

Level Expected at the End of EYFS We have selected the Early Learning Goal that links most closely to the Music National Curriculum.

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
<p>Pupils should be taught about:</p> <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. 	<p>Pupils should be taught about:</p> <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.

Core skills	Listening and Evaluating	Creating Sound	Notation	Improvising and Composing	Performing
Year 1	<ul style="list-style-type: none"> Listening with concentration to short pieces of music or excerpts from longer pieces of music. Engaging with and responding to longer pieces of music. Coordinating the speed of their movements to match the speed of the music (not the beat). Beginning to move in time with the beat of the music. Beginning to articulate how a piece of music affects them (e.g it makes them feel sleepy, it makes them want to dance, it makes them happy) Identifying some common instruments when listening to music. Relating sounds in music to real-world experiences. (e.g. it sounds like squelching mud). Recognising simple patterns and repetition in rhythm. (e.g. where a pattern of beats is repeated). Recognising simple patterns and repetition in pitch (e.g. do re mi). Talking about the tempo of music using the vocabulary of fast and slow. Talking about the dynamics of the music, using the vocabulary of loud, quiet and silent. Talking about the pitch of music, using the vocabulary of high and low. Stating what they enjoyed about their peers' performances. Giving positive feedback relating to the tempo of practices and performances using the vocabulary of fast and slow. 	<ul style="list-style-type: none"> Developing an awareness of how sound is affected by the way an instrument is held. Developing an awareness of how dynamics are affected by the force with which an instrument is played. Learning to use instruments to follow the beat by first observing and then mimicking the teacher's modelling. Using instruments imaginatively to create soundscapes which convey a sense of place. Using bilateral and hand-eye co-ordination to play/hold instruments using both hands. Starting to understand how to produce different sounds on pitched instruments. Maintaining a comfortable position when sitting or standing to sing and play instruments. 	<ul style="list-style-type: none"> Reading different types of notation by moving eyes from left to right as sound occurs. To know that notation is read from left to right. To know that in all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds. Recognising pitch patterns using dots Using pictorial representations to stay in time with the pulse when singing or playing. Confidently reading simple rhythmic patterns comprising of one beat sounds (crotchets) and one beat rests (crotchet rests). Beginning to read simple rhythmic patterns which include two half beats (quavers). To know that pictorial representations of rhythm show sounds and rests. 	<ul style="list-style-type: none"> Creating sound responses to a variety of physical stimuli such as, nature, artwork and stories Improvising simple question and answer phrases, using untuned percussion or voices. Experimenting with creating different sounds using a single instrument. Experimenting with creating loud, soft, high and low sounds. Selecting objects and/or instruments to create sounds to represent a given idea or character. Playing and combining sounds under the direction of a leader (the teacher). 	<ul style="list-style-type: none"> Offering positive feedback on others' performances. Starting to maintain a steady beat throughout short singing performances. Keeping head raised when singing. Keeping instruments still until their part in the performance. Performing actively as part of a group; keeping in time with the beat. Showing awareness of leader particularly when starting or ending a piece.

	<ul style="list-style-type: none"> • Giving positive feedback related to the dynamics of practices and performances, using the vocabulary of loud, quiet and silent. • Appreciating music from a wide variety of cultures and historical periods • To recognise and name the following instruments: up to three instruments • To know that sections of music can be described as fast or slow and the meaning of these terms. • To know that sections of music can be described as loud, quiet or silent and the meaning of these terms. • To know that sounds within music can be described as high or low sounds and the meaning of these terms. 				
Year 2	<ul style="list-style-type: none"> • Listening with concentration to short pieces of music or excerpts from longer pieces of music. • Engaging with and responding to longer pieces of music. • Confidently moving in time with the beat of the music when modelled. • Beginning to keep movements to the beat of different speeds of music. • Beginning to explain why the music has a certain effect on them, which could be related to the music or a personal experience. • Identifying some common instruments when listening to music. • Relating sounds in music to real-world experiences. (e.g. it sounds like squelching mud). • Recognising simple patterns and repetition in rhythm. (e.g. where a pattern of beats is repeated). • Recognising simple patterns and repetition in pitch (e.g. do re mi). • Talking about the tempo of music using the 	<ul style="list-style-type: none"> • Developing an awareness of how sound is affected by the way an instrument is held. • Developing an awareness of how dynamics are affected by the force with which an instrument is played. • Learning to use instruments to follow the beat by first observing and then mimicking the teacher's modelling. • Using instruments imaginatively to create soundscapes which convey a sense of place. • Using bilateral and hand-eye co-ordination to play/hold instruments using both hands. • Maintaining a comfortable position when sitting or standing to sing and play instruments. 	<ul style="list-style-type: none"> • Reading different types of notation by moving eyes from left to right as sound occurs. • To know that notation is read from left to right. • To know that in all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds. • Using a simplified version of a stave (only three lines) to notate known musical phrases (of two pitches). • Using pictorial representations to stay in time with the pulse when singing or playing. • Confidently reading simple rhythmic patterns comprising of one beat sounds (crotchets) and one beat rests (crotchet rests). • Beginning to read simple rhythmic patterns which include two half beats (quavers). • To know that pictorial representations of rhythm show sounds and rests. 	<ul style="list-style-type: none"> • Creating sound responses to a variety of physical stimuli such as nature, artwork and stories. • Improvising simple question and answer phrases, using untuned percussion or voices. • Experimenting with adapting rhythmic patterns by changing either the dynamics, tempo or instrument. • Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. 	<ul style="list-style-type: none"> • Offering positive feedback on others' performances. • Starting to maintain a steady beat throughout short singing performances • Standing or sitting appropriately when performing or waiting to perform. • Beginning to acknowledge their own feelings around performance. • Performing actively as a group, clearly keeping in time with the beat. • Following a leader to start and end a piece appropriately.

