**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 | |  |  |  |  |