

Singing and Performing: KS1

Reception	Year 1	Year 2
<p>Use their voices to join in with well-known songs from memory</p> <p>Remember and maintain their role within a group performance</p> <p>Move to music with instruction to perform actions</p> <p>Participate in performances to a small audience</p> <p>Stop and start playing at the right time</p>	<p>Use voices expressively to sing simple songs, chants and rhymes</p> <p>Copy simple pitch patterns accurately</p> <p>Respond to visual performance directions</p> <p>Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes</p> <p>Perform short copycat rhythms patterns accurately e.g, word pattern chants</p> <p>Play simple rhythmic accompaniments to songs to a steady pulse (e.g. short, repeated rhythms</p> <p>Play pitch patterns on tuned instruments</p> <p>Explore instrumental and vocal timbre, recognising how sounds can be changed</p> <p>Perform to an audience</p> <p>Explore ways to perform a song (e.g. adding simple actions or changing vocal timbre)</p>	<p>Sing songs, chants and rhymes regularly with a good sense of pulse and rhythm and increasing vocal control</p> <p>Sing songs and play singing games, copying pitch patterns accurately</p> <p>Sing short phrases independently as part of a singing game or short song</p> <p>Respond to visual performance directions and musical instructions and symbols (e.g. dynamics f, p,)</p> <p>Perform rhythmic patterns accurately and invent rhythms for others to copy on untuned percussion or body percussion</p> <p>Play simple repeated rhythms or melody (ostinato)</p> <p>Explore word rhythms when singing songs, transferring rhythms to instruments or body percussion</p> <p>Control simple dynamics and tempo when singing and playing</p> <p>Play simple melodies and accompany songs using tuned percussion</p> <p>Explore ways to communicate the mood of a song (e.g. adding facial expression, changing dynamics)</p> <p>Perform to an audience</p>
End of KS expectations KS1		
<p>Children should be taught to use their voices expressively and creatively through chants, songs and rhymes.</p> <p>Play tuned and untuned instruments musically.</p> <p>Listen with concentration to a range of high-quality recorded and live music</p> <p>Experiment with, create, select and combine sounds using the interrelated dimensions of music</p>		

Singing and Playing: KS2

Year 3	Year 4	Year 5	Year 6
<p>Sing a widening range of unison songs of varying styles and structures, tunefully and with expression</p> <p>Play and Sing call and response songs with accurate tuning</p> <p>Perform rhythms using instruments or body percussion in time with the music, responding to changes in tempo.</p> <p>Accompany songs with simple rhythmic or melodic ostinato using known rhythms and note values</p> <p>Control dynamics when singing and playing and respond to performance directions and symbols (e.g. f,p,)</p> <p>Explore and select instrumental timbres to suit the mood or style of a piece of music</p> <p>Play melodies on tuned instruments, following notation where appropriate (e.g. dot, rhythmic and letter notation)</p>	<p>Continue to sing a wide range of unison and simple part songs in different styles and structures, pitching the voice accurately.</p> <p>Internalize pitch and copy melodic phrases accurately</p> <p>Follow and lead performance directions including those for getting louder (crescendo) and quieter (diminuendo)</p> <p>Sing songs in major and minor keys recognizing the difference in tonality</p> <p>Perform rhythms accurately, recognizing and defining note values and rests</p> <p>Perform rhythms using instruments or body percussion to music in different time signatures, responding to changes in tempo.</p> <p>Control changes in dynamics, tempo and articulation when singing and playing</p> <p>Suggest simple ways to enhance singing or playing to communicate a particular mood or atmosphere (e.g. changing dynamics)</p>	<p>Sing a wide range of unison and part songs using clear diction, accurate tuning, expression and awareness of style</p> <p>Use dynamics, tempo, articulation when singing and playing, responding to musical symbols and vocabulary accurately (e.g. pp, p mp, mf, f, ff, accelerando, rallentando, staccato, legato)</p> <p>Play rhythmic patterns accurately and expressively using instruments or body percussion</p> <p>Maintain a rhythmic or melodic part as part of a multi-layered piece, performing accurately.</p> <p>Develop knowledge of scales and intervals through singing and playing</p> <p>Understand how triads are formed and play them on tuned percussion or keyboards</p> <p>Play simple chords, drones, or bass lines and use them to accompany a familiar song</p>	<p>Sing a wide range of unison and part songs including those that involve syncopated rhythms, observing phrasing, accurate pitching, diction and appropriate style</p> <p>Play rhythmic patterns accurately and expressively using instruments or body percussion in a range of time signatures and recognise if they are going out of time (e.g. speeding up or slowing down)</p> <p>Identify, recall and describe melodic patterns in songs and music and perform using voice or tuned instruments</p> <p>Play chord progressions, drones or bass lines and use them to accompany a song</p> <p>Use knowledge of scales to explore intervals, sequences and chromatic scales</p>
End of KS expectations KS2			
<p>Children should be taught to play and perform in solo and ensemble contexts</p> <p>They should be able to use their voices and play musical instruments confidently, with increasing accuracy, fluency, control and expression.</p>			