	<p>vocabulary of fast and slow.</p> <ul style="list-style-type: none"> • Talking about the dynamics of the music, using the vocabulary of loud, quiet and silent. • Talking about the pitch of music, using the vocabulary of high and low. • Stating what they enjoyed about their peers' performances. • Giving positive feedback relating to the tempo of practices and performances using the vocabulary of fast and slow. • Giving positive feedback related to the dynamics of practices and performances, using the vocabulary of loud, quiet and silent. • Appreciating music from a wide variety of cultures and historical periods • To recognise and name the following instruments: up to three instruments • To know that sections of music can be described as fast or slow and the meaning of these terms. • To know that sections of music can be described as loud, quiet or silent and the meaning of these terms. • To know that sounds within music can be described as high or low sounds and the meaning of these terms. 				
national curriculum	<p>Key Stage One expectations:</p> <ul style="list-style-type: none"> • Listen with concentration and understanding to a range of high-quality live and recorded music. • Listen with concentration and understanding to a range of high-quality live and recorded music. 	<p>Key Stage One expectations:</p> <ul style="list-style-type: none"> • Play tuned and untuned instruments musically. 	<p>Key Stage One expectations:</p> <ul style="list-style-type: none"> • The National curriculum attainment targets for Key Stage 1 do not refer to music notation. 	<p>Key Stage One expectations:</p> <ul style="list-style-type: none"> • Experiment with, create, select and combine sounds using the interrelated dimensions of music. 	<p>Key Stage One expectations:</p> <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.

