



	EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Aims		The National Curriculum for Music aims to ensure that all pupils: perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians; learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence; understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.		
Thread		Pupils should be taught to: 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.	Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. 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; 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.	
Concept	EYFS	KS1	LKS2	UKS2
Performing - Singing	<ul style="list-style-type: none"> • Speak and chant short phrases together. • Find their singing voice and begin to develop a sense of pitch over a small range of notes. • Sing a variety of songs both accompanied and unaccompanied. • Start and stop together. • Make changes in their voices to express different moods/feelings. • Respond appropriately to a range of classroom songs, e.g. tidy-up songs, circle time songs, line-up songs 	<ul style="list-style-type: none"> • Speak and chant together. • Sing in time to a steady beat. • Co-ordinate actions to go with a song. • Follow simple signals: stop/ start. • Sing songs in different styles conveying different moods (happy, sad, angry etc) and with sense of enjoyment. • Perform an action or a sound (clapping, stamping, etc.) on the steady beat whilst singing. • Sing songs showing increasing vocal control (singing more in tune, breathing deeply, singing words clearly). • Use voice in different ways to create different effects. • Sing a variety of songs with more accuracy of pitch. • Echo short sung melodic phrases. • Identify if pitch is getting higher/lower/staying the same. • Sing words clearly and breathing at the end of phrases. • Convey the mood or meaning of the song. • Follow a leader (teacher) starting and stopping together. • Sing with a sense of control of dynamics [volume] and tempo [speed]. • Demonstrate some confidence in performing as a group and as an individual. 	<ul style="list-style-type: none"> • Show increasing awareness of pitch and awareness of the shape of a melody. • Compose words and actions to go with songs. • Imitate increasingly longer sung phrases with accuracy. • Sing with an awareness of the phrases in a song. • Understand that posture, breathing and diction are important. • Sing songs with a recognised structure (verse and chorus/ call and response). • Follow simple hand directions from a leader. • Sing songs in a variety of styles with an increasing awareness of the tone of their voices and the shape of the melody. • Copy short phrases and be able to sing up and down in step independently. • Identify whether a song has a verse/chorus or call and response structure. • Sing two/three part rounds with more confidence and increasing pitch accuracy. • Sing confidently as part of a small group or solo being aware of posture and good diction. • Follow a leader, stopping /starting, playing faster/slower and louder/quieter. • Perform to an audience of adults, an assembly or other classes with increasing confidence. • <i>Perform with a stronger/more secure sense of pulse and rhythm.</i> 	<ul style="list-style-type: none"> • Sing songs in a wide variety of styles, showing accuracy and expression. • Sing as part of three-part round: sing a second part with increasing confidence. • Sing a song with an understanding of its history and purpose (i.e. song about the environment, gospel song, protest song). • Perform a song showing an awareness of phrasing and the shape of the melody. • Sing independently with increasing confidence and accuracy. • Sing confidently in a wide variety of styles with expression. • Communicate the meaning/mood of a song. • Perform a song from memory with attention to phrasing, dynamics and accuracy of pitch, for a special occasion • <i>Sing in an ensemble with the aim of producing a round sound, clear diction, control of pitch and a musical understanding of how parts fit together.</i> • <i>Demonstrate musical quality egg clear starts, ends of pieces/phrases, technical accuracy etc.</i>

Concept	EYFS	KS1	LKS2	UKS2
Performing and applying knowledge and understanding – Playing	<ul style="list-style-type: none"> • Explore instruments and the different sounds they make. • Shows control to hold and play instruments to produce a musical sound. • Leads or is led by other children in their music making, i.e. being a conductor. • Listens and responds to others in pair/ group music making. • Play instruments with control to play loud/quiet (dynamics), fast/slow (tempo). • Choose sounds to represent different things (the thunder, sea etc.). 	<ul style="list-style-type: none"> • Know how sounds are made and changed. • Make sounds with a slight difference, with help. • Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.). • Use changes in dynamics, timbre and pitch to organise music. • Change sounds to suit a situation. • Make own sounds and symbols to make and record music. • Know music can be played or listened to for a variety of purposes (in history/other cultures). • Follow a simple piece of written rhythmic notation. • <i>Play with a sound-before-symbol approach.</i> 	<ul style="list-style-type: none"> • Know number of beats in a minim, crotchet, quaver and semibreve and recognise symbol, quaver, dotted crotchet, rests. (duration). • Play with a sound-before-symbol approach. • Use silence for effect and know symbol for a rest (duration). • Use written symbols both standard and invented to represent sounds. • Combine sounds expressively (all dimensions). • Read notes and know how many beats they represent (minim, crotchet, semibreve, quaver, dotted crotchet, rests). • Know that sense of occasion affects performance. • Follow a basic melody line, using standard notation. 	<ul style="list-style-type: none"> • Read/ work out the musical staff • Perform songs in a way that reflects the meaning of the words, the venue and sense of occasion so that the audience appreciates it. • Perform from simple notation on tuned/untuned instruments. • Use knowledge of musical dimensions to know how to best combine them. • Know and use standard musical notation to perform and record own music (adding dotted quavers). • Use different venues and occasions to vary performances. • Understand/use staff and also use unconventional notation when composing. • Identify and explore the relationship between sounds and how different meanings can be expressed through sound and music. • <i>Play easy and medium parts by ear or use notation as an extension activity or if appropriate.</i>