Performing: KS2

Year 3	Year 4	Year 5	Year 6
<p>Perform actions and movements confidently and in time as a group</p> <p>Control dynamics when singing and playing and respond to performance directions and symbols (e.g. f,p,)</p> <p>Play melodies on tuned instruments, following notation where appropriate (e.g. dot, rhythmic and letter notation)</p> <p>Prepare for a performance and consider elements that might shape a performance (e.g. assigning roles, characterisation, movement)</p> <p>Show growing awareness of different musical roles (conductor, performer, audience, ensemble)</p>	<p>Prepare for a performance and consider elements that might shape a performance (e.g. assigning roles, characterisation, movement)</p> <p>Show understanding of different musical roles (e.g. conductor, performer, audience ensemble)</p> <p>Play and perform simple melodies as a whole class or in small groups following appropriate notations</p> <p>Maintain an ostinato (rhythmic or melodic), performing accurately and in time as an ensemble</p>	<p>Sing and play with a sense of ensemble, following performance directions and understanding how different parts fit together</p> <p>Explore and suggest ways to enhance the communication and performance of songs and music (e.g. varying dynamics)</p> <p>To evaluate performances, suggesting ways to improve and making necessary adjustments</p>	<p>Develop understanding of different musical roles (e.g. conductor, musicians, performer, audience)</p> <p>Sing and play with a sense of ensemble, following performance directions, understanding how different parts fit together</p> <p>Use range of dynamics, tempo, articulation when singing and playing, responding to musical symbols and vocabulary accurately (e.g. pp, p mp, mf, f, ff, accelerando, rallentando, staccato, legato)</p> <p>Explore techniques to enhance the communication and lyrical meaning of a song or poem and apply to whole class, small group and solo performances</p> <p>Maintain a rhythmic or melodic part as part of a multi-layered piece, performing accurately and expressively.</p>
End of KS expectations KS2			
<p>Children should be taught to play and perform in solo and ensemble contexts</p> <p>They should be able to use their voices and play musical instruments confidently, with increasing accuracy, fluency, control and expression.</p>			

