

Core Skills	EYFS	Y1	Y2	Y3/4	Y5	Y6
Listening	Responding to music with movement, altering it to reflect the tempo, dynamics or pitch of the music.	Recognising and understanding the difference between pulse and rhythm.	Recognising timbre changes in music they listen to.	Sound:	Sound:	Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles
	Exploring lyrics by suggesting appropriate actions.	Understanding that different types of sounds are called timbres.	Recognising structural features in music they listen to.	Instrument hold and embouchure.	As well as before:	
	Exploring the story behind the lyrics or music.	Recognising basic tempo, dynamic and pitch change	Listening to and recognising instrumentation.	Buzzing and sound production. Finger placement.	Embouchure strength development.	
	Listening to and following a beat using body percussion and instruments.	Describing the character, mood, or 'story' of music they listen to (verbally or through movement)	Beginning to use musical vocabulary to describe music.	Valve/slide positions of 5 notes (in Bb treble clef).	Developing sound production.	Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts
	Considering whether a piece of music has a fast, moderate or slow tempo.	Describing the differences between two pieces of music	Identifying melodies that move in steps.	Faster note changes (less repeated note pieces).	Finger coordination Valve/slide positions of 7 notes (in Bb treble clef).	Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.
	Listening to sounds and matching to the object or instrument.	Expressing a basic opinion about music (like/dislike)	Listening to and repeating a short, simple melody by ear.	Notes below the stave (ledger lines B and A).	Faster note changes (move to quaver patterns).	Identifying the way that features of a song can complement one another to create a coherent overall effect.
	Listening to sounds and identifying high and low pitch.	Listening to and repeating short, simple rhythmic patterns.	Suggesting improvements to their own and others' work.	Increased understanding of tonguing and awareness of tone.	Notes below the stave (ledger lines B, Bb, A, Ab and G).	Use musical vocabulary correctly when describing and evaluating the features of a piece of music.
	Listening to and repeating a simple rhythm.	Listening and responding to other performers by playing as part of a group.		Pitching between open notes.	Build on accuracy of tonguing and fullness of tone. Pitching between chromatic notes.	Evaluating how the venue, occasion and purpose affects the way a piece of music sounds
	Listening to and repeating simple lyrics.			Production of any of the previous notes without progression by step.	Production of any of the previous notes without progression by step Extending upper register to B and C.	Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.
	Understanding that different instruments make different sounds and grouping them accordingly.			Extending upper register. Valve/Slide positions of 8 notes.	Valve/Slide positions of 8 notes	
				Introduction of bigger intervals/ jumps.	Further development of interval leaps and increased tempo.	

Composing	Playing untuned percussion 'in time' with a piece of music.	Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.	Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.	Symbol: Minims, crotchets, semibreves, paired quavers and corresponding rests.	Symbol: Recognising standard western notation symbols for rhythms using: Minims, crotchets, semibreves, paired quavers, semiquavers and corresponding rests.	Improvising coherently and creatively within a given style, incorporating given features
	Selecting classroom objects to use as instruments.					
	Experimenting with body percussion and vocal sounds to respond to music.	Combining instrumental and vocal sounds within a given structure.	Successfully combining and layering several instrumental and vocal patterns within a given structure.	Identifying 5 notes on the treble clef stave. Dotted notes and their values, groups of 4 semiquavers on one pitch.	Securely identify 5 notes on the treble clef stave. Dotted notes and their values, groups of 4 quavers across different pitches.	Composing a multi-layered piece of music from a given stimulus with voices, bodies and instruments.
	Selecting appropriate instruments to represent action and mood.	Creating simple melodies using a few notes	Creating simple melodies from five or more notes	Reading rhythm patterns using symbols from last term.	Reading rhythm patterns using symbols from last term.	Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure
	Experimenting with playing instruments in different ways	Choosing dynamics, tempo and timbre for a piece of music.	Choosing appropriate dynamics, tempo and timbre for a piece of music.	Dynamic and articulation notation.	Securely identify dynamics.	Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.
	Using their voices to join in with well-known songs from memory	Creating a simple graphic score to represent a composition	Using letter name and graphic notation to represent the details of their composition	Identifying notes on the treble clef stave (low A – G on the stave).	Identifying notes on the treble clef stave (ledger lines B, Bb, A, Ab and G).	Recording own composition using appropriate forms of notation and/or technology and incorporating.
	Remembering and maintaining their role within a group performance	Beginning to make improvements to their work as suggested by the teacher	Beginning to suggest improvements to their own work.	Additional time signatures 2/4 3/4. Repeated note Triplets.	Additional time signatures 2/4 3/4.	Constructively critique their own and others' work, using musical vocabulary.
	Moving to music with instruction to perform actions			More complex rhythm patterns combined rhythms e.g. dotted quaver/semiquaver, quaver/ two semiquavers etc with support.	More complex rhythm patterns combined rhythms e.g. dotted quaver/semiquaver, quaver/ two semiquavers etc with support.	
	Participating in performances to a small audience					
	Stopping and starting playing at the right time			Identifying all notes on the treble clef stave.	Identifying all notes on the treble clef stave.	
Performing	Using their voices to join in with well-known songs from memory	Using their voices expressively to speak and chant	Using their voices expressively when singing, including the use of basic dynamics (loud and quiet).	Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.	.Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.	Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.
	Remembering and maintaining their role within a group performance	Singing short songs from memory, maintaining the overall shape of the melody and keeping in time.	Singing short songs from memory, with melodic and rhythmic accuracy	Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance	Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.	Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group
	Moving to music with instruction to perform actions	Maintaining the pulse (playing on the beat) using hands, and tuned and untuned Instruments	Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse			
	Participating in performances to a small audience		Performing expressively			

