

Christ Church CE Primary School



The Arts

Music Progression of Skills

Intent

At Christ Church C of E Primary the intention is that all children will gain a firm understanding of what Music is through listening, singing, playing, analysing, evaluating and composing within a variety of different musical genres, styles, traditions and through historical periods. We aim to instil pupils with a love of music and to develop a curiosity for the subject as well as an understanding and acceptance of all types of music. We aim to ensure children understand the value and importance of music in the wider community and therefore be able to use their musical skills and knowledge to involve themselves in music within different contexts. We intend to provide opportunities for pupils to be able to fully immerse themselves in musical experiences such as drumming workshops provided by African Oyé musicians and year group visits to musical/orchestral performances. We are currently working towards our Platinum Arts Mark. Pupils will be provided with a Knowledge Organiser which will be shared with parents at the start of the year which will specify the skills, musical terms and content that will be covered over the course of the school year.

There are a number of key documents that support our planning and delivery of Music:

- National Curriculum mapping document
- Teacher and Child-friendly Knowledge Organisers for each unit
- The journey of a Christ Church Child in Music
- Vocabulary Progression document
- Intent, Implementation and Impact document
- Enrichment opportunities



Development Matters- EYFS	Music National Curriculum: Key Stages 1 and 2	
In EYFS children's learning will be supported by the use of the Development Matters guidance document. The areas of learning titled 'Communication and Language' (Speaking), 'Expressive Arts and Design' (Creating Materials and Being Imaginative) set out that children should be given the opportunity in Nursery to: • Sing a large repertoire of songs. • Listen with increased attention to sounds. • Respond to what they have heard expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person 'pitch match. • Sing the melodic shape (moving melody such as up and down, down and up) of familiar songs. • Play instruments with increasing control to express their feelings and ideas. • Create their own songs, or improvise a song around one they know. In Reception: • Learn rhymes, poems and songs. • Listen attentively, move to and	National Curriculum in England Purpose of Study Music states that Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence., creativity and a sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon. 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 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. Attainment targets – By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.	
	Key Stage 1	Key Stage 2
	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 with 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.

talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Explore and engage in music making and dance, performing solo or in groups.		• 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.
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Coverage in Music						
Autumn	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<i>How can we make friends when we sing together?</i>	<i>How does Music help us make friends?</i>	<i>How does Music bring us closer together?</i>	<i>How does Music bring us closer together?</i>	<i>How does Music bring us together?</i>	<i>How does Music bring us closer together?</i>
	Introducing Beat	Exploring simple patterns	Developing Notation skills	Interesting Time Signatures.	Getting started with Music Tech	Developing Melodic Phrases
	<i>How does Music tell us stories about the past?</i>	<i>How does Music teach us about the past?</i>	<i>What stories does Music tell us about the past?</i>	<i>What stories does Music tell us about the past?</i>	<i>How does Music connect us to our past?</i>	<i>What stories does Music tell us about the past?</i>
	Adding Rhythm and Pitch	Focus on Dynamics and tempo	Enjoying Improvisation	Combining Elements to make Music	Emotions and Musical Styles	Understanding Structure and Form
Spring	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<i>How does Music make the world a better place?</i>	<i>How does music make the world a better place?</i>	<i>How does music make the world a better place?</i>	<i>How does music make the world a better place?</i>	<i>How does Music improve our World?</i>	<i>How does music make the world a better place?</i>
	Introducing Tempo and Dynamics	Exploring feelings through Music	Composing through your imagination.	Developing Pulse and Groove through Improvisation.	Exploring Key and Time Signatures	Exploring Key and Time Signatures
	<i>How does Music make us understand our Neighbours?</i>	<i>How does Music teach us about our Neighbourhood?</i>	<i>How does Music help us get to know our community?</i>	<i>How does Music help us get to know our community?</i>	<i>How does Music teach us about our community?</i>	<i>How does Music help us get to know our community?</i>
	Combing Pulse, Rhythm and Pitch	Inventing a Musical story	Sharing Musical experiences.	Creating Simple Melodies Together.	Introducing Chords	Exploring Notation Further

