

	Year 1 and 2	Year 3	Year 4	Year 5	Year 6
Area 1: Listening & responding to Music	KS1	LKS2		UKS2	
1a: Understanding and Using Musical Language 1b: Understanding and identifying connections between music and our feelings 1c: Understanding and identifying musical styles and the socio-historical connections and context of music	1a: Demonstrate an understanding and appropriate use of musical language (Including basic musical elements), from both prior and new learning. 1b: Demonstrate a basic understanding of how feelings can connect with/relate to music. 1c: Demonstrate some basic understanding of musical style.	1a: Demonstrate an understanding and appropriate use of musical language (including musical elements), from both prior and new learning. 1b: Identify and describe feelings as they relate to music 1c: Demonstrate an understanding of the musical style and a broader understanding of the cultural and historical connections to the music.	1a: Demonstrate an understanding and appropriate use of musical language (including musical elements), from both prior and new learning. 1b: Identify and describe a variety of contrasting feelings as they relate to music. 1c: Demonstrate an understanding of the musical style and a broader understanding of the cultural and historical connections to the music.	1a: Demonstrate an understanding and appropriate use of musical language (including musical elements), from both prior and new learning. 1b: Identify and describe a variety of contrasting feelings as they relate to music. 1c: Demonstrate an understanding of the musical style and a broader understanding of the cultural and historical connections and context of the music.	1a: Demonstrate an understanding and appropriate use of musical language (including musical elements), from both prior and new learning. 1b: Identify and describe a variety of contrasting feelings as they relate to music. 1c: Demonstrate an understanding of the musical style and a broader understanding of the cultural and historical connections and context of the music.

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<p>Area 2: Understanding & using the language of Music</p> <p>2a: Understanding and using differences in pitch and note duration</p> <p>Composing & Improvising</p> <p>2b: Understanding and applying the concepts</p> <p>2c: Creating melody according to guidelines</p> <p>2d: Following instrumental parts in a group performance</p>	<p>KS1</p> <p>2b: Demonstrate an understanding and use of basic differences in pitch (high and low) and note duration (long and short).</p> <p>2d: Demonstrate an understanding of the basic concepts of improvisation and composition.</p>	<p>LKS2</p> <p>2c: Make an informed decision as to which notes to use when composing and improvising with the song.</p> <p>2a: create a four or six-bar melody according to the instructions given (for the Music Notepad composition task)</p> <p>2b: When playing instrumental parts with the song, follow the instrumental part on the screen, playing by ear or with the notation provided.</p>	<p>2c: make an informed decision as to which notes to use when composing and improvising with the song.</p> <p>2a: create a four or six-bar melody according to the instructions given (for the Music Notepad composition task)</p> <p>2b: When playing instrumental parts with the song, follow the instrumental part on the screen, playing by ear or with the notation provided.</p>	<p>UKS2</p> <p>2c: Make an informed decision as to which notes and expression to use when composing and improvising with the song.</p> <p>2a: Create a four, six or eight-bar melody according to the instructions given (for the Music Notepad composition task)</p> <p>2b: When playing instrumental parts with the song, follow the instrumental part on the screen.</p> <p>Playing is secure – by ear or with the notation provided. (aim to be able to read at least the simplest part of the piece).</p>	<p>2c: Make an informed decision as to which notes and expression to use when composing and improvising with the song.</p> <p>2a Create a four, Six, eight or 12-bar melody according to the instructions given (for the Music Notepad composition task)</p> <p>2b: When playing instrumental parts with the song, follow the instrumental part on the screen.</p> <p>Playing is secure – by ear or with the notation provided. (aim to be able to read at least the simplest part of the piece).</p> <p>In Year 6, this includes any musical expression considered for the performance.</p>

