**Music: Listen & Appraise**

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| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| listen to a variety of musical styles from different times, traditions and composers | continue to understand and appreciate a variety of musical styles from different times and traditions | continue to listen to a variety of musical styles from different times and traditions |
| learn to recognise the sound of musical instruments | continue to recognise the sound of musical instruments and features of key musical styles | recognise instruments and features of different musical styles |
| learn to recognise basic features of key musical styles | identify basic musical styles through learning about their style indicators and the instruments played | continue to identify musical styles through learning about their style indicators and the instruments played |
| begin to recognise/ identify very simple style indicators | find and internalise the pulse/steady beat and understand what that means | find the pulse of the music being listened to confidently and innately, and understand what that means  |
| march/clap/tap knees/ move to find and internalise the pulse | more consistently use accurate musical language to describe and discuss music | use accurate musical language to describe and discuss music | use accurate musical language confidently and with understanding to describe and discuss music |
| begin to find and internalise the pulse | find and internalise the pulse | listen to other ideas about music, and respect those ideas and feelings | listen to other ideas about music, and respect those ideas and feelings |
| begin to use basic musical language to describe music listened to and personal responses | continue to realise/understand/explain/show how pulse, rhythm and pitch fit together | continue to realise/understand/explain/give examples to show how pulse, rhythm and pitch fit together |
| begin to listen respectfully to other people’s thoughts and feelings about music listened to | begin to use language of (e.g.) tempo, dynamics, timbre, texture and structure to describe how a piece of music fits together, and its effects | use language of tempo, dynamics, timbre, texture and structure |
| discuss simple dimensions of music (pulse, rhythm, pitch) | discuss simple dimensions of music (pulse, rhythm, pitch, tempo, dynamics) |  |  |  |  |

**Music: Musical Activities (Singing)**

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| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| sing with a limited pitch range | sing in tune with a limited pitch range | continue to sing with an appropriate vocal range with clear diction |
| start to sing songs together as a group/ensemble | learn and understand more about preparing to sing e.g. warming up | understand how to prepare for singing together in a group/ensemble, or in parts |
| develop the confidence to sing alone | explore a range of vocal activity e.g. rapping, beatboxing | understand how to work together as part of a group, an ensemble, or as a soloist |
| begin to understand the importance of warming up voices and establishing a good singing position | understand the importance of warming up voices and establishing a good singing position | understand how posture, breathing and voice projection are used in singing |
| sing with a good sense of the pulse internally | sing with a good sense of the pulse internally and try to sing together and in time with the group | sing with a good sense of the pulse internally and try to sing together and in time with the group | sing with a good sense of the pulse internally and sing together and in time with the group |
| stop, start and join in as appropriate, beginning to follow a leader/conductor | understand that lyrics project the meaning of the song | perform a song stylistically and as musically as possible | understand the importance of clear diction and tuning |
|  | follow a leader/conductor | begin to perform songs in two parts | perform a song stylistically and as musically as possible |
|  |  | confidently follow a leader/conductor | follow a leader/conductor with confidence and ease, understanding how any why the ensemble fits together |
|  |  |  |  | lead/conduct a group or ensemble |

**Music: Musical Activities (Playing Instruments)**

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| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| begin to use glocks, recorders and percussion instruments as appropriate | perform as a soloist and as part of a band/ensemble, by ear and/or from different notations | use glocks, recorders, band and percussion instruments  |
| begin to learn to play together in a group/ensemble | play pieces in unison and in two parts | play together with confidence and understanding in band/ensemble | play together with more confidence and deeper understanding in band/ensemble |
| move between differentiated parts as required, using a sound-before-symbol approach | play with more knowledge and confidence | play with more knowledge, confidence and ease |
| learn to stop/start and respond to basic musical clues from the leader/conductor | continue to respond to basic musical clues from the leader/conductor | move between differentiated parts as required using a sound-before-symbol approach, using notation is appropriate | move between differentiated parts as required using a sound-before-symbol approach, using notation is appropriate |
| learn how to treat instruments with respect and how to play it correctly | continue to respond to basic musical cues from the leader/conductor | confidently respond to musical cues from the leader/conductor | demonstrate confidence and fluency when playing an instrument in a solo or ensemble context |
| play as part of an ensemble/group with a sound-before-symbol (by ear) approach | play more confidently as part of an ensemble/group with a sound-before-symbol (by ear) approach |
|  |  | continue to treat instruments with respect and care, and know how to play it correctly | demonstrate musical quality e.g. clear starts, ends of pieces/phrases, technical accuracy etc. |
|  |  |  | maintain an appropriate pulse |
|  |  |  | maintain an independent part/solo in an ensemble or small group |
|  |  |  | continue to treat instruments with respect and use the correct techniques to play them |
|  |  |  |  | understand the basics and foundations of formal notation |

