

| | EYFS | KS1 | |
|----------------------------------|--|---|--|
| | EYFS | Year 1 | Year 2 |
| Musicianship/ Performance | <p>Sing with a sense of pitch, following the shape of the melody with their voices</p> <p>Mark the beat of the song with actions.</p> <p>Use the voice to adopt different roles and characters.</p> <p>Match the pitch of a 4-note (la-so-mi-do) call-and-response song.</p> <p>Sing a tune with 'stepping' and 'leaping' notes.</p> <p>Play a steady beat on percussion instruments.</p> <p>Sing in call-and-response and change voices to make a buzzing sound.</p> <p>Play an accompaniment using tuned and untuned percussion, and recognise a change in tempo</p> <p>Sing a melody in waltz time and perform the actions. Transfer actions to sounds played on percussion instruments. Sing a song while performing a sequence of dance steps. Play a two-note accompaniment, playing the beat, on tuned or untuned percussion.</p> | <p>To play tuned instruments musically.</p> <p>To play untuned instruments musically</p> <p>Pulse/ Beat Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</p> <p>Use body percussion, (e.g. clapping, tapping, walking) and classroom percussion (shakers, sticks and blocks, etc.), playing repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments (e.g. glockenspiels or chime bars) to maintain a steady beat.</p> <p>Respond to the pulse in recorded/live music through movement and dance</p> <p>Rhythm Perform short copycat rhythm patterns accurately, led by the teacher.</p> <p>Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat.</p> <p>Perform word-pattern chants (e.g. ca-ter-pil-lar crawl, fish and chips); create, retain and perform their own rhythm patterns.</p> | <p>To play tuned instruments musically.</p> <p>To play untuned instruments musically</p> <p>Pulse/ beat Understand that the speed of the beat can change, creating a faster or slower pace (tempo).</p> <p>Mark the beat of a listening piece (e.g. Bolero by Ravel) by tapping or clapping and recognising tempo as well as changes in tempo.</p> <p>Walk in time to the beat of a piece of music or song (e.g. La Mourisque by Susato). Know the difference between left and right to support coordination and shared movement with others.</p> <p>Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats.</p> <p>Identify the beat groupings in familiar music that they sing regularly and listen to</p> <p>Rhythm Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion.</p> |

| | | | |
|-----------|--|---|--|
| | | <p>Pitch</p> <p>Listen to sounds in the local school environment, comparing high and low sounds.</p> <p>Sing familiar songs in both low and high voices and talk about the difference in sound. • Explore percussion sounds to enhance storytelling, (e.g. ascending xylophone notes to suggest Jack climbing the beanstalk, quiet sounds created on a rainstick/shakers to depict a shower, regular strong beats played on a drum to replicate menacing footsteps.)</p> <p>Follow pictures and symbols to guide singing and playing, e.g. 4 dots = 4 taps on the drum.</p> | <p>Create rhythms using word phrases as a starting point (e.g. Hel-lo Si-mon or Can you come and play?).</p> <p>Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests.</p> <p>Create and perform their own chanted rhythm patterns with the same stick notation.</p> <p>Pitch</p> <p>Play a range of singing games based on the cuckoo interval (so-mi, e.g. Little Sally Saucer) matching voices accurately, supported by a leader playing the melody. The melody could be played on a piano, acoustic instrument or backing track.</p> <p>Sing short phrases independently within a singing game or short song.</p> <p>Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g. stand up/sit down, hands high/hands low).</p> <p>Recognise dot notation and match it to 3-note tunes played on tuned percussion.</p> |
| Listening | <p>Identify and describe contrasts in tempo and dynamics.</p> <p>Begin to use musical terms (louder/quieter, faster/slower, higher/lower).</p> | <p>To listen to a wide range of music with concentration.</p> | <p>Listen to music to develop knowledge and understanding of stories, origins, traditions, history and social context of music.</p> |