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<p>Area 3: Developing Performance Awareness & skills</p> <p>3a: Feeling the pulse/beat 3b: Understanding the importance of posture and technique when performing. 3c: Rehearsing and Performing.</p> <p>Reflecting upon preparation and the context of the piece itself</p> <p>Connecting to the Social Theme</p> <p>Understanding and applying learning from the Musical Spotlight</p>	<p>KS1</p> <p>2a: demonstrate an awareness of pulse/beat when listening, moving to and performing music.</p> <p>2c: demonstrate a basic understanding of the importance of posture and technique when performing.</p> <p>2e: introduce my performance(s).</p>	<p>LKS2</p> <p>2a: Demonstrate an awareness of pulse/beat when listening, moving to and performing music.</p> <p>3b: Demonstrate an understanding of the importance of posture, diction and technique when performing.</p> <p>3c: When planning, rehearsing, introducing and performing the song: Introduce the performance with context and understanding of the song, the learning process and any other relevant connections.</p> <p>Understand and make connections between the music encountered and the Social Theme.</p> <p>Understand and apply learning from the Musical Spotlight</p>	<p>2a: Demonstrate an increasing awareness of pulse /beat when listening, moving to and performing music.</p> <p>3b: demonstrate an understanding of the importance of posture, diction and technique when performing.</p> <p>3c: When planning, rehearsing, introducing and performing the song: Introduce the performance with context and understanding of the song, the learning process and any other relevant connections.</p> <p>Understand and make connections between the music encountered and the Social Theme.</p> <p>Understand and apply learning from the Musical Spotlight</p>	<p>UKS2</p> <p>3a: Demonstrate with confidence an awareness of pulse /beat when listening, moving to and performing music.</p> <p>3b: demonstrate – and can explain – an understanding of the importance of posture, diction and technique when performing.</p> <p>3c: When planning, rehearsing, introducing and performing the song: Introduce the performance with context and understanding of the song, the learning process and any other relevant connections.</p> <p>Understand and make connections between the music encountered and the Social Theme.</p> <p>Understand and apply learning from the Musical Spotlight</p>	<p>3a: Demonstrate with confidence an awareness of pulse/beat when listening, moving to and performing music.</p> <p>3b: demonstrate – and can explain –an understanding of the importance of posture, diction and technique when performing.</p> <p>3c: When planning, rehearsing, introducing and performing the song: Introduce the performance with context and understanding of the song, the learning process and any other relevant connections.</p> <p>Understand and make connections between the music encountered and the Social Theme.</p> <p>Understand and apply learning from the Musical Spotlight</p>

	Year 1 and 2	Year 3	Year 4	Year 5	Year 6
Pulse/Beat /Metre	<p>KS1</p> <ul style="list-style-type: none"> - Watch and follow a steady beat. - Find a steady beat. Recognise the time signature 4/4 by ear and notation. - Understand that the speed of the beat can change, creating a faster or slower pace (tempo). 	<p>LKS2</p> <ul style="list-style-type: none"> - Recognise and move in time with the beat. - Play the steady beat on percussion instruments. - Recognise the 'strong' beat. - Play in time with a steady beat in 2/4, 4/4 and 3/4. 	<ul style="list-style-type: none"> - Recognise and move in time with a steady beat. - Play in time with a steady beat and identify the metres 2/4, 4/4 and 3/4. - Respond to the 'offbeat' or 'backbeat'. 	<p>UKS2</p> <ul style="list-style-type: none"> - Recognise and move in time with the changing speed of a steady beat. - Play in time with a steady beat and identify the metres 2/4, 4/4, 3/4, 5/4 and 6/8. - Respond to the 'offbeat' or 'backbeat'. 	<ul style="list-style-type: none"> - Recognise and move in time with the changing speed of a steady beat. Play in time with a steady beat and identify the metres 2/4, 4/4, 3/4, 6/8 and 5/4. - Identify syncopation and swing.

