

Singing	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Working at the expected standard</b></p>	<p>Sing simple folk tunes in unison both with and without accompaniment or backing tracks. <b>1.1</b></p>	<p>Sing simple songs and folk songs in rounds. <b>1.1</b></p>	<p>Sing songs and folk rounds whilst accompanied by ostinatos from the groups. <b>2.1</b></p>	<p>Sing pieces in two parts that have contrasting melodies and counter-melodies. <b>2.1</b></p>	<p>Sing pieces, including those from the western classical tradition, with a range of at least 8 notes and pieces with at least 2 different parts. <b>2.1</b></p>	<p>Sing musically, responding to the performance directions of the piece e.g. phrasing; sing more extended harmony parts. <b>2.1/2.4</b></p>
<p><b>Working above the expected standard</b></p>	<ul style="list-style-type: none"> <li>• Can they sing with an open mouth and clear pronunciation?</li> </ul>	<ul style="list-style-type: none"> <li>• Do they show accuracy of pitch and use clear words?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they control pitch and tuning accurately within an octave; understand why posture, breathing and dictation are important?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they sing with gradual changes in dynamics; an awareness of breathing in order to support the voice in longer phrases; with music expression?</li> </ul>	<ul style="list-style-type: none"> <li>• Do they have a range of an octave; sing confidently in a wide variety of styles with increased control of longer phrases through breath support and good diction; follow conducting for accurate starts?</li> </ul>	<ul style="list-style-type: none"> <li>• Do they sing with a clear and consistent, well projected tone; show awareness of blending and balancing with other performers; follow hand signals from a conductor, responding with accurate timing, entries and expression?</li> </ul>

Active Listening	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Working at the expected standard</b></p>	<p>Identify musical features in a range of high-quality live and recorded music; replicate basic rhythms heard. <b>1.3/1.4</b></p>	<ul style="list-style-type: none"> <li>Identify where elements change (e.g. music gets faster or louder); replicate these changes in a simple performance <b>1.3/1.4</b></li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe musical features in pieces from different traditions; sing or play back simple melodies that are heard. <b>2.3/2.5/2.6</b></li> </ul>	<ul style="list-style-type: none"> <li>Compare pieces of music in different traditions; perform music heard aurally that contains 2+ different parts at the same time. <b>2.1/2.3/2.5/2.6</b></li> </ul>	<p>Whilst listening, pick out and perform syncopated and off-beat rhythms; be able to explain why the music uses those types of rhythms. <b>2.2/2.5/2.6</b></p> <ul style="list-style-type: none"> <li></li> </ul>	<p>Talk about the key features including:</p> <ul style="list-style-type: none"> <li>Tempo</li> <li>Metre</li> <li>Instrumentation</li> <li>Melody</li> </ul> <p>Understand the key features of at least four different types/genres of music. <b>2.1/2.3/2.5/2.6</b></p>
<p><b>Working above the expected standard</b></p>	<ul style="list-style-type: none"> <li>Can they respond to the mood of the piece through art and dance and say how a range of music makes them feel?</li> </ul>	<ul style="list-style-type: none"> <li>Can they pick out and clap along with the pulse in music from different styles; listen with concentration to recorded or live music, recognising where musical ideas are repeated?</li> </ul>	<ul style="list-style-type: none"> <li>Can they recognise common instruments in recorded music, and identify them as belonging to a specific family eg violin (strings); drum kit (percussion); guitar (plucked strings); flute (woodwind); trumpet (brass); piano (keyboard); and memorise musical ideas (eg a melody, a chorus, a rhythmic idea) and identify when, or how many times it is heard in a piece of recorded music?</li> </ul>	<ul style="list-style-type: none"> <li>Can they identify, across a range of music, some key musical features of that time period or tradition (eg instruments used, style of performing); and listen attentively to live or recorded music, using aural memory to identify details eg when a memorised musical idea comes back; which instruments play a specific feature?</li> </ul>	<ul style="list-style-type: none"> <li>Can they show a basic understanding of the history of western classical music by distinguishing between music from 17<sup>th</sup>/18<sup>th</sup> century; 19<sup>th</sup> century; 20/21<sup>st</sup> century; and identify how developments in musical instrument design and technology have influenced how composers create music; and recognise types of ensembles from different countries and traditions, identifying instruments combinations and key features that give them their unique sounds eg samba band, jazz</li> </ul>	<ul style="list-style-type: none"> <li>Can they use musical vocabulary confidently and accurately to identify key features of music from a wide range of different genres, cultures and traditions; and select a piece of music that they identify with and listen attentively to identify unique musical features to justify why it is special; and memorise simple phrases by ear and work out how to play them on an instrument?</li> </ul>