Summer	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<i>What songs can we sing to help us through the day?</i> Having fun with improvisation <i>How does Music teach us about looking after our planet?</i> Exploring sound and creating a story.	<i>How does Music make us happy?</i> Music that makes you dance <i>How does Music teach us about looking after our planet?</i> Exploring Improvisation	<i>How does Music make a difference to us every day?</i> Learning more about Musical Styles. <i>How does Music connect us with our planet?</i> Recognising different sounds.	<i>How does Music make a difference to us every day?</i> Connecting Notes and Feelings <i>How does Music connect us with our planet?</i> Purpose, Identity and Expression in Music	<i>How does Music shape our way of life?</i> Words, Meaning and Expression <i>How does Music connect us with our Environment?</i> Identifying Important Musical Elements	<i>How does Music make a difference to us every day?</i> Using Chords and Structure <i>How does Music connect us with our planet?</i> Respecting Each Other Through Composition.

Key		
Strand	Key Concepts	Colour
Constructive	Musical Elements	
Technical	Musical Notation	
	Improvisation	
	Composition	
Expressive	Musical Styles	
	Musical Appraisal	

Enhancements
Each morning we have 'Morning Music'. Each day is linked to a different musical genre or different period in musical history. All children from EYFS – Year 6 take part in a singing assembly led by a singing teacher. We have a school choir who have just attended the Liverpool Festival of Music at the Anglican Cathedral. All classes in KS2 have a term of drumming lessons led by our drumming teacher. Classes visit the Liverpool Philharmonic Orchestra each year for a concert. Performances are planned throughout the year to celebrate singing/drumming achievements i.e. Jubilee Concert, Eurovision Contest, drumming performances for parents. Each Year we have an 'Arts Week' classes concentrate on the arts subjects throughout this week.

NC		KS1 – Use their voices expressively and creatively by singing songs and speaking chants and rhymes. KS2 - Perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression.					
Singing	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	In EYFS children will: Sing a large repertoire of songs, rhymes, chants and poems. Participate in call and response songs to allow for pitch matching and to copying the melodic shape of familiar songs. Through continuous provision access materials to	In Year 1 children will: Sing, rap, rhyme, chant and use spoken word. Demonstrate good singing posture. Sing songs from memory. Copy back intervals of an octave and fifth (high, low) Sing in unison.	In Year 2 children will: Sing as part of a choir. Demonstrate good singing posture. Sing songs from memory and/or from notation. Sing to communicate the meaning of the words. Sing in unison and sometimes in parts, and with more pitching accuracy. Understand and follow the leader or conductor. Add actions to a song. Move confidently to a	In Year 3 children will: Sing a widening range of unison songs, of varying styles and structures. Demonstrate good singing posture. Perform actions confidently and in time to a range of action songs. Sing songs from memory and/or from notation. Sing with awareness of following the beat. Sing with	In Year 4 children will: Rehearse and learn songs from memory and/or with notation. Sing in different time signatures: 2/4, 3/4 and 4/4. Sing as part of a choir with awareness of size: the larger, the thicker and richer the musical texture. Demonstrate good singing posture. Demonstrate vowel sounds, blended sounds	In Year 5 children will: Rehearse and learn songs from memory and/or with notation. Sing in 2/4, 3/4, 4/4 and 6/8 time. Sing in unison and parts, and as part of a smaller group. Sing 'on pitch' and 'in time'. Sing a second part in a song. Self-correct if lost or out of time. Sing expressively,	In Year 6 children will: Rehearse and learn songs from memory and/or with notation. Sing a broad range of songs as part of a choir, including those that involve syncopated rhythms, with a good sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and

