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|  | **Foundation Stage** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Singing songs with control and using the voice expressively** | Sing with an awareness of other performers | Sing a melody accurately at their own pitch | Follow pitch movements with their hands and use high low and middle voices. | Sing with awareness of pulse and rhythm. | Understand how mouth shapes can affect voice sounds | Sing songs with increasing control of breathing, posture and sound projection. | Begin to have an awareness of improvisation with the voice. |
| **Listening, memory and movement** | Repeat patterns of sounds | Responds physically when performing music. | Respond physically when appraising music, identify well-defined musical features. | Explore and choose different movements to describe. | Demonstrate the ability to recognise the use of structure and expressive elements through dance. | Internalise short melodies and play these on pitched percussion (by ear). | Identify different moods and textures. |
| **Controlling pulse and rhythm** | Accompany a chant or song. | Accompany a chant song by clapping the rhythm | Accompanying a chant or song by clapping the pulse. | Perform a repeated pattern to use a steady pulse. | Identify and recall rhythmic and melodic patterns. | Improvise rhythm patterns. | Subdivide the pulse while keeping to a steady beat. |
| **Exploring sounds, melody and accompaniment** | Make sounds using classroom instruments. | Identify and name classroom instruments. | Change sounds to reflect different stimuli. | Explore and perform different types of accompaniment. | Explore different melodic patterns | Comment on how sounds are used to create different moods. | Recognise and explore different combinations of pitch sounds. |
| **Control of instruments** | Play untuned instruments. | Play untuned instruments with control. | Identify different groups of instruments. | Select instruments to describe visual images. | Identify melodic phrases. | Identify melodic phrases and play them by ear. | Use ICT to change and manipulate sounds. |
| **Composition** | Make sounds using classroom instruments. | Contribute to the creation of a class contribution. | Change sounds to reflect different stimuli. | Create music that describes contrasting moods/emotions. | Create an accompaniment to a known song. | Identify different starting points for composing music | Use a range of stimuli and develop musical ideas into a completed composition. |
| **Reading and writing notation** | Create long and short sounds | Create long and short sounds using classroom instruments. | Play and sing a phrase from dot notation. | Make their own symbols for notation | Make their own symbols for notation as part of a class score. | Sing songs using notation of their own. | Sing and perform using instruments using staff notations as support. |
| **Performance skills, evaluating and appraising** | Perform while showing an awareness of others. | Perform and be part of an audience. | Perform together and follow instructions that combine the musical element. | Explore the way that performers are a musical resource. | Recognise how music can reflect different intentions | Present performances effectively. | Improve their work through analysis evaluation and comparison. Choose and link actions to create an expressive dance phase which shows some sensitivity to accompaniment.  Plan and perform a movement sequence showing contrasts in speed/level and direction,  Apply basic compositional ideas to create dance phrases with a partner and in a small group. |