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| Happiness Responsibility Friendship Respect Courage | | | | | | | |
| MUSIC | | | | | | | |
| Listening | | | | | | | |
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| I can listen carefully to rhymes and songs paying attention to how they sound.  I can clap out the beat of a rhyme. | I can move and dance with music and find a steady beat.  I can describe tempo as fast or slow. | I can mark the beat of a listening piece by tapping or clapping recognising tempo or changes in tempo. | I can walk, move or clap a steady beat with others changing the speed of the beat as the tempo of the music changes.  I can identify some beat groupings. | I can find and demonstrate the steady beat identifying the tempo as fast, slow or steady.  Identify the 2/4, 3/4, 4/4 metre. | I can find and demonstrate the steady beat identifying 2/4, 3/4, and 5/4 metre. | I can find and demonstrate the steady beat identifying 2/4, 3/4, 4/4 and 5/4 metre. |
| I can begin to describe my feelings about music that I hear. | I can talk about how the music makes us feel. | I can talk about how the music makes me feel and begin to explain how the music is doing this.  I can describe dynamics as loud and quiet. | I can talk about what a song or piece of music means. | I can talk about the words of a song and think about why a song or piece of music was written.  I can explain how music makes me feel and begin to understand the effects of major and minor tonality.  I can describe legato and staccato. | I can talk about the feelings created by a piece of music and relate this to musical elements.  I can recognise pentatonic sounds by ear and notation. | I can talk about the feelings created by a piece of music and relate this to a range of musical elements. |
|  | I can identify a repeating section of a song, e.g., a chorus. | I can participate in call and response songs. | I can identify the verse and chorus in songs.  I can identify a solo vocal or instrumental line and the rest of the ensemble. | I can identify the main theme of a piece of music and when it is repeated.  I know what a musical introduction is and its purpose.  I know the different elements of song structures: verse and chorus. | I can explain a bridge passage and its position in a song. | I can discuss the structure of music with reference to verse, chorus, bridge and instrumental breaks. |
|  | I know that there are different styles of music and the come from different parts of the world. | I can talk about the style of a piece of music and begin to make connections back to other pieces I know. | I can talk about the styles of music in my lessons and draw connections to other pieces studied. | I can talk about the styles of music in my lessons and draw connections to other pieces studied. | I can talk about the styles of music in my lessons and draw connections to other pieces studied. | I can talk about the styles of music in my lessons and draw connections to other pieces studied. |
| Singing | | | | | | | |
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| I can join in and sing a range of call and response songs  I can sing a range of well-known nursery rhymes:  e.g., Pat-a-cake  1, 2, 3, 4, 5, Once I Caught a Fish Alive | I can sing and perform simple songs including rap, rhyme, chant and use spoken words from memory. | I can sing and perform songs from memory or notation.  I can develop, follow and perform simple actions to songs. | I can sing and perform a widening range of unison songs as part of a class choir.  I demonstrate good singing posture. | I can rehearse, learn and perform songs from memory.  I can perform actions confidently.  I can sing simple rounds. | I can rehearse, learn and perform songs with different musical styles. | I can rehearse, learn and perform a broad range of songs as part of a choir that involve syncopated rhythms with a good sense of ensemble and performance.  I can perform actions confidently. |
|  | I can copy back intervals of an octave and fifth. | I can sing in unison, sometimes in parts and copy back pitch with greater accuracy. | I can copy back simple melodic phrases when learning songs. | I can sing on pitch and in time. |  | I can sing with accurate pitching, rhythm, and timing.  I can sing a second part in a song. |
|  |  |  | I can sing to express the meaning of the words. | I can sing expressively with attention to breathing and phrasing with staccato and legato notes.  I can sing with attention to clear diction and awareness with beat. | I can develop confidence as a soloist. | I can sing expressively with attention to dynamic articulation and the appropriate style. |
