulation.
		able to				Lead a singing
		demonstrate these				rehearsal.
		when singing by				Talk about the
		responding to (a) the				different styles of
		leader's directions				singing
		and				used for the
		(b) visual symbols (eg				different styles of
		, , ,				, l
		crescendo,				songs sung in
		decrescendo, pause).				this year. Discuss with others
						l l
						how connected you

						are	
						to the music and	
						songs, and how the	
						songs	
						and styles are	
						connected to the	
						world	
Notation	Explore ways of	Explore ways of	Explore ways of	Explore ways of	Explore ways of	Explore ways of	Students will
	representing high and	representing high and	representing high and low	representing high and	representing high and	representing high	further develop
	low sounds, and long	low	sounds, and long and	low sounds, and long	low	and low	knowledge of basic
	and short sounds,	sounds, and long and	short sounds, using	and short sounds,	sounds, and long and	sounds, and long	note values and
	using symbols and	short sounds, using	symbols and any	using symbols and any	short sounds, using	and short sounds,	develop
	any appropriate	symbols and any	appropriate means of	appropriate	symbols and any	using	understanding of
	means of notation.	appropriate means of	notation.	means of notation.	appropriate means of	symbols and any	time signatures.
	If appropriate:	notation.	Explore standard	Explore standard	notation.	appropriate means	
	explore standard	Explore standard	notation, using minims,	notation, using	Explore standard	of	
	notation,	notation, using	semibreves, dotted	semibreves, minims,	notation, using	notation.	
	using crotchets,	crotchets,	crotchets, crotchets,	dotted crotchets,	minims,	Explore standard	
	quavers and minims,	quavers, minims and	quavers and semiquavers,	crotchets, quavers and	dotted crotchets,	notation, using	
	and	semibreves, and	and simple	semiquavers, and	crotchets, quavers	dotted	
	simple combinations	simple combinations	combinations of:	simple combinations	and	semibreves, dotted	
	of:	of:	C, D, E, F, G, A, B	of:	semiquavers, and	minims, minims,	
	C, D, E, F, G	C, D, E, F, G, A, B	F, G, A, B ♭ , C	C, D, E, F, G, A, B	simple combinations	triplet	
	F, G, A	G, A, B, C, D, E, F♯	G, A, B, C, D, E	F, G, A, B ♭ , C	of:	crotchets, dotted	
	G, B, D	F, G, A, B b , C, D, E	E, F♯, G♯, A, B	G, A, B, C, D, E, F♯	C, D, E, F, G, A, B	crotchets,	
	D, E, F♯, G, A	A, B, C, D, E	Read and respond to	D, E, F♯, G, A, B, C	F, G, A, B ♭ , C, D, E	crotchets, dotted	
	D, A, C	Identify hand signals	semibreves, minims,	Read and respond to	G, A, B, C, D, E, F♯	quavers, quavers	
		as notation, and	crotchets and paired	semibreves, minims,	C, G, A b , B b	and semiquavers,	
		recognise music	quavers.	dotted crotchets,	G, G♯, A, B♭, C	and	
		notation on a stave of	Identify:	crotchets, quavers and	D, E, F, G, A, B, C	simple	
		five	• Stave	semiquavers.	Eb, F, G, Ab, Bb, C,	combinations of:	
		lines.	 Treble clef 	Identify:	Db	C, D, E, F, G, A, B	
			 Time signature 	• Stave	Identify:	F, G, A, B ♭ , C, D, E	
			 Lines and spaces on the 	 Treble clef 	• Stave	F, G, A ♭ , B ♭ , C, D,	
			stave	 Time signature 	Treble clef	Εb	
			Identify and understand	Identify and	 Time signature 	G, A, B♭, C, D, E, F	
			the differences	understand the	Read and respond to	G, A, B, C, D, E, F♯	
			between crotchets and	differences	minims, crotchets,	D, E, F, G, A	
			paired quavers.	between minims,	quavers, dotted	D, E, F♯, A, B, C♯	
			Apply spoken word to	crotchets, paired	quavers and	E, F#, G, G#, A, B, C,	
			rhythms,	quavers and rests.	semiquavers.	C#	
			understanding how to link	Read and perform pitch	Recognise how notes	Eb, F, G, Ab, Bb,	
			each syllable to	notation within a	are grouped when	C, D	
			one musical note.	range.	notated.	Identify:	
					Identify the stave and	Stave	

				Follow and perform	symbols on the stave	 Treble clef 	
				simple rhythmic	(such as the treble	 Time signature 	
				scores to a steady beat:	clef), the name of the	Read and respond	
				maintain	notes on lines and in	to minims,	
				individual parts	spaces, barlines, a flat	crotchets,	
				accurately within the	sign and a sharp sign.	quavers, dotted	
				rhythmic texture,	Further understand	quavers and	
				achieving a sense of	the differences	semiquavers.	