	Stopping and starting playing at the right time	Copying back short rhythmic and melodic phrases on percussion instruments.	using dynamics and timbre to alter sounds as appropriate	Performing from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology	Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.	Performing a solo or taking a leadership role within a performance.
		Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.	Singing back short melodic patterns by ear and playing short melodic patterns from letter notation		Using staff notation to record rhythms and melodies.	Performing with accuracy and fluency from graphic and staff notation and from their own notation.
		Performing from graphic notation.				Performing by following a conductor's cues and directions
Knowledge	To understand how to listen carefully and talk about what I hear.	To know that rhythm means a pattern of long and short notes.	To know that dynamics can change the effect a sound has on the audience.	Connecting Sound and Symbol:	Connecting Sound and Symbol:	To know that the conductor beats time to help the performers work well together.
	To know that there are special songs we can sing to celebrate events.	To understand that the pulse of the music can change.	To know that musical instruments can be used to create 'real life' sound effects.	Starting and stopping together (count in and following visual cues). Copycat games. Rhythm games.	Starting and stopping together (count in and following visual cues). Copycat games. Rhythm games. Dictation of rhythms. Verbalising written rhythms.	To know that 'Pack up your troubles in your old kit bag' and 'We'll meet again' are examples of songs popular during WW2
	To know that the beat is the steady pulse of a song.	To understand that pitch means how high or low a note sounds.	To understand that 'melody' means a tune.	Dictation of rhythms. Verbalising written rhythms.	Sing, play and identify 6 notes.	To know that a film soundtrack includes the background music and any songs in a film.
	To understand that a piece of music can tell a story with sounds.	To know that an instrument or rhythm pattern can represent a character in a story.	To know that a 'soundscape' is a landscape created using only sounds.	Sing, play and identify 5 notes.	Stagecraft, e.g. stage presence, bowing, holding instrument when not playing	To know that a 'theme' is a main melody in a piece of music.
	To recognise that voices and instruments can imitate sounds from the world around us (eg. vehicles).	To understand that tempo can be used to represent mood or help tell a story.	To know that folk music represents the traditions or culture of a place and is often passed on by being played rather than written down.	Stagecraft, e.g. stage presence, holding instrument when not playing, performing with awareness others and as a soloist and respecting other performers.	Composing/improvising. Solo performances.	To know that a 'polyphonic' texture means lots of individual melodies layered together, like in a canon.
	To know that an orchestra is a big group of people playing a variety of instruments together.	To know that dynamics can change how someone listening feels about music.	I know that a graphic score can show a picture of the structure of music.	Composing/improvising. Solo performances. More independence in reading rhythms.	More independence in reading rhythms.	To know that a chord progression is a sequence of chords that repeats throughout a song.
	To know that sounds can be copied by my voice, body percussion and instruments.	To know that pulse is the regular beat that goes through music.	To know that the long and short sounds of a spoken phrase can be represented by a rhythm.	Performing dynamic changes.	Performing dynamic changes.	
	To understand that my voice or an instrument can match an action in a song.	To know that sounds can help tell a story.	To know that woodwind instruments, like flutes, are played by blowing air into or across a mouthpiece.	Finger drill games/finger workout for more fluent note changes.	Finger drill games/finger workout for more fluent note changes.	To understand that improvisation means making up music 'on the spot'.
	To recognise music that is 'fast' or 'slow.'	To know that 'timbre' means the quality of a sound; eg that different instruments would sound different playing a note of the same pitch.	To know that 'notation' means writing music	Can comment on their own performance and give feedback on the performances of others.	Can comment on their own performance and give feedback on the performances of others. Performance directions.	To know that the Solfa syllables represent the pitches in an octave.
	To know that different	To know that my voice can create different		Performance directions.	More varied tempos.	