	allow children to sing along to familiar songs and to begin to create own songs. Have opportunities to sing independently or within a group.		steady beat. Join in sections of the song, eg chorus. Know the meaning of dynamics (loud/quiet) and tempo (fast/slow), and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (eg crescendo, decrescendo, pause).	attention to clear diction. Sing expressively, with attention to the meaning of the words. Sing in unison. Understand and follow the leader or conductor. Copy back simple melodic phrases using the voice.	and consonants. Sing 'on pitch' and 'in time'. Sing expressively, with attention to breathing and phrasing. Sing expressively, with attention to staccato and legato. Talk about the different styles of singing used for different styles of song.	with attention to breathing and phrasing. Sing expressively, with attention to dynamics and articulation. Develop confidence as a soloist. Talk about the different styles of singing used for different styles of song. Respond to a leader or conductor.	appropriate style. Continue to sing in parts where appropriate. Sing in 2/4, 4/4, 3/4, 5/4 and 6/8. Sing with and without an accompaniment. Sing syncopated melodic patterns. Demonstrate and maintain good posture and breath control whilst singing. Sing expressively, with attention to breathing and phrasing. Sing expressively, with attention to dynamics and articulation. Lead a singing
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							rehearsal. Talk about the different styles of singing used for the different styles of songs sung in this year.
Vocabulary	Sing, song, rhyme, fast, slow, pitch, low, high, singer, perform.	Pulse, rhythm, pitch, high, low, melody, perform, audience, singers, song, tempo.	Pulse, rhythm, pitch, audience, melody, dynamics, tempo, perform/performance, introduction, verse, chorus	Structure, intro/introduction, verse, chorus, pulse, rhythm, pitch, tempo, dynamics, melody, texture, backing vocals, texture, repeats,	Melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, solo, unison, lyrics, backing vocal,	Chorus, pulse, rhythm, solo, ballad, verse, interlude, melody, unison, pitch, tempo, dynamics, timbre, tonality.	Melody, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, phrases, unison, harmony, melody.
Assessment Checkpoint	Can an EYFS child: Sing a large repertoire of songs. Sing songs from memory. Demonstrate a basic understanding of pitch and copy the pitch of the leader. Sing the melodic shape of a	Can a Year 1 child: Demonstrate an understanding and use of basic differences in pitch (high and low) and note duration (long and short). Demonstrate an awareness of pulse/beat when listening, moving to and performing music. Demonstrate a basic understanding of the importance of posture and technique	Can a Year 2 child: Demonstrate an understanding and use of basic differences in pitch (high and low) and note duration (long and short). Demonstrate an awareness of pulse/beat when listening, moving to and performing music. Demonstrate a basic understanding of the importance of posture and technique	Can a Year 3 child: Demonstrate an awareness of pulse/beat when listening, moving to and performing music. Demonstrate an understanding of the importance of posture and technique when performing.	Can a Year 4 child: Demonstrate an awareness of pulse/beat when listening, moving to and performing music. Demonstrate an understanding of the importance of posture and technique when performing.	Can a Year 5 child: Demonstrate with confidence an awareness of pulse/beat when listening, moving to and performing music. Demonstrate – and can explain – an understanding of the importance of posture, diction and technique when performing.	Can a Year 6 child: Demonstrate with confidence an awareness of pulse/beat when listening, moving to and performing music. Demonstrate – and can explain – an understanding of the importance of posture, diction and technique when

	familiar song.	when performing.	when performing.				performing.
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NC		KS1 – play tuned and untuned instruments musically. KS2 - Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression.					
Playing Musical instruments	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	In EYFS children will: Have access to a range of musical instruments and noise makers. Instruments and noise makers readily available in the indoor and outdoor provision for children to explore and experiment with. Children will be taught to care for our musical instruments and how to handle and play them correctly i.e. with a beater or using a gentle touch. Correct use of instruments to be modelled to allow children to play with increasing control.	In Year 1 children will: Rehearse and learn to play a simple melodic instrumental part by ear or from simple notation, in C major, F major, D major and D minor.	In Year 2 children will: Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major and G major.	In Year 3 children will: Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major and E major. Develop facility in playing tuned percussion or a melodic instrument, such as a violin or recorder.	In Year 4 children will: Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major and D major.	In Year 5 children will: Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major, E$\flat$ major, C minor and D minor. Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave and using notes within the middle C–C'/do–do range. This should initially be done as a whole class, with greater independence	In Year 6 children will: Rehearse and learn to play one of four differentiated instrumental parts by ear or from notation, in the tonal centres of C major, F major, G major, D major, E major, A major, E$\flat$ major, D minor and F minor. Play a melody following staff notation written on one stave and using notes within an octave range (do–do); make decisions about dynamic range, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and