Concept	EYFS	KS1	LKS2	UKS2
Composing	<ul style="list-style-type: none"> • Clap short, rhythmic patterns. • Make different sounds (high and low – pitch; loud and quiet – dynamics; fast and slow – tempo; quality of the sound – smooth, crisp, scratchy, rattling, tinkling etc....- timbre). 	<ul style="list-style-type: none"> • Add sound effects to a story (this could be done a part of the 'Talk for Writing' process). • Choose musical sound effects to follow a story line or match a picture. • Use graphics/symbols to portray the sounds they have made. • Sequence these symbols to make a simple structure (score). • Compose own sequence of sounds without help and perform. • Compose short melodic phrases. • Create short repeated rhythmic patterns (ostinati). • Create rhythm patterns from words. • Compose a piece of music that has a beginning, middle and end (structure). • Compose music that has long and short sounds, and/or changes in tempo, timbre and dynamics, in small groups. • Create music that conveys different moods. • <i>Record the composition in any way appropriate. Notate music in different ways using graphic/pictorial notation, video, ICT.</i> 	<ul style="list-style-type: none"> • Use musical dimensions together to compose music. • Create words and actions to go with songs. • Compose a simple rhythmic accompaniment to go with a song, using ostinato patterns. • Compose music that has a recognisable structure; beginning, middle and end or verse/chorus. • Create music that tells a story, paints a picture or creates a mood. • Compose music that uses repetition/echo. • Compose a simple rhythmic accompaniment to a song using ostinato patterns and drones. • Compose simple melody from a selected group of notes (i.e. a pentatonic scale). • Create music that has a recognisable structure. • Create a piece of music that reflects images/ and atmosphere that has a clearly defined plan, making subtle adjustments to achieve the intended effect. • Arrange a song using tuned and untuned accompaniments developed from the song and perform to an audience. • <i>Record the composition in any way that is appropriate – using graphic/pictorial notation, using ICT, video or with formal notation.</i> • <i>Musically demonstrate increased understanding and use of the interrelated dimensions of music as appropriate within this context e.g. getting louder (dynamics), softer (dynamics), higher (pitch), lower (pitch), faster (tempo), slower (tempo). Describe the quality of sounds and how they are made (timbre).</i> 	<ul style="list-style-type: none"> • Create music with an understanding of how lyrics, melody, rhythms and accompaniments work together effectively (pitch/texture/structure). • Compose music for a special occasion e.g. a march or fanfare. • Write lyrics to match a melody. • Compose descriptive music in groups, using musical elements and musical devices such as repetition, ostinato, drones, combining musical phrases and effects. • Compose a group/ class arrangement of a song using voices and instruments. • Refine and record compositions either graphically or using ICT. • Use a range of symbols (conventional or graphic) to record compositions. • Create own simple songs reflecting the meaning of the words. • Compose music that reflects given intentions, e.g. descriptive music, a rap, a melody with an ostinato accompaniment. • Arrange a song for class performance with an appropriate pitched and unpitched accompaniment. • Refine own compositions after discussion. • Use a range of symbols (conventional or graphic) to record compositions. • Use ICT (computers/ iPads/tablets/mp3 recorders etc.) to record, sample, sequence, loop and manipulate sound to create soundscapes/ compositions. • <i>Recognise and musically and/or verbally demonstrate awareness of a link between shape and pitch using graphic notations.</i>