| | | | |
|-------------|---|---|--|
| | Respond to music in a range of ways (e.g. movement, talking, writing) | To answer questions and show understanding from listening to music. To actively listen to recorded and live music. Listen and move in time to the song Describe the features of a march using music vocabulary (e.g. that it has a steady beat, that soldiers 'march' to music, naming the instruments playing in the clips). | Listen to high quality live and recorded music. Identify different qualities of sound (timbre) (e.g. smooth, scratchy, clicking, ringing, and how they are made) Recognise and respond to changes of speed (tempo), the length of notes (duration – long/ short), short/detached/ smooth (articulation), and pitch (high/low) using music vocabulary, and/or movement |
| Singing | | To use voices expressively To sing songs and rhymes Sing simple songs, chants and rhymes (e.g. Boom Chicka Boom) 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 (e.g. Hello, How are You), and then slightly wider (e.g. Bounce High, Bounce Low). Include pentatonic songs (e.g. Dr Knickerbocker). Sing a wide range of call and response songs (e.g. Pretty Trees Around the World from Rhythms of Childhood), 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 (e.g. Rain, Rain Go Away), 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) |
| Composition | Make up new words and actions about different emotions and feelings. | To experiment with create and combining sounds. | Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch). |

| | | | |
|----------------|---|--|---|
| | <p>Explore making sound with voices and percussion instruments to create different feelings and moods.</p> <p>Explore storytelling elements in the music and create a class story inspired by the piece.</p> <p>Make up a simple accompaniment using percussion instruments</p> <p>Make up new lyrics and vocal sounds for different kinds of transport</p> | <p>Improvise simple vocal chants, using question and answer phrases.</p> <p>Create musical sound effects and short sequences of sounds in response to stimuli, e.g. a rainstorm or a train journey.</p> <p>Combine to make a story, choosing and playing classroom instruments (e.g. rainmaker) or sound-makers (e.g. rustling leaves).</p> <p>Understand the difference between creating a rhythm pattern and a pitch pattern.</p> <p>Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns.</p> <p>Use music technology, if available, to capture, change and combine sounds.</p> <p>Recognise how graphic notation can represent created sounds.</p> | <p>Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation.</p> <p>Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.</p> <p>Use music technology, to capture, change and combine sounds.</p> <p>Improvise rhythms along to a backing track using the note C or G</p> <p>Invent simple patterns using voices, body percussion, and then instruments.</p> <p>Follow signals given by a conductor/leader.</p> <p>Structure compositional ideas into a bigger piece.</p> <p>Improvise solos using instruments.</p> |
| Key Vocabulary | | | |

| | LKS2 | | UKS2 | |
|---|--|---|---|--|
| | Yr3 | Yr4 | Yr5 | Yr6 |
| Musicianship/ Performance/ Reading notation | Develop facility in playing tuned percussion or a melodic instrument such as violin or recorder. Play and perform melodies following staff | <ul style="list-style-type: none"> Develop facility in the basic skills of a selected musical instrument over a sustained learning period. This can be | Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation | Play a melody following staff notation written on one stave and using notes within an octave range |