				ensemble.	between semibreves,	Recognise how	
					minims, crotchets and	notes are grouped	
					crotchet rests, paired	when	
					guavers and	notated.	
					semiquavers.	Identify the stave	
					Understand the	and symbols on the	
					differences between	stave	
					2/4,	(such as the treble	
					3/4 and 4/4 time	clef), the name of	
					signatures.	the	
					Read and perform	notes on lines and	
					pitch notation within	in spaces, barlines,	
					an	a flat	
					octave (eg	sign and a sharp	
					C-C'/do-do).	sign.	
Playing	Rehearse and learn to	Rehearse and learn to	Rehearse and learn to	Rehearse and learn to	Rehearse and learn to	Rehearse and learn	Students will learn
instruments	play a simple	play a simple	play a simple melodic	play a simple	play a simple	to play one of four	the notes of the
	melodic instrumental	melodic instrumental	instrumental part by ear	melodic instrumental	melodic instrumental	differentiated	treble clef
	part by ear or from	part by ear or from	or from notation, in	part by ear or from	part by ear or from	instrumental parts	and their placement
	simple notation, in C	notation, in C major, F	C major, F major, G major	notation, in C major, F	notation, in C major, F	by ear or	on a piano
	major, F major, D	major and G major.	and E major.	major, G major and	major, G major, E b	from notation, in	keyboard.
	major and D minor.		Develop facility in playing	D major.	major, C minor and D	the tonal centres of	,
			tuned percussion		minor.	C major,	Students will learn
			or a melodic instrument,		Play melodies on	F major, G major, D	about the parts of a
			such as a violin or		tuned percussion,	major, E major, A	guitar. They will
			recorder.		melodic	major,	progress through
			recorden.		instruments or	E ♭ major, D minor	technical exercises
					keyboards, following	and F minor.	and learn how
					staff	Play a melody	to play some basic
					notation written on	following staff	riffs and simple
1					one stave and using	notation written	chords.
1					notes within the	on one stave and	ciioius.
I						on one stave and	
						using notes within	They will play more
					middle C-C'/do-do	using notes within	They will play more
					middle C-C'/do-do range.	an	advanced melodies
					middle C-C'/do-do range. This should initially be	an octave range	advanced melodies with
					middle C-C'/do-do range.	an	advanced melodies

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					independence gained	dynamic range,	continue to develop
					each lesson through	including very loud	their rhythmic
					smaller group	(fortissimo), very	skills.
					performance.	quiet (pianissimo),	
						moderately loud	
						(mezzo forte) and	
						moderately quiet	
						(mezzo piano).	
Playing the		Rehearse and learn a	Rehearse and learn a	Rehearse and learn to	Rehearse and learn to	Rehearse and learn	
Recorder		simple instrumental	simple instrumental	play one of four	play one of four	to play one of four	
		part by ear or from	part by ear or from	differentiated	differentiated	differentiated	
		notation, using the	notation, using the notes	instrumental parts by	instrumental parts by	instrumental parts	
		notes	C, D, E, F, F#, G, G#, A, B	ear or	ear or	by ear or	
		G, A, B, B♭, C, E and	and B b .	from notation, in the	from notation, in the	from notation, in	
		F.		tonal centres of C	tonal centres of C	the tonal centres of	
		**		major, F major, G major	major, F major, G	C major,	
				and D major.	major, E b major, C	F major, G major, D	
				una B majon	minor	major, E major, A	
					and D minor.	major, E major, 71	
					and Bininoi.	E b major, D minor	
						and F minor.	
