

Key-Stage	EYFS	KS1		KS2			
National Curriculum for Music	Look at the “ Development Matters - September 2020” and “Music Development Matters” Documents.	Pupils should be taught to: <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music. 		Pupils should be taught to: <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music. 			
Year Group	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening	<p>Able to listen to a wide range of music, with contrasting styles.</p> <p>Consider how the music makes them feel by giving short and immediate answers (e.g. “this music makes me feel sad”).</p> <p>Share a wide variety of music and songs from different cultures and historical periods.</p>	<p>Listen with increased focus to the contrasting style of music.</p> <p>Understand that music might reflect different emotions or how to tell a story.</p> <p>Perceive our own narrative within a piece of music (e.g. I can hear the rain dripping throughout the piece of music).</p>	<p>Listen to an ever-broadening canon of composers.</p> <p>Recognise different musical styles from around the world, with focus on particular areas relevant to our community.</p> <p>Understand how music can enhance a narrative for a film or theatre production, and identify musical elements which heighten these narratives.</p> <p>Recognise different pitches aurally (e.g. high, middle and low) and translate that to a set of parameters (e.g. “I know that note was higher, so it must have been a D)</p>	<p>Have a knowledge of instrumental music from around the world through listening to music that might challenge us.</p> <p>Listen to a wide range of music from the Western Art Music tradition, with particular spotlights on composers whose stories may not be so well known.</p> <p>Begin to recognise simple and well known genres of music through listening activities.</p> <p>Reason why different pieces of music might have different effects upon the listener.</p>	<p>To listen to new and diverse instrumental music from around the world that contrasts with music we have previously listened to.</p> <p>To identify elements of music when listening to pieces of unknown music.</p> <p>To give a reasoned argument about why composers have used different compositional tools within a piece of music, and explain their effect upon the listener.</p>	<p>To identify various dimensions of music and their intended effects upon the listener.</p> <p>To listen to a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians.</p>	<p>To interpret and share ideas on meanings of given pieces offering reasoned answers derived from the dimensions of music.</p>
Composition and Improvisation	<p>Use untuned percussion instruments to interpret sounds for a narrative and begin to give reasons for their choices e.g. “a rocket will sound loud like a cymbal”.</p> <p>Suggest different performance styles within a given framework that would alter a piece of music e.g. “could we try this loud [...] could we try this with an underwater voice”</p> <p>Use simple musical elements to alter their music e.g. fast/slow, high/low, structure.</p>	<p>Use untuned instruments to represent different sounds and different emotions and give more developed reasons for this.</p> <p>Use pitch to reflect emotions or narrative e.g. “I will use a low sound to show that I am grumpy [...] I will use a short, repeating sound to sound like raindrops”</p> <p>Understand different elements of music that can be altered in composition, with a particular focus on structure.</p>	<p>Use tuned and untuned percussion instruments to replicate movement in a film.</p> <p>Improvise around elements of world music to produce our own melodies over a given structure.</p> <p>Use technology to enhance some of our compositions (e.g. use computerised sounds to make sound effects for our animations).</p> <p>Use music to build up suspense, humour and surprise to enhance a narrative.</p>	<p>Use different scales and patterns to construct our own improvisations (e.g. Major, Minor and Byzantine).</p> <p>Be able to change the accented beats of our compositions from strong to weak, with reference to the style and genre of our composition.</p> <p>Use the harmonic series as a basis for composition.</p>	<p>To use leitmotif as a compositional tool.</p> <p>To use recorders within our own improvisation and compositions.</p> <p>Begin to use fragmentation and layering of a given melody within our own compositions.</p>	<p>To use a variety of instruments for our own compositions.</p> <p>To improvise and create increasingly complicated musical ideas and patterns as a form of self expression.</p> <p>To compose descriptive melodic material using musical elements.</p> <p>To use varying structures in their compositions including binary, ternary and rondo forms.</p> <p>To build upon inspiration from great composers, and select ideas to enhance our own compositions.</p>	<p>Freely improvise over various chord patterns using set parameters, with appropriate rhythmic and melodic freedom and expression.</p> <p>To use our knowledge of harmony to compose songs with a strong and valid harmonic structure.</p> <p>To arrange our compositions for various instruments.</p>