Year 3	<p>As before with:</p> <ul style="list-style-type: none"> • Listen with concentration and understanding to a range of high-quality live and recorded music. • Starting and stopping together (count in and following visual cues). • Awareness of others when playing • Can comment on their own performance and give feedback on the performances of others. 	<ul style="list-style-type: none"> • Gaining insight into how the way an instrument is held can impact the sound it produces. • Investigating how dynamics (loudness and softness) are influenced by the force applied while playing an instrument. • Developing the ability to stay in rhythm by observing and then imitating the teacher's beat. • Using instruments to invent soundscapes that evoke a specific atmosphere or environment. • Enhancing coordination by using both hands to play and hold instruments with precision. • Starting to experiment with producing a range of sounds on instruments with varying pitches. • Practicing proper posture while sitting or standing to ensure comfort and effectiveness when singing or playing instruments. 	<ul style="list-style-type: none"> • Valve/slide positions of 5 notes (in Bb treble clef). • Recognising standard western notation symbols for rhythms using: <ul style="list-style-type: none"> • Minims, crotchets, semibreves, paired quavers and corresponding rests. • Identifying 5 notes on the treble clef stave. • Sing, play and identify 5 notes. • Faster note changes (less repeated note pieces). • Notes below the stave (ledger lines B and A). • Pitching between open notes. • Production of any of the previous notes without progression by step. • Dotted notes and their values, groups of 4 semiquavers on one pitch. • Reading rhythm patterns using symbols • Dynamic and articulation notation. • Identifying notes on the treble clef stave (low A - G on the stave). • Additional time signatures 2/4 3/4. • Extending upper register. • Valve/Slide positions of 8 notes. • Introduction of bigger intervals/ jumps. • Repeated note Triplets. • More complex rhythm patterns combined rhythms e.g. dotted quaver/ semiquaver, quaver/ two semiquavers etc with support. • Identifying all notes on the treble clef stave. • Gradual changes in dynamics (crescendo and diminuendo). • More varied tempos. 	<p>As before with:</p> <ul style="list-style-type: none"> • To compose and improvise with some support • Experimenting with adapting rhythmic patterns by changing either the dynamics, tempo or instrument. 	<ul style="list-style-type: none"> • Starting and stopping together (count in and following visual cues). • Stagecraft, e.g. stage presence, holding instrument when not playing, performing with awareness others and as a soloist and respecting other performers. • Solo performances. • Performing dynamic changes. • Performance directions. • Part playing/ ensemble playing.
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Year 4	<p>As before with:</p> <ul style="list-style-type: none"> Listen with concentration and understanding to a range of high-quality live and recorded music. Starting and stopping together (count in and following visual cues). Can comment on their own performance and give feedback on the performances of others. 	<ul style="list-style-type: none"> Understanding how different ways of holding an instrument can alter its tone and overall sound. Exploring how dynamics (the variation in volume) are influenced by the intensity of playing and how this affects musical expression. Developing the ability to stay in sync with the rhythm by closely observing the teacher's example and then applying that to your own playing. Using a range of instruments to compose and perform soundscapes that evoke specific emotions, themes, or environments. Refining coordination by using both hands skillfully to play and hold instruments with control and accuracy. Experimenting with different techniques to produce a variety of sounds on pitched instruments, exploring both high and low notes. Maintaining proper posture when singing or playing instruments to ensure both comfort and effective sound production throughout a performance. 	<ul style="list-style-type: none"> Valve/slide positions of 7 notes (in Bb treble clef). Recognising standard western notation symbols for rhythms using:- Minims, crotchets, semibreves, paired quavers, semiquavers and corresponding rests. Securely identify 5 notes on the treble clef stave. Notes below the stave (ledger lines B, Bb, A, Ab and G). Build on accuracy of tonguing and fullness of tone. Dotted notes and their values, groups of 4 quavers across different pitches. Reading rhythm patterns using symbols More complex rhythm patterns combined rhythms e.g. dotted quaver/semiquaver, quaver/ two semiquavers etc with support. Identifying all notes on the treble clef stave. 	<ul style="list-style-type: none"> To compose and improvise with some support Experimenting with adapting rhythmic patterns by changing either the dynamics, tempo or instrument. 	<ul style="list-style-type: none"> Stagecraft, e.g. stage presence, bowing, holding instrument when not playing Starting and stopping together (count in and following visual cues). Solo performances Listen to and take stage directions for performances Ensemble playing
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Year 5	<ul style="list-style-type: none"> Listening attentively to a wide variety of live and recorded music, analyzing and responding to different genres, styles, and cultural contexts. Students should be able to describe the mood, instrumentation, and key elements of the music, discussing how these contribute to the overall effect. Coordinating as a group by starting and stopping together, ensuring the class can play in unison with a clear understanding of counting in, and responding to visual cues (such as hand signals or conductor's gestures) for precise timing and transitions during ensemble performances. Reflecting on their own performances and giving constructive feedback to peers, identifying areas for improvement and offering thoughtful, specific suggestions. This includes recognizing strengths in rhythm, tone, dynamics, and teamwork in group performances, as well as developing the ability to receive and act on feedback from others. 	<ul style="list-style-type: none"> Exploring how the way an instrument is held can change its sound, experimenting with different grips or positions to manipulate the tone and quality of the music produced. Investigating how dynamics (volume) are shaped by how forcefully or gently an instrument is played, understanding how this variation can influence emotional expression and the overall musical impact. Developing rhythmic accuracy by closely following the teacher's demonstration, learning to stay in time with complex beats and rhythms, and applying that knowledge to individual and group performances. Composing and performing soundscapes using a variety of instruments to express specific moods, ideas, or settings, focusing on how different sounds and textures can convey different emotions or themes. Improving hand-eye coordination and control by playing and holding instruments with both hands, refining accuracy and timing, especially for more complex pieces requiring two-handed techniques. Experimenting with different playing techniques on pitched instruments, exploring both high and low notes, and learning how to control pitch, tone, and volume to create a range of musical effects. Maintaining good posture and breath control when playing or singing, ensuring that the body is relaxed yet supported, allowing for better sound production and sustained performance throughout a musical piece. 	<ul style="list-style-type: none"> Understanding and applying valve/slide positions for more notes in Bb treble clef, learning the correct fingerings or slide positions for each note and practicing smooth transitions between them. Recognizing standard western notation symbols for rhythms, including minims, crotchets, semibreves, paired quavers, semiquavers, and their corresponding rests, with the ability to read and perform rhythms accurately. Securely identifying more notes on the treble clef stave, including notes on the lines and spaces, and recognizing their corresponding pitches. Reading and recognizing notes below the stave (ledger lines), and understanding how to identify these notes on both the clef and instruments. Building accuracy with tonguing techniques and striving for a full, resonant tone, working on controlling articulation and breath support for better sound quality. Reading rhythm patterns that include a variety of notation symbols, and demonstrating understanding of how rhythm patterns are grouped and performed. Recognizing and performing more complex rhythm patterns that combine different note lengths, such as dotted quavers and semiquavers, or quavers with two semiquavers, with accuracy and timing. Identifying and naming all notes on the treble clef stave, including the use of ledger lines, and applying this knowledge to read and perform simple melodies with accuracy. 	<ul style="list-style-type: none"> Compose short melodies and improvise rhythms with guidance, experimenting with melody, rhythm, and dynamics. They will use simple structures, like call-and-response, and explore spontaneous creation Adapt rhythms by changing dynamics, tempo, and instrumentation, exploring how these affect the mood and energy of a piece. Experiment with dynamics (loud/soft), tempo (fast/slow), and articulation (staccato/legato) to change the emotion and character of their compositions. They'll learn to build contrasts (e.g., slow and fast sections) and adjust for expressive impact. Work in groups to compose or improvise, blending melody, harmony, and rhythm into a cohesive ensemble piece. Reflect on their choices (e.g., rhythm, dynamics, tempo) and give feedback to peers, offering suggestions for improvement etc Apply basic forms in their compositions, learning to repeat, develop, and contrast musical ideas. They'll experiment with variations on a theme by changing dynamics, tempo, or instrumentation. 	<ul style="list-style-type: none"> Develop stage presence, learning how to stand or sit confidently while performing. They will practice proper instrument posture, such as holding an instrument correctly when not playing and bowing appropriately at the beginning and end of performances. Learn to start and stop performances together as an ensemble, using visual cues (e.g., the teacher's hand signals) or count-ins to maintain timing and synchrony. Opportunities for solo performances, gaining confidence in playing or singing alone in front of an audience, practicing focus and expression in their individual performances. Practice listening to and following stage directions, understanding how to respond to cues (such as changes in tempo, dynamics, or movements) given by the conductor or teacher during group or solo performances. Engage in ensemble playing, working together to create a cohesive group performance. They will learn to listen and blend their sound with others, following the conductor or leader, and contributing their part to the overall piece.
Year 6	<ul style="list-style-type: none"> Understanding the impact music has on them and starting to articulate the reasons for this effect using musical vocabulary. 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. 	<ul style="list-style-type: none"> Analyzing how the way an instrument is held influences its timbre and overall sound quality. Investigating how the force applied while playing affects dynamics, and how variations in volume can shape musical expression. Refining rhythmic skills by observing, internalizing, and then replicating complex rhythmic patterns demonstrated by the teacher. Using instruments to compose and perform detailed soundscapes 	<ul style="list-style-type: none"> 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'. To know that chord progressions are represented in music by Roman numerals. Recording own composition using appropriate forms of notation and/or technology and incorporating the inter-related dimensions of music. 	<ul style="list-style-type: none"> Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments. Improvising coherently and creatively within a given style, incorporating given features. Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. Constructively critique their own and others' work, using musical vocabulary. Composing an original song, incorporating lyric writing, melody 	<ul style="list-style-type: none"> Using musical vocabulary to offer constructive and precise feedback on others' performances. Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. Performing by following a conductor's cues and directions. Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with