Listening

Reception	Year 1	Year 2
<p>Respond to music through movement, altering movement to reflect the dynamics, tempo and pitch of music</p> <p>Explore lyrics by suggesting appropriate actions</p> <p>Consider whether a piece of music has a slow, moderate or fast tempo.</p> <p>Listen to and follow a beat using body percussion and instruments</p> <p>Listen to sounds and match them to the object or instrument</p> <p>Listen to sounds and identify high and low pitches</p> <p>Listen to and repeat a simple rhythm</p> <p>Listen to and repeat simple lyrics</p> <p>Understand that different instruments make different sounds and group them accordingly</p>	<p>Listen with understanding to music from a range of different periods, styles and share ideas and opinions about the music.</p> <p>Respond to music through movement and dance, identifying a steady beat with others and changing the speed of the beat as the tempo of music changes.</p> <p>Listen and describe musical patterns using appropriate vocabulary (high, low, loud, soft, fast, slow, spiky, smooth, long, short)</p> <p>Listen to sounds in the local school environment, comparing high and low sounds.</p> <p>Describe the character, mood or story they listen to, both verbally and through movement.</p>	<p>Listen with understanding to music from a range of different periods, styles and share ideas and opinions about the music.</p> <p>Listen to and describe simple changes in dynamics, tempo, pitch and articulation using appropriate musical vocabulary (faster, slow, spiky, smooth, loud, soft, getting louder/quieter) and say how it effects the music</p> <p>Listen to and interpret features in recorded or live music using dance, art or drama</p> <p>Move to the pulse of familiar music, coordinating movements and recognising changes in tempo</p> <p>Respond independently to pitch changes heard in melodic phrases, indicating with actions</p>
End of KS expectations KS1		
Children should be taught to listen with concentration and understanding to a wide range of high-quality recorded and live music.		

Listening

Year 3	Year 4	Year 5	Year 6
<p>Listen to music developing and understanding of its background, history and context.</p> <p>Listen out for specific features of music (e.g. tempo, dynamics, texture, articulation) and explain responses using a growing range of musical vocabulary</p> <p>Listen, and describe how the interrelated dimensions are used to create moods and effects</p> <p>Use listening skills to correctly order a sequence of notes</p> <p>Listen, and identify direction of pitch in a simple melody, copying with voices or instruments</p> <p>Listen, and interpret features in recorded or live music using dance, art or drama</p>	<p>Listen to music with an understanding or stories, origins and traditions, history and social context of the music they listen to, sing and play.</p> <p>Recognise and describe timbres of instruments and recall orchestral families (string, woodwind, brass and percussion).</p> <p>Listen and identify musical contrasts (e.g. dynamics, tempo, articulation, tonality and discuss the effect on the listener)</p> <p>Listen and identify structures used to shape songs and music (e.g. call and response, rondo form)</p> <p>Listen and describe direction and shape of melodies</p> <p>Recognise major and minor chords</p> <p>Listen and compare music, discussing similarities and differences and expressing preferences</p>	<p>Listen to music with an understanding or stories, origins and traditions, history and social context of the music they listen to, sing and play.</p> <p>Listen, compare and evaluate music from a diverse range of genres, styles and musical periods</p> <p>Develop understanding of a particular musical style or genre, identifying key influences and shared characteristics</p> <p>Use a range of musical vocabulary to describe musical features such as instruments, time signature, dynamics, tempo, timbre, articulation</p> <p>Interpret features of music through visual art or movement</p> <p>Listen and identify structures used to shape songs and music (e.g. call and response, rondo form)</p> <p>Understand how pitches can be combined to create harmony and describe the effect</p>	<p>Listen to music with an understanding or stories, origins and traditions, history and social context of the music they listen to, sing and play.</p> <p>Listen, compare and evaluate music from a diverse range of genres, styles and musical periods</p> <p>Develop understanding of a particular musical style or genre, identifying key influences, shared characteristics and musical techniques used</p> <p>Use a range of musical vocabulary to describe music commenting on features such as instruments, time signature, dynamics, tempo, timbre, pitch, articulation</p> <p>Analyse songs, exploring lyrics and identifying structural features (e.g. verse, chorus, bridge)</p> <p>Understand how harmony can be used to create moods and atmosphere (major/minor/consonant/dissonant) and listen out for these features in the music they play and listen to</p>
End of KS expectations KS2			
<p>Children should be able to listen to a wide range of music with attention to detail and recall sounds with an increasing aural memory.</p> <p>They should be taught to appreciate and understand a wide range of high-quality recorded and live music. These should be from a wide range of different traditions and from great composers and musicians.</p> <p>Children should develop their understanding of the history of music</p>			