Concept	EYFS	KS1	LKS2	UKS2
Appraising	<ul style="list-style-type: none"> Listen with concentration to familiar rhymes and chants. Say if they like or dislike a piece of music. 	<ul style="list-style-type: none"> Hear the pulse in music. Hear different moods in music. Listen for different types of sounds. Listen to a piece of music, describing if it is fast or slow, happy or sad. Identify texture– one sound or several sounds? Say what they like or dislike about a piece of music. Identify the pulse in music. Recognise changes in timbre (sound quality e.g. smooth, crisp, scratchy, rattling, tinkling etc.), dynamics (loud and quiet), tempo (fast and slow) and pitch (high and low). Start to recognise different instruments. Listen carefully and recall short rhythmic and melodic patterns. Describe basic elements of a piece of music (e.g. pace, volume, emotion). Describe how an instrument has been used to represent a sound or object (e.g. a flute for a bird or a drum for thunder). Explain what they like about a piece of music and why. <i>Start to recognise/ identify very simple style indicators</i> <ul style="list-style-type: none"> <i>Begin to listen, with respect, to other people's ideas and feelings towards the music you have listened to.</i> 	<ul style="list-style-type: none"> Internalise the pulse in music. Know the difference between pulse and rhythm. (Pulse is the heartbeat of music, a steady beat that never stops. Rhythm is long and short sounds that happen over the pulse.) Start to use musical dimensions vocabulary to describe music – duration, timbre, pitch, dynamics, tempo, texture, structure. Use these words to identify where music works well/ needs improving.. Recognise changes in the music using words like 'pitch' (high/low), 'timbre' (sound quality), 'dynamics' (loud or soft) and 'tempo' (fast or slow). Describe different purposes of music in history/other cultures. Know how pulse stays the same but rhythm changes in a piece of music. Listen to several layers of sound (texture) and talk about the effect on mood and feelings. Use more musical dimensions vocabulary to describe music – duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony. Describe and compare and then evaluate different kinds of music using appropriate musical vocabulary. Describe how a piece of music makes them feel, making an attempt to explain why. Recall sounds with increasing aural memory. Identify timbres of a range of instruments in the orchestra. Identify cyclic patterns. Describe different purposes of music in history/other cultures. <i>Start to recognise/identify different style indicators and different instruments used.</i> <i>Begin to place music in its historical context.</i> <i>Listen, with respect, to other people's ideas and feelings towards the music you have listened to.</i> 	<ul style="list-style-type: none"> Know how pulse, rhythm and pitch fit together. Recognise and talk about specific styles/traditions with growing awareness of musical similarities/ differences. Use a range of words to describe music (e.g. duration, timbre, pitch, dynamics, tempo, texture, structure, beat, rhythm, metre, silence, riff, ostinato, melody, harmony, chord, flat, sharp, dotted rhythm, staccato, legato, crescendo, diminuendo). Use these words to identify strengths and weaknesses in own and others' music. Use musical vocabulary to explain some of the reasons why a piece of music might have been composed. Explain how different musical elements (pitch, tempo, rhythm, melody and dynamics) have been used to create mood and effects. Describe different purposes of music in history/other cultures. Know how the other dimensions of music are sprinkled through songs and pieces of music. Use increased aural memory to recall sounds accurately. Use musical vocabulary confidently to describe music. Describe how music can be used to create expressive effects and convey emotion. Work out how harmonies are used and how drones and melodic ostinati (riffs) are used to accompany singing. Use knowledge of how lyrics reflect cultural context and have social meaning to enhance own compositions. Refine and improve own/ others' work. Describe different purposes of music in history/ other cultures. <i>Securely/confidently recognise/identify different style indicators and different instruments and their sounds.</i> <i>Understand the pulse and its role as the foundation of music.</i> <i>Listen, comment on and discuss with confidence, ideas together as a group.</i>
Assessment /Evidence	<ul style="list-style-type: none"> Twinkl Assessments Short Written paragraph to show knowledge embedded from the topic KWL Mind Maps completed at the start and end of topic Photographs Videos Self & Peer Evaluations Quizzes/Hands up 	<ul style="list-style-type: none"> Tasks completed linked to Knowledge Organisers Comparison activities Completing an investigation or setting up own investigation Annotated written work/or photographs Scenario Discussions / What I know conversations.... (with teacher annotations) Drama Activities Topic summary "What I have learnt" 		

Expectations in italics are taken from Charanga.