

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Instruments	Explore the different sounds instruments make.	Begin to play untuned and tuned instruments with rhythm	Develop their use and control of untuned and tuned instruments	Weekly Djembe drums sessions throughout the year. Ocarina during term 3 and 4.	Perform complex melodies on tuned percussion	Ukulele during term 3 and 4.	Use various un-tuned and tuned percussion instruments with increasing confidence. While also conscious of rhythm and melody.
Musical Genres	Listen to different rhymes, chants and songs.	Introduction to various genres including; dance, rock, pop, classical.	Begin to recognise the features of a variety of genres.	Describe and give opinions, beginning to use musical language.	Immersion into genres throughout history.	Compare and contrast a variety of genres.	Respond to and evaluate genres using musical language
Singing	Sing in chants, rhymes and simple songs.	Sing with an awareness of pitch.	Sing with an awareness of melody	Layering vocals and three part harmonies.	Sing in tune with awareness of others.	Sing with an awareness of breathing and change of pitch.	
Playing	Explore sound using rhythms and untuned percussion.	Begin to perform with control with an awareness of how it should sound.	Play and perform as part of a group.	Play and perform simple melodies and rhythms.	Play and perform solo or with others with increasing confidence.	Play and perform solo or with others with increasing confidence, accuracy, control and fluency.	Play and perform from memory and by following notation. With confidence, with expression and in tune.
Composing	Improve sounds using their voice, tuned and untuned percussion.	Investigate long and short notes. Begin to arrange in patterns.	Create short musical patterns and rhythms.	Combine musical elements to create short musical patterns.	Compose with a developing awareness of specific genres.	Improvise within a group using an awareness of musical elements and notation.	Show awareness of the feel and atmosphere when choosing sounds and structures.
Listening	Begin to listen carefully. Respond using hands and body movement.	Listen to and discuss how a piece of music makes them feel.	Listen with concentration and understand a variety of music.	Listen to and confidently find the beat of a piece of music	Listen and identify a range of musical elements.	Listen with attention and recall details confidently.	Listen and evaluate a variety of music and respond to the context.
Context/ Knowledge	Beginning to use voice, tuned and un-tuned instruments to make sounds.	Know how sounds are made and changed.	Use changes in dynamics, timbre and pitch to organise music. Know music can be played or listened to for a variety of purposes.	Know number of beats in a minim, crochet, quaver and semibreve	Recognise how music can reflect social factors and changes. Describe different purposes of music.	Read and work out music within a stave. Create music with an understanding of how lyrics, melody, rhythms and accompaniments work together.	Confidently discuss the dimensions of music. Know and use standard musical notation.
Pulse & Rhythm	Sing and perform songs to a steady beat.	Introduction to finding the pulse. Begin to perform simple rhythms.	Begin to internalise pulse when listening to music. Improvise and compose simple rhythms	Perform simple rhythms following a series of long and short notes. Confidently find the pulse within a piece of music.	Copy and perform rhythms of increasing difficulty.	Perform and compose rhythms using a variety of notes in formal notation.	Understand 2, 3 and 4 metre and how rhythms fit into a steady beat. Recognise and use a syncopated rhythm.
Pitch	Beginning to use voice and un-tuned to explore different sounds.	Begin to recognise notes of high, middle and low pitch.	Pitch notes using the voice or tuned instruments with an awareness of high, middle and low.	Copy notes with an increasing awareness of pitch.	Recognise and respond to higher and lower sounds and general shapes of a melody.	Begin to recognise steps, leaps and repeated notes.	Pitch notes with confidence and precision with an awareness of arrangement within a melody
Dynamics	Experiment with the voice to create loud and soft sounds.	Understand loud, quiet and silence.	Identifying loud and quiet within music.	Understand getting louder and quieter in finer graduations.	Begin to use dynamics effectively in own performances and compositions.	Understand how a wider range of dynamics can be used for expressive effect.	Use a range of dynamics in their music when performing/composing. Identify and explain using musical language.
Tempo	Beginning to recognise that some songs are fast, some are slow.	Understand fast and slow.	Identify differing tempi	Maintain a steady tempo when performing.	Understand getting faster and slower in finer graduations	Understand how a wider range of tempi can be used for expressive effect.	Perform a piece of music at the correct tempo using understanding of beats per minute.
Timbre	Beginning to recognise the sound of some musical instruments.	Identify different percussion sounds and how they are made	Identify classroom instruments.	Identify a range of instruments by name and how they are played.	Choose sounds to create an effect.	Discuss the ‘quality’ of voice of vocal and instrumental pieces.	Identify families of instruments and ensemble combinations (samba, choir)
Structure	Beginning to understand that a song or rhyme has a start and an end.	Understand and identify the beginning, middle and end.	Understand the importance of introduction and repetition.	Develop an understanding of repetition (ostinato) and contrast (verse/chorus) structures.	Confidently identify repetition and contrast within a variety of songs.	Develop an understanding of conventional musical structures (repeat signs, coda, drone/ostinato, theme and variations).	Demonstrate a clear understanding of structure and discuss the choices made when creating music.
Texture	Beginning to understand that songs can be performed by singing and different instruments at the same time.	Understand that music is made up of layers of sounds.	Recognise and respond to one sound leading to many sounds.	Develop an understanding of texture within a piece of music.	Recognise different combinations of layers in music.	Confidently combine sounds in different ways and evaluate their effectiveness.	Perform and compose using different combinations of layers in music.
Notation	Read and follow a sequence of simple picture.	Introduction to and reading simple notation.	Developing reading of simple notation. Beginning to write simple notation.	Introduction to formal notation.	Reading, writing and performing notation on a musical stave.	Developing reading and performing using formal notation.	Reading formal notation confidently to perform a variety of songs.