Composing: KS1

Reception	Year 1	Year 2
<p>Play untuned percussion 'in time' with a piece of music</p> <p>Select classroom objects to use as instruments</p> <p>Experiment with body percussion and vocal sounds to respond to music</p> <p>Select appropriate instruments to represent action and mood.</p> <p>Experiment with playing instruments in different ways</p>	<p>Create simple vocal chants or rhythm phrases, e.g. using question and answer phrases</p> <p>Create musical sound effects and short sequences of sounds in response to stimuli (e.g. song lyrics)</p> <p>Combine sounds to tell a story, choosing and playing classroom instruments or sound makers</p> <p>Create simple rhythm patterns</p> <p>Create simple pitch patterns (using a few notes)</p> <p>Use music technology to capture, change and combine sounds</p> <p>Experiment with different ways to create sound (e.g. body percussion, vocal sounds)</p> <p>Choose dynamics, tempo and timbre for a piece of music</p> <p>Explore percussion sounds to enhance songs and storytelling</p> <p>Follow pictures and symbols to guide playing</p> <p>Create a simple graphic score to represent a composition</p>	<p>Create music in response to a non-musical stimulus</p> <p>Compose or improvise simple descriptive sounds to match a mood, character or theme</p> <p>Recognise and explore how to change and combine sounds to create simple effects</p> <p>Explore musical structures, choosing and ordering sounds</p> <p>Recognise and explore how to change and combine sounds to create simple effects</p> <p>Use music technology, if available to capture change and combine sounds</p> <p>Create rhythmic patterns from various stimuli, eg spoken words</p> <p>Compose simple melodies using a given range of notes</p> <p>Collaborate with others, trying out musical ideas and make improvements where necessary</p> <p>Invent graphic notations to represent simple features of music (e.g. dynamics and tempo)</p> <p>Use graphic notation to represent rhythmic or melodic patterns</p> <p>Use graphic symbols to keep a record of a composed piece</p> <p>Follow graphic notations to guide singing and playing</p>
End of KS expectations KS1		
<p>Children should be given the opportunity to experiment with a range of sounds and instruments.</p> <p>They should use the interrelated dimensions of music to create, select and combine sounds.</p>		

Composing and Improvising: KS2

Year 3	Year 4	Year 5	Year 6
<p>Compose or improvise simple call and response phrases</p> <p>Compose rhythmic accompaniments using untuned percussion</p> <p>Experiment with musical texture (e.g. combining layers of rhythm)</p> <p>Structure a composition with a clear beginning/middle/end and combine layers of musical sound.</p> <p>Compose and improvise in response to a range of stimuli (e.g. poems, stories, songs or art work)</p> <p>Compose and improvise simple pentatonic melodies</p> <p>Vary the interrelated dimensions to create different moods and effects.</p> <p>Collaborate with others, trying out musical ideas and making improvements where needed.</p>	<p>Improvise rhythms or melodies</p> <p>Compose and represent melodies using appropriate notations (e.g. graphic scores, combination of rhythm notation and letter names)</p> <p>Arrange individual notation cards of known note values to create a sequence of 2,3 or 4 beat phrases</p> <p>Compose layers of rhythm (ostinato phrases)</p> <p>Make decisions about the overall structure of compositions and improvisations</p> <p>Compose music following a given musical structure (e.g. call and response, rondo, AB)</p> <p>Compose lyrics following a given rhythmic/rhyming structure</p> <p>Carefully select instrumental timbres to achieve and effect and explore ways to create musical contrasts (e.g. forte/piano/staccato/legato v /presto/lento, major/minor)</p> <p>Evaluate performances, making improvements where needed.</p>	<p>Improvise rhythmic or melodic patterns to a steady pulse or drone, developing a sense of shape and character</p> <p>Compose and improvise in response to a range of stimuli (e.g. song lyrics, poetry) and use the interrelated dimensions to capture the intended mood and atmosphere</p> <p>Compose and notate short melodies using: staff and informal notation</p> <p>Compose music with contrasting sections</p> <p>Use chords to evoke a specific atmosphere or mood</p> <p>Compose music using a combination of lyrics and melody</p> <p>Evaluate own and others' work, explaining ideas using musical vocabulary and making necessary adjustments</p>	<p>Improvise vocal and instrumental effects as a class and in small groups</p> <p>Use voices and instruments creatively, making subtle changes to timbre, articulation, pitch and dynamics to achieve effects or create styles, moods and atmosphere</p> <p>Understand and explore how harmony can be used to create moods and atmosphere (major/minor/consonant/dissonant)</p> <p>Create extended compositions, organising rhythmic ideas into a structure (e.g. creating 16-beat rhythms)</p> <p>Use song structures as a basis for a composition (e.g. composing lyrics)</p> <p>Compose and perform music for a specific occasion, using a combination of lyrics, melody and harmony</p> <p>Evaluate own and others' work, explaining ideas using musical vocabulary and suggesting ways to improve</p>
End of KS expectations KS2			
Children should be taught to compose music for a range of purposes using the interrelated dimensions of music. They should be given the opportunity to improvise to different styles of music.			

Notation: KS2

Year 3	Year 4	Year 5	Year 6
<p>Play from rhythmic notation and understand the value of minims, crotchets and quavers</p> <p>Follow graphic notation to guide singing and playing</p> <p>Use graphic notation to represent rhythmic or melodic patterns</p> <p>Create graphic notation to represent two or more layers of musical sound</p> <p>Apply word chants to rhythms, understanding how to link each syllable to a musical note</p>	<p>Play from rhythmic notation and understand the value of semibreves, minims, crotchets and quavers</p> <p>Play from pitch notation (e.g. graphic notation, combination of rhythm and note names)</p> <p>Follow and perform simple rhythmic scores to a steady beat, maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble</p> <p>Use graphic notations to represent layers of rhythm.</p> <p>Explore a range of notation e.g. graphic symbols, rhythm notation to capture and record creative ideas.</p> <p>Use a graphic score to represent musical structure</p>	<p>Use and perform a range of rhythmic notations and develop understanding of note durations (semibreve, minim, crotchets, quaver)</p> <p>Develop understanding of time signatures (3/4 and 4/4)</p> <p>Read and perform pitch notation within an octave</p> <p>Represent compositions using a combination of graphic and standard notations</p> <p>Use and understand musical symbols (e.g. pp, p mp, mf, f, ff,) and apply them to compositions</p>	<p>Use and perform a range of rhythmic notations and further develop understanding of note durations (semibreve, minim, crotchets, quaver)</p> <p>Develop understanding of time signatures (3/4 and 4/4, 6/8)</p> <p>Read and perform from pitch notation</p> <p>Read and perform from graphic notation</p> <p>Represent compositions using graphic and standard notations</p> <p>Notate melodies and chords using staff or informal notation.</p> <p>Use and understand a range of musical symbols (e.g. pp, p mp, mf, f, ff,) and apply them to compositions</p>
End of KS expectations KS2			
Children should be able to use and understand staff and other musical notations.			



Vocabulary: KS1

Reception	Year 1	Year 2
Pulse	Pulse	Interrelated Dimensions of music:
Beat	Rhythm	Pattern
Sound	Tempo	Phrase
Silence	Dynamics	Pentatonic
Conductor	Timbre	Ascending
Percussion	Structure	Descending
Loud	Pitch	Rest
Quiet	High	Repeat
	Low	Verse
	Improvise	Chorus
	Melody	

Interrelated Dimensions of Music – Pitch, Structure, Texture, Timbre, Dynamics, duration, Tempo



Vocabulary: KS2

Year 3	Year 4	Year 5	Year 6
Interrelated dimensions of music	Interrelated Dimensions of music	Interrelated Dimensions of music	Interrelated Dimensions of music
Accompaniment	Forte	Crescendo	Chord Progression
Minor	'Piano'	Diminuendo	Triad
Major	Lyrics	Articulation	Chromatic
Ostinato	Crotchet	Chord	Root note
Sequence	Quaver	Harmony	Riff
Scale	Minim	Interval	Polyrhythmic
Graphic Score	Semibreve	Octave	Time signature
	Staccato		
	Legato		