

| | Unit 1 - Pulse | Unit 2 - Voice | Unit 3 - Rhythm | Unit 4 - Pitch | Unit 5- Music tech | Unit 6 - 20 th Century |
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| EYFS | <p>Keep a steady pulse with some accuracy (Unit 1 + 3)</p> <p>Imitate movements in response to music.</p> <p>Explore, respond and identify long and short sounds.</p> | <p>Sing songs, which contain a small range of notes</p> <p>Take turns when singing and be a good listener.</p> <p>Perform actions to accompany songs.</p> | <p>Keep a steady pulse with some accuracy (Unit 1 + 3)</p> <p>Explore rhythm through play</p> <p>Create rhythms and suggest symbols to represent rhythms</p> <p>Recognise and control changes in tempo</p> <p>Listen to ideas from others, taking turns</p> | <p>Recognise and broadly control changes in timbre, tempo, pitch and dynamics when playing instruments and vocally</p> <p>Sing broadly in tune with a limited pitch range</p> <p>Create music, and suggest symbols to represent sounds (Unit 4 + 5)</p> <p>Comment on and respond to recordings of own voice, other classroom sounds and musical instruments (Unit 4 + 5)</p> | <p>Explore and change sounds and music through play and technology.</p> <p>Comment and respond to recordings of own voice, other classroom sounds (Unit 4 + 5)</p> <p>Begin to demonstrate an understanding of musical structure</p> | <p>Comment and respond to recorded music from different traditions, genres, styles and times.</p> |
| Year 1 | <p>Keep a steady pulse with some accuracy (e.g. clapping, marching, tapping and playing instruments)</p> <p>Follow simple musical directions for faster, slower, stopping and starting (Unit 1 + 2)</p> <p>Create, explore, respond and identify long and short sounds.</p> | <p>Follow simple musical directions for faster, slower, stopping and starting (Unit 1 + 2)</p> <p>Sing and perform songs, which contain a small range of notes (3 - 5 notes), with growing confidence (Unit 2 + 4)</p> <p>Recognise and represent higher and lower sounds using graphic notation.</p> | <p>Begin to play rhythmic patterns found in speech</p> <p>Confidently copy given rhythms</p> <p>Begin to understand the differences between pulse and rhythm through physical movement, playing and singing</p> <p>Use graphic notation to record rhythms</p> <p>Listen to ideas from others and use them to help improve my work (Unit 3 + 4)</p> | <p>Sing and perform songs, which contain a small range of notes (3 - 5 notes), with growing confidence (Unit 2 + 4)</p> <p>Listen to ideas from others and use them to help improve my work</p> <p>Recognise and broadly control changes in timbre, tempo, pitch and dynamics when playing instruments and vocally</p> | <p>Use technology to create and change sounds.</p> <p>Demonstrate an understanding of musical structure</p> <p>Comment and respond to recordings of own and other's compositions</p> | <p>Listen to recorded music, and use one element, from different traditions, genres, styles and times.</p> |
| Year 2 | <p>Sing or play with good sense of pulse (Unit 1 + 3)</p> <p>Demonstrate an understanding of the differences between pulse and rhythm through physical movement, playing or singing (unit 1 + 3)</p> <p>Recognise rhythmic patterns found in speech, e.g. saying , chanting names, syllables in names etc. (Unit 1 + 3)</p> <p>Respond to visual and aural cues.</p> | <p>Sing, with accuracy, within a range of notes (Unit 2 + 4)</p> <p>Follow and use performance instructions. including, starting, stopping, dynamics and tempo</p> <p>Recognise and demonstrate the link between pitch and shape using graphic notation (Unit 2 + 4)</p> | <p>Recognise rhythmic patterns found in speech (Unit 1 + 3)</p> <p>Use graphic notation to record rhythms</p> <p>Offer comments about others' work and accept suggestions from others, including discussing musical structure (Unit 3 + 5)</p> | <p>Listen with increased concentration, responding appropriately to a variety of live and recorded music, making observations about the music (Unit 4 + 5 + 6)</p> <p>Demonstrate increased understanding and use of basic musical features as appropriate to a specific music content eg. getting louder, softer, higher, lower, faster, slower, describe how sounds are made, combined, etc and name common classroom instruments.</p> | <p>Offer comments about others' work and accept suggestions from others, including discussing musical structure (Unit 3 + 5)</p> <p>Listen with increased concentration, responding appropriately to a variety of live and recorded music, making observations about the music (Unit 4 + 5 + 6)</p> <p>Experiment changing and combining sounds, through technology.</p> | <p>Listen with increased concentration, responding appropriately to a variety of live and recorded music, making observations about the music (Unit 4 + 5 + 6)</p> |