Vocal	Perform recognisable songs and chants such as nursery	Learn and join in confidently with more developed vocal	Effectively lead warm ups for a class and begin to	Learn more complex warm ups which include more	Lead effective warm ups that might use two or more parts.	Singing in rounds confidently in groups of varying sizes.	Use warm ups that might have two harmonic lines, and

<p>Performance</p>	<p>rhymes.</p> <p>Learn and join in confidently with a set of vocal warm ups.</p> <p>Be able to control their voice for different effects e.g. smooth/spiky, soft/loud.</p> <p>Learn new short, simple and repetitive songs that have a small pitch range with consolidatory actions.</p> <p>Perform small solos in front of peers.</p> <p>Perform in front of an audience during school performances e.g. Winter Sounds.</p> <p>Play a wide variety of music and songs from different cultures and historical periods.</p>	<p>warm ups and vocaleases.</p> <p>Have an increased sense of control over their voice and pitch matching.</p> <p>Learn new songs with confidence through call and response, with an increasing sense of aural memory.</p> <p>Perform songs with appropriate accents and stylistic features to convey the mood, style and meaning of the music.</p> <p>Sing rounds in 2, 3 and 4 parts with confidence.</p> <p>Perform given choreography with a visual aid along to a song.</p>	<p>understand how they can be used to encourage greater vocal dexterity.</p> <p>Learn more developed songs with contrasting sections.</p> <p>Be able to use our voices to convey the story and emotion of a given song.</p> <p>Perform songs in a different language and convey that meaning through our performance.</p> <p>Lead performances that use call and response.</p>	<p>complex rounds, and know when to use them effectively to help us learn a piece of music.</p> <p>Perform a developed song with confidence that has a wide vocal range.</p> <p>Be able to use different characteristics and timbres within our voice while performing.</p> <p>To begin to use breath effectively, and control it for varying phrase lengths.</p> <p>To sing a simple song while playing an instrument at the same time.</p>	<p>Learn a song that has 2 or more parts that are either heterophonic or use call and response.</p> <p>To lead their own part with confidence.</p> <p>To offer interpretation on how we might perform certain phrases within a song and critically analyse the outcome.</p> <p>To identify passages that use the same notes, or identify small changes from the score and interpret how they might sound.</p>	<p>To follow a conductor when singing a lead or accompanying part in an ensemble.</p> <p>Learn a complex song with 2 contrasting melodic lines, and perform it with confidence.</p> <p>Be able to read simple, conjunct, unknown phrases and work out how they might sound in our voice.</p>	<p>perform them with confidence.</p> <p>Sing more chromatic and angular lines with an increased sense of aural memory and recall.</p> <p>To follow a conductor while singing more complex lead or accompaniment roles in an ensemble with accuracy, fluency, control and musicianship.</p> <p>Sing, perform and rehearse complex twenty first century compositions that present musical challenges in terms of tonality, melodic dexterity and/or rhythm.</p> <p>To combine all elements of performance in our own showcase.</p>
<p>Instrumental Performance</p>	<p>Use percussion instruments with confidence and accuracy.</p> <p>Name common percussion instruments.</p> <p>Keep a steady beat.</p> <p>Create different and varying sounds within given parameters e.g. soft/loud, fast/slow.</p> <p>Combine these parameters for different effects e.g. loud and slow.</p> <p>Be able to repeat rhythms back in a call and response.</p> <p>Play sound matching games.</p>	<p>Use untuned percussion with increasing dexterity.</p> <p>Name more complex percussion instruments with confidence e.g. guiro, claves etc.</p> <p>Use instruments to accent the strong beats within a piece of music.</p> <p>Begin to use tuned instruments to play given melodies.</p>	<p>To begin to play the ocarina.</p> <p>Play simple rhythms and melodies consisting of crotchets and quavers and small sets of notes on the ocarinas and tuned percussion.</p> <p>Perform a piece of music from an animated film along with a given backing track on both tuned and untuned percussion, and using the keyboards.</p>	<p>To begin to play the ukulele.</p> <p>To be able to play single plucked strings on the ukulele in simple rhythmic patterns.</p> <p>To play sharps and flats on tuned percussion instruments</p> <p>To learn a thumb brush strum and thumb rest stroke, and change between these within a piece of music.