| | | | | |
|--|--|---|--|---|
| | <p>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).</p> <ul style="list-style-type: none"> • Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C–D–E/do–re–mi <p>Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow. Extend to question-and-answer phrases.</p> <p>Introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch.</p> <ul style="list-style-type: none"> • Introduce and understand the differences between crotchets and paired quavers. • Apply word chants to rhythms, understanding how to link each syllable to one musical note. | <p>achieved through working closely with your local Music Education Hub who can provide whole-class instrumental teaching programmes.</p> <ul style="list-style-type: none"> • 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). <p>Introduce and understand the differences between minims, crotchets, paired quavers and rests.</p> <ul style="list-style-type: none"> • 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. | <p>written on one stave and using notes within the Middle C–C'/do–do range. This should initially be done as a whole class with greater independence gained each lesson through smaller group performance.</p> <ul style="list-style-type: none"> • Understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments to familiar songs (e.g. Yellow Submarine by The Beatles). • Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra. • Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies. <p>Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests.</p> <ul style="list-style-type: none"> • Understand the differences between 2/4, 3/4 and 4/4 time signatures. • Read and perform pitch notation within an octave | <p>(do–do); make decisions about dynamic range, including very loud (), very quiet (), moderately loud () and moderately quiet ().</p> <ul style="list-style-type: none"> • Accompany this same melody, and others, using block chords or a bass line. This could be done using keyboards, tuned percussion or tablets, or demonstrated at the board using an online keyboard. • Engage with others through ensemble playing (e.g. school orchestra, band, mixed ensemble) with pupils taking on melody or accompaniment roles. The accompaniment, if instrumental, could be chords or a single-note bass line. <p>Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests.</p> <ul style="list-style-type: none"> • Further develop the skills to read and perform pitch notation within an octave (e.g. C–C'/do–do). • Read and play confidently from rhythm notation cards and |
|--|--|---|--|---|

| | | | | |
|-----------|---|--|---|---|
| | | | <p>(e.g. C–C'/do–do).</p> <ul style="list-style-type: none"> • Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations. | <p>rhythmic scores in up to 4 parts that contain known rhythms and note durations.</p> <ul style="list-style-type: none"> • Read and play from notation a four-bar phrase, confidently identifying note names and durations. |
| Listening | <p>Listen to music to develop knowledge and understanding of stories, origins, traditions, history and social context of music.</p> <p>Listen to high quality live and recorded music.</p> | <p>Listen to music to develop knowledge and understanding of stories, origins, traditions, history and social context of music.</p> <p>Listen to high quality live and recorded music.</p> | <p>Listen to music to develop knowledge and understanding of stories, origins, traditions, history and social context of music.</p> <p>Listen to high quality live and recorded music.</p> | <p>Listen to music to develop knowledge and understanding of stories, origins, traditions, history and social context of music.</p> <p>Listen to high quality live and recorded music.</p> |
| Singing | <p>Sing a widening range of unison songs of varying styles and structures with a pitch range of do–so (e.g. Extreme Weather), tunefully and with expression.</p> <p>Perform forte and piano, loud and soft.</p> <ul style="list-style-type: none"> • 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. | <p>Continue to sing a broad range of unison songs with the range of an octave (do–do) (e.g. One More Day—a traditional sea shanty) pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo).</p> <ul style="list-style-type: none"> • Sing rounds and partner songs in different time signatures (2, 3 and 4 time) (e.g. Our Dustbin) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony (e.g. Hear the Wind). • Perform a range of songs in school assemblies. | <ul style="list-style-type: none"> • 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. | <p>Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style.</p> <ul style="list-style-type: none"> • Continue to sing three- and four-part rounds (e.g. Calypso by Jan Holdstock) or partner songs, and experiment with positioning singers randomly within the group – i.e. no longer in discrete parts – in order to develop greater listening skills, balance between parts and |

| | | | | |
|-------------|--|--|---|---|
| | | | | <p>vocal independence. • Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.</p> |
| Composition | <p>Improvise 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.</p> <p>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.</p> <p>Compose Compose a simple song using symmetry to develop a melody, structure, and rhythmic accompaniment.</p> <p>Combine known rhythmic notation with letter names to create rising and falling phrases using just three</p> | <p>Improvise 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. Continue this process in the composition tasks below.</p> <p>Compose Improvise and compose, creating atmospheric music for a scene with a given set of instruments.</p> <p>Structure musical ideas into a composition.</p> <p>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</p> | <p>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). Continue this process in the composition tasks below.</p> <p>Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal</p> | <p>Extend improvisation skills through working in small groups to:</p> <ul style="list-style-type: none"> • Create music with multiple sections that include repetition and contrast. • Use chord changes as part of an improvised sequence. • Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape. <p>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.</p> <p>Notate this melody. • Compose melodies made</p> |