**Music: Musical Activities (Improvisation)**

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| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| begin to explore and create simple musical sounds with voices and instruments within the context of the song being learnt | continue to explore and create simple musical sounds with voices and instruments within the context of the song being learnt | continue to learn that improvisation is making up own tune or rhythm | continue inventing musical ideas with improvisation | deepen understanding of musical improvisation |
| understand that improvisation is when a tune or rhythm is made up (not written down or notated) | continue to explore and create simple musical sounds with voices and instruments within the context of the song being learnt | continue to create more complex rhythms and melodies, and create own rhythmic patterns which lead to melodies |
| improvise very simple patterns with instruments (one or two notes) and/or voice | improvise simple patterns with instruments (one or two notes) and/or voice | deepen understanding of improvisation using one or two notes, or singing | deepen understanding of improvisation using up to three notes, or singing | improvise and perform in solo and ensemble contexts, understanding the importance of quality rather than quantity of notes |
| create own simple rhythmic patterns that lead to a melody in group or solo situations | continue to create own simple rhythmic patterns that lead to a melody in group or solo situations | deepen understanding of improvisation using up to three notes, or singing |
| perform own rhythms and melodies with confidence and understanding in a group | perform own rhythms and melodies with confidence and understanding in a group | improvise using up to three notes with confidence |
|  | improvise using two notes with confidence |  |  |

**Music: Musical Activities (Composition)**

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| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| create own very simple melodies (usually in a group)  | continue to learn and understand that composition is creating musical ideas, recorded in sound or written using any appropriate notation | continue inventing musical ideas within compositions | know and understand that composition is creating own melody within given boundaries | understand with greater depth that composition is creating own melody within given boundaries |
| create compositions using one or two notes | move beyond compositions using one or two notes, increasing to three if appropriate  | continue to create slightly more complex melodies (usually in a group) within the context of the song being learnt | continue to create more complex melodies (in a group or a whole class) within the context of the song being learnt | confidently create own melodies within the context of the song being learnt |
| record a composition in any way appropriate | move beyond compositions using one or two notes, increasing to three if appropriate | move beyond composing using two notes, increasing to three notes and then give if appropriate |
| notate music in different ways, including graphic/pictorial notation, video, ICT | notate music in different ways, including graphic/pictorial notation, video, ICT | notate music in different ways, including graphic/pictorial notation, video, ICT or with formal notation |
| musically demonstrate a very simple understanding of dimensions of music including dynamics (getting louder and quieter) and pitch (higher and lower)  | musically demonstrate a very simple understanding of dimensions of music including dynamics (getting louder and quieter), pitch (higher and lower) and tempo (faster and slower) | musically demonstrate understanding of dimensions of music including dynamics (getting louder and quieter), pitch (higher and lower) and tempo (faster and slower) | use voice, sounds, technology and instruments in creative ways, recording in any way appropriate |
| begin to recognise the link between shape and pitch using graphic notations | recognise the link between shape and pitch using graphic notations | continue to musically demonstrate understanding of dimensions of music including dynamics (getting louder and quieter), pitch (higher and lower) and tempo (faster and slower) |
|  |  |  | record compositions in sound or written using any appropriate notation | recognise and musically demonstrate awareness of the link between shape and pitch when using graphic notations |

**Music: Perform & Share**

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| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| begin to work together as part of an ensemble/band | work together as part of an ensemble/band | continue to work together confidently as part of an ensemble/band | continue to work together confidently as part of an ensemble/band with an increasing understanding of how to improve musical performance |
| remember the importance of starting and ending together | perform what they have learnt to other people | sing, play, improvise and play back compositions as part of an ensemble/band with increasing confidence, skill and accuracy |
| try to follow the leader/conductor | play instruments, improvise and play own compositions as part of a performance and with as much confidence as possible | practise, rehearse and present performances with more awareness of an audience’s needs |
| perform what they have learnt to other people | understand that performances bring all aspects of the unit together | perform with a deeper understanding, knowing that performances bring all aspects of the unit together | communicate ideas, thoughts and feelings through musical demonstration |
| play instruments, improvise and play own compositions as part of a performance and with as much confidence as possible | practise, rehearse and present performances with awareness of an audience | watch/listen to a recording and discuss their performance, offering feedback and comments |
| understand that performances bring all aspects of the unit together | try to communicate ideas, thoughts and feelings through simple musical demonstration | understand the importance of practice |
| practise, rehearse and present performances with some awareness of an audience | watch/listen to a recording and discuss their performance, offering feedback and comments |  |  |
| try to communicate ideas, thoughts and feelings through simple musical demonstration |  |  |  |  |
| watch/listen to a recording and discuss their performance, offering feedback and comments |  |  |  |  |