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Rhythm	<p>KS1</p> <ul style="list-style-type: none"> - Recognise long and short sounds and match them to syllables and movement. - Play copy back rhythms, copying a leader, and invent rhythms for others to copy on untuned and tuned percussion. - Create rhythms using word phrases as a starting point. 	<p>LKS2</p> <ul style="list-style-type: none"> - Recognise by ear and notation: minims, crotchets, quavers and their rests. - Copy simple rhythm patterns created from minims, crotchets, quavers and their rests. - Create simple rhythm patterns by ear and using simple notation from minims, crotchets, quavers and their rests. - Alternate between a steady beat and rhythm. 	<ul style="list-style-type: none"> - Recognise by ear and notation: Semibreves, minims, crotchets, quavers and semiquavers. Dotted minims and dotted crotchets - Copy simple rhythm patterns created from semibreves, minims, crotchets, quavers and rests. - Create rhythm patterns by ear and using simple notation, which use semibreves, minims, crotchets and quavers. - Understand and explain the difference between beat and rhythm. - Recall the most memorable rhythms in a song or piece of music. 	<p>UKS2</p> <ul style="list-style-type: none"> - Recognise by ear and notation: Minims, dotted crotchets, crotchets, quavers and their rests - Recognise by ear and notation: 6/8 rhythm patterns Dotted crotchets, triplet quavers, dotted quavers, quavers and their rests - Recognise dotted rhythm in melodies. - Copy simple rhythm patterns using the above rhythms. - Create rhythm patterns by ear and using simple notation, which use the above rhythm patterns. - Recall the most memorable rhythms in a song or piece of music. 	<ul style="list-style-type: none"> - Recognise by ear and notation: Minims, crotchets, quavers, semiquavers and their rests - Recognise by ear and notation: 6/8 rhythm patterns; Dotted crotchets, triplet quavers, dotted triplet quavers, quavers and their rests - Recognise by ear and notation: 9/8 rhythm patterns; Dotted crotchets, triplet quavers and quaver notes and their rests - Recognise dotted rhythm in melodies. - Copy simple rhythm patterns using the above rhythms. - Create rhythm patterns by ear and using simple notation, that use the above rhythm patterns. - Recall the most memorable rhythms in a song or piece of music.

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Pitch (melody)	<p>KS1</p> <ul style="list-style-type: none"> - Identify the high notes and low notes in a melody. - Join in with part of a melody. - Rehearse and play a simple instrumental melody as a part to go with a song. - Identify the names of the notes on a glockenspiel: C, D, E, F, G, A, B, C. - Use body percussion, untuned and tuned percussion instruments with a song, and listen to how the sounds blend together. - Identify and play by ear or notation notes in the tonality of C major. 	<p>LKS2</p> <ul style="list-style-type: none"> - Show the shape of a melody as rising and falling in pitch. - Learn to sing a melody by ear or from notation. - Learn to rehearse and play a melodic instrumental part by ear or from notation. - Identify the names of the pitched notes on a staff: C, D, E, F, F#, G, A, B, Bb, C. Identify the scales of: C major G major F major Identify if a scale is major or minor. - Copy simple melodies by ear or from reading notation. - Create melodies by ear and notate them. - Explore and play by ear or from notation: <ul style="list-style-type: none"> • Five-note scale • Pentatonic scale 	<ul style="list-style-type: none"> - Identify and explain what a melody is. - Learn to sing and follow a melody by ear and from notation. - Understand melodic movement up and down as pitch. - Learn to play 1 of 4 differentiated melodic instrumental parts, by ear and from notation. - Identify the names of the pitched notes on a staff: C, D, E, Eb, F#, G, A, B, Bb, C, C#, D. - Identify the following scales by ear or from notation: C major, F major, G major, A minor. - Copy simple melodies by ear or from reading notation. - Create melodies by ear and notate them. - Identify and talk about the way vocals are used in a song. - Identify and demonstrate a major and minor scale. 	<p>UKS2</p> <ul style="list-style-type: none"> - Identify and explain steps, jumps and leaps in the pitch of a melody. - Learn to sing and follow a melody by ear and from notation. - Learn to play one or more of 4 differentiated melodic instrumental parts by ear and from notation. - Identify the names of the pitched notes on a staff: C, D, E, Eb, F#, G, A, B, Bb, C, C#, D. - Identify the following scales by ear or from notation: C major, F major, D minor, G major, Eb major, C minor. - Copy simple melodies by ear or from reading notation. - Create melodies by ear and notate them. - Add new chords II and VI from a given tonality. - Identify tone by ear or from notation. - Identify intervals 3rd, 5th and 7th. 	<ul style="list-style-type: none"> - Identify major and minor tonality by ear and from notation - Learn to play one or more of 4 differentiated melodic instrumental parts, by ear and from notation. - Identify the names of the pitched notes on a staff: C, D, E, Eb, F#, G, A, B, Bb, C, C#, D. - Identify the following scales by ear or from notation: A minor, G major, D major, D minor, F major. - Identify an interval of a major triad: 3rd, 5th. Identify an octave by ear or notation. - Copy simple melodies by ear or from reading notation. Create melodies by ear and notate them. - Use chords C, F, G and A minor by ear or from notation. - Identify the tonal centres of: A minor, G major, D major, D minor, F major. - Identify and demonstrate the following scales by ear and from notation: Major scale, minor scale, pentatonic scale, blues scale.

