

Year Group	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Area of Study						
<p>Listening, Appraising and Responding (Listening to a range of high-quality live and recorded music) (Listening with attention to detail and record sounds with increasing aural memory)</p>	<p>Describe the character, mood or story of music they listen to, both verbally and through movement</p> <p>Recognise the basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower)</p> <p>Recognise and understand the difference between pulse and rhythm</p> <p>Understand that different types of sounds are called timbres</p> <p>Describe the differences between two pieces of music</p> <p>Express an opinion about music (like/dislike)</p> <p>Listen to and repeat short, simple rhythmic patterns</p> <p>Listen and respond to other performers as playing a part of a group</p>	<p>Recognise timbre changes in music they listen to</p> <p>Recognise structural features in music they listen to</p> <p>Recognise different instruments and begin to name them</p> <p>Begin to use musical vocabulary to describe music</p> <p>Listen to and repeat a short, simple rhythm by ear</p> <p>Suggest improvements to their own and others work</p>	<p>Discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary</p> <p>Recognise and explain the changes within a piece of music using musical vocabulary</p> <p>Describe the timbre, dynamic and textural details of a piece of music verbally</p> <p>Recognise and begin to discuss changes within 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 other's work.</p>	<p>Identify gradual dynamic and tempo changes within a piece of music</p> <p>Recognise and discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary</p> <p>Identify common features between different genres, styles and tradition of music</p> <p>Recognise, name and explain the effect of interrelated dimensions of music</p> <p>Identify scaled dynamics (crescendo/ decrescendo) within a piece of music</p> <p>Use musical vocabulary to discuss the purpose of a piece of music</p> <p>Use musical vocabulary (related to the interrelated dimensions of music) when discussing improvements to their own and others' work</p>	<p>Recognise and confidently discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary and explaining how these have developed over time</p> <p>Represent the features of a piece of music using graphic notation and colours, justifying their choices with reference to musical vocabulary</p> <p>Compare, discuss and evaluate music using detailed musical vocabulary</p> <p>Develop confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work</p>	<p>Recognise and confidently discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary and explaining how these have developed over time</p> <p>Represent the features of a piece of music using graphic notation and colours, justifying their choices with reference to musical vocabulary</p> <p>Discuss musical eras in context, identifying how that have influenced each other, and discussing the impact of different composers on the development of musical styles</p> <p>Represent changes in pitch, dynamics and texture using graphic notation, justifying their choices with references to musical vocabulary</p> <p>Confidently using detailed musical vocabulary (related to the inter related dimensions of music) to discuss and evaluate their own and others work</p>
<p>Composing (Create sounds and music using the interrelated dimensions of music)</p>	<p>Select and create short sequences of sound with voices or instruments to represent a given idea or character</p> <p>Begin to make improvements to their work as suggested by the teacher</p> <p>Combine instrumental and vocal sounds within a given structure</p>	<p>Select and create short sequences of sound with voices or instruments to represent a given idea or character</p> <p>Successfully combine and layer several instrumental and vocal patterns within a given structure</p> <p>Create simple melodies from 5 or more notes</p> <p>Choose appropriate dynamics, tempo and timbre for a piece of music</p>	<p>Compose a piece of music in a given style with voices and instruments</p> <p>Combine melodies and rhythms to compose a multi-layered composition in a given style (pentatonic)</p> <p>Use letter name and rhythmic notation (graphic or staff) and key musical vocabulary to label and record their compositions</p> <p>Suggest and implement improvements to their own work, using musical vocabulary</p>	<p>Compose a coherent piece of music in a given style with voices, bodies and instruments</p> <p>Develop melodies using rhythmic variation, transposition, inversion and looping</p> <p>Create a piece of music with at least four different layers and a clear structure</p> <p>Suggest improvements to others work, using musical vocabulary</p>	<p>Compose a detailed piece of music from a given stimulus with voices, bodies and instruments</p> <p>Improvise coherently within a given style</p> <p>Combine rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest</p> <p>Use staff notation to record rhythms and melodies</p> <p>Select, discuss and refine musical choices both alone and with others, using musical vocabulary with confidence</p>	<p>Compose a detailed piece of music from a given stimulus with voices, bodies and instruments</p> <p>Improvise coherently within a given style, incorporating given features.</p> <p>Combine rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest</p> <p>Develop melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture</p> <p>Record own composition using appropriate forms of notation</p>

		Use letter name and graphic notation to represent details of their composition Beginning to suggest improvement their own work			Suggest and demonstrate improvements to own and others' work	
Performing (Singing assembly)	Sing short song from memory, maintaining the overall shape of the melody and keeping in time. Use their voices expressively to speak and chant Respond to simple musical instructions such as tempo and dynamic changes as part of a class performance Maintain the pulse (play on the beat) using hands, tuned and un-tuned instruments Copy back short rhythmic and melodic phases on percussion instruments	Use their voices expressively when singing, including the use of basic dynamics (loud and quiet) Sing short songs from memory, with melodic and rhythmic accuracy Copy longer rhythmic patterns on un-tuned percussion instruments, keeping a steady pulse Perform expressively using dynamics and timbre to after sounds as appropriate Clap back in time, a simple rhythm clapped to me Clap rhythms in time with the music	<i>Sing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique</i> Sing and play in time with peers, with some degree of accuracy and awareness of their part in the group performance Perform from basic staff notation, incorporating rhythm and pitch and be able to identify these symbols using musical terminology	<i>Sing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes.</i> Sing and play in time with peers, with accuracy and awareness of their part in the group performance Play melody parts on tuned instruments with accuracy and control and developing instrumental technique Play syncopated rhythms with accuracy, control and fluency	<i>Sing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression</i> Work as a group to perform a piece of music, adjusting dynamics an pitch according to a graphic score, keeping in time with others and communicating with the group Perform with accuracy and fluency from graphic and simple staff notation Play a simple chord progression with accuracy and fluency	Sing songs in two or more secure parts from memory, with accuracy, fluency, control and expression Work as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group Perform a solo or take a leadership role within a performance Perform by following a conductors cue and direction