| Year 3 | <p>Follow and lead simple performance directions, demonstrating my understanding of pulse.</p> | <p>Create, use and lead a group with performance instructions. (tempo, dynamics, start, stop,).</p> <p>Hear a melody and create a</p> | <p>Listen and copy rhythmic patterns.</p> <p>Play rhythms confidently while maintaining an appropriate pulse.</p> <p>Demonstrate an understanding of</p> | <p>Begin to create simple rhythmic patterns, melodies and accompaniments</p> <p>Begin to aurally identify, recognise, respond to and use musically graphic notation to represent basic changes in pitch within a</p> | <p>Use technology to create, change and combine sounds.</p> <p>Recognise and use basic musical structure.</p> | <p>Listen to and use features of recorded music from different traditions, genres, styles and times.</p> |

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Maintain a part in a piece / rhythm

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| | <p>game consisting of two or more parts.</p> <p>Sing and play confidently and fluently, maintaining a steady pulse (Unit 1 + 2 + 4).</p> <p>Offer comments about own and others' work and ways to improve, using appropriate musical vocabulary. Including discussing structure (unit 5).</p> <p>Accept feedback and suggestions from others.</p> | <p>graphic score represent it.</p> | <p>the differences between pulse and rhythm through playing an instrument.</p> <p>Create graphic notation to represent rhythm.</p> | <p>limited range</p> | | |
| Year 4 | <p>Follow and lead simple performance directions. (eg call and response patterns).</p> <p>Maintain an independent part in a small group when playing or singing (eg a drone, ostinato, rhythm).</p> <p>Sing and play confidently + fluently, maintaining an appropriate pulse.</p> <p>Offer comments about own and others' work and ways to improve, using appropriate musical vocabulary including discussing structure (unit 5 only) and be willing to justify these.</p> | <p>Sing with an awareness of my breathing and pronunciation (Unit 2 + 4)</p> <p>Sing fluently with confidence.</p> <p>Use standard or graphic notation to create a melody.</p> | <p>Create simple rhythmic patterns, melodies and accompaniments (Unit 3 + 4)</p> <p>Aurally identify, recognise, respond to and use basic symbols (standard and invented) including rhythms from standard Western notation (Eg crotchet, quavers) and basic changes in pitch within a limited range</p> | <p>Create simple rhythmic patterns, melodies and accompaniments (Unit 3 + 4)</p> <p>Listen and evaluate a range of live+ recorded music from different traditions, genres, styles and times, responding appropriately. Share opinions about own and others' music and be willing to justify these.</p> <p>Sing with an awareness of my breathing and pronunciation (Unit 2 + 4)</p> | <p>Use voice, sounds, technology and instruments in creative ways.</p> <p>Recognise, respond and use basic musical structure.</p> <p>Offer comments about own and others' work and ways to improve, using appropriate musical vocabulary including discussing structure (unit 5 only) and be willing to justify these.</p> | <p>Listen to and use features of recorded music from different traditions, genres, styles and times.</p> <p>Demonstrate quality of key musical skills and elements.</p> |
| Year 5 | <p>Maintain a strong sense of pulse throughout pieces with and without syncopation.</p> <p>Create simple rhythmic pieces which demonstrate understanding of rhythm / melodies / accompaniments.</p> <p>Maintain an independent part in a group when singing or playing (Unit 1 + 2 + 3)</p> <p>Accept feedback and suggestions from</p> | <p>Experiment and perform sounds made by my voice.</p> <p>Follow and perform a vocal piece using a graphic or notated score.</p> <p>Maintain an independent part in a group when singing or playing (Unit 1 + 2 + 3)</p> | <p>Respond to and use musically basic symbols including Western notation</p> <p>Begin to use a variety of musical devices, timbres, textures, techniques etc when creating and making music (Unit 3 + 4 + 6)</p> <p>Accept feedback and suggestions from others (Unit 1 + 3 + 6)</p> <p>Maintain an independent part in a group when singing or playing (Unit 1 + 2 + 3)</p> | <p>Begin to use a variety of musical devices, timbres, textures, techniques etc when creating and making music (Unit 3 + 4 + 6)</p> <p>Begin to demonstrate increasing confidence, expression, skill and level of musicality through taking different roles in performance and rehearsal</p> <p>Create music which demonstrates understanding of basic structure and discuss the choices made</p> <p>Listen and evaluate a range of live and recorded</p> | <p>Use voice sounds, technology and instruments in creative ways.</p> <p>Use and identify key features of basic musical structure.</p> | <p>Begin to use a variety of musical devices, timbres, textures, techniques etc when creating and making music (Unit 3 + 4 + 6)</p> <p>Listen and evaluate a range of live and recorded music from different traditions, genres, styles and times,</p> |

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| | <p>others (Unit 1 + 3 + 6)</p> <p>Offer comments about own and others' work and ways to improve, using appropriate musical vocabulary including discussing structure (unit 5 only) and justifying these (Unit 1 + 3 + 5 + 6)</p> | | <p>Offer comments about own and others' work and ways to improve, using appropriate musical vocabulary including discussing structure (unit 5 only) and justifying these (Unit 1 + 3 + 5 + 6)</p> | <p>music from different traditions, genres, styles and times, responding appropriately. Share opinions about own and others' music and be willing to justify these (Unit 4 + 6)</p> | | <p>responding appropriately. Share opinions about own and others' music and be willing to justify these (Unit 4 + 6)</p> <p>To experiment with voice, sounds, technology and instruments in creative ways to explore new techniques.</p> |
| Year 6 | <p>Maintain a strong sense of pulse and recognise when going out of time.</p> <p>Create simple rhythmic pieces which demonstrate understanding of rhythm or melodies or accompaniments.</p> <p>Listen to and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately (Unit 1 + 4 + 5 + 6)</p> <p>Maintain an independent part in a group when singing or playing with an awareness of other parts / performers (smaller groups / more parts).</p> <p>Share opinions about own and others' music and be willing to justify these using musical vocabulary, including discussing structure (unit 5 only) (Unit 1 + 3 + 4 + 5 + 6).</p> | <p>Experiment with and refine sounds with my voice.</p> <p>Maintain a part in a performance with my voice.</p> <p>Create and perform a vocal piece by following a graphic / notated score.</p> | <p>Follow staff and other notations while playing short passages of music.</p> <p>Maintain an independent part in a group when singing or playing with an awareness of other parts / performers (smaller groups / more parts).</p> <p>Share opinions about own and others' music and be willing to justify these using musical vocabulary, including discussing structure (unit 5 only) (Unit 1 + 3 + 4 + 5 + 6).</p> <p>Use a variety of musical devices, timbres, textures, techniques when creating and playing music (Unit 3 + 4 + 5 + 6).</p> | <p>Demonstrate increasing confidence, expression, skill and level of musicality through taking different roles in performance and rehearsal.</p> <p>Create music which demonstrates understanding of structure and discuss the choices made (unit 4 + 5)</p> <p>Share opinions about own and others' music and be willing to justify these using musical vocabulary, including discussing structure (unit 5 only) (Unit 1 + 3 + 4 + 5 + 6)</p> <p>Use a variety of musical devices, timbres, textures, techniques when creating and playing music (Unit 3 + 4 + 5 + 6)</p> <p>Listen to and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately (Unit 1 + 4 + 5 + 6)</p> | <p>Create music which demonstrates understanding of structure and discuss the choices made (unit 4 + 5)</p> <p>Share opinions about own and others' music and be willing to justify these using musical vocabulary, including discussing structure (unit 5 only) (Unit 1 + 3 + 4 + 5 + 6).</p> <p>Use a variety of musical devices, timbres, textures, techniques when creating and playing music (Unit 3 + 4 + 5 + 6).</p> <p>Listen to and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately (Unit 1 + 4 + 5 + 6)</p> | <p>Experiment with voice, sounds, technology and instruments in creative ways to explore new techniques</p> <p>Share opinions about own and others' music and be willing to justify these using musical vocabulary, including discussing structure (unit 5 only) (Unit 1 + 3 + 4 + 5 + 6).</p> <p>Use a variety of musical devices, timbres, textures, techniques when creating and playing music (Unit 3 + 4 + 5 + 6).</p> <p>Listen to and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately (Unit 1 + 4 + 5 + 6)</p> |