|  | I can follow the leader or conductor to sing along with simple songs. | I can follow the leader or conductor to know when to start and stop singing. | I can follow the leader or conductor directions to change dynamics. | I can follow the leader or conductor of the choir for dynamic and tempo changes. |  | I can follow the leader or conductor for breathing, phrasing, dynamic and articulation cues. |
|  |  |  |  | I can sing in different time signatures of 2/4, 3/4 and 4/4. |  | I can sing in different time signatures of 2/4,3/4, 4/4, 5/4 and 6/8. |
| Notation | | | | | | | |
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| I can respond to hand signals to play long or short sounds. | I can explore ways of representing high and low, long or short sounds using graphic notation. | I can explore ways of representing high and low, long or short, loud and soft sounds using graphic notation. | I can use untuned/tuned percussion to perform rhythmic notation with given note names. | I can use standard notation to play a 3-note piece using a simple melodic instrument. (GAB) | I can use standard notation to play a 5-note piece using a simple melodic instrument. (GABCD) | I can use standard notation to play a melodic piece using any note in an octave on a simple melodic instrument. |
|  |  | I can use a rhythm grid to show simple rhythms. | I can use standard notation of crotchets, and minims.  I know the difference between crotchets and minims.  I can apply spoken words to rhythms understanding how each syllable links to a musical note. | I know the relationship between minims, crotchets, paired quavers and rests.  I can follow and perform simple scores to a steady beat achieving a sense of ensemble. | I know how notes are grouped when they are notated.  I know the difference between semibreves, minims, crotchets and crochet rests and paired quavers.  I am introduced to dotted minims, dotted crotchets and their rests. | I can read and respond to dotted rhythms. |
| Improvising | | | | | | | |
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|  | I can improvise simple vocal patterns using question and answer phrases. | I can sing or play on untuned instruments a question and answer phrase creating a musical conversation. | I can use my voice, tuned or untuned instruments to invent on the spot responses. | . I can improvise on a limited range of pitches on an instrument I am learning | I can improvise over a simple groove responding to the beat and creating a satisfying melodic shape. | I can improvise over a simple groove responding to the beat and creating a satisfying melodic shape with varied dynamics and articulation. |
| Composing | | | | | | | |
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| I can play untuned instruments such as drum, tambourine, glockenspiel, maracas.  I can explore and engage in music making, song and dance, performing solos or in group | I can create and perform musical sound effects in response to music or another stimulus.  I can make a simple graphic score of my sounds. | I can create and perform musical sound effects and short sequences of sounds in response to music or another stimulus.  I can make a simple graphic score using dot and stick notation where appropriate. | I can create and perform music or sound effects in response to music or another stimulus using music technology to capture change and combine sounds. | I can create and perform music in response to music or another stimulus combining rhythmic notation with letter names. | I can create and perform music in response to music or another stimulus combining rhythmic notation with letter names and start to use simple structures e.g., introduction, multiple verse and chorus, AB form or ABA form. | I can plan, compose, play and perform an 8 or 16 beat melodic phrase and incorporate rhythmic variety and interest, notated with appropriate staff notation. |
|  | I can create a simple story using classroom instruments. | I can create a simple story choosing and using classroom instruments. | I can use simple structures with a verse and chorus or AB form. | I can use simple structures with a verse, chorus and introduction. | I can use simple structures with a verse and chorus and ABA form. | I compose an ABA form piece (ternary) using musical software to create and record. |
|  | I can create a simple melody using 1 beat and 2 beat notes. | I can create a simple melody using 1 and 2 beat note lengths. | I can create a simple melody using crotchets and minims. | I can create a simple melody using crotchets, minims, paired quavers and their rests. | I can create a simple melody using crotchets, minims, paired quavers, semibreves and their rests. | I can create a simple melody using crotchets, minims, paired quavers, semibreves and their rests using a wider range of dynamics. |
