



| Year Group Skills | Key stage 1 Year 1 and 2 | Lower Key stage 2 Year 3 and 4 | Upper key stage 2 Year 5 and 6 |
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| <p>Listening</p>  | <p>Listening to a piece of music, identifying if it is fast, slow, happy or sad. Describe how an instrument has been used to represent a sound or object, such as a drum for thunder.</p> <p>Understanding that different types of sounds are called timbres. To recognise basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower).</p> <p>Describing the character, mood, or 'story' of music they listen to, both verbally and through movement.</p> <p>Describing the differences between two pieces of music.</p> <p>Listening and respond to other performers by playing as part of a group.</p> <p>Recognising timbre changes in music they listen to.</p> <p>Recognising structural features in music they listen to.</p> | <p>Discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz, Samba, Rock and Roll).</p> <p>Understanding that music from different parts of the world has different features.</p> <p>Recognising and explaining the changes within a piece of music using musical vocabulary.</p> <p>Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.</p> <p>Beginning to show an awareness of metre.</p> <p>*Identifying gradual dynamic and tempo changes within a piece of music.</p> <p>Identifying common features between different genres, styles and traditions of music.</p> | <p>Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. (South African, West African, Musical, Theatre, Blues, Dance Remix.).</p> <p>Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.</p> <p>Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts (Pop art, Film music).</p> <p>Identifying the way that features of a song can complement one another to create a coherent overall effect.</p> <p>Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.</p> |

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| | <p>Listening to and recognising instrumentation.</p> <p>Identifying melodies that move in steps.</p> <p>Listening to and repeat a short, simple melody by ear.</p> | <p>Recognising, naming and explaining the effect of the interrelated dimensions of music.</p> <p>Identifying scaled dynamics (crescendo/decrescendo) within a piece of music.</p> | |
| <p>Compose</p>  | <p>Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.</p> <p>Creating simple melodies using a few notes.</p> <p>Combining instrumental and vocal sounds within a given structure.</p> <p>*Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.</p> <p>*Creating simple melodies from five or more notes.</p> | <p>Composing a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing).</p> <p>Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).</p> <p>Composing a coherent piece of music in a given style with voices, bodies and instruments.</p> <p>*Creating a piece of music with at least four different layers and a clear structure.</p> | <p>Compose a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama).</p> <p>Select, discuss and refine musical choices both alone and with others, using musical vocabulary with confidence.</p> <p>Compose a multi-layered piece of music from a given stimulus with voices, bodies and Instruments.</p> <p>Compose an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure.</p> <p>Record own composition using appropriate forms of notation and/or technology.</p> |

Perform



Using their voices expressively to speak and chant.

Singing short songs from memory, maintaining the overall shape of the melody and keeping in time.

Maintaining the pulse (play on the beat) using hands and tuned and untuned instruments.

Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.

Using their voices expressively when singing, including the use of basic dynamics (loud and quiet).

Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.

Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.

Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.

Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.

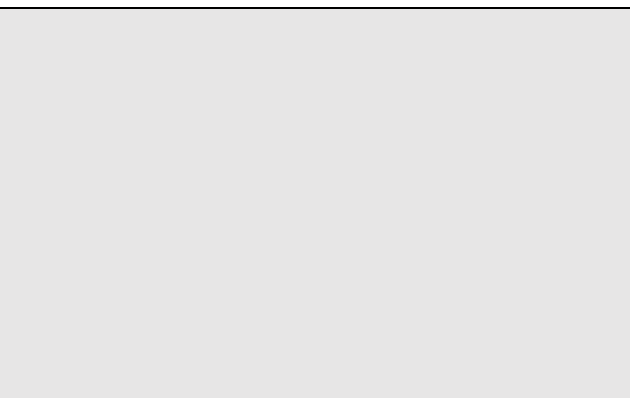
Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.

Playing a simple chord progression with accuracy and fluency.

Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.

Performing a solo or taking a leadership role within a performance.

Improvise



Beginning to improvise musically within a given style.

Improvising coherently and creatively within a given style, incorporating given features.

Pulse and Rhythm

Recognise and identify the difference between pulse and rhythm.

Create and repeat extended rhythmic patterns using a range of percussion and tuned instruments.

Develop melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.



Copy a simple rhythm by clapping or using percussion.

Copy longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse.

Developing melodies using rhythmic variation, transposition, inversion, and looping.

Play syncopated rhythms with accuracy, control and fluency.

Combine rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.

Notation



Creating a simple graphic score to represent a composition.

Use letter names and graphic notation to represent the details of their composition.

Perform from graphic notation.

Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.

Perform from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology.

Recognising the use and development of motifs in music.

Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.

Using staff notation to record rhythms and melodies.

Perform with accuracy and fluency from graphic and simple staff notation.

Record own composition using appropriate forms of notation and/or technology.

*Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.

Appraise



Explain what they like or dislike about a piece of music and why.

Begin to use musical vocabulary to describe music.

Appreciate and listen to music from different traditions, cultures and composers.

Compare, discuss and evaluate music using detailed musical vocabulary.

Discuss musical eras in context, identifying how they have influenced

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| | <p>Begin to suggest improvements to their own work and others.</p> | <p>Using musical vocabulary to discuss the purpose of a piece of music.</p> <p>Begin to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.</p> <p>Use relevant musical vocabulary (pitch, rhythm, pulse, tempo) when talking about the elements of music within a piece.</p> | <p>each other, and discuss the impact of different composers on the development of musical styles.</p> <p>Constructively critique their own and others' work, using musical vocabulary.</p> <p>Use musical vocabulary correctly when describing and evaluating the features of a piece of music.</p> <p>Describe how music can be used to create expression and emotion.</p> |
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