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Pitch (melody) Continued	KS1	LKS2	<ul style="list-style-type: none"> - Identify and explain: Harmony: two or more notes heard at the same time - Second part: a second musical part, usually a melodic line, that creates harmony. - Explore chords I, IV and V in instrumental accompaniments. - Explore intervals of 3rd, 5th and octaves. - Identify the following tonal centres by ear or from notation: C major, F major, G major, A minor. 	UKS2 <ul style="list-style-type: none"> - Identify the tonal centres of: C major and C minor, F major, D minor and D major, E\flat major. - Identify and demonstrate the following scales by ear and from notation: major scale, minor scale, pentatonic scale. 	

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Tempo	<p>KS1</p> <ul style="list-style-type: none"> - Recognise the difference between the speed of a steady beat, a fast beat and a slow beat. - Change the speed of a steady beat, moving from fast to slow, slow to fast. - Understand that the speed of the beat can change, creating a faster or slower pace. 	<p>LKS2</p> <ul style="list-style-type: none"> - Recognise the difference between the speed of a steady beat, a fast beat and a slow beat. - Change the speed of a steady beat, moving from fast to slow, slow to fast. - Control the speed of a steady beat, getting faster and getting slower. 	<ul style="list-style-type: none"> - Recognise the difference between the speed of a steady beat, a fast beat and a slow beat. - Change the speed of a steady beat moving from fast to slow, slow to fast. - Control the speed of a steady beat, getting faster and getting slower. - Direct the class in controlling the speed of a steady beat in a class performance. 	<p>UKS2</p> <ul style="list-style-type: none"> - Recognise the difference between the speed of a steady beat, a fast beat and a slow beat. - Change the speed of a steady beat, moving from fast to slow, slow to fast. - Control the speed of a steady beat, getting faster and getting slower. - Direct the class in controlling the speed of a steady beat in a class performance. - Recognise the connection between tempi and musical styles. 	<ul style="list-style-type: none"> - Recognise the difference between the speed of a steady beat, a fast beat and a slow beat. - Change the speed of a steady beat, moving from fast to slow, slow to fast. - Control the speed of a steady beat, getting faster and getting slower. - Direct the class in controlling the speed of a steady beat in a class performance. - Recognise the connection between tempi and musical styles. - Recognise an effective use of tempo at the end of a song.

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Dynamics	<p>KS1</p> <ul style="list-style-type: none"> - Identify loud and quiet sections of music and discuss what makes the music loud or quiet. - Understand the meaning of loud and quiet (forte and piano). 	<p>LKS2</p> <ul style="list-style-type: none"> - Listen out and respond to forte (loud) sections of music. - Identify instruments playing loud dynamics when listening to the music. - Use dynamics to help communicate the meaning of a song. 	<ul style="list-style-type: none"> - Identify gradation of Dynamics. - Use the correct vocabulary to describe crescendo and diminuendo. 	<p>UKS2</p> <ul style="list-style-type: none"> - Identify dynamics and how they change the mood and feel of the music: forte, piano, mezzo forte, mezzo piano, crescendo and diminuendo. 	<ul style="list-style-type: none"> - Identify how dynamics change the mood and feel of music using vocabulary: forte, piano, mezzo forte, mezzo piano, crescendo and diminuendo. - Identify how dynamics can support the structure of a song or piece of music, e.g., diminuendo leading into a new section and change of mood. - Identify the connection between dynamics and texture, e.g., adding more players and/or singers makes the music louder.