|  |  |  | I can compose over a drone or simple groove. | I can compose over a groove or simple chord progression. | I know how to form chord triads and play them on tuned percussion or keyboards. | I can compose simple rhythmic or chordal accompaniment. |
|  |  |  | I can use simple dynamics in my compositions *forte* (loud) and *piano* (quiet). | I can use simple dynamics in my compositions *forte* (loud), *mezzo forte* (moderately loud), *mezzo piano* (moderately quiet) and *piano* (quiet). | I can use simple dynamics in my compositions *forte* (loud), *mezzo forte* (moderately loud), *mezzo piano* (moderately quiet), *piano* (quiet), *fortissimo* (very loud) and *pianissimo* (very quiet). | I use a wide range of dynamics in my compositions for effect. |
| Musical Elements  Pulse, Beat and Metre | | | | | | | |
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|  | I can follow, feel and move to a steady beat with others. | I can find a steady beat and understand that the beat can change, creating a faster or slower pace (tempo). | I can play a steady beat on percussion instruments. | I can respond to the ‘offbeat’ or ‘backbeat’. | I can recognise and play in time with the changing speed of a steady beat. | I can identify syncopation and swing. |
|  | I have been introduced to simple patterns in 4/4 and ¾ time. | I can recognise the time signature 4/4 by ear and notation. | I can play in time with a steady beat in 2/4, 3/4 and 4/4. | I can play in time with a steady beat in 2/4, 3/4 and 4/4 and recognise the metres of 2/4, 3/4 and 4/4. | I can play in time with a steady beat in 2/4, 3/4 and 4/4 and recognise the metres of 2/4, 3/4 and 4/4. | I can play in time with a steady beat in 2/4, 3/4 and 4/4 and recognise the metres of 2/4, 3/4 and 4/4. |
| Musical Elements  Rhythm | | | | | | |
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| I can create long and short sounds using instruments. | I can recognise and clap long and short sounds in simple combinations. | I can recognise long and short sounds and match them to syllables and movements. | I can recognise by ear and notation minims and crotchets, and their rests. | I can recognise by ear and notation minims, crotchets, quavers and their rests. | I can recognise by ear and notation semibreves, minims, crotchets, quavers and am introduced to dotted minims, dotted crotchets and their rests. | I can recognise by ear and notation 6/8 rhythm patterns. |
|  | I can perform short, copycat rhythm patterns accurately led by the teacher. | I can play copyback rhythms and invent rhythms for others to copy on tuned and untuned percussion. | I can copy back simple rhythm patterns created from minims and crotchets and their rests. | I can copy back simple rhythm patterns created from minims, crotchets, quavers and their rests. | I can copy back simple rhythms using dotted notation. | I can copy back rhythms using semibreves, minims, crotchets, quavers, dotted minims, dotted crotchets and their rests as well as 6/8 rhythm patterns. |
|  | I can perform simple, short repeating rhythms (ostinato and riffs) while keeping with a steady beat. | I can create rhythms using word phrases as starting points. | I can create simple rhythm patterns created from minims and crotchets and their rests. | I can create rhythm patterns by ear and using simple notation that use minims, crotchets, quavers and their rests. | I can create rhythm patterns using semibreves, minims, crotchets, quavers and I am beginning to use dotted minims, dotted crotchets and their rests. | I can create rhythm patterns using semibreves, minims, crotchets, quavers, dotted minims, dotted crotchets and their rests as well as 6/8 rhythm patterns. |
| Musical Elements  Pitch | | | | | | |
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|  | I can sing and play high- and low-pitched notes. | I can identify the high- and low-pitched notes in a melody. | I can show the shape of a melody as rising and falling in pitch. | I can identify steps in the pitch of a melody. | I can identify steps, leaps and jumps in the pitch of a melody. | I can identify major and minor tonality by ear and from notation. |
|  | I can explore singing and playing CDE from the C major scale and FGA from the F major scale. | I can identify the names of the notes on a glockenspiel: CDEFGABC | I can identify the names of the notes on a glockenspiel: CDEFGABC | I can identify the names of the pitched notes on a stave: (GAB) | I can identify and use the names of the pitched notes on a stave in my own compositions: (GABCD) | I can identify and use the names of the pitched notes on a stave in my own compositions including some second parts: full octave |
| Musical Elements  Texture | | | | | | |
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|  | I can listen out for combinations of instruments playing together. | I know that singing and playing together creates a musical texture. | I can identify the accompaniment to a song and listen for solos. | I can identify and explain the texture including the number of voices or instruments playing and the richness of the sound they create.  I understand the terms unison and solo. | I can talk about solo voices, backing vocals and different vocal textures and identify changes in texture. | I can identify solo and instrumental breaks in music.  I can identify and talk about repeated rhythmic or melodic patterns as riffs or ostinato. |
| Musical Elements  Structure | | | | | | |
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|  | I can add movements to repeating sections of a song.  I understand the terms verse and chorus. | I can recognise and join in with the main tune when it is repeated. | I can identify the different sections of a song: introduction, verse, chorus and bridge. | I can identify the instrumental break in a song.  I can identify the different sections of a song: introduction, verse, chorus.  I can identify repeated phrases and sections within music. | I can identify and discuss the purpose of the bridge section in a song.  I can recognise AB form within musical structures. | I can identify how musical styles often have the same musical structures. e.g., folk music (verse and chorus); Rock and pop music (verse, chorus, bridge and instrumental break).  I can recognise how changes in tonality and texture help emphasise different sections within the music. |
| Musical Elements  Timbre | | | | | | |
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| I know the names of untuned instruments such as drum, tambourine, glockenspiel, maracas | I can identify different sounds in the environment, indoors and outside.  I can identify the sounds of musical instruments played in school.  I can identify common instruments heard when listening to music. | I know the difference between a speaking voice and a singing voice. | I can choose particular instruments due to the quality of the sound.  I can identify the sounds of the tuned and untuned percussion instruments in school. | I can recognise the following groups of instruments: a marching band and a symphony orchestra and its sections: woodwind, brass, percussion and strings.  I can identify instruments by ear introduced in my class lessons. | I can recognise the following ensembles: Gospel choir and soloist, rock band, symphony orchestra and acappella groups.  I can identify instruments by ear introduced in my class lessons. | I can identify instruments by ear introduced in my class lessons. |
| Musical Elements  Tempo | | | | | | |
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|  | I can recognise the difference between the speed of a steady beat, a fast beat and a slow beat. | I can change the speed of a steady beat moving from fast to slow, slow to fast.  I know that the speed of a beat can change. | I can control the speed of a steady beat getting gradually slower or faster. | I can control the changing pace of a steady beat and direct the class to control the speed of a steady beat in a performance. | I can control the changing of a steady beat and recognise the connection between tempi and musical styles. | I can control rallentando (getting slower) and accelerando (getting faster) and understand how rallentando is often used at the end of a musical piece. |
| Musical Elements  Dynamics | | | | | | |
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|  | I can talk about loud and quiet sounds and give some examples. | I can identify loud and quiet sections of music and discuss what makes them loud and quiet.  I can use the terms forte (loud) and piano (quiet). | I can use dynamics to communicate the meaning of a song.  I can identify forte and piano sections within my musical listening. | I can identify gradation of dynamics and use the correct musical vocabulary to describe crescendo and diminuendo: *forte* (loud), *mezzo forte* (moderately loud), *mezzo piano* (moderately quiet) and *piano* (quiet). | I can identify gradations in dynamics and explain how they change the mood and feel of the music: *forte* (loud), *mezzo forte* (moderately loud), *mezzo piano* (moderately quiet), *piano* (quiet), *fortissimo* (very loud) and *pianissimo* (very quiet). | I can identify how the dynamics can support the structure of a song or piece e.g., the diminuendo leading into a new section or change in mood. |