

Music	Year 1 and Year 2	Year 3 and Year 4	Year 5 and year 6
Key knowledge	Pupils should be taught to: use their voices expressively and creatively by singing songs and speaking chants and rhymes	Pupils should be taught to: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	
Key Vocal skills	Use their voices confidently to create sound effects Explore different types of voices Sing songs in different ways and discuss the effect	Use voices to create and control sounds (including tempo/speed-dynamics/volume and pitch)	Create different vocal effects when singing and rapping
Key rhythmic skills	Chant words expressively using known songs and rhymes Chant and clap in time with a steady pulse	Keep in time with a steady pulse when chanting, singing or moving. Be aware of correct posture whilst singing/playing Play singing games and clapping games Sing/perform rhythmically straightforward parts (i.e. minims, crotchets, quavers in simple common meter)	Sing songs in unison and two parts Maintain their own part when singing songs written in two parts Sing songs written in different metres - tap the pulse on the strong beats
Key pitching skills	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 Slide the voice upwards in pitch to a high voice and downwards in pitch to a low voice Follow the shape of the melody when singing songs. (Use hand/arm to gesture)	Sing in tune in a group and alone Sing using a limited range of notes (i.e. middle C to D octave above)	Sing with control of pitch
Key singing skills	Sing songs while maintaining a steady beat: tapping/walking Sing songs at different speeds Sing the same song in different ways: loud, quiet; fast, slow, and in various moods Use the 'thinking voice' - ie sing the words in their head Play singing games in which children sing phrases alone Sing songs expressively increasingly in tune within a limited pitch Recognise phrase lengths and know when to breathe with an attention to posture Use movements to show phrases Perform each phrase in a different way	Sing words/phrases of a song in their heads (thinking voice) Sing with expression Sing/play appropriate material confidently and fluently Make improvements to singing - rehearse together to achieve objectives Use graphic notation to illustrate the shape and formation of melodies	Sing/play with increased control, expression, fluency and confidence Sing with clear diction, a sense of phrase and musical expression Control breathing, posture and sound projection. Breathe in agreed places to identify phrases. Recognise structures in known songs (identify repeated phrases) Sing a round in two parts - identify the melodic phrases and how they fit together Use graphic/traditional/other notation to develop a deeper understanding of shape/form of melodies

Key instrument knowledge	Pupils should be taught to: play tuned and un-tuned instruments musically	Pupils should be taught to: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	
Key instrument skills	Describe, name and group a variety of instruments Play instruments or use body percussion in different ways to create sound effects and follow directions to 'perform' a story together	Create and control sounds on instruments (including tempo/speed-dynamics/volume and pitch) Select instruments and create sounds to describe visual images	
Key control skills	Handle and play a variety of tuned and un-tuned instruments with control 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 Add an instrument to play on the beat and one to play with the rhythm The children mark the pulse of a song with stamps/claps Chant/sing, clap the rhythm of the song; transfer the rhythm onto an un-tuned instrument; use it to accompany the chanting Count with a steady pulse Contribute ideas and control sounds as part of a class composition and performance	Keep in time with a steady pulse when playing instruments Perform a repeated pattern to a steady pulse Maintain own part with awareness of how the different parts fit together to achieve an overall effect	Play instruments with control and rhythmic accuracy Perform a particular cyclic pattern i.e. rhythmic phrase structured, layered and repeated. SAMBA, STREET BAND or AFRICAN DRUMMING Perform a round confidently using voices and instruments. Be aware of other parts when playing an independent part Play simple chords in sequence Demonstrate awareness of own contribution - leading others, taking a solo part and/or providing rhythmic support/accompaniment 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
Key notational skills	Follow a conductor and be the conductor themselves, responding to a range of gestures for: start/stop, slow/fast, loud/quiet Make a picture label for each group of instruments Play together, using symbols as a support Talk about and devise signs/gestures/symbols for the concepts: high/low, fast/slow, long/short. Make two flash cards, one for long and one for short sounds Perform long and short sounds in response to symbols 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	For instance: Play new pieces by ear and from simple notations	For instance: Perform significant parts from memory and from notations

Key evaluation skills	<p>Evaluate own music and that of others Discuss what was good Suggest how it might be improved</p>	<p>Suggest and make improvements to work and that of others, commenting on the intended effect and how to achieve it Contribute to a class performance Rehearse together to achieve objectives Suggest Ideas and preparations for performances</p>	<p>Rehearse with others and help achieve a high quality performance showing an awareness of the audience Refine and improve their own and others' work in relation to the intended effect Perform with awareness of audience, venue and occasion</p>
Key improvisation knowledge	<p>Pupils should be taught to: <i>experiment with, create, select and combine sounds using the inter-related dimensions of music</i></p>	<p>Pupils should be taught to: <i>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</i></p>	
Key Exploration skills	<p>Explore different sounds using body percussion Make various sound effects to describe selected/ thematic words Suggest which instruments would make a particular sound Select sounds and sound sources carefully in response to a story suggest what sounds could be added to depict ideas Make own short sequence of sounds using symbols as a support Make sounds and recognise how they can communicate ideas Create and choose sounds in response to stimulus e.g. night-time, the seaside etc. Suggest instruments that make sounds like those described by the selected words and create sound pictures Children order sounds in response to the stimulus and make their own short sequence of sounds using symbols as a support Create a sound story</p>	<p>Recognise and explore the ways sounds can be combined and used expressively Identify how songs are structured and accompanied Express song meanings/lyrics using voices or instruments Identify and control different ways instruments make sounds</p>	<p>For instance: Develop musical imagination through experimenting, improvising and adapting sounds Explore different textures of un-tuned sounds Explore the relationship between sounds Explore different combinations of vocal sounds</p>

Key Control skills	<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>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>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>
Key melodic skills	<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>Improvise - devise melodic phrases - using pentatonic scales (limited range of notes: DEGAB or CDEGA)</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>
Key electronic skills		<p>Use ICT/electronic devices, (microphones and recording equipment) to change and manipulate sounds.</p>	<p>Use ICT / electronic devices, (microphones and recording equipment) to change and manipulate sounds</p>
Key compositiona l knowledge		<p>Pupils should be taught to:</p> <p>improvise and compose music for a range of purposes using the inter-related dimension of music</p> <p>listen with attention to detail and recall sounds with increasing aural memory</p> <p>use and understand staff and other musical notations</p>	

Key compositional skills

Combine sounds to create textures
Create sequences of sound - musical structures which express ideas or moods using lyrics/sounds/movements/actions
Compose sequences using notated rhythms
Join sequences together to create structures of rhythmic, descriptive or dance patterns
Select and sequence pitches (limited range) to create melodic phrases
Add words to melodic phrases to create a class/group song
Compose music in pairs - and small groups
Explore, choose, combine, organise and record musical ideas within musical structures
Use a variety of notations including 'graphic score' - pictograms etc.
Develop an ability to represent sounds and symbols in movement/words/with instruments
Use staff notation as a support
Look at the music and follow each part

Create textures by combining sounds
Compose music to describe images
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)
Develop more complex rhythmic ideas
Devise rhythmic, melodic and harmonic accompaniments
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
Compose music for different occasions using appropriate musical features and devices (melody, rhythms, chords and structures)
Use standard and additional methods of notation as appropriate across a range of different contexts.
Be aware of some of the basic major scales
Play from pitched notation (read music)
Show understanding of how music is produced in different ways and described through relevant established and invented notations