



| Early Learning Goals | | National Curriculum Expectations | | | | | |
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| <p>Communication and Language</p> <p>Physical Development</p> <p>Expressive Arts and Design</p> | | <p>In KS1 pupils 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 • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music. | | <p>In KS2 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 • 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 • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music | | | |
| Skills Progression | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Perform | <p>Using their voices:</p> <p>Learn rhymes, poems and songs. (Communication & Language)</p> <p>Sing a range of well-known nursery rhymes and songs. Sing in a group or on their own,</p> | <p>Using their voices:</p> <p>Sing songs and rhymes, increasingly matching the pitch and following the melody</p> <p>Learn to play a musical instrument</p> <p>Play tuned and untuned</p> | <p>Using their voices:</p> <p>Expressively and creatively sing songs.</p> <p>Use their voices expressively and creatively by singing songs, speaking chants and rhymes.</p> | <p>Using their voices:</p> <p>Sing songs in a variety of styles with confidence, singing an increasing number from memory</p> <p>Show increasing accuracy of</p> | <p>Using their voices:</p> <p>Learn songs from memory with the support of lyrics and backing vocals, moving onto solely backing music.</p> <p>Sing songs in a variety of styles with an increasing awareness of the tone of their voices</p> | <p>Using their voices:</p> <p>Sing confidently in a wide variety of styles with expression</p> <p>Communicate the meaning and mood of the song</p> <p>Sing a simple second part of a two-part song with confidence</p> | <p>Using their voices:</p> <p>Sing solo and in ensemble contexts</p> <p>Sing a harmony part confidently and accurately.</p> <p>Perform alone and in a group, displaying a</p> |



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| <p>increasingly matching the pitch and following the melody (EA &D)</p> <p>Perform songs, rhymes, poems and stories with others and (when appropriate) move in time with the music. (Expressive Arts & Design)</p> <p>Play instruments with increasing control (EA & D)</p> | <p>instruments musically</p> <p>Create music with others</p> <p>Sing and play a musical instrument</p> | <p>Play tuned instruments musically.</p> <p>Play tuned and untuned instruments with increasing control.</p> | <p>pitch and awareness of the shape of a melody</p> <p>Imitate increasingly longer phrases with accuracy with an awareness of the phrases in a song</p> <p>Understand that posture, breathing and diction are important</p> <p>Demonstrate an awareness of character or style in performance</p> <p>Chant or sing a round in two parts</p> <p>Sing songs with a recognised structure (verse and chorus/call and response)</p> | <p>and the shape of the melody.</p> <p>Sing songs showing musical expression (phrasing, changes of tempi, dynamics, reflecting the mood and character of the song and its context).</p> <p>Sing two/three part rounds with more confidence and increasing pitch accuracy.</p> <p>Sing confidently as part of a small group and/or solo being aware of posture and good diction.</p> <p>Appropriately adjust volume in their voices to adapt to the story or a song.</p> <p>Copy short phrases and be able to sing up and down in step independently.</p> <p>Develop an awareness of harmonies, using</p> | <p>Sing a harmony part confidently and accurately.</p> <p>Maintain own part in a round</p> <p>Perform a song from memory with attention to phrasing, dynamics and accuracy of pitch, for a special occasion.</p> <p>On the ukulele:</p> <p>Perform significant parts from memory and from notations with awareness of own contribution.</p> <p>Perform alone and in a group, displaying a variety of techniques</p> <p>Use and understand staff and other musical notations</p> <p>Use of a variety of notation when performing and composing</p> <p>Read notes and know how many beats they represent</p> | <p>variety of techniques.</p> <p>Play musical instruments with control:</p> <p>Play and perform in ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Perform significant parts from notations with awareness of my own contribution.</p> <p>Perform in a group, displaying a variety of techniques.</p> <p>Take turns to lead a group.</p> <p>Refine and improve my own work.</p> |
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| | | | | <p>On the recorder:</p> <p>Play using symbols including graphic and /or simple traditional notation</p> <p>Follow simple hand directions from a leader</p> <p>Perform with an awareness of others</p> <p>Combine musical sounds with narrative and movement</p> <p>Perform a composed piece to a friendly audience, as a member of a group or class</p> | <p>their voices to portray such melodies.</p> <p>Perform to a friendly audience.</p> <p>Use <u>instruments</u> to:</p> <p>Maintain two or more different ostinato patterns in a small instrumental group against a steady beat</p> <p>Play music that includes RESTS</p> <p>Use tuned percussion instruments with increasing confidence to accompany songs and improvise</p> <p>Play by ear – find known phrases or short melodies using tuned instruments</p> <p>Play music in a metre of two or three time</p> | | |
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| | | | | | <p>Read and play from some conventional music symbols</p> <p>Combine instrumental playing with narrative and movement</p> <p>Follow a leader, stopping / starting, playing faster/ slower and louder / quieter</p> <p>Perform to an audience of adults, an assembly or other classes with increasing confidence.</p> | | |
| <p>Explore and compose</p> | <p>Combine different movements with ease and fluency to music (Physical Development)</p> <p>Explore and engage in music making and dance,</p> | <p>Explore pitch, dynamics, and structure</p> <p>Explore tempo, duration, and structure</p> <p>Explore dynamics, timbre, and structures</p> | <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>Experiment with, create, select and combine sounds using physical instruments.</p> | <p>Keep a steady beat on an instrument in a group or individually</p> <p>Maintain a rhythmic or melodic ostinato simultaneously with a different ostinato and/or steady beat</p> | <p>Sounds to create particular effects (timbre).</p> <p>Rhythm patterns in music from different times and places (duration).</p> <p>The pentatonic scale.</p> <p>Pitched notes that move by steps and/</p> | <p>Improvise and compose music.</p> <p>Improvise melodic and rhythmic material within given structures.</p> <p>Show thoughtfulness in selecting sounds and structures to convey an idea.</p> <p>Create own musical patterns</p> | <p>Improvise and compose music.</p> <p>Improvise melodic and rhythmic material within given structures.</p> <p>Show thoughtfulness in selecting sounds and structures to convey an idea.</p> |



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| <p>performing solo or in groups (EA & D)</p> <p>Create collaboratively, sharing ideas, resources and skills (EA & D)</p> | <p>Understand and explore how music is created</p> <p>Explore structure, timbre, tempo, dynamics, and appropriate forms of notation</p> | | | <p>Use tuned percussion with increasing confidence</p> <p>Copy a short melodic phrase by ear on a pitched instrument</p> | <p>or leaps to make short phrases/melodies.</p> <p>Music that describes feelings or moods using 'tense' or 'calm' sounds using dynamics, different tempi, different timbres etc.</p> <p>Combining and controlling sounds to achieve an effect.</p> <p>Music that incorporates effective silences (rests).</p> <p>Different groupings of beats (metre of 2/3).</p> <p><u>Compose:</u> A simple rhythmic accompaniment to a song using ostinato patterns and drones.</p> <p>A simple melody from a selected group of notes (i.e. a pentatonic scale).</p> | <p>Use a variety of different musical devices including melody, rhythms, and chords</p> <p>Use musical vocabulary and knowledge to help identify areas for development or refinement when composing</p> <p>Compose music for a range of purposes using the inter-related dimensions of music.</p> | <p>Create own musical patterns</p> <p>Use a variety of different musical devices including melody, rhythms, and chords.</p> <p>Use of a variety of notation when performing and composing.</p> <p>Read notes and know how many beats they represent.</p> |
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| | | | | | <p>Music that has a recognisable structure.</p> <p>A piece of music that reflects images/ and atmosphere, that has a clearly defined plan, making subtle adjustments to achieve the intended effect.</p> <p>Arrange a song using tuned and untuned accompaniments developed from the song.</p> | | |
| <p>Listen, reflect and appraise</p> | <p>Listen carefully to rhymes and songs paying attention to how they sound (C &L)</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses (EA & D)</p> | <p>Listen to, review, and evaluate music across a range of traditions</p> <p>Listen to, review, and evaluate music, including the works of the great composers</p> | <p>Listen with concentration and understanding to a range of live and recorded music.</p> | <p>Listen with concentration to longer pieces / extracts of music</p> <p>Listen to live/recorded extracts of different kinds of music and identify a steady beat a specific rhythm pattern or event the speed (TEMPO) of the music</p> | <p>Recognise aurally the range of percussion (tuned and untuned) used in school and some individual orchestral instruments taught in school.</p> <p>Recognise and talk about contrasting styles of music in broad terms, using appropriate musical language (the tempo, dynamics, metre, texture, timbre).</p> | <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great musicians</p> <p>Analyse and compare musical features choosing appropriate musical vocabulary</p> <p>Develop an understanding of the history of music</p> | <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great musicians.</p> <p>Analyse and compare musical features choosing appropriate musical vocabulary.</p> |



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| | | | | <p>the volume (DYNAMICS) the melody</p> | <p>Recognise music from different times and countries identifying key elements that give it its unique sound.</p> <p>Identify repeated rhythmic or melodic phrases in live or recorded music.</p> <p>Identify whether a song has a verse/chorus or call and response structure.</p> <p>Identify the use of metre in 2 or 3 in a piece of recorded or live music.</p> <p>Recognise the combined effect of layers of sound by listening to their own arrangements, compositions and recordings.</p> | <p>Notice and explore how music reflects culture</p> <p>Understand and express opinions on the different cultural meanings and purposes of music, including contemporary cultural music</p> <p>Notice, comment on, compare and explore how music reflects different intentions</p> <p>Show thoughtfulness in selecting sounds and structures to convey an idea</p> <p>Use a range of words to help describe music. (e.g. pitch, duration, dynamics, tempo, timbre, texture, and silence)</p> <p>Describe music using musical words and use this to identify strengths and weaknesses in music</p> | <p>Develop an understanding of the history of music.</p> <p>Notice and explore how music reflects culture.</p> <p>Understand and express opinions on the different cultural meanings and purposes of music, including contemporary cultural music.</p> <p>Notice, comment on, compare and explore how music reflects different intentions. Use a range of words to help describe music. (e.g., pitch, duration, dynamics, tempo, timbre, texture, and silence).</p> |
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| | | | | | | <p>Compare two pieces of instrumental music from different countries/ times and discuss the similarities and differences</p> <p>Use musical vocabulary and knowledge to talk about and discuss music from a variety of sources, traditions and cultures, including performances of their own and others' compositions</p> | <p>Describe music using musical words and use this to identify strengths and weaknesses in music.</p> <p>Analyse and compare musical features choosing appropriate musical vocabulary.</p> <p>Explain and evaluate how musical elements, features and styles can be used together to compose music.</p> |
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