| | | | | |
|-----------------------|--|---|--|---|
| | <p>notes (do, re and mi). • Compose song accompaniments on untuned percussion using known rhythms and note values.</p> | <p>and play these phrases as self-standing compositions. • Arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars.</p> <ul style="list-style-type: none"> • Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip. • Introduce major and minor chords. • 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: <ul style="list-style-type: none"> o graphic symbols o rhythm notation and time signatures o staff notation o technology | <p>accompaniment.</p> <ul style="list-style-type: none"> • Working in pairs, compose a short ternary piece. • Use chords to compose music to evoke a specific atmosphere, mood or environment. For example, La Mer by Debussy and The River Flows In You by Yiruma both evoke images of water. Equally, pupils might create music to accompany a silent film or to set a scene in a play or book. • Capture and record creative ideas using any of: <ul style="list-style-type: none"> o graphic symbols o rhythm notation and time signatures o staff notation o technology • Improvise and compose, 'doodling' with sound, playing around with pitch and rhythm to create a strong hook | <p>from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen.</p> <ul style="list-style-type: none"> • Either of these melodies can be enhanced with rhythmic or chordal accompaniment. • Compose a ternary piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved. • Create their own song lyrics. • Fit their lyrics to a pulse, creating a chant. • Write a melody and sing it. |
| Key Vocabulary | <p>Rhythm, metre, tempo Downbeats, fast (allegro), slow (adagio), pulse, beat</p> <p>Pitch and melody High, low, rising, falling; pitch range do-so</p> <p>Structure and form Call and response; question phrase, answer phrase, echo, ostinato</p> | <p>Rhythm, metre, tempo Getting faster (accelerando), Getting slower (rallentando), Bar, metre</p> <p>Pitch and melody Pentatonic scale, major and minor tonality, pitch range do-do</p> <p>Structure and form</p> | <p>Rhythm, metre, tempo Simple time, compound time, syncopation</p> <p>Pitch and melody Full diatonic scale in different keys</p> <p>Structure and form Ternary form, verse and chorus form, music with multiple sections</p> | <p>Harmony</p> |

| | | | |
|--|--|---|--|
| | <p>Harmony Drone</p> <p>Texture Unison, layered, solo</p> <p>Dynamics and articulation Loud (forte), quiet (piano)</p> <p>Instrument and playing techniques. Instruments used in Foundation Listening</p> | <p>Rounds and partner songs, repetition, contrast</p> <p>Harmony Static, moving</p> <p>Texture Duet, melody and accompaniment</p> <p>Dynamics and articulation Getting louder (crescendo), getting softer (decrescendo); legato (smooth), staccato (detached)</p> <p>Instrument and playing techniques. Instruments used in Foundation Listening including playing techniques</p> | <p>Triads, chord progressions</p> <p>Texture Music in 3 parts, music in 4 parts</p> <p>Dynamics and articulation Wider range of dynamics including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet)</p> <p>Instrument and playing techniques. Instruments used in Foundation Listening including playing techniques and effects, for example pizzicato (e.g. mysterious) and tremolo (e.g. dark and expectant)</p> |
| <p>Written notation and terminology</p> | <p>Children will recognise a range of written notation and use within own compositions.</p> <ul style="list-style-type: none"> • Crotchets • Paired quavers • Minims • Fast (allegro) • Slow (adagio) • Stave, lines, spaces, treble clef • Loud (forte) • Quiet (piano) | <p>As year 3, plus</p> <ul style="list-style-type: none"> • Rests • Getting faster (accelerando) • Getting slower (ralentando) • Getting louder (crescendo) • Getting quieter (diminuendo) | <p>As lowers KS2, plus</p> <ul style="list-style-type: none"> • Semibreves • Semiquavers • Time signatures 2/4, 3/4, 4/4 |