	Instruments to be incorporated into other areas i.e. while reading stories to allow children to link sounds to feelings/different weathers etc. Children are provided with opportunity to express their feelings and ideas.					gained each lesson through smaller group performance.	moderately quiet (mezzo piano).
Vocabulary	Instruments Beater Tap Bang Shaker Claves Glockenspiel	Bass guitar Drums Perform Keyboard Percussion Trumpets Saxophone	Keyboard Drums Bass Electric guitar Saxophone Trumpet Perform/performance Glockenspiel Band Bass guitar Brass band Percussion Piano accompaniment	Bass Drums Guitar Keyboard Electric guitar	Keyboard Electric guitar Bass Drums Piano Acoustic guitar Percussion	Strings Piano Guitar Bass Drums Brass section	Brass section

Assessment Checklist				Can a Year 3 child:	Can a Year 4 child:	Can a Year 5 child:	Can a Year 6 child:
				When playing instrumental parts with the song follow the instrumental part on the screen, playing by ear or with the notation provided.	When playing instrumental parts with the song follow the instrumental part on the screen, playing by ear or with the notation provided.	When playing instrumental parts with the song follow the instrumental part on the screen. Playing is secure – by ear or with the notation provided. (Aim to be able to read at least the simplest part of the piece).	When playing instrumental parts with the song follow the instrumental part on the screen. Playing is secure – by ear or with the notation provided. (Aim to be able to read at least the simplest part of the piece).

NC		KS1 – Listen with concentration and understanding to a range of high-quality live and recorded music. KS2 - 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.					
Listening and Appraisal	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	In EYFS children will: Listen with increased interest to sounds, songs, pieces of music. Have opportunities to talk about music they have heard expressing their thoughts, feelings and responses.	In Year 1 children will: Move and dance with the music. Find the steady beat. Talk about feelings created by the music. Recognise some band and orchestral instruments. Describe tempo as fast or slow.	In Year 2 children will: Mark the beat of a listening piece (eg Boléro by Ravel) by tapping or clapping and recognising tempo, as well as changes in tempo. Walk in time to the beat of a piece of music. Identify the beat groupings in the music you sing and listen, eg 2-time, 3-time etc.	In Year 3 children will: Share your thoughts and feelings about the music together. Find the beat or groove of the music. Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. Invent different actions to move	In Year 4 children will: Talk about the words of a song. Think about why the song or piece of music was written. Find and demonstrate the steady beat. Identify 2/4, 3/4, and 4/4 metre. Identify the tempo as fast, slow or steady. Recognise the style of music you are listening	In Year 5 children will: Talk about feelings created by the music. Justify a personal opinion with reference to Musical Elements. Find and demonstrate the steady beat. Identify 2/4, 3/4, 6/8 and 5/4 metre.	In Year 6 children will: Talk about feelings created by the music. Justify a personal opinion with reference to Musical Elements. Identify 2/4, 4/4, 3/4, 6/8 and 5/4. Identify the musical style of a song using some musical vocabulary to discuss its