Creating:	Explore improvisation	Explore improvisation	Explore improvisation	Explore improvisation	Explore improvisation	Explore	
Improvising	within a major and	within a major scale	within a major scale	within a major scale	within a major scale,	improvisation	
IIIIpiovisiiig	•	,			, ,	· ·	
	minor scale using the	using the notes:	using the notes:	using the notes:	using the notes:	within a major	
	notes:	C, D, E	C, D, E	C, D, E	C, D, E b , F, G	scale,	
	C, D, E	C, G, A	C, D, E, F, G	C, D, E, G, A	C, D, E, F, G	using the notes:	
	D, E, A	G, A, B	C, D, E, G, A	C, D, E, F, G	C, D, E, G, A	C, D, E, F, G	
	F, G, A	F, G, A	G, A, B	D, E, F♯, A, B	F, G, A, B ♭ , C	G, A, B ♭ , C, D	
	D, F, G	Work with a partner	G, A, B, D, E	D, E, F, G, A	D, E, F, G, A	G, A, B, C, D	
	Improvise simple	and in the class to	G, A, B, C, D	Improvise on a limited	Improvise over a	F, G, A, C, D	
	vocal patterns using	improvise simple	F, G, A	range of pitches on	simple groove,	Improvise over a	
	'Question and	'Question and	F, G, A, C, D	the instrument you are	responding	groove, responding	
	Answer' phrases.	Answer'	Become more skilled in	now learning,	to the beat and	to the	
	Understand the	phrases, to be sung	improvising (using	making use of musical	creating a satisfying	beat, creating a	
	difference between	and played on	voices, tuned and	features, including	melodic shape.	satisfying melodic	
	creating a rhythm	untuned	untuned percussion, and	smooth (legato) and	Experiment with	shape	
	pattern and a pitch	percussion, creating a	instruments played in	detached (staccato)	using a wider range of	with varied	
	pattern.	musical conversation.	wholeclass/group/individ	articulation.	dynamics, including	dynamics and	
			ual/instrumental	Improvise over a simple	very loud (fortissimo),	articulation.	
			teaching),	chord	very quiet		
			inventing short	progression.	(pianissimo),		
			'on-the-spot' responses	Improvise over a	moderately loud		
			using	groove.	(mezzo forte) and		
			a limited note-range.		moderately quiet		
					(mezzo		
					13223		

				Compose over a simple		piano).		
				groove.				
				Compose over a drone.				
				Structure musical ideas				
				(eg using echo or				
				'Question and Answer'				
				phrases) to create				
				music that has a				
				beginning, middle and				
				end.				
Creating:	Invent a pattern using one pitched	Explore and create	Explore and create	Create music and/or	Combine known	Create music in	Plan and compose	Students will
Composing	note, keep the pulse throughout with a	graphic scores:	graphic scores:	sound effects in	rhythmic notation	response to music	an 8 or 16-beat	compose and
	single note and begin to create simple	Create musical sound	Create musical sound	response to music and	with letter names, to	and	melodic phrase,	perform chord
	2-note patterns to accompany the	effects and short	effects and short	video stimulus.	create short,	video stimulus.	using the	sequences that
	song.	sequences of sounds	sequences of sounds	Use music technology, if	pentatonic phrases	Use music	pentatonic	utilise contrast and
		in response to	in response to music	available, to	using a limited	technology, if	scale (eg C, D, E, G,	repetition.
		music and video	and video stimulus.	capture, change and	range of five pitches,	available, to	A), and incorporate	'
		stimulus.	Use graphic symbols,	combine sounds.	suitable for the	capture, change and	rhythmic variety	Students compose
		Create a story,	dot notation and stick	Compose over a simple	instruments being	combine sounds.	and interest. Play	bass
		choosing and playing	notation, as	chord progression.	learnt.	Start to use structures	this	line / chord
		classroom	appropriate, to keep a	Compose over a simple	Compose over a simple	within	melody on available	sequence /
		instruments and/or	record of	groove.	chord	compositions, eg	tuned percussion	melody / lyrics
		soundmakers.	composed pieces.	Compose over a drone.	progression.	introduction, multiple	and/or orchestral	based
		Recognise how	Create a story,	Start to use simple	Compose over a	verse and chorus	instruments. Notate	around primary
		graphic notation can	choosing and playing	structures within	groove.	sections, AB form or	this	chords
		represent created	classroom	compositions, eg	Create music in	ABA form (ternary	melody.	
		sounds. Explore and	instruments.	introduction, verse,	response to music	form).	Either of these	
		invent your	Create and perform	chorus	and video stimulus.	Use chords to	melodies can be	
		own symbols.	your own rhythm	or AB form.	Use music technology,	compose music to	enhanced with	
		Use music	patterns with stick	Use simple dynamics.	if available, to	evoke	rhythmic or simple	
		technology, if	notation, including	Compose song	capture, change and	a specific	chordal	
		available, to	crotchets, quavers	accompaniments on	combine sounds.	atmosphere, mood or	accompaniment.	
		capture, change and	and minims.	tuned	Start to use simple	environment.	Create a simple	
		combine sounds.	Use music	and untuned percussion,	structures within	Use simple dynamics.	chord progression.	
		Use simple notation if	technology, if	using known	compositions, eg	Use rhythmic variety.	Compose a ternary	
		appropriate:	available, to	rhythms and note values.	introduction, verse,	Compose song	(ABA form) piece;	
		Create a simple	capture, change and	Create a simple melody	chorus or AB form.	accompaniments,	use	
		melody using	combine sounds.	using crotchets,	Use simple dynamics.	perhaps using basic	available music	
		crotchets	Use notation if	minims and perhaps	Compose song	chords.	software/apps to	
		and minims:	appropriate:	paired quavers:	accompaniments on	Use a wider range of	create	
		C, D	Create a simple	C, D	tuned and untuned	dynamics,	and record it,	
		C, D, E	melody using	C, D, E	percussion, using	including fortissimo	discussing how	
		C, D, E, F	crotchets and	C, D, E, G	known rhythms and	(very loud),	musical	
		C, D, E, F, G	minims:	C, D, E, G, A	note values.	pianissimo (very	contrasts are	
1		5, 5, 1, 1, 5	C, D	5, 5, 2, 3, 4	liote values.	quiet), mezzo forte	achieved.	
	!		C, D	!	<u> </u>	quiet), illezzo loi te	acineveu.	l .

Start and end on the note C, D, E Start and end on the note note C C, D, E, F C C (Pentatonic on crotchets, and mezzo piano response to the control of the note c crotchets, and mezzo piano response to the control of the note c crotchets, and mezzo piano response to the control of the note c crotchets, and mezzo piano response to the note c crotchets, and mezzo piano response to the note c crotchets, and mezzo piano response to the note c crotchets, and mezzo piano response to the note c crotchets, and mezzo piano response to the note c crotchets, and mezzo piano response to the note c crotchets, and mezzo piano response to the note c crotchets, and mezzo piano response to the note c crotchets, and mezzo piano response to the note c crotchets, and mezzo piano response to the note c crotchets, and mezzo piano response to the note c crotchets, and mezzo piano response to the note c control of the note c crotchets.	
	music
F, G C, D, E, F, G C) minims, quavers and (moderately quiet). and	
F, G, A Start and end on the C, D their rests. Use a Use full scales in video stimu	ıs.
F, G, A, C note C (C major) C, D, E pentatonic scale: different keys. Use music	
F, G, A, C, D G, A C, D, E, F C, D Understand how technology,	f
Start and end on the G, A, B C, D, E, F, G C, D, E chord triads are available, to	
note F G, A, B, D Start and end on the note C, D, E, G formed and play capture, ch	nge and
D, F G, A, B, D, E C (C major) C, D, E, G, A them on tuned combine so	nds.
D, F, G Start and end on the F, G Start and end on the percussion, melodic Start to use	
D, F, G, A note G (Pentatonic on F, G, A note C instruments or structures v	thin
D, F, G, A, C G) F, G, A, B ♭ (Pentatonic on C) keyboards. Perform compositio	s, eg
Start and end on the F, G F, G, A, B b , C C, D simple, chordal introductio	
note D F, G, A Start and end on the note C, D, E accompaniments. multiple	
F, G, A, C F (F major) C, D, E, F Create a melody using verse and c	orus
F, G, A, C, D G, A C, D, E, F, G crotchets, sections, Al	form or
Start and end on the G, A, B Start and end on the quavers and minims, ABA form (1	rnary
note F (Pentatonic on G, A, B, D note C (C major) and perhaps form).	
F) G, A, B, D, E A, B semibreves and Use simple	
Start and end on the note A, B, C semiquavers, plus all dynamics.	
G (Pentatonic on A, B, C, D equivalent rests. Use Use rhythm	
G) A, B, C, D, E a pentatonic and a variety.	
Start and end on the full scale. Use major Compose so	ng
note A (A minor) and minor tonality: accompani	ents,
D, E F, G perhaps usi	g basic
D, E, F F, G, A chords.	
D, E, F, G F, G, A, B b Use a wide	range
D, E, F, G, A	-
Start and end on the Start and end on the including	
note D (D minor) note F (F major) fortissimo (ery
G, A G, A loud), piani	simo
G, A, B G, A, B (very	
G, A, B, D G, A, B, C quiet), mez	o forte
G, A, B, D, E G, A, B, C, D (moderatel	
Start and end on the Start and end on the and	·
note G note G (G major) mezzo pian	
(Pentatonic on G) G, A (moderatel	
G, A, B Use full sca	
G, A, B, D different ke	
G, A, B, D, E Create a me	
Start and end on the using crotcl	·
note G (Pentatonic guavers and	
on G) minims, and	
D, E perhaps	
D, E, F semibreves	ind
D, E, F, G semiguaver	

						D, E, F, G, A	all	
						Start and end on the	equivalent rests.	
						note D (D minor)	Use a pentatonic	
						E♭,F	and a	
						Eb, F, G	full scale. Use major	
						E b , F, G, B b	and minor tonality:	
						Eb, F, G, Bb, C	C, D	
						Start and end on the	C, D, E	
						note E♭ (E♭ major)	C, D, E, F	
							C, D, E, F, G	
							Start and end on	
							the note C (C major)	
							G, A	
							G, A, B	
							G, A, B	
							G, A, B, D, E	
							Start and end on	
							the note G	
							(Pentatonic	
							,	
							on G)	
							D, E	
							D, E, F	
							D, E, F, G	
							D, E, F, G, A	
							Start and end on	
							the note D (D	
							minor)	
							F, G	
							F, G, A	
							F, G, A, C	
							F, G, A, C, D	
							Start and end on	
							the note F	
							(Pentatonic on F)	
							F, G	
							F, G, A ♭	
							F, G, A b , B b	
							F, G, A b , B b , C	
							Start and end on	
							the note F (F minor)	
Performing	Perform any of the learnt nursery	Enjoy and have fun	Practise, rehearse and	Practise, rehearse and	Rehearse and enjoy the	Create, rehearse and	Create, rehearse	Performance of
[rhymes by singing and adding actions	performing.	share a song that	share a song that has	opportunity to	present a holistic	and present a	simple rhythms
	or dance. Perform any nursery rhymes	Choose a song/songs	has been learned in	been learned in the	share what has been	performance for a	holistic	building up to
	or songs adding a simple instrumental	to perform to a	the lesson, from	lesson, from memory or	learned in the	specific purpose, for a	performance for a	whole-class
		well-known audience.			lessons.	friendly but unknown	specific event, for	Samba-style
	part.	well-known audience.			lessons.	friendly but unknown	specific event, for	Samba-style

	Record the performance to talk about	Prepare a song to	memory or with	with notation, and with	Perform, with	audience.	an	ensemble.
	necord the performance to talk about	perform.	notation, and with	confidence.	confidence, a song	Perhaps perform in	unknown audience.	chischile.
		Communicate the	confidence.	Play and perform	from	smaller groups, as	Perform a range of	Perform a piece of
		meaning of the song.	Decide on any	melodies following staff	memory or using	well	songs as a choir in	music they have
		Add actions to the	actions, instrumental	notation, using a small	notation.	as the whole class.	school	composed on a
		song.	parts/improvisatory	range, as a whole	Play and perform	Perform a range of	assemblies, school	keyboard or guitar.
		Play some simple	ideas/composed	class or in small groups.	melodies following staff	repertoire pieces and	performance	Reybourd or Burtui.
		instrumental parts.	passages to be	Include any actions,	notation, using a small	arrangements	opportunities and	
		motramental parts.	practised and	instrumental	range, as a whole	combining acoustic	to a wider	
			included in	parts/improvisatory	class or in small groups.	instruments, to form	audience.	
			the performance.	ideas/composed	Include instrumental	mixed ensembles,	Create, rehearse	
1				' '		·	1 '	
			Talk about what the	passages within the	parts/improvisatory	including a school	and present a holistic	
			song means and why	rehearsal and in the	sections/composed	orchestra.		
1			IT	performance.	passages within the	Perform from	performance, with a	
			was chosen to share.	Talk about what the song	rehearsal and	memory or with	detailed	
			Talk about the	means and why it	performance.	notation, with	understanding	
			difference between	was chosen to share.	Explain why the song	confidence and	of the musical,	
			rehearsing a song and	Reflect on feelings about	was chosen,	accuracy.	cultural and	
			performing it.	sharing and	including its composer	Include instrumental	historical	
				performing, eg	and the historical	parts/improvisatory	contexts.	
				excitement, nerves,	and cultural context of	sections/composed	Perform from	
				enjoyment.	the song.	passages within the	memory or with	
					Communicate the	rehearsal and	notation.	
					meaning of the words	performance.	Understand the	
					and articulate them	Explain why the song	value of	
					clearly.	was chosen, including	choreographing any	
					Use the structure of	its composer and the	aspect of a	
					the song to	historical and cultural	performance.	
					communicate its mood	context of the song.	A student or a	
1					and meaning in	A student leads part	group of students	
					the performance.	of the rehearsal and	rehearse	
1					Talk about what the	part of the	and lead parts of	
					rehearsal and	performance.	the performance.	
					performance has	Record the	Understand the	
					taught the student.	performance and	importance of the	
					Understand how the	compare it to		
					individual fits within	a previous	and how to use it.	
						•	Record the	
					ensemble.	how well		
					Reflect on the	the performance	1 *	
						· '	•	
					well		•	
					_		•	
					•			
					dily recubucky	·		
					Talk about what the rehearsal and performance has taught the student. Understand how the individual fits within the larger group ensemble. Reflect on the performance and how	part of the performance. Record the performance and compare it to a previous performance; explain how well	and lead parts of the performance. Understand the importance of the performing space and how to use it.	

		consider how future	weaknesses of a	audience believed	
		performances might	performance.	in the	
		be different.	Collect feedback from	performance.	
			the audience and	Discuss how the	
			reflect how future	performance might	
			performances might	change	
			be	if it was repeated in	
			different.	a larger/smaller	
				performance space.	

Vocabulary

Tier	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1	Pulse Beat High sounds Low sounds Loud Soft	Rhythm Pitch Melody Volume	Accompaniment Audience Perform Duet	Note Solo Crotchet Quaver Minim	Unison Dynamic Note Semi quaver Stave	Bar Beats Brass Woodwind String Percussion	Rest Dotted minim Notation Acapella Bass Clef
2	Phrase Unison Instrument	Dynamics Percussion Body Percussion	Tempo Treble Clef Call and response	Harmony Conductor Composer	Structure Lyrics Theme	Backbeat Bridge Crescendo Diminuendo	Texture Phrase Solo Ensemble
3	Funk Rap Boogie	Gospel Orchestral Reggae Lullaby	Hook Verse Chorus	Riff Round Duration	Harmony Improvise Diction	Time signature Syncopation Accent	Scale Octave Pentatonic