Progression of Learning in Music (with GD)

					quartet, djembe group?	
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Pulse and Rhythm	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Working at the expected standard</b>	Keep a steady pulse and be able to pick out two different tempos in music <b>1.3/1.4</b>	Keep a steady pulse in a group and solo with musical accompaniment; demonstrate at least 2 different time signatures (3/4 and 4/4) <b>1.3/1.4</b>	Keep a steady pulse in a group and solo without musical accompaniment; demonstrate 2/4, 3/4 and 4/4 using at least 3 tempos. <b>2.1/2.3</b>	On a tuned instrument, keep a steady pulse in 2/4, 3/4 and 4/4 time signatures and using different tempos with other pupils playing another ostinato to accompany. <b>2.1/2.3</b>	On a tuned instrument, regularly and accurately perform pieces using at least 3 contrasting tempos and time signatures. <b>2.1</b>	When performing solo and in an ensemble, follow direction to change tempo accurately within pieces of music. <b>2.1/2.3</b>
<b>Working above the expected standard</b>	<ul style="list-style-type: none"> <li>Can they repeat back short basic rhythms?</li> </ul>	<ul style="list-style-type: none"> <li>Can they repeat back longer basic rhythms (at least 2 bars); performing notation (using crotchets, quavers and minims)?</li> </ul>	<ul style="list-style-type: none"> <li>Can they perform rhythms that are longer than 2 bars using crotchets, quavers, minims and their rests?</li> </ul>	<ul style="list-style-type: none"> <li>Can they perform pieces with at least 2 rhythms happening together; recognise and clap back rhythms using single quaver rests?</li> </ul>	<ul style="list-style-type: none"> <li>Can they perform pieces which use off-beat and dotted rhythms and single quaver rests?</li> </ul>	<ul style="list-style-type: none"> <li>Can they perform pieces which use off-beat and syncopated rhythms in: 3 different time signatures and 3 different tempos?</li> </ul>

Melody (and notation)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Working at the expected standard	Sing back short melodies that use 2 pitched notes and develop the concept of pattern work in music using rhythm grids. <b>1.1/1.2/1.4</b>	Sing back short melodies that use around 3 pitched notes; Perform from rhythmic notation including crotchets and minims. <b>1.1/1.2/1.4</b>	Perform from and compose using at least 3 pitched notes and simple rhythms (crotchets, quavers, minims and rests). <b>2.1/2.2/2.3/2.4</b>	Perform from and compose using 5 pitched notes (or 4 chords). <b>2.1/2.3</b>	Perform from and compose using 5-8 pitched notes; capture the work in different formats so it can be recreated. <b>2.1</b>	Perform pieces which use off-beat and syncopated rhythms in: 3 different time signatures and 3 different tempos. <b>2.1</b>
Working above the expected standard	<ul style="list-style-type: none"> <li>Can they sit or stand with basic posture with relaxed shoulders?</li> </ul>	<ul style="list-style-type: none"> <li>Do they know that phrases are where we breathe in a song?</li> </ul>	<ul style="list-style-type: none"> <li>Can they create accompaniments for melodies?</li> </ul>	<ul style="list-style-type: none"> <li>Does it have a discernible form, such as a verse and chorus, or beginning, middle and end?</li> </ul>	<ul style="list-style-type: none"> <li>Can they make adaptations to their compositions to better suit the different formats?</li> </ul>	<ul style="list-style-type: none"> <li>Can they apply to this the written word - whether it is their own writing or to enhance dramatic poetry?</li> </ul>

Composition and Improvising	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Working at the expected standard	Improvise simple rhythms based on a given stimuli (e.g. rhythm grids). <b>1.4</b>	Repeat back longer basic rhythms from memory (at least 2 bars) and add imitations of the rhythms. <b>1.4</b>	Create 3 basic note tunes and simple rhythms using crotchets, quavers, minims and their rests. <b>2.2</b>	Improvise and compose tunes using 5 notes. Create more developed rhythmic patterns (around 4 bars). <b>2.2</b>	Create four bar melodies (in different tempos and time signatures) that can be performed and include some off-beat rhythms. <b>2.2/2.5/2.6</b>	Improvise and compose extended pieces of music using up to 8 notes and a variety of rhythms, tempos and time signatures. <b>2.2/2.5/2.6</b>
Working above the expected standard	<ul style="list-style-type: none"> <li>Can they experiment with more than one sound at once: voice, body, instrument?</li> </ul>	<ul style="list-style-type: none"> <li>Can they use a simple structure (e.g. repetition and order) in a piece of music?</li> </ul>	<ul style="list-style-type: none"> <li>Can they compose a simple piece of music that they can recall to use again?</li> </ul>	<ul style="list-style-type: none"> <li>Can they show how they can use dynamics to provide contrast?</li> </ul>	<ul style="list-style-type: none"> <li>Can they identify (and use) how patterns of repetitions, contrasts and variations can be organised to give structure to a melody, rhythm, dynamic and timbre?</li> </ul>	<ul style="list-style-type: none"> <li>Do they use a full range of chromatic pitches to build up chords, melodic lines and bass lines?</li> </ul>

Performance Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Working at the expected standard	Play basic rhythms on untuned percussion instruments and body percussion. <b>1.2</b>	Play longer phrases on untuned percussion instruments and body percussion. <b>1.2</b>	Use tuned percussion/melodic instruments as well as the voice to perform 3+ note melodies and simple rhythms. <b>2.1</b>	Perform 5+ note melodies (or 4+ chords) and more complex rhythms on tuned instruments. <b>2.1</b>	Perform 5-8 note melodies or developed chord progressions (e.g. 2+ chords per bar) and more complex rhythms. <b>2.1</b>	Perform confidently and accurately individually and as a part of a group. <b>2.1/2.4</b>
Working above the expected standard	<ul style="list-style-type: none"> <li>• Can they play in time to a changing beat?</li> <li>• Can they follow hand signals for start/stop and quieter/louder?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they understand the importance of a warm up?</li> <li>• Can they copy back an accented rhythm pattern?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they sing/play rhythmic patterns in contrasting tempo; keeping to the pulse?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they use selected pitches simultaneously to produce simple harmony?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they devise and play a repeated sequence of pitches on a tuned instrument to accompany a song?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the parts will fit together?</li> </ul>

Evaluating and Appraising	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Working at the expected standard	Choose sounds and instruments carefully and make improvements to their own and others' work. 1.3/1.4		Recognise how music can reflect different intentions. 2.5/2.6		Improve their work through analysis, evaluation and comparison. 2.1/2.2/2.3	
Working above the expected standard	<ul style="list-style-type: none"> <li>Can they tell whether a change (e.g. pitch, tempo, dynamics, texture and timbre) is gradual or sudden and describe its effect?</li> </ul>		<ul style="list-style-type: none"> <li>Can they recognise changes in sounds that incrementally and more dramatically?</li> <li>Can they compare repetition, contrast and variation within a piece of music?</li> <li>Can they identify how a change in timbre can change the effect of a piece of music?</li> </ul>		<ul style="list-style-type: none"> <li>Can they explain how tempo changes the character of music?</li> <li>Can they identify where a gradual change in dynamics has helped to shape a phrase of music?</li> <li>Can they appraise the introductions, interludes and endings for songs and compositions they have created?</li> </ul>	

	1	2	3	4	5	6
<b>Pitch</b>	High/low	High/low	Simple repeated patterns and pentatonic patterns.	Pentatonic Patterns	Pentatonic Patterns and chromatic melodies.	Major & minor
<b>Duration</b>	Long/short Steady beat	Rhythmic patterns	Strong beats/Weak beats	Metre/Crotchets/Quavers	2, 3, 4	5, 6, 9 Dotted and swung rhythms
<b>Dynamics</b>	Loud/quiet	Graduation	Graduation	Strong contrasts	Strong contrasts	Accents & articulation
<b>Tempo</b>	Fast/slow	Graduation	Graduation	Comparing tempi	Comparing tempi	Tempo for mood effects
<b>Timbre</b>	Exploring	Wood, metal, strings	Wood, metal, strings	Orchestral family timbres	Orchestral family timbres	Electronic sounds
<b>Texture</b>	One sound Several sounds	Layers	Melody/Accompaniment	Melody/Accompaniment and syncopated rhythms	Weaving parts	Chords
<b>Structure</b>	Beginnings Endings	Simple repeated patterns	Question & answer	Ostinato	Rounds	Ternary Forms

### **Subject content – Key Stage 1**

- 1.1 use their voices expressively and creatively by singing songs and speaking chants and rhymes**
- 1.2 play tuned and untuned instruments musically**
- 1.3 listen with concentration and understanding to a range of high-quality live and recorded music**
- 1.4 experiment with, create, select, and combine sounds using the inter-related dimensions of music**

### **Subject content – Key Stage 2**

- 2.1 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression**
- 2.2 improvise and compose music for a range of purposes using the inter-related dimensions of music**
- 2.3 listen with attention to detail and recall sounds with increasing aural memory**
- 2.4 use and understand staff and other musical notations**
- 2.5 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians**
- 2.6 develop an understanding of the history of music**