		Describe dynamics as loud and quiet. Join in sections of the song, eg chorus. Begin to understand where the music fits in the world. Begin to understand about different styles of music.	Move and dance with the music confidently. Talk about how the music makes you feel. Find different steady beats. Describe tempo as fast or slow. Describe dynamics as loud or quiet. Join in sections of the song, eg call and response. Start to talk about the style of a piece of music. Recognise some band and orchestral instruments. Start to talk about where music might fit	in time with the music. Talk about what the song or piece of music means. Identify some instruments you can hear playing. Identify if it's a male or female voice singing the song. Talk about the style of the music.	to. Discuss the structures of songs. Identify: • Call and response • A solo vocal or instrumental line and the rest of the ensemble • A change in texture • Articulation on certain words • Programme music Explain what a main theme is and identify when it is repeated. Know and understand what a musical introduction is and its purpose. Recall by ear memorable phrases heard in the music.	Identify the musical style of a song or piece of music. Identify instruments by ear and through a range of media. Discuss the structure of the music with reference to verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form. Explain a bridge passage and its position in a song. Recall by ear memorable phrases heard in the music.	Musical Elements. Identify the following instruments by ear and through a range of media: bass guitar, electric guitar, percussion, sections of the orchestra such as brass, woodwind and strings, electric organ, congas, pianos and synthesizers, and vocal techniques such as scat singing. Discuss the structure of the music with reference to verse, chorus, bridge and an instrumental break. Explain a bridge passage
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			into the world.		Identify major and minor tonality. Recognise the sound and notes of the pentatonic scale by ear and from notation. Describe legato and staccato. Recognise the following styles and any important musical features that distinguish the style: 20th and 21st Century Orchestral, Reggae, Soul, R&B, Pop, Folk, Jazz, Disco, Musicals, Classical, Rock, Gospel, Romantic, Choral, Funk and Electronic Dance Music.	Identify major and minor tonality. Recognise the sound and notes of the pentatonic and Blues scales, by ear and from notation. Explain the role of a main theme in musical structure. Know and understand what a musical introduction is and its purpose. Explain rapping. Recognise the following styles and any key musical features that distinguish the style: 20th and 21st Century	and its position in a song. Recall by ear memorable phrases heard in the music. Identify major and minor tonality, chord triads I, IV and V, and intervals within a major scale. Explain the role of a main theme in musical structure. Know and understand what a musical introduction and outro is, and its purpose. Identify the sound of a Gospel choir and soloist, Rock band,
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						Orchestral, Gospel, Pop, Minimalism, Rock n' Roll, South African, Contemporary Jazz, Reggae, Film Music, Hip Hop, Funk, Romantic and Musicals.	symphony orchestra and A Cappella groups. Recognise the following styles and any key musical features that distinguish the style: 20th and 21st Century Orchestral, Soul, Pop, Hip Hop, Jazz: Swing, Rock, Disco, Romantic, Zimbabwean Pop, R&B, Folk, Gospel, Salsa, Reggae, Musicals and Film Music.
Vocabulary	Listen Sound Music Song Instrument Loud Quiet High Low Feel/feelings	Pulse, rhythm, pitch, rap, high, low, melody, bass guitar, drums, singers, keyboard, percussion, trumpets, saxophones,	Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, question and answer, melody, dynamics, tempo,	Structure, intro/introduction, verse, chorus, , pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody,	Keyboard, electric guitar, bass, drums, melody, pulse, rhythm, pitch, tempo, dynamics, texture, timbre, tonality, structure, hook,	Rock, bridge, backbeat, amplifier, chorus, riff, hook, syncopation, structure, Swing, tune/head, big bands, pulse,	Style indicators, melody, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of

		Funk, groove, imagination, song, tempo, Hip Hop, Jazz, Lullaby, Musicals, orchestra, Pop, Reggae, waltz.	glockenspiel, band, bass guitar, brass band, percussion, piano accompaniment, lullaby, Musicals, orchestra, Pop, Rock, Soul, Opera, major, minor, introduction, verse, chorus.	texture, electric guitar, backing vocals, riff, ostinato, Reggae, pentatonic scale, imagination, Disco, crotchet, minim, quaver, rests, time signature, texture, repeats, rhythm patterns, legato, staccato, forte, piano, Appalachian music, Baroque music, Blues, Country, Folk music, Native American music.	riff, ostinato, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, backing vocal, piano, acoustic guitar, percussion, repeats, legato, staccato, forte, piano, fortissimo, pianissimo, Contemporary R&B, Classical music, Choral music, Electronic Dance Music (EDM), crescendo, diminuendo, mezzo forte, mezzo piano.	rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, rap, ostinato, synthesizer, deck, backing loops, Funk, scratching, unison, pitch, tempo, dynamics, timbre, texture, tonality, Soul, groove, bassline, brass section, harmony, rhythm patterns, legato, staccato, forte, piano, fortissimo, pianissimo, chords, Minimalism, Rock n' