



	Year 1	Year 2
Listening and Appraising	<p>Recognise and understand the difference between pulse and rhythm.</p> <p>Listen to and repeat short, simple rhythmic patterns.</p> <p>Understand that different types of sounds are called timbres.</p> <p>Recognise basic changes in tempo, dynamics and pitch.</p> <p>Describe the mood of music listened to, both verbally and through movement.</p> <p>Describe the differences between two pieces of music.</p> <p>Express a basic opinion about music (like/dislike).</p>	<p>Recognise timbre changes (e.g. a different instrument or voice) in music listened to.</p> <p>Recognise structural features (e.g. the chorus in a song) in music listened to.</p> <p>Begin to use musical vocabulary to describe music.</p> <p>Identify melodies that move in steps.</p> <p>Listen to and repeating a short, simple melody by ear.</p> <p>Suggest improvements to their own and others' work.</p>
Perform	<p>Use their voice expressively to speak and chant.</p> <p>Sing short songs from memory, maintaining the overall melody and keeping in time.</p> <p>Maintain the pulse (play on the beat) using hands, tuned and untuned instruments.</p> <p>Copy back short rhythmic and melodic phrases on percussion instruments.</p> <p>Respond to simple musical instructions such as tempo and dynamic changes as part of a class performance.</p> <p>Perform from graphic notation.</p>	<p>Use their voice expressively when singing, including the use of basic dynamics.</p> <p>Sing short songs from memory, with melodic and rhythmic accuracy.</p> <p>Copy longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse.</p> <p>Perform expressively using dynamics and timbre to alter sounds as appropriate.</p> <p>Sing back short melodic patterns by ear and play short melodies from letter notation.</p>
Compose	<p>Select and create short sequences of sound with voices or instruments to represent a given idea or character.</p> <p>Combine instrumental and vocal sounds.</p> <p>Create simple melodies using a few notes.</p> <p>Choose dynamics, tempo and timbre for a piece of music.</p> <p>Create a simple graphic score to represent a composition.</p> <p>Begin to make improvements to their work as suggested by the teacher.</p>	<p>Select and create longer sequences of appropriate sounds with voice or instruments to represent a given idea or character.</p> <p>Successfully combine and layer several instrumental and vocal patterns.</p> <p>Create simple melodies from 5 or more notes.</p> <p>Choose appropriate dynamics, tempo and timbre for a piece of music.</p> <p>Use letter name and graphic notation to represent the details of their composition.</p> <p>Begin to suggest improvements to their own work.</p>
Vocabulary	<p>Pulse - The steady beat of a piece of music. We often clap, march or dance in time to the pulse.</p> <p>Rhythm - The pattern or timing of sounds. We can make a rhythm using short and/or long sounds. Both tuned and untuned instruments can make rhythms.</p> <p>Timbre - The different sounds made by different instruments/ voices.</p> <p>Tempo - How fast or slow music is.</p> <p>Dynamics - How loud or quiet music is.</p> <p>Pitch - How high or low notes are. Tuned instruments can create different pitches.</p> <p>Melody - Notes played one after another to create a tune or song.</p> <p>Structure - How a piece of music is arranged into different sections.</p> <p>Notation - How music is written down: this includes Graphic Notation (pictures/ symbols/words), Letter Notation (letters representing notes) or Staff Notation (notes written on a staff).</p> <p>Percussion - Musical instruments that use hitting or shaking to make sounds.</p> <p>This includes body percussion (clapping, stamping, scraping...) untuned percussion (wood-blocks, drums, shakers...) and tuned percussion (xylophone , Boomwhackers...etc).</p>	



	Year 3	Year 4
Listening and Appraising	<p>Discuss the stylistic features of different genres, styles and traditions of music (from different parts of the world and different times) using musical vocabulary.</p> <p>Recognise and discuss changes within a piece of music using musical vocabulary.</p> <p>Describe the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.</p> <p>Begin to show an awareness of meter.</p>	<p>Recognise and discuss the stylistic features of different genres, styles and traditions of music (music from different parts of the world, and different times) using musical vocabulary.</p> <p>Recognise the use and development of motifs in music.</p> <p>Identify gradual dynamic and tempo changes within a piece of music.</p> <p>Use musical vocabulary to discuss the purpose of a piece of music.</p>
Perform	<p>Sing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.</p> <p>Sing and play in time with peers, with some degree of accuracy and awareness of their part in the group performance.</p> <p>Perform from basic stave notation, incorporating rhythm and pitch and be able to identify these symbols using musical terminology.</p>	<p>Sing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes.</p> <p>Sing and play in time with peers, with accuracy and awareness of their part in the group performance.</p> <p>Perform from basic stave notation, incorporating rhythm and pitch and identifying the symbols used.</p> <p>Play melodies on tuned instruments with accuracy and control, developing instrumental technique.</p> <p>Play syncopated rhythms with accuracy, control and fluency.</p> <p>Play simple chord sequences.</p>
Compose	<p>Compose a piece of music in a given style with voices and instruments.</p> <p>Combine melodies and rhythms to compose a multi-layered composition in a given style.</p> <p>Use letter and rhythmic notation (graphic or stave), and key musical vocabulary to label and record their compositions.</p> <p>Suggest and implement improvements to their own work, using musical vocabulary .</p>	<p>Compose a coherent piece of music in a given style with voices, bodies and instruments.</p> <p>Begin to improvise musically within a given style.</p> <p>Develop melodies using rhythmic variation and looping.</p> <p>Create a piece of music with at least four different layers and a clear structure.</p> <p>Use letter, graphic and rhythmic notation and key musical vocabulary to label and record their compositions.</p> <p>Suggest improvements to others work, using musical vocabulary.</p>
Vocabulary	<p>See y1/2 Vocabulary for: Pulse, Rhythm, Tempo, Pitch, Timbre, Structure, Melody, Percussion</p> <p>Chord - Notes played together to create harmony. May also be played as 'broken chords', in which the notes in a chord are played one after another.</p> <p>Dynamic changes - Music becoming louder (crescendo) or quieter (decrescendo).</p> <p>Improvise - Create or perform music spontaneously, without preparation.</p> <p>Meter - How beats/ rhythms are organised into bars, to form a time signature.</p> <p>Motif - A short music phrase that is important in a piece of music, often repeated.</p> <p>Notation - How music is written down: this includes Graphic Notation (pictures/ symbols/words), Letter Notation (letters representing notes) or StaveNotation (notes on a stave).</p> <p>Stave - 5 horizontal lines: each line/ gap represents a different pitch. Musical notes (e.g. crotchets) are written on the stave to represent both rhythm and pitch.</p> <p>Styles/Genres of Music e.g. Blues, Classical, Country, Folk, Dance, Jazz, Hip hop, Pop, Opera, Rock, Soul, Reggae, World...etc.</p> <p>Syncopated Rhythms put beats in usual places. They will often not play in time with the pulse (the downbeat), and place rests where beats would normally be expected to go.</p>	



	Year 5	Year 6
Listening and Appraising	<p>Recognise and discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary, explaining how these have developed over time.</p> <p>Describe how specific musical elements, if changed, can effect the overall sound of a piece of music.</p> <p>Describe different purposes of music in history.</p> <p>Represent the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.</p> <p>Compare, discuss and evaluate music using detailed musical vocabulary.</p>	<p>Discuss musical eras, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.</p> <p>Recognise and confidently discuss the stylistic features of music and relate it to other aspects of the Arts (e.g. pop art, film music).</p> <p>Represent changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.</p> <p>Use musical vocabulary correctly to describe and evaluate the features of a piece of music.</p> <p>Evaluate how the venue, occasion and purpose affects the way a piece of music sounds.</p>
Perform	<p>Sing songs in two or more parts, in a variety of musical styles from memory, with some accuracy, fluency, control and expression.</p> <p>Work as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.</p> <p>Perform with accuracy and fluency from graphic and simple staff notation.</p> <p>Play a simple chord progression with accuracy and fluency.</p>	<p>Sing songs in two or more parts, in a variety of musical styles from memory, with increased accuracy, fluency, control and expression.</p> <p>Work as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group.</p> <p>Perform a solo or take a leadership role within a performance.</p> <p>Perform with accuracy and fluency from graphic and stave notation.</p> <p>Perform by following a conductor’s cues and directions.</p>
Compose	<p>Compose a piece of music from a given stimulus with voices, bodies and instruments.</p> <p>Improvise coherently within a given style.</p> <p>Combine rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.</p> <p>Use stave notation to record rhythms and melodies.</p> <p>Select, discuss and refine musical choices both alone and with others, using musical vocabulary with confidence.</p> <p>Suggest and demonstrate improvements to own and others’ work.</p>	<p>Improvise coherently and creatively within a given style, incorporating given features.</p> <p>Compose a multi-layered piece of music from a given stimulus with voices, bodies and instruments.</p> <p>Compose an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure.</p> <p>Develop melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.</p> <p>Record own composition using appropriate forms of notation and/or technology.</p> <p>Constructively critique their own and others’ work, using musical vocabulary.</p>
Vocabulary	<p>See y1/2 Vocabulary for: Pulse, Rhythm, Tempo, Pitch, Timbre, Structure, Melody, Percussion.</p> <p>See y3/4 Vocabulary for: Chord, Dynamic Changes, Improvise, Meter, Motif, Styles/ Genres of Music, Syncopated Rhythms.</p> <p>Notation - How music is written down: this includes Graphic Notation (pictures/ symbols/words), Letter Notation (letters representing notes) or Stave Notation (notes on a stave).</p> <p>Stave - 5 horizontal lines: each line/ gap represents a different pitch. Musical notes (e.g. crotchets) are written on the stave to represent both rhythm and pitch.</p> <p>Ostinato: A musical phrase that ‘obstinately’ repeats throughout a piece of music. This could be a melody, bassline or rhythm.</p> <p>Transposition: Moving a group of notes up/ down in pitch. A piece of music may be entirely transposed into a new key, or a musical phrase may be repeated at a transposed pitch.</p>	