	<ul style="list-style-type: none"> Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts (Pop art, Film music). Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. Identifying the way that features of a song can complement one another to create a coherent overall effect. Use musical vocabulary correctly when describing and evaluating the features of a piece of music. Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work. 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. 	<ul style="list-style-type: none"> that convey specific atmospheres, themes, or narratives. Enhancing hand coordination and precision by playing and holding instruments with both hands, ensuring accuracy in timing and articulation. Exploring a variety of techniques to produce a broad spectrum of sounds on pitched instruments, experimenting with tone, pitch range, and expression. Practicing proper posture and breath control when singing or playing instruments, to maintain comfort and maximize sound quality during performances. 	<ul style="list-style-type: none"> Performing with accuracy and fluency from graphic and staff notation and from their own notation. 	<p>writing and the composition of accompanying features, within a given structure.</p>	<ul style="list-style-type: none"> others and communicating with the group. Performing a solo or taking a leadership role within a performance.
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national curriculum	<p>Key Stage Two expectations:</p> <ul style="list-style-type: none"> Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. 	<p>As previous expectations</p>	<p>Key Stage Two expectations</p> <ul style="list-style-type: none"> Use and understand staff and other musical notations. 	<p>Key Stage Two expectations</p> <ul style="list-style-type: none"> Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Improvise and compose music for a range of purposes using the interrelated dimensions of music 	<p>Key Stage Two expectations</p> <ul style="list-style-type: none"> Sing and play musically with increasing confidence and control. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
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