</p> <p>To know a few simple chords on the ukulele.</p> <p>To slowly change between chords within a song.</p>	<p>To begin to play the recorder.</p> <p>To know a few notes on the recorder.</p> <p>To improve our dexterity on tuned percussion instruments and/or keyboards and perform more complex pieces of music, with some angular movement.</p> <p>To explore different and extended techniques on percussion instruments.</p>	<p>To begin the guitar.</p> <p>To develop further skills on the ukulele.</p> <p>Play more complex chords on the ukulele.</p> <p>To play well known songs on the ukulele with fluency and confidence.</p> <p>To perform an instrument in front of an audience.</p> <p>To perform in more complex metres including 5 and 7.</p>	<p>To become increasingly fluent and dexterous on the ukulele.</p> <p>Play ever more complex chords with increasing harmonic progressions.</p> <p>Translate different instrumental parts onto varying instruments.</p> <p>Play contrasting parts within an ensemble with confidence and fluency.</p>
<p>Notation</p>	<p>Use symbols to represent sounds.</p> <p>Arrange these symbols to organise our sounds.</p>	<p>Know that notes are named after the alphabet, and find these notes on a glockenspiel.</p> <p>Read through a graphic score with note names printed on.</p> <p>Use a coloured graphic score and associate this with the boomwhackers.</p>	<p>Begin to read staff notation in the treble clef.</p> <p>Recognise different pitches within the treble clef and correctly play them on the ocarina or glockenspiel.</p> <p>Use diagrams of the ocarinas holes as a graphic score.</p> <p>Begin to use and read simple rhythms e.g. crotchets, quavers and rests.</p>	<p>To understand how tab notation is used.</p> <p>Be able to read simple chord tabs.</p> <p>To know the difference between sharps and flats and what they do to a note on the stave.</p>	<p>To consolidate our knowledge of the treble clef staff and learn new notes within this staff.</p> <p>To create our own notation and graphic scores for our compositions.</p> <p>To begin to read small passages of notated music with confidence and accuracy.</p>	<p>To follow musical direction in a score and apply it to our performance.</p> <p>Read increasingly complex notation in various forms.</p>	<p>Begin to write our own chords on tab notation.</p> <p>Have an increased ability to read the treble clef notation.</p>

<p>Musicology</p>	<p>Know and recognise some simple musical terminology and put them into practice e.g. piano, forte.</p>	<p>Begin to understand that vocal music might sound different from around the world.</p> <p>Know and understand an increasing set of musical terminology and use them to describe both dynamics and tempo.</p> <p>Recognise different orchestral instruments by sight and with an increasing sense of aural knowledge.</p> <p>Know that music can be used to pass on oral history.</p> <p>Understand the term programme music, and how we can analyse pieces of programme music.</p>	<p>Understand how music can be passed on both orally and through notation, and reason the pros and cons of both.</p> <p>To have an understanding of musical influence upon our community from different parts of the world.</p> <p>Know the names of several composers.</p> <p>Identify different musical styles from their sounds, and give reasons for their answers.</p>	<p>To develop an understanding of the history of Western Art Music.</p> <p>To know and recognise several composers from the Western Art World.</p> <p>To curate their own canon of composers that they know and have listened to.</p> <p>To know how music has been used for ceremony, and the styles of music associated with that.</p> <p>To recognise that music is different around the world, and begin to give reasons for that difference (e.g. migration, cultural, etc.)</p>	<p>To recognise and name appropriately instruments from different cultures, with particular reference to the Gamelan and Batacuda bands.</p> <p>To recognise the cultural and spiritual importance of music upon different societies.</p> <p>Appraise our own musical outcomes.</p>	<p>To describe and compare musical ideas using a more extensive music vocabulary.</p> <p>To reflect on and critique our own and others work for intended outcomes.</p> <p>Provide ideas and suggestions to others for improvement in both performance and composition.</p> <p>Identify and discuss how composers and performers' environments have shaped their music.</p>	<p>To describe, compare and evaluate musical ideas using language from a developed music vocabulary.</p> <p>To evaluate the success of our own and others' work; suggesting specific strategies for improvements.</p> <p>To develop an understanding of the history of music from different cultures, traditions, composers and musicians evaluating how their environment has shaped their work.</p>
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