

		Year 1/2	Year 3/4	Year 5/6
Performing - Singing	NC Statements	<p>Pupil should be taught to:</p> <ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes. 	<p>Pupil should be taught to:</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. 	
	Vocal Expression/Effects	<p>For instance:</p> <p>Use their voices confidently to create sound effects.</p> <p>Explore different types of voices.</p> <p>Sing songs in different ways and discuss the effect.</p>	<p>For instance:</p> <p>Use voices to create and control sounds (including tempo/speed-dynamics/volume and pitch).</p>	<p>For instance:</p> <p>Create different vocal effects when singing and rapping.</p>
	Chants and Rhymes	<p>For instance:</p> <p>Chant words expressively using known songs and rhymes.</p> <p>Chant and clap in time with a steady pulse.</p>	<p>For instance:</p> <p>Keep in time with a steady pulse when chanting, singing or moving. Be aware of correct posture whilst singing/playing.</p> <p>Play singing games and clapping games.</p> <p>Sing/perform rhythmically straightforward parts (i.e. minims, crotchets, quavers in simple common meter). Common meter being da-DA, da-DA, da-DA, da-DA da-DA, da-DA, da DA</p>	<p>For instance:</p> <p>Sing songs in unison and two parts.</p> <p>Maintain their own part when singing songs written in two parts.</p> <p>Sing songs written in different metres - tap the pulse on the strong beats.</p>
		Year 1/2	Year 3/4	Year 5/6

Performing – Singing (continued)	Pitching	<p>For instance:</p> <p>Listen to notes G - E played on chime bars. Use the tune found in playground songs e.g. ‘I’m the King of the Castle’, to find their singing voice and match pitches.</p> <p>Slide the voice upwards in pitch to a high voice and downwards in pitch to a low voice.</p> <p>Follow the shape of the melody when singing songs. (Use hand/arm to gesture)</p>	<p>For instance:</p> <p>Sing in tune in a group and alone.</p> <p>Sing using a limited range of notes (i.e. middle C to D octave above)</p>	<p>For instance:</p> <p>Sing with control of pitch.</p>
	Singing	<p>For instance:</p> <p>Sing songs while maintaining a steady beat: tapping/walking.</p> <p>Sing songs at different speeds.</p> <p>Sing the same song in different ways: loud, quiet; fast, slow, and in various moods.</p> <p>Use the ‘thinking voice’ - ie sing the words in their head.</p> <p>Play singing games in which children sing phrases alone.</p> <p>Sing songs expressively increasingly in tune within a limited pitch.</p> <p>Recognise phrase lengths and know when to breathe with an attention to posture.</p> <p>Use movements to show phrases.</p> <p>Perform each phrase in a different way.</p>	<p>For instance:</p> <p>Sing words/phrases of a song in their heads (thinking voice).</p> <p>Sing with expression.</p> <p>Sing/play appropriate material confidently and fluently.</p> <p>Make improvements to singing - rehearse together to achieve objectives.</p> <p>Use graphic notation to illustrate the shape and formation of melodies.</p>	<p>For instance:</p> <p>Sing/play with increased control, expression, fluency and confidence.</p> <p>Sing with clear diction, a sense of phrase and musical expression.</p> <p>Control breathing, posture and sound projection.</p> <p>Breathe in agreed places to identify phrases.</p> <p>Recognise structures in known songs (identify repeated phrases).</p> <p>Sing a round in two parts - identify the melodic phrases and how they fit together.</p> <p>Use graphic/traditional/other notation to develop a deeper understanding of shape/form of melodies.</p>
		Year 1/2	Year 3/4	Year 5/6

Performing - Playing	NC Statements	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Play tuned and un-tuned instruments musically. 	<p>Pupils should be taught to:</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. 	
	Identify instruments/ Sound Effects	<p>For instance:</p> <p>Describe, name and group a variety of instruments.</p> <p>Play instruments or use body percussion in different ways to create sound effects and follow directions to 'perform' a story together.</p>	<p>For instance:</p> <p>Create and control sounds on instruments (including tempo/speed-dynamics/volume and pitch).</p> <p>Select instruments and create sounds to describe visual images.</p>	
	Control	<p>For instance:</p> <p>Handle and play a variety of tuned and un-tuned instruments with control.</p> <p>Sing a song they know well - one group taps the pulse on their thighs the other group taps the rhythm with two fingers on the palm of their hands.</p> <p>Add an instrument to play on the beat and one to play with the rhythm.</p> <p>The children mark the pulse of a song with stamps/ claps.</p> <p>Chant/sing, clap the rhythm of the song; transfer the rhythm onto an un-tuned instrument; use it to accompany the chanting.</p> <p>Count with a steady pulse.</p> <p>Contribute ideas and control sounds as part of a class composition and performance.</p>	<p>For instance:</p> <p>Keep in time with a steady pulse when playing instruments</p> <p>Perform a repeated pattern to a steady pulse.</p> <p>Maintain own part with awareness of how the different parts fit together to achieve an overall effect.</p>	<p>For instance:</p> <p>Play instruments with control and rhythmic accuracy.</p> <p>Perform a particular cyclic pattern i.e. rhythmic phrase structured, layered and repeated. SAMBA, STREET BAND or AFRICAN DRUMMING.</p> <p>Perform a round confidently using voices and instruments. Be aware of other parts when playing an independent part.</p> <p>Play simple chords in sequence.</p> <p>Demonstrate awareness of own contribution - leading others, taking a solo part and/or providing rhythmic support/accompaniment.</p> <p>Subdivide the pulse keeping to a steady beat. e.g. count in 4s - one part plays every beat (crotchets) another part plays every 2 beats (minims) holding each for 2 counts; another part plays every 4 beats (semi-breve) holding for 4 full beats.</p>
	Year 1/2	Year 3/4	Year 5/6	

Performing – Playing (continued)	Notation	<p>For instance:</p> <p>Follow a conductor and be the conductor themselves, responding to a range of gestures for: start/stop, slow/fast, loud/quiet.</p> <p>Make a picture label for each group of instruments.</p> <p>Play together, using symbols as a support.</p> <p>Talk about and devise signs/gestures/symbols for the concepts: high/low, fast/slow, long/short.</p> <p>Make two flash cards, one for long and one for short sound.</p> <p>Perform long and short sounds in response to symbols.</p> <p>Play and sing phrases from dot notation using 'pitch cards' - High/Middle/Low - Interpret the pattern on the card e.g. H-H-L or L-M-H or H-L-H.</p>	<p>For instance:</p> <p>Play new pieces by ear and from simple notations.</p>	<p>For instance:</p> <p>Perform significant parts from memory and from notations.</p>
	Evaluating	<p>For instance:</p> <p>Evaluate own music and that of others.</p> <p>Discuss what was good.</p> <p>Suggest how it might be improved.</p>	<p>For instance:</p> <p>Suggest and make improvements to work and that of others, commenting on the intended effect and how to achieve it.</p> <p>Contribute to a class performance.</p> <p>Rehearse together to achieve objectives.</p> <p>Suggest Ideas and preparations for performances.</p>	<p>For instance:</p> <p>Rehearse with others and help achieve a high quality performance showing an awareness of the audience.</p> <p>Refine and improve their own and others' work in relation to the intended effect.</p> <p>Perform with awareness of audience, venue and occasion.</p>
		Year 1/2	Year 3/4	Year 5/6

Improvising and experimenting	NC Statements	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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. 	
	Explore and make sounds	<p>For instance:</p> <p>Explore different sounds using body percussion.</p> <p>Make various sound effects to describe selected/thematic words.</p> <p>Suggest which instruments would make a particular sound.</p> <p>Select sounds and sound sources carefully in response to a story suggest what sounds could be added to depict ideas.</p> <p>Make own short sequence of sounds using symbols as a support.</p> <p>Make sounds and recognise how they can communicate ideas.</p> <p>Create and choose sounds in response to stimulus e.g. night-time, the seaside etc.</p> <p>Suggest instruments that make sounds like those described by the selected words and create sound pictures.</p> <p>Children order sounds in response to the stimulus and make their own short sequence of sounds using symbols as a support.</p> <p>Create a sound story</p>	<p>For instance:</p> <p>Recognise and explore the ways sounds can be combined and used expressively.</p> <p>Identify how songs are structured and accompanied.</p> <p>Express song meanings/lyrics using voices or instruments.</p> <p>Identify and control different ways instruments make sounds.</p>	<p>For instance:</p> <p>Develop musical imagination through.</p> <p>Experimenting, improvising and adapting sounds.</p> <p>Explore different textures of un-tuned sounds.</p> <p>Explore the relationship between sounds.</p> <p>Explore different combinations of vocal sounds.</p>
		Year 1/2	Year 3/4	Year 5/6

Improvising and Experimenting (continued)	Control and Change Sounds	<p>For instance:</p> <p>Identify how sounds can be changed e.g. grip triangle to 'stop it from vibrating well and release it to enable a full, vibrating sound.</p> <p>Identify the pulse and explore getting faster and slower.</p> <p>Experiment with different timbres (sound qualities).</p> <p>Explore the concepts: loud/quiet, high/low, fast/slow.</p> <p>Explore the effect of silence.</p> <p>Experiment and change sounds.</p> <p>Make instruction flash cards showing selected words or symbols and hold up to play from to help children remember the different sections of a composition.</p> <p>Experiment to improve the intended effect.</p> <p>Give the composition a title.</p>	<p>For instance:</p> <p>Explore repeated patterns in music/art/dance.</p> <p>Create repeated patterns and combine several layers of sound with awareness of the combined effect.</p>	<p>For instance:</p> <p>Devise more complex rhythmic patterns using semi-quavers and rests.</p> <p>Improvise rhythmic patterns over a steady pulse with confidence.</p> <p>Fit different rhythmic patterns together and maintain own part with awareness of the pulse.</p>
			Year 1/2	Year 3/4

Improvising and Experimenting (continued)	Create Rhythms and Melodies	<p>For instance:</p> <p>Begin to internalise and create rhythmic patterns</p> <p>Use words/phrases (these could be from songs days of week/months of year) - tap them out</p> <p>Make up simple dance patterns – keeping in time with the pulse and including rhythms</p> <p>Use voices to provide sound effects</p> <p>Create long and short sounds on instruments.</p> <p>Find and play by ear, phrases of well-known songs on tuned instruments</p> <p>Make up three-note tunes independently</p> <p>Record their own tunes - use colours instead of note names</p> <p>Create songs of their own using high-middle-low pitches</p>	<p>For instance:</p> <p>Improvise - devise melodic phrases - using pentatonic scales (limited range of notes: DEGAB or CDEGA)</p>	<p>For Instance:</p> <p>Recognise combinations of pitched sounds - concords and discords</p> <p>Identify and play CM diatonic Chords C-F-G-Am-Dm</p> <p>Improvise - developing rhythmic and melodic material within given structures - when performing.</p>
	Electronic		<p>For instance:</p> <p>Use ICT/electronic devices, (microphones and recording equipment) to change and manipulate sounds</p>	<p>For instance:</p> <p>Use ICT / electronic devices, (microphones and recording equipment) to change and manipulate sounds.</p>
		Year 1/2	Year 3/4	Year 5/6
Composing	NC Statements	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Improvise and compose music for a range of purposes using the inter-related dimension of music • Listen with attention to detail and recall sounds with increasing aural memory • Use and understand staff and other musical notations 		

	Composing		<p>For instance: Combine sounds to create textures</p> <p>Create sequences of sound - musical structures which express ideas or moods using lyrics/sounds/movements actions.</p> <p>Compose sequences using notated rhythms</p> <p>Join sequences together to create structures of rhythmic, descriptive or dance patterns</p> <p>Select and sequence pitches (limited range) to create melodic phrases</p> <p>Add words to melodic phrases to create a class/group song</p> <p>Compose music in pairs - and small groups</p> <p>Explore, choose, combine, organise and record musical ideas within musical structures</p> <p>Use a variety of notations including 'graphic score' - pictograms etc.</p> <p>Develop an ability to represent sounds and symbols in movement/words/with instruments</p> <p>Use staff notation as a support</p> <p>Look at the music and follow each part</p>	<p>For instance: Create textures by combining sounds</p> <p>Compose music to describe images</p> <p>Create music that describes two contrasting moods Internalise sounds, then select, combine and exploit a range of different sounds to compose a sound-scape stimulated by...(topic)</p> <p>Develop more complex rhythmic ideas</p> <p>Devise rhythmic, melodic and harmonic accompaniments</p> <p>Apply knowledge and understanding of how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures/forms and used to communicate different moods and effects</p> <p>Compose music for different occasions using appropriate musical features and devices (melody, rhythms, chords and structures)</p> <p>Use standard and additional methods of notation as appropriate across a range of different contexts.</p> <p>Be aware of some of the basic major scales</p> <p>Play from pitched notation (read music)</p> <p>Show understanding of how music is produced in different ways and described through relevant established and invented notations</p>
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Listening, Developing Knowledge and Understanding	NC Statements	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Listen with concentration and understanding to a range of high quality live and recorded music. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Appreciate and understand a wide range of high quality music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music. 	
	Listening	<p>For instance:</p> <p>Listen to short excerpts of music from a variety of styles, genres and traditions</p> <p>Identify a variety of instruments that can be heard and describe sounds</p> <p>Identify the pulse in different pieces of music</p> <p>Tap knees in time with 'steady beat' music</p> <p>Listen to different sounds in the environment</p> <p>Recall short sequences / patterns of sounds</p> <p>Sing a familiar song, identify then tap the rhythm of the words</p> <p>Sing back melodic phrases from known songs</p> <p>Listen to pieces of music that describe e.g. The Sea/ Fireworks etc</p> <p>Describe different images created by music</p> <p>Identify features e.g. Loud/quiet, fast/slow, high/low, pulse, rhythm, sound effects...</p> <p>Listen to a selection of music that has long (often slow) and short (often fast) sounds</p> <p>Recognise long and short sounds and make longer and shorter sounds with their voices</p>	<p>For instance:</p> <p>Listen with attention to detail and internalize and recall sounds with increasing aural memory</p> <p>Learn new songs quickly; sing from memory</p> <p>Identify rhythmic patterns, instruments and repetitions of sound/pattern</p> <p>Internalise short melodies and play these on pitched instruments (play by ear)</p> <p>Analyse and compare different sound qualities (TIMBRES) instrumental, vocal, environmental/ natural, synthesised</p> <p>Explain how sounds can create different intended effects</p> <p>Recognise how the different musical elements are combined and used expressively</p>	<p>For instance:</p> <p>Identify musical features (scale, arpeggio, canon, drone, dynamics, ostinato, timbre...)</p> <p>Analyse and comment on the effectiveness of how sounds, images and lyrics are used to create different moods</p> <p>Recognise different tempi – speeds of music</p> <p>Identify different meters – grouping of the beat – counting and feeling the pulse on the strong beat</p> <p>Describe the effect of different combinations of pitched notes using the terms tense-discord, relaxed -concord</p> <p>Appraise own work by comparing/contrasting with work of others</p> <p>Improve performance through listening, internalising and analysing</p>

		Year 1/2	Year 3/4	Year 5/6
Listening, Developing Knowledge and Understanding (continued)	Knowledge and Understanding	<p>For instance:</p> <p>Recall and perform rhythmic patterns to a steady pulse</p> <p>Use instruments to copy back 4-beat rhythm patterns</p> <p>Introduce the Xylophone or metallophone</p> <p>Play 'High-middle-low': prepare two chime bars an octave apart, Introduce the middle note, G</p> <p>Illustrate stories or nursery rhymes by playing up or down the notes at appropriate moments</p> <p>Use movement and dance to reinforce the enjoyment of music and the sense of pulse</p> <p>Respond to long and short sounds through movement - match actions to long and short sounds</p> <p>Talk about high and low sounds in the environment and everyday life and imitate them with voices</p> <p>Use hand position to reinforce high, middle, low</p> <p>Sing back melodic phrases from known songs</p> <p>Express thoughts and feelings about music and respond physically through simple demonstration, language, movement and other art forms, giving simple justifications of reasons for response.</p>	<p>For Instance:</p> <p>Identify descriptive features in art and music</p> <p>Explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary</p> <p>Evaluate how venue, occasion and purpose affects the way music is created performed and heard</p> <p>Describe, compare and evaluate different kinds of music using an appropriate musical vocabulary</p> <p>Develop an understanding of a wide range of live and recorded music from different styles, genres and traditions from a variety of composers and musicians</p>	<p>For instance:</p> <p>Listen with concentration and some engagement to longer pieces of instrumental and vocal music</p> <p>Explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary</p> <p>Identify how music reflects different intentions</p> <p>Identify how music reflects time and place</p> <p>Show knowledge and understanding of how time and place can influence the way music is created, performed and heard.</p> <p>Identify and explore musical device</p> <p>Describe, compare and evaluate different kinds of music using an appropriate musical vocabulary e.g. pitch, tempo. timbre, lyrics</p> <p>Develop a broad understanding of a wide range of live and recorded music from different styles, genres and traditions from a variety of composers and musicians.</p>