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Timbre	<p>KS1</p> <ul style="list-style-type: none"> - Know the difference between a speaking voice and a singing voice. - Identify friends from the sound of their voices. 	<p>LKS2</p> <ul style="list-style-type: none"> - Choose particular instruments for rehearsal and performing. - Identify the sound of different tuned and untuned percussion instruments. 	<ul style="list-style-type: none"> - Explain tone colour: the instruments or voices heard that can be recognised by their unique qualities. - Recognise the following groups of instruments: a marching band and a symphony orchestra and its separate families: woodwind, brass, percussion and strings. - Identify the following instruments by ear and through a range of media: banjo, acoustic guitar, tuned and untuned percussion, steel pans, clarinet, trombone, trumpet, piano, keyboard, bass drums, tuba, piccolo, bass guitar, synthesiser and electric guitar. - Recognise the difference between the sound of high and low voices. - Understand the importance of the vocal warm-up and its impact on the tone of the voice. 	<p>UKS2</p> <ul style="list-style-type: none"> - Recognise the following ensembles: <ul style="list-style-type: none"> • Gospel choir and soloist • Rock band • Symphony orchestra • A Cappella group - Identify the following instruments by ear and through a range of media: drum kit, electric guitar, electric bass guitar, acoustic guitar, keyboard or Hammond organ, synthesiser, saxophone, trumpet, harmonica, banjo, accordion, tuned and untuned percussion, steel pans and instruments of the orchestra such as clarinet, tuba, violin, trombone and flute. - Recognise the difference between the sound of high and low voices. - Recognise tone colour and rapping. 	<ul style="list-style-type: none"> - Recognise the following ensembles: <ul style="list-style-type: none"> • Pop group • A Cappella group • Gospel choir - Identify instruments that add particular colour to a song or piece of music. - Identify the following instruments by ear and through a range of media: <ul style="list-style-type: none"> - Band instruments such as keyboard, electric or Hammond organ, saxophone, trumpet, electric guitar, electric bass guitar, drum kit, vocals, drum machine and synthesiser. - Instruments of the orchestra from the strings, woodwind, brass and tuned and untuned percussion families, particularly violin, cello, double bass, flute, clarinet, oboe, saxophone, trumpet, trombone, French horn, tuba, drums (timpani), glockenspiel, xylophone and piano. - Other instruments such as steel pans, harmonica, banjo and accordion.

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Texture	<p>KS1</p> <ul style="list-style-type: none"> - Understand that singing and playing together creates a musical texture. - Add body percussion accompaniments. 	<p>LKS2</p> <ul style="list-style-type: none"> - Understand that singing and playing together creates a musical texture. - Add body percussion accompaniments. - Listen to the accompaniment to a song. - Identify large numbers of people playing and singing. - Listen out for solo players 	<ul style="list-style-type: none"> - Identify and explain texture: the number of voices or instruments playing and the richness of the sound they create. - Identify high and low solo voices and backing vocals, and talk about the different textures they create in the music. - Understand and demonstrate the effect that repeated rhythmic or melodic patterns (as riffs /ostinati) have on the texture of a piece of music. - Explain the term 'unison' and the difference between unison and solo 	<p>UKS2</p> <ul style="list-style-type: none"> - Identify solos and instrumental breaks in songs and music. - Talk about solo voices, backing vocals and different vocal textures. Identify changes in texture. - Talk about the different textures created by intervals and chords. 	<ul style="list-style-type: none"> - Sing and play instruments in different-sized groups. - Identify solos and instrumental breaks in songs and music. - Talk about solo voices, backing vocals and different vocal textures. - Refer to repeated rhythmic or melodic patterns as riffs /ostinati. - Talk about the different textures created by intervals and chords. - Understand how texture builds throughout a piece as voices are layered.

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Structure (form)	<p>KS1</p> <ul style="list-style-type: none"> - Join in with a repeated section of a song: the chorus, the response. - Join in with the main tune when it is repeated. 	<p>LKS2</p> <ul style="list-style-type: none"> - Show the different sections of a song structure or piece of music through actions. 	<ul style="list-style-type: none"> - Identify and explain the following structural terms: verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form within musical structures. - Identify the instrumental break and its purpose in a song. - Recognise phrases and repeated sections. - Discuss the purpose of a bridge section. 	<p>UKS2</p> <ul style="list-style-type: none"> - Identify and explain the structural terms: verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form within musical structures. - Identify the instrumental break and its purpose in a song. - Recognise phrases and repeated sections. - Discuss the purpose of a bridge section. 	<ul style="list-style-type: none"> - Talk about how musical styles often have the same musical structure, eg Folk music: verse and chorus; Rock and Pop music: verse, chorus, bridge and instrumental break. - Talk about the purpose of musical structures. - Identify where changes in texture and tonality help emphasise the contrasting sections in a song. - Recognise that changing the tonality at different points within the song creates different sections to the structure.