	instruments can sound like a particular character.	timbres to help tell a story.	down so that someone else can play it.	Gradual changes in dynamics (crescendo and diminuendo).	Part playing/ ensemble playing.	To understand that 'major' key signatures use note pitches that sound cheerful and upbeat.
	To know that the beat is the steady pulse of a song.	To understand that 'tuned' instruments play more than one pitch of notes.	To know that a composer is someone who creates music and writes it down.	More varied tempos. Part playing/ ensemble playing.	Maintaining independent parts.	
	To know that music often has more than one instrument being played at a time.	To know that your voice can be used as a musical instrument.	To know that 'duration' means how long a note, phrase or whole piece of music lasts.	Maintaining independent parts.	Sing, play and identify all notes learned.	To know that 'variations' in music are when a main melody is changed in some way throughout the piece.
	To understand that instruments can be played loudly or softly.	To understand that the pulse of music can get faster or slower.	To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music.	Sing, play and identify all notes learned.		To know that music in which very similar parts are introduced one by one to overlap is called a canon.
	To know that moving to music can be part of a celebration.	To know that my voice, body and instruments can show fast and slow beats.	To understand that structure means the organisation of sounds within music, eg a chorus and verse pattern in a song.			To know that a melody can be adapted by changing its dynamics, pitch or tempo.
	To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music.	To know that music has layers called 'texture'.	To know that stringed instruments, like violins, make a sound when their strings vibrate.			To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change.
	To understand what 'high' and 'low' notes are.	To know that Sergei Prokofiev wrote 'Peter and the Wolf' for children in 1936.	To understand that 'accompaniment' can mean playing instruments along with a song.			A 'counter-subject' or 'counter-melody' provides contrast to the main melody.
	To recognise music that is 'fast' or 'slow.'	To know that following a leader when we perform helps everyone play together accurately.	To understand that a motif is a 'sound idea' that can be repeated throughout a piece of music.			To understand that 'minor' key signatures use note pitches that can suggest sadness and tension.
	To understand that performing means playing a finished piece of music for an audience.	To know that body percussion means making sounds with your body not your voice, eg clapping or slapping knees.	To know that a composition is a collection of musical elements, like the melody, percussion, dynamics etc that together make a piece of music.			To know that 'The Young Person's Guide to the Orchestra' was written in 1945 by Benjamin Britten.
	To know that music often has more than one instrument being played at a time.	To know that a piece of music can have more than one section, eg a versed and a chorus.	To know that 'Tintagel' is an example of a 'symphonic poem' written by Arthur Bax in 1917.			To know that ground bass is a repeating melody played on a bass instrument in Baroque music.
	To recognise that different sounds can be long or short.	To understand that music can be represented by pictures or symbols.	To understand that the tempo of a musical phrase can be changed to achieve a different effect.			
	To know that signals can tell us when to start or stop playing.					
	To recognise music that is 'fast' or 'slow'.					

			<p>To know that a brass instrument is played by vibrating your lips against the mouthpiece.</p>			<p>To know that chord progressions are represented in music by Roman numerals.</p>
			<p>To understand that a melody is made up from high and low pitched notes played one after the other, making a tune.</p>			<p>To know that timbre can also be thought of as 'tone colour' and can be described in many ways eg warm or cold, rich or bright.</p>
			<p>To understand that an instrument can be matched to an animal noise based on its timbre.</p>			<p>To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.</p>
			<p>To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches.</p>			<p>To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'.</p>
						<p>To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly.</p>
						<p>To know that a 'counter-subject' or 'counter-melody' provides contrast to the main melody.</p>
						<p>To understand that all types of music notation show note duration.</p>
						<p>To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.</p>
						<p>To know that a canon is a musical structure or 'form'</p>

						in which an opening melody is imitated by one or more parts
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