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|  | **EYFS**  |
| ***Communication and language*** * Understand basic musical concepts and terms, such as loud/soft and high/low, and comprehend simple musical instructions.

***Personal, Social, Emotional Development**** Use music to express and manage emotions, recognising how different types of music can influence their mood and behaviour.

***Physical Development*** * Use musical instruments and objects with control, demonstrating coordination in actions such as clapping, drumming, or playing simple melodies.
* Understand the physical aspects of music-making, such as breathing techniques for singing and the physical effort required to play different instruments.
* Know that we can move with the pulse of the music.

***Mathematics*** * Count beats, recognize patterns, and understand the concept of rhythm as a sequence of sounds.
* Identify patterns in music, such as repeated phrases, and understand basic concepts of duration (long/short), tempo (fast/slow), and volume (loud/soft).
 | ***Understanding the world*** * Know a selection of nursery rhymes by heart.
* Recognise music from different cultures, understanding its role in various traditions and celebrations.
* Explore sounds and instruments from around the world, recognizing their distinctive characteristics and origins.
* Have an awareness of how music can be created, recorded, and shared using technology.
* Know that a performance is sharing music

***Expressive Arts and Design*** * Know that the words of songs can tell stories and paint pictures.
* Use music to create stories, express ideas, and explore their imagination through improvisation and composition.
* Sing or rap nursery rhymes and simple songs from memory

***Literacy*** * Know the stories of some of the nursery rhymes.
* Be familiar with simple musical notation and symbols, following along with basic scores or song lyrics.
* Start to create their own simple lyrics, write about their musical experiences, and describe the sounds they hear.
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**Key Stage One**

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| **Year 1** |
| **Substantive Knowledge** | **Singing** | **Listening** | **Composing** | **Musicianship** |
| * **Pitch Matching**: Sing back simple melodies and match pitch accurately with support.
* **Song Repertoire**: Perform a variety of simple songs from memory, encompassing different cultures and genres.
* **Singing in a Group**: Participate in group singing, developing awareness of singing together in unison and beginning to follow a conductor or leader.
 | * **Identifying Instruments**: Identify a range of common musical instruments by their sounds.
* **Responding to Music**: Express their thoughts and feelings about a range of recorded and live music.
* Use basic musical vocabulary to describe these.
* **Recognising Patterns**: Recognise simple patterns in rhythms and melodies and predict what might come next in a familiar piece.
 | * **Creating Simple Rhythms**: Create and repeat short rhythmic patterns using their body (e.g., clapping, patting) or simple percussion instruments.
* **Exploring Sounds**: Identify how sounds can be changed and manipulated, using different instruments or objects to create different effects.
* **Composing Using Symbols**: Use symbols to represent sounds in their own simple compositions, developing an initial understanding of musical notation.
 | * **Musical Participation**: Participate in music-making activities, showing engagement and enjoyment.
* **Following Instructions**: Follow simple musical instructions, such as starting and stopping on signal, or responding to changes in tempo or dynamics led by the teacher.
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| **Year 2** |
| **Substantive Knowledge** | **Singing** | **Listening** | **Composing** | **Musicianship** |
| * **Perform Simple Songs:** Perform simple songs from memory, controlling their voice to sing in tune and with appropriate volume and clarity.
* **Rhythmic and Melodic Awareness:** Demonstrate an awareness of rhythm and melody by responding through movement and use of voice.
 | * **Identify Different Music Styles:** Identify a range of different styles of music and discuss their basic characteristics.
* **Recognise Instruments:** Recognise common instruments visually and by the sounds they produce.
* **Descriptive Use of Language:** Use appropriate and descriptive language to discuss music, including terms like pitch, volume, beat and rhythm.
 | * **Create Simple Patterns:** Repeat short rhythmic and melodic patterns using their voice or musical instruments.
* **Express Ideas Musically:** Express ideas and feelings through creating music, using a range of sounds and simple digital technologies.
* **Experiment with Sounds:** Create, select, and combine sounds using the inter-related dimensions of music.
 | * **Follow Instructions:** Follow instructions on when to start and stop playing or singing, showing awareness of others.
* **Participate in Group Music Making:** Participate in group music-making activities, maintaining focus and integrating their part within the group performance.
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**Key Stage Two**

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| **Year 3** |
| **Substantive Knowledge** | **Singing** | **Listening** | **Composing** | **Performing** |
| * **Pitch Control and Vocal Skills:** Sing with controlled pitch, accurately following melodies and maintaining a steady rhythm.
* **Group Singing:** Demonstrate the ability to sing as part of a group, showing skills in harmonising and awareness of other parts.
 | * **Identifying Instruments:** Identify a range of musical instruments by sound and name.
* **Describing Music:** Listen to a variety of live and recorded music and discuss it using appropriate music vocabulary such as pitch, duration, dynamics, tempo, timbre, texture, and beat.
* **Understanding Musical Contexts:** Identify simple patterns and differences in music, relating them to historical, cultural, or social contexts.
 | * **Creating Rhythms and Melodies:** Create and manipulate simple rhythms and melodies using their voices, body percussion, and instruments.
* **Using Musical Elements:** Use basic elements of music (such as dynamics and tempo) in their compositions to convey ideas or emotions.
* **Working Collaboratively:** Create music with others, sharing ideas and taking turns in different musical roles.
 | * **Playing Instruments:** Have basic skills in playing classroom instruments (like recorders, percussion) and should perform simple pieces with them.
* **Performance Skills:** Perform solo and as part of a group with some degree of confidence and expression.
* **Following Musical Directions:** Follow visual and aural instructions relating to music, such as responding to a conductor or following a simple musical score.
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| **Year 4** |
| **Substantive Knowledge** | **Singing** | **Listening** | **Composing** | **Performing** |
| * **Pitch Control and Vocal Skills**: Sing with controlled pitch, accurately following melodies and maintaining a steady rhythm.
* **Expression:** Sing a range of songs from memory with accurate pitch and rhythm, showing awareness of the expressive qualities of music, such as dynamics and tempo.
 | * **Music Appreciation:** Listen with concentration to a range of music and identify common elements and stylistic features used by composers across a variety of historical periods, genres, styles, and traditions.
* **Critical Listening:** Develop the ability to recognise instruments by their sound and identify simple structures such as rounds and contrasts
 | * **Musical Ideas:** Create musical patterns and motifs; they should also start to explore the use of structure in music, creating beginnings, middles, and ends in their compositions.
* **Use of Technology:** Use digital technology to compose music, allowing pupils to experiment with the effects that different technologies can produce.
 | * **Instrumental Skills:** Play tuned and untuned instruments with control and rhythmic accuracy.
* **Ensemble Skills:** Participate in ensemble performances showing the ability to coordinate timing and skills with others.
* **Performance Evaluation:** Make judgements about how effectively they and others are performing and suggest improvements.
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| **Year 5** |
| **Substantive Knowledge** | **Singing** | **Listening** | **Composing** | **Performing** |
| * **Pitch and Tone**: Control their voice to maintain pitch, follow melodies, and adjust dynamics and expression.
* **Harmony**: Sing in two parts, demonstrating the ability to hold a part within a round or a simple two-part harmony.
 | * **Musical Analysis**: Demonstrate the ability to identify and discuss different musical elements such as tempo, dynamics, and timbre in a variety of pieces.
* **Recognition of Instruments and Genres**: Recognise a range of musical instruments and distinguish between different genres and styles of music, including classical, jazz, and popular music.
 | * **Use of Musical Elements**: Create short pieces using a variety of musical elements, such as rhythm, melody, dynamics, and texture.
* **Composition Presentation**: Use standard notation or other forms of representation to communicate their musical ideas effectively.
 | * **Ensemble Skills**: Participate in group performances, showing the ability to collaborate and perform in time and tune with others.
* **Solo Performance**: Perform a solo piece, either singing or on an instrument, demonstrating confidence and technical control.
* **Expression and Interpretation**: Perform music with attention to expression and stylistic considerations, showing awareness of the performer’s intent and the context of the piece.
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| **Year 6** |
| **Substantive Knowledge** | **Singing** | **Listening** | **Composing** | **Performing** |
| * **Develop Vocal Skills**: Sing with control and use a range of vocal techniques including pitch, dynamics, and timbre, reflecting increased control over breathing and posture.
* **Harmony and Rounds**: Sing in two or more parts, mastering rounds and simple harmonies.
 | * **Analytical Listening**: Identify and discuss music drawn from different traditions and from great composers and musicians, developing a more detailed understanding of the history of music.
* **Musical Elements**: Describe and compare music using specific vocabulary such as pitch, duration, dynamics, tempo, timbre, texture, and form.
 | * **Creating Music**: Use and understand staff and other musical notations as a basis for composing and performing.
* **Music Technology**: Use technology appropriately and have an understanding of how music digitally can be used to create different textures and sounds.
* **Composition Skills**: Create and edit musical ideas; structuring them into coherent compositions, understanding the use of repetitions, contrasts and variations.
 | * **Instrumental Skills**: Play and perform competently, solo and in ensembles, using their voices or playing musical instruments with increasing accuracy, fluency, and expression.
* **Musical Performance Evaluation**: Evaluate their own and others' music performances with thoughtful consideration and constructive criticism.
* **Public Performance**: Perform their musical compositions and interpretations to a variety of audiences, thereby building confidence and presentation skills in a public setting.
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