

**Progression of Knowledge and Concepts in Music EYFS, KS1 and KS2**

**What key knowledge and concepts are taught when and how these show progression within units, terms and year groups.**

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Autumn Term</b>	<ul style="list-style-type: none"> <li>• speak and chant short phrases together</li> <li>• find their singing voice and begin to develop a sense of pitch over a small range of notes</li> <li>• sing a variety of songs both accompanied and unaccompanied</li> <li>• play instruments and sound-makers by shaking, scraping, rattling and tapping</li> <li>• start and stop together</li> </ul>	<ul style="list-style-type: none"> <li>• speak and chant together</li> <li>• sing in time to a steady beat</li> <li>• co-ordinate actions to go with a song</li> <li>• play classroom instruments by tapping, shaking, scraping, rattling</li> <li>• play to a steady beat</li> <li>• follow simple signals: stop/start</li> </ul>	<ul style="list-style-type: none"> <li>• sing a variety of songs with more accuracy of pitch</li> <li>• echo short sung melodic phrases</li> <li>• identify if pitch is getting higher/lower/staying the same</li> <li>• play instruments with control e.g. maintaining a steady beat, getting faster/louder</li> <li>• perform a rhythm accompaniment to a song</li> <li>• compose short melodic phrases</li> <li>• compose repeated rhythmic patterns [ostinati]</li> <li>• recognise different qualities of sound [timbre]</li> </ul>	<ul style="list-style-type: none"> <li>• sing songs in a variety of styles with confidence</li> <li>• show increasing awareness of pitch and awareness of the shape of a melody</li> <li>• keep a steady beat on an instrument individually/in a group</li> <li>• maintain a melodic or rhythmic ostinato to accompany a song</li> <li>• use tuned percussion with increasing confidence</li> <li>• compose words and actions to go with songs</li> <li>• recognise some familiar instruments in recorded music: piano, drums, guitar, violin etc</li> </ul>	<ul style="list-style-type: none"> <li>• sing songs in a variety of styles with an increasing awareness of the tone of their voices and the shape of the melody</li> <li>• sing confidently as part of a small group or solo being aware of posture and good diction</li> <li>• copy short phrases and be able to sing up and down in step independently</li> <li>• compose simple rhythmic accompaniment to a song using ostinato patterns and drones</li> <li>• compose a simple melody from a selected group of notes [i.e. a pentatonic scale]</li> <li>• compose music that has a recognisable structure</li> <li>• recognise aurally the range of percussion [tuned and untuned] used in school and some orchestral instruments taught in school</li> <li>• identify repeated rhythmic or melodic phrases in live or recorded music</li> </ul>	<ul style="list-style-type: none"> <li>• sing songs in a wide variety of styles, showing accuracy and expression</li> <li>• sing as part of three-part round: sing a second part with increasing confidence</li> <li>• play a range of percussion/orchestral instruments with increasing confidence and ability</li> <li>• play and improvise as part of a group and as solo performer</li> <li>• compose music for a special occasion [e.g. march or fanfare]</li> <li>• write lyrics to match a melody</li> <li>• recognise and talk about specific styles/traditions with growing awareness of musical similarities/differences</li> </ul>	<ul style="list-style-type: none"> <li>• sing confidently in a wide variety of styles with expression</li> <li>• communicate the meaning/mood of a song</li> <li>• sing a simple second part of a two-part song: maintain own part in a round with confidence</li> <li>• perform on a range of instruments confidently to an audience</li> <li>• create simple songs reflecting the meaning of the words?</li> <li>• compose music that reflects its given intentions e.g. a rap, a march</li> <li>• identify 'what happens when' within simple structures</li> </ul>

<p><b>Spring Term</b></p>	<ul style="list-style-type: none"> <li>• sing short phrases or responses on their own</li> <li>• begin to develop a sense of beat, using instruments or body sounds</li> <li>• respond to symbols or hand signs</li> <li>• play loudly, quietly, fast, slow</li> <li>• copy a simple rhythm pattern or number of beats played on an instrument</li> <li>• add chosen sound effects at an appropriate moment in a story or song</li> <li>• sort and name different sounds</li> <li>• begin to identify and describe key features or extreme contrast within a piece of music</li> <li>• recognise the sounds of the percussion instruments used in the classroom and identify and name them</li> </ul>	<ul style="list-style-type: none"> <li>• sing songs in different styles conveying different moods (happy, sad, angry etc.) and with sense of enjoyment</li> <li>• perform an action or a sound (clapping, stamping, etc.) on the steady beat whilst singing</li> <li>• imitate a rhythm pattern on an instrument</li> <li>• play a single pitched note to accompany a song (<b>drone</b>)</li> <li>• play with help the rhythmic pattern of a spoken sentence, e.g. 'Hungry caterpillar'</li> <li>• use graphics/symbols to portray the sounds they have made</li> <li>• recognise and respond through movement /dance to the different musical characteristics and moods of music</li> </ul>	<ul style="list-style-type: none"> <li>• sing words clearly and breathing at the end of phrases</li> <li>• convey the mood or meaning of the song</li> <li>• perform a sequence of sounds using a graphic score</li> <li>• work and perform in smaller groups</li> <li>• follow a leader (teacher) starting and stopping together</li> <li>• compose music that has long and short sounds, and/or changes in tempo, timbre and dynamics, in small groups</li> </ul>	<ul style="list-style-type: none"> <li>• imitate increasingly longer sung phrases with accuracy</li> <li>• sing with an awareness of the phrases in a song</li> <li>• understand that posture, breathing and diction are important</li> <li>• copy a short melodic phrase by ear on a pitched instrument</li> <li>• play using symbols including graphic and/or simple traditional notation</li> <li>• compose music that has a recognisable structure; beginning, middle and end or verse/chorus</li> <li>• compose music that tells a story, paints a picture or creates a mood</li> <li>• compose music that uses repetition/echo</li> <li>• recognise aurally wooden, metal, skin percussion instruments and begin to know their names</li> </ul>	<ul style="list-style-type: none"> <li>• sing songs showing musical expression [phrasing, changes of tempi, dynamics; reflecting the mood and character of the song and its context]</li> <li>• use tuned percussion instruments with increasing confidence to accompany songs and improvise</li> <li>• play by ear – find known phrases or short melodies using tuned instruments</li> <li>• play music in a metre of two or three time</li> <li>• compose a piece of music that reflects images/ and atmosphere, that has a clearly defined plan, making subtle adjustments to achieve the intended effect</li> <li>• identify whether a song has a verse/chorus or call and response structure</li> <li>• recognise and talk about some contrasting styles of music in broad terms, using appropriate musical language [tempo, dynamics, metre, texture, timbre]</li> </ul>	<ul style="list-style-type: none"> <li>• sing a song with an understanding of its history and purpose (i.e. song about the environment, gospel song, protest song)</li> <li>• perform a song showing an awareness of phrasing and the shape of the melody</li> <li>• play by ear – copy back; finding phrases or melodies on instruments with increasing confidence</li> <li>• sustain a melodic ostinato or drone to accompany singing/other instruments</li> <li>• compose descriptive music in groups, using the musical elements and musical devices such as repetition, ostinati, drones, combining musical phrases and effects</li> <li>• recognise relationships between lyrics and melody</li> <li>• recognise chords / clusters</li> <li>• talk about music they hear using musical terms</li> </ul>	<ul style="list-style-type: none"> <li>• perform a song from memory with attention to phrasing, dynamics and accuracy of pitch, for a special occasion</li> <li>• continue to play by ear on pitched instruments, extending the length of phrases, melodies played</li> <li>• perform with sensitivity to different dynamics, tempi</li> <li>• maintain a rhythmic or melodic accompaniment to a song</li> <li>• maintain own part on a pitched instrument in a small ensemble</li> <li>• arrange a song for class performance with an appropriate pitched and unpitched accompaniment</li> <li>• recognise and identify features of expression (phrasing, melody, harmony, different dynamics, metre and tempi) in an extract of live or recorded music</li> <li>• compare two pieces of instrumental music from different countries/ times and discuss the similarities and differences</li> </ul>

Summer Term							
	<ul style="list-style-type: none"> <li>• make changes in their voices to express different moods /feelings</li> <li>• play along to music showing a developing awareness of the beat</li> <li>• play with a sense of purpose and enjoyment</li> <li>• create a sequence of different sounds in response to a given stimuli</li> <li>• respond appropriately to a range of classroom songs, e.g. tidy-up songs, circle time songs, line-up songs</li> <li>• begin to use musical terms (louder/quieter, faster/slower, higher/lower)</li> </ul>	<ul style="list-style-type: none"> <li>• sing songs showing increasing vocal control (singing more in tune, breathing deeply, singing words clearly)</li> <li>• play loudly, quietly, fast, slow</li> <li>• play a repeated rhythmic pattern [<b>ostinato</b>] to accompany a song</li> <li>• sequence symbols to make a simple structure [<b>score</b>]</li> <li>• compose own sequence of sounds without help and perform</li> <li>• recognise the sounds of the percussion instruments used in the classroom and identify and name them</li> <li>• begin to use musical terms [louder/quieter, slower/faster]</li> <li>• begin to articulate how changes in speed, pitch and dynamics affect the mood</li> </ul>	<ul style="list-style-type: none"> <li>• sing with a sense of control of <b>dynamics</b> [volume] and <b>tempo</b> [speed]</li> <li>• demonstrate some confidence in performing as a group and as an individual</li> <li>• compose a piece of music that has a beginning, middle and end [<b>structure</b>]</li> <li>• compose music that conveys different moods</li> <li>• respond through movement/dance to different musical characteristics and moods [angrily, sadly, cheerfully, daintily etc.]</li> <li>• recognise and respond to the mood of a piece of music: begin to use music terminology when describing how the mood is created [i.e. the mood is sad because the music is played very slowly and quietly]</li> </ul>	<ul style="list-style-type: none"> <li>• chant or sing a round in two parts</li> <li>• sing songs with a recognised structure (verse and chorus/ call and response)</li> <li>• demonstrate an awareness of character or style in performance</li> <li>• follow simple hand directions from a leader</li> <li>• perform with an awareness of others</li> <li>• combine musical sounds with narrative and movement</li> <li>• perform a composed piece to a friendly audience, as a member of a group or class</li> <li>• listen to their own compositions and use musical language to describe what happens in them</li> </ul>	<ul style="list-style-type: none"> <li>• sing two/three part rounds with more confidence and increasing pitch accuracy</li> <li>• sing confidently as part of a small group or solo being aware of posture and good diction</li> <li>• read and play from some conventional music symbols</li> <li>• follow a leader, stopping / starting, playing faster/ slower and louder / quieter</li> <li>• perform to an audience of adults, an assembly or other classes with increasing confidence</li> <li>• arrange a song using tuned/ untuned accompaniments developed from the song: perform to a friendly audience</li> <li>• use a range of ICT to sequence, compose, record and share work</li> <li>• identify the use of metre in 2 or 3 in a piece of recorded or live music</li> <li>• recognise the combined effect of layers of sound by listening to their own arrangements, compositions and recordings</li> <li>• recognise music from different times and countries, identifying key elements that give it its unique sound</li> </ul>	<ul style="list-style-type: none"> <li>• sing independently in wide variety of styles with increasing confidence and accuracy</li> <li>• perform in a variety of styles/genres and own compositions, to an audience of adults and school assembly</li> <li>• perform a piece of music using notation [graphic or conventional]</li> <li>• perform expressively showing an understanding of the music and its context</li> <li>• compose a group / class arrangement of a song using voices and instruments</li> <li>• refine and record compositions either graphically or using ICT</li> <li>• perform in a variety of styles/genres and own compositions, to an audience of adults and school assembly</li> <li>• talk about the differences in musical styles/genres and reflect and articulate how and why these differences occur</li> </ul>	<ul style="list-style-type: none"> <li>• read and play with confidence from conventional or graphic notation</li> <li>• lead/conduct a group of instrumental performers</li> <li>• perform own compositions to an audience</li> <li>• use an mp3 recorder/video recorder to keep a record of work in progress and record performances.</li> <li>• use a range of symbols (conventional or graphic) to record compositions.</li> <li>• use ict (computers/ipads/tablets/mp 3 recorders etc) to record, sample, sequence, loop and manipulate sound to create soundscapes / compositions</li> <li>• use musical vocabulary and knowledge to talk about and discuss music from a variety of sources, traditions and cultures, including performances of their own and others' compositions</li> <li>• use musical vocabulary and knowledge to help identify areas for development or refinement when composing</li> </ul>

**Foundation Stage MINIMUM EXPECTED STANDARDS**

**By the end of the Reception Year most pupils should be able to:**

<p><b>PERFORM (Singing / Playing)</b> Active learning</p>	<p><b>EXPLORE and COMPOSE</b> Playing and exploring</p>	<p><b>LISTEN, REFLECT and APPRAISE</b> Creating and thinking critically</p>
<p><b>Using their voices:</b></p> <ul style="list-style-type: none"> <li>• Speak and chant short phrases together</li> <li>• Find their singing voice and begin to develop an awareness of pitch over a small range of notes</li> <li>• Make changes in their voices to express different moods /feelings</li> <li>• Co-ordinate actions to go with a song</li> <li>• Sing short phrases or responses on their own</li> <li>• Sing a variety of songs both accompanied and unaccompanied.</li> </ul> <p><b>Using Classroom Instruments:</b></p> <ul style="list-style-type: none"> <li>• Play instruments by shaking, scraping, rattling, tapping etc</li> <li>• Start and stop together</li> <li>• Begin to develop a sense of beat, using instruments or body sounds</li> <li>• Respond to symbols or hand signs</li> <li>• Play loudly, quietly, fast, slow</li> <li>• Copy a simple rhythm pattern or number of beats played on an instrument.</li> <li>• Play along to music showing a developing awareness of the beat</li> <li>• Play with a sense of purpose and enjoyment.</li> </ul>	<p><b>Exploring:</b></p> <ul style="list-style-type: none"> <li>• Different sounds made by the voice, hands, found objects and conventional instruments (<b>timbre</b>)</li> <li>• High and low sounds (<b>pitch</b>)</li> <li>• Long and short sounds (<b>duration</b>)</li> <li>• Loud and quiet sounds (<b>dynamics</b>)</li> <li>• Fast and slow sounds (<b>tempo</b>)</li> <li>• Begin to be aware of the effect that different sounds have to convey mood or meaning</li> </ul> <p><b>Composing:</b></p> <ul style="list-style-type: none"> <li>• Begin to create and manipulate different effects on a sound source or instrument</li> <li>• Add chosen sound effects at an appropriate moment in a story or song</li> <li>• Sort and name different sounds</li> <li>• Create a sequence of different sounds in response to a given stimuli</li> </ul> <div data-bbox="1012 1045 1893 1591" style="border: 2px solid black; padding: 10px;"> <p><b>KEY WORDS</b></p> <p><b>FOUND OBJECTS</b> Pots and pans, material, paper or anything that can be manipulated to create sound</p> <p><b>SINGING VOICE</b> The musical quality of the voice, unlike the speaking voice uses tonality or pitch and rhythm</p> <p><b>STEADY BEAT</b> Regular pulse (in time)</p> </div>	<p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>• Listen to sounds and respond by talking about them or physically with movement and dance</li> <li>• Recognise the sounds of the percussion instruments used in the classroom and identify and name them</li> <li>• Respond appropriately to a range of classroom songs, e.g tidy up songs, circle time songs, line up songs.</li> </ul> <p><b>Appraising:</b></p> <ul style="list-style-type: none"> <li>• Begin to identify and describe key features or extreme contrasts within a piece of music</li> <li>• Begin to use musical terms (louder/quieter, faster/slower, higher/lower)</li> </ul> <div data-bbox="1941 947 2846 1360" style="border: 2px solid black; padding: 10px;"> <p><b>MUSICAL ELEMENTS</b></p> <p><b>DURATION</b> Steady beat, short and long sounds</p> <p><b>PITCH</b> High and low</p> <p><b>TEMPO</b> Fast and slow</p> <p><b>DYNAMICS</b> Loud and quiet</p> <p><b>TIMBRE</b> The tone quality of the sound – rough, smooth, scratch, etc</p> <p><b>STRUCTURE</b> Phrases of a song, overall plan of a piece</p> </div>

**YEAR 1 MINIMUM EXPECTED STANDARDS**

**By the end of Year 1 most pupils should be able to:**

PERFORM (Singing / Playing)	EXPLORE and COMPOSE	LISTEN, REFLECT and APPRAISE
<p><b>Using their voices:</b></p> <ul style="list-style-type: none"> <li>• Speak and chant together</li> <li>• Sing songs showing increasing vocal control (singing more in tune, breathing deeply, singing words clearly)</li> <li>• Sing songs in different styles conveying different moods (happy, sad, angry etc) and with sense of enjoyment</li> <li>• Co-ordinate actions to go with a song</li> <li>• Sing in time to a steady beat</li> <li>• Perform an action or a sound (clapping, stamping, etc) on the steady beat whilst singing</li> </ul> <p><b>Using Classroom Instruments:</b></p> <ul style="list-style-type: none"> <li>• Play instruments by shaking, scraping, rattling, tapping etc</li> <li>• Play in time to a steady beat, using instruments or body sounds</li> <li>• Play loudly, quietly, fast, slow</li> <li>• Imitate a rhythm pattern on an instrument</li> <li>• Play a repeated rhythmic pattern (<b>rhythmic ostinato</b>) to accompany a song</li> <li>• Play a single pitched note to accompany a song (<b>drone</b>)</li> <li>• Play with help the rhythmic pattern of a spoken sentence, e.g. 'Hungry caterpillar'</li> <li>• Follow simple hand signals indicating: loud/quiet and start/stop</li> </ul>	<p><b>Exploring:</b></p> <ul style="list-style-type: none"> <li>• Different sounds made by the voice and hands (<b>timbre</b>)</li> <li>• High and low sounds (<b>pitch</b>)</li> <li>• Long and short sounds (<b>duration</b>)</li> <li>• Loud and quiet sounds (<b>dynamics</b>)</li> <li>• Fast and slow sounds (<b>tempo</b>)</li> <li>• Pitch shapes (moving up and down) and rhythmic patterns</li> </ul> <p><b>Composing:</b></p> <ul style="list-style-type: none"> <li>• Add sound effects to a story</li> <li>• Choose musical sound effects to follow a story line or match a picture</li> <li>• Use graphics/symbols to portray the sounds they have made</li> <li>• Sequence these symbols to make a simple structure (<b>score</b>)</li> <li>• Compose own sequence of sounds without help and perform.</li> </ul> <div data-bbox="1003 926 1893 1367" style="border: 2px solid black; padding: 10px;"> <p><b>KEY WORDS</b></p> <p><b>OSTINATO</b> Repeated rhythmic pattern or melodic shape</p> <p><b>DRONE</b> Pitched note played continuously throughout a piece of music</p> <p><b>STEADY BEAT</b> Regular pulse (in time)</p> <p><b>SCORE</b> A written form of musical composition</p> </div>	<p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>• Listen to a piece of music and move in time to its steady beat.</li> <li>• Recognise and respond through movement /dance to the different musical characteristics and moods of music</li> <li>• Recognise the sounds of the percussion instruments used in the classroom and identify and name them</li> </ul> <p><b>Appraising:</b></p> <ul style="list-style-type: none"> <li>• Begin to use musical terms (louder/quieter, faster/slower, higher/lower)</li> <li>• Begin to articulate how changes in speed, pitch and dynamics effect the mood</li> </ul> <div data-bbox="1932 919 2911 1381" style="border: 2px solid black; padding: 10px;"> <p><b>MUSICAL ELEMENTS</b></p> <p><b>DURATION</b> Steady beat, short and long sounds</p> <p><b>PITCH</b> High and low</p> <p><b>TEMPO</b> Fast and slow</p> <p><b>DYNAMICS</b> Loud and quiet</p> <p><b>TIMBRE</b> The tone quality of the sound – rough, smooth, scratch, etc</p> <p><b>STRUCTURE</b> Phrases of a song, overall plan of a piece</p> </div>

**YEAR 2 MINIMUM EXPECTED STANDARDS**

**By the end of Year 2 most pupils should be able to:**

PERFORM (Singing/Playing)	EXPLORE and COMPOSE	LISTEN, REFLECT and APPRAISE
<p><b>Using their voices:</b></p> <ul style="list-style-type: none"> <li>Sing a variety of songs with more accuracy of pitch</li> <li>Sing words clearly and breathing at the end of phrases</li> <li>Convey the mood or meaning of the song</li> <li>Sing with a sense of control of <b>dynamics</b>(volume) and <b>tempo</b> (speed)</li> <li>Echo sing a short melodic phrases</li> <li>Identify if the pitch is getting higher or lower, or is staying the same and copy with their voices</li> <li>Follow a leader (teacher)starting and stopping together</li> </ul> <p><b>Using Instruments:</b></p> <ul style="list-style-type: none"> <li>Play with control: a) maintaining steady beat b) getting faster or slower c) getting louder or quieter</li> <li>Perform a repeated two note melodic ostinato to accompany a song</li> <li>Perform a rhythm accompaniment to a song</li> <li>Perform a sequence of sounds using a graphic score</li> <li>Work and perform in smaller groups</li> <li>Follow a leader (teacher)starting and stopping together</li> <li>Demonstrate some confidence in performing as a group and as an individual</li> </ul>	<p><b>Explore:</b></p> <ul style="list-style-type: none"> <li>Ways in which sounds are made (<i>tapped, blown, scraped, shaken</i>), and can be changed</li> <li>Long and short sounds (<b>rhythm – duration</b>)</li> <li>The rhythm patterns of words and sentences</li> <li>Changes in <b>pitch</b> (higher and lower)</li> <li>Sequences of sound (<b>structure</b>)</li> <li>Sounds in response to a stimulus (<b>visual or aural</b>)</li> <li>How sounds can be manipulated to convey different effects and moods</li> </ul> <p><b>Compose:</b></p> <ul style="list-style-type: none"> <li>Short melodic phrases</li> <li>Short repeated rhythmic patterns (<b>ostinati</b>)</li> <li>Rhythm patterns from words</li> <li>A piece of music that has a beginning, middle and end (<b>structure</b>)</li> <li>Music that has long and short sounds, and/or changes in tempo, timbre and dynamics, in small groups</li> <li>Music that conveys different moods</li> </ul> <hr/> <p style="text-align: center;"><b>KEY WORDS</b></p> <p><b>PHRASE</b> Short section of a melody  <b>SEQUENCE</b> One after another  <b>OSTINATO</b> Short repeated rhythmic pattern or melodic shapes  <b>DRONE</b> Continuous or repeated pitch or pitches  <b>GRAPHIC SCORE</b> Notation using pictures or symbols  <b>STEADY BEAT</b> Regular pulse  <b>RHYTHM PATTERN</b> A group of long and short sounds</p>	<p><b>Listening and appraising</b></p> <ul style="list-style-type: none"> <li>Listen with increased concentration</li> <li>Recognise the sounds of the percussion instruments used, their names, how they are played and which ones can make high and low sounds</li> <li>Recognise how sounds are made – tapping, rattling, scraping, blowing etc</li> <li>Identify different qualities of sound such as smooth, scratchy, clicking, ringing (<b>timbre</b>)</li> <li>Recognise and respond to different changes of speed (<b>tempo</b>)/volume (<b>dynamics</b>) and <b>pitch</b></li> <li>Respond through movement/dance to different musical characteristics and moods (angrily, sadly, cheerfully, daintily etc)</li> <li>Recognise and respond to the mood of a piece of music. Begin to use music terminology when describing how the mood is created (i.e. the mood is sad because the music is played very slowly and quietly)</li> </ul> <hr/> <p style="text-align: center;"><b>MUSICAL ELEMENTS</b></p> <p><b>PITCH</b> High, low, getting higher, getting lower</p> <p><b>DYNAMICS</b> Loud, quiet, getting louder or quieter</p> <p><b>TEMPO</b> Fast, slow, getting faster or slower</p> <p><b>STRUCTURE</b> Phrases of a song, overall plan of a piece of music</p> <p><b>TIMBRE</b> The tone quality of the sound i.e. smooth scratchy, heavy, light, cold, warm, dull, bright.</p> <p><b>DURATION</b> Long and short sounds, beat, rhythm</p>

## YEAR 3 MINIMUM EXPECTED STANDARDS

By the end of year 3 most pupils should be able to:

PERFORM (Singing /Playing)	EXPLORE and COMPOSE	LISTEN, REFLECT and APPRAISE
<p><b>Using their voices:</b></p> <ul style="list-style-type: none"> <li>Sing songs in a variety of styles with confidence, singing an increasing number from memory</li> <li>Show increasing accuracy of pitch and awareness of the shape of a melody.</li> <li>Imitate increasingly longer phrases with accuracy</li> <li>With an awareness of the phrases in a song</li> <li>Understand that posture, breathing and diction are important.</li> <li>Demonstrate an awareness of character or style in performance.</li> <li>Chant or sing a round in two parts</li> <li>Sing songs with a recognised structure (verse and chorus/ call and response)</li> </ul> <p><b>Using instruments:</b></p> <ul style="list-style-type: none"> <li>Keep a steady beat on an instrument in a group or individually</li> <li>Maintain a rhythmic or melodic ostinato simultaneously with a different ostinato and/or steady beat</li> <li>Use tuned percussion with increasing confidence</li> <li>Copy a short melodic phrase by ear on a pitched instrument</li> <li>Play using symbols including graphic and / or simple traditional notation</li> <li>Follow simple hand directions from a leader</li> <li>Perform with an awareness of others</li> <li>Combine musical sounds with narrative and movement</li> </ul> <p>Perform a composed piece to a friendly audience, as a member of a group or class</p>	<p><b>Explore:</b></p> <ul style="list-style-type: none"> <li>Longer – shorter / faster - slower / higher - lower / louder - quieter sounds on tuned and untuned percussion and voices.</li> <li>Pitch notes moving by step (notes adjacent to each other) and by leap (notes with gaps between them)</li> <li>Symbols to represent sound (graphic scores / traditional notation)</li> <li>The sounds of different instruments - TIMBRE and how they can represent pictures/ stories/ moods</li> <li>The different sounds (timbres) that one instrument can make</li> <li>How the musical elements can be combined to compose descriptive music</li> </ul> <p><b>Compose:</b></p> <ul style="list-style-type: none"> <li>Words and actions to go with songs</li> <li>A simple rhythmic accompaniment to go with a song, using ostinato patterns</li> <li>Music that has a recognisable structure; Beginning, Middle and End or verse/chorus</li> <li>Music that tells a story, paints a picture or creates a mood</li> <li>Music that uses repetition / echo</li> </ul>	<p><b>Listening, reflecting and appraising:</b></p> <ul style="list-style-type: none"> <li>Listen with concentration to longer pieces / extracts of music</li> <li>Listen to live/recorded extracts of different kinds of music and identify where appropriate <ul style="list-style-type: none"> <li>a steady beat / no steady beat</li> <li>a specific rhythm pattern or event</li> <li>the speed (TEMPO) of the music</li> <li>the volume (DYNAMICS)</li> <li>the melody</li> </ul> </li> <li>using appropriate musical terms/language</li> <li>Identify common characteristics</li> <li>Recognise some familiar instrumental sounds in recorded music (piano, violin, guitar drums etc)</li> <li>Identify repetition in music ie a song with a chorus</li> <li>Recognise aurally wooden, metal, skin percussion instruments and begin to know their names</li> <li>Listen to their own compositions and use musical language to describe what happens in them</li> </ul>
	<p><b>KEY WORDS</b></p> <p><i>STEADY BEAT   RHYTHM   OSTINATO</i></p> <p><i>PITCH   PHRASE   REPETITION</i></p> <p><b>MUSICAL SYMBOLS</b></p>	<p><b>MUSICAL ELEMENTS</b></p> <p><b>DURATION</b>   Beat (pulse), rhythm, longer, shorter, sustained</p> <p><b>TEXTURE</b>   Layering of sounds</p> <p><b>TEMPO</b>   Steady, faster, slower</p> <p><b>DYNAMICS</b>   Louder, quieter</p> <p><b>STRUCTURE</b>   Beginning, middle, end, repetition</p> <p><b>PITCH</b>   Notes moving by step/leap</p> <p><b>TIMBRE</b>   Sound quality of individual instruments</p>

## YEAR 4 MINIMUM EXPECTED STANDARDS

By the end of Year 4 most pupils should be able to:

PERFORM (Singing/Playing)	EXPLORE and COMPOSE	LISTEN, REFLECT and APPRAISE
<p><b>Using their voices:</b></p> <ul style="list-style-type: none"> <li>Sing songs in a variety of styles with an increasing awareness of the tone of their voices and the shape of the melody</li> <li>Sing songs showing musical expression (phrasing, changes of tempi, dynamics; reflecting the mood and character of the song and its context)</li> <li>Sing two/three part rounds with more confidence and increasing pitch accuracy</li> <li>Sing confidently as part of a small group or solo being aware of posture and good diction.</li> <li>Copy short phrases and be able to sing up and down in step independently.</li> </ul> <p><b>Using instruments:</b></p> <ul style="list-style-type: none"> <li>Maintain two or more different ostinato patterns in a small instrumental group against a steady beat</li> <li>Play music that includes RESTS</li> <li>Use tuned percussion instruments with increasing confidence to accompany songs and improvise</li> <li>Play by ear – find known phrases or short melodies using tuned instruments</li> <li>Play music in a metre of two or three time</li> <li>Read and play from some conventional music symbols</li> <li>Combine instrumental playing with narrative and movement</li> <li>Follow a leader, stopping / starting, playing faster/ slower and louder / quieter.</li> <li>Perform to an audience of adults, an assembly or other classes with increasing confidence.</li> </ul>	<p><b>Explore:</b></p> <ul style="list-style-type: none"> <li>Sounds to create particular effects (<b>timbre</b>)</li> <li>Rhythm patterns in music from different times and places (<b>duration</b>)</li> <li>The <b>pentatonic scale</b></li> <li>Pitched notes that move by steps and/ or leaps to make short phrases/melodies</li> <li>Music that describes feelings or moods using ‘tense’ or ‘calm’ sounds using <b>dynamics</b>, different <b>tempi</b>, different <b>timbres</b> etc</li> <li>Combining and controlling sounds to achieve a desired effect</li> <li>Music that incorporates effective silences (rests)</li> <li>Different groupings of beats (metre of 2/3)</li> </ul> <p><b>Compose:</b></p> <ul style="list-style-type: none"> <li>A simple rhythmic accompaniment to a song using <b>ostinato</b> patterns and <b>drones</b></li> <li>A simple melody from a selected group of notes (i.e. a pentatonic scale)</li> <li>Music that has a recognisable structure</li> <li>A piece of music that reflects images/ and atmosphere, that has a clearly defined plan, making subtle adjustments to achieve the intended effect</li> <li>Arrange a song using tuned and untuned accompaniments developed from the song and perform to a friendly audience</li> </ul> <p>• Use a range of ICT to sequence, compose, record and share work <b>KEY WORDS</b></p> <p><b>OSTINATO DRONE REPETITION METRE RESTSTEP LEAP PHRASE MELODY PENTATONIC TUNED PERCUSSION UNTUNED PERCUSSION</b></p>	<p><b>Listening, Reflecting and Appraising:</b></p> <ul style="list-style-type: none"> <li>Recognise aurally the range of percussion (tuned and untuned) used in school and some individual orchestral instruments taught in school.</li> <li>Recognise and talk about some contrasting styles of music in broad terms, using appropriate musical language (the <b>tempo, dynamics, metre, texture, timbre</b>)</li> <li>Recognise music from different times and countries identifying key elements that give it its unique sound.</li> <li>Identify repeated rhythmic or melodic phrases in live or recorded music</li> <li>Identify whether a song has a verse/chorus or call and response structure</li> <li>Identify the use of metre in 2 or 3 in a piece of recorded or live music</li> <li>Recognise the combined effect of layers of sound by listening to their own arrangements, compositions and recordings.</li> </ul>
		<p><b>MUSICAL ELEMENTS</b></p> <p><b>DURATION</b> Metre – the organisation of beats  <b>TEXTURE</b> Layers of sound  <b>TIMBRE</b> Different instruments/ tone quality  <b>PITCH</b> Pentatonic scales  <b>STRUCTURE</b> Repetition, verse chorus / call and response, plan  <b>METRE</b> The organisation of beats into groups  <b>TEMPO</b> The speed of the music</p>



**YEAR 5 MINIMUM EXPECTED STANDARDS**

By the end of year 5 most pupils should be able to:

PERFORM(Singing/Playing)	EXPLORE and COMPOSE	LISTEN, REFLECT and APPRAISE
<p><b>Using their voices:</b></p> <ul style="list-style-type: none"> <li>• Sing confidently in a wide variety of styles with expression</li> <li>• Communicate the meaning and mood of the song</li> <li>• Sing a simple second part of a two part song with confidence</li> <li>• Maintain own part in a round</li> <li>• Perform a song from memory with attention to phrasing, dynamics and accuracy of pitch, for a special occasion</li> </ul> <p><b>Using instruments:</b></p> <ul style="list-style-type: none"> <li>• Perform on a range of instruments in mixed groups to an audience, with confidence</li> <li>• Read and play with confidence from conventional or graphic notation</li> <li>• Continue to play by ear on pitched instruments, extending the length of phrases, melodies played.</li> <li>• Perform with sensitivity to different dynamics, tempi</li> <li>• Lead/conduct a group of instrumental performers</li> <li>• Maintain a rhythmic or melodic accompaniment to a song</li> <li>• Maintain own part on a pitched instrument in a small ensemble</li> <li>• Perform own compositions to an audience</li> <li>• Use an mp3 recoder/video recorder to keep a record of work in progress and record performances.</li> </ul> <p><b>Know what makes a good performance</b></p>	<p><b>Explore:</b></p> <ul style="list-style-type: none"> <li>• Chords / harmony – concord and discord</li> <li>• Scales, such as PENTATONIC, RAG, BLUES</li> <li>• Texture created by layering rhythmic and/or melodic ostinatos</li> <li>• Developing ideas, using musical devices such as repetition, question and answer, ostinato.</li> <li>• Characteristics of various styles, for example, Blues, Rap, Gospel , Folk, African <b>etc</b></li> <li>• Improvising in a variety of styles</li> </ul> <p><b>Compose / Arrange:</b> (Always considering the musical elements)</p> <ul style="list-style-type: none"> <li>• Create own simple songs reflecting the meaning of the words</li> <li>• Compose music that reflects given intentions, e.g. descriptive music, a rap, a melody with an ostinato accompaniment</li> <li>• Arrange a song for class performance with an appropriate pitched and unpitched accompaniment</li> <li>• Refine own compositions after discussion</li> <li>• Use a range of symbols (conventional or graphic) to record compositions.</li> <li>• Use ICT (computers/ipads/tablets/MP3 recorders etc) to record, sample, sequence, loop and manipulate sound to create soundscapes / compositions</li> </ul> <div data-bbox="1041 1045 1902 1318" style="border: 1px solid black; padding: 5px;"> <p><b>KEY WORDS</b> RHYTHM,PHRASE,MELODY,HARMONY,OSTINATO, METRE, REPETITION, SCALE, ACCOMPANIMENT, STYLE, EXPRESSION , RECORD, ICT</p> </div>	<p><b>Listening, Reflecting and Appraising</b></p> <ul style="list-style-type: none"> <li>• Distinguish differences in timbre and texture between a wide variety of instruments and instrumentation</li> <li>• Identify and discuss ‘what happens when’ within simple musical structures</li> <li>• Recognise and identify features of expression (phrasing, melody, harmony, different dynamics, metre and tempi) in an extract of live or recorded music</li> <li>• Compare two pieces of instrumental music from different countries/ times and discuss the similarities and differences</li> <li>• Use musical vocabulary and knowledge to talk about and discuss music from a variety of sources, traditions and cultures, including performances of their own and others’ compositions</li> <li>• Use musical vocabulary and knowledge to help identify areas for development or refinement when composing</li> </ul> <div data-bbox="2006 978 2926 1306" style="border: 2px solid black; padding: 10px;"> <p><b>MUSICAL ELEMENTS</b></p> <p>DURATION (beat, rhythm, metre) PITCH(melody, harmony), TEXTURE, TIMBRE, DYNAMICS, STRUCTURE, TEMPO</p> </div>

# YEAR 6 MINIMUM EXPECTED STANDARDS

By the end of Year 6 most pupils should be able to:

PERFORM(Singing/Playing)	EXPLORE and COMPOSE	LISTEN, REFLECT and APPRAISE
<p><b>Using their voices:</b></p> <ul style="list-style-type: none"> <li>• Sing confidently in a wide variety of styles with expression</li> <li>• Communicate the meaning and mood of the song</li> <li>• Sing a simple second part of a two part song with confidence</li> <li>• Maintain own part in a round</li> <li>• Perform a song from memory with attention to phrasing, dynamics and accuracy of pitch, for a special occasion</li> </ul> <p><b>Using instruments:</b></p> <ul style="list-style-type: none"> <li>• Perform on a range of instruments in mixed groups to an audience, with confidence</li> <li>• Read and play with confidence from conventional or graphic notation</li> <li>• Continue to play by ear on pitched instruments, extending the length of phrases, melodies played.</li> <li>• Perform with sensitivity to different dynamics, tempi</li> <li>• Lead/conduct a group of instrumental performers</li> <li>• Maintain a rhythmic or melodic accompaniment to a song</li> <li>• Maintain own part on a pitched instrument in a small ensemble</li> <li>• Perform own compositions to an audience</li> <li>• Use an mp3 recoder/video recorder to keep a record of work in progress and record performances.</li> </ul> <p><b>Know what makes a good performance</b></p>	<p><b>Explore:</b></p> <ul style="list-style-type: none"> <li>• Chords / harmony – concord and discord</li> <li>• Scales, such as PENTATONIC, RAG, BLUES</li> <li>• Texture created by layering rhythmic and/or melodic ostinatos</li> <li>• Developing ideas, using musical devices such as repetition, question and answer, ostinato.</li> <li>• Characteristics of various styles, for example, Blues, Rap, Gospel , Folk, African <b>etc</b></li> <li>• Improvising in a variety of styles</li> </ul> <p><b>Compose / Arrange:</b> (Always considering the musical elements)</p> <ul style="list-style-type: none"> <li>• Create own simple songs reflecting the meaning of the words</li> <li>• Compose music that reflects given intentions, e.g. descriptive music, a rap, a melody with an ostinato accompaniment</li> <li>• Arrange a song for class performance with an appropriate pitched and unpitched accompaniment</li> <li>• Refine own compositions after discussion</li> <li>• Use a range of symbols (conventional or graphic) to record compositions.</li> <li>• Use ICT (computers/ipads/tablets/MP3 recorders etc) to record, sample, sequence, loop and manipulate sound to create soundscapes / compositions</li> </ul> <div data-bbox="1032 993 1890 1272" style="border: 1px solid black; padding: 5px;"> <p><b>KEY WORDS</b> RHYTHM,PHRASE,MELODY,HARMONY,OSTINATO, METRE, REPETITION, SCALE, ACCOMPANIMENT, STYLE, EXPRESSION , RECORD, ICT</p> </div>	<p><b>Listening, Reflecting and Appraising</b></p> <ul style="list-style-type: none"> <li>• Distinguish differences in timbre and texture between a wide variety of instruments and instrumentation</li> <li>• Identify and discuss ‘what happens when’ within simple musical structures</li> <li>• Recognise and identify features of expression (phrasing, melody, harmony, different dynamics, metre and tempi) in an extract of live or recorded music</li> <li>• Compare two pieces of instrumental music from different countries/ times and discuss the similarities and differences</li> <li>• Use musical vocabulary and knowledge to talk about and discuss music from a variety of sources, traditions and cultures, including performances of their own and others’ compositions</li> <li>• Use musical vocabulary and knowledge to help identify areas for development or refinement when composing</li> </ul> <div data-bbox="1991 926 2902 1257" style="border: 2px solid black; padding: 10px;"> <p><b>MUSICAL ELEMENTS</b></p> <p>DURATION (beat, rhythm, metre) PITCH(melody, harmony), TEXTURE, TIMBRE, DYNAMICS, STRUCTURE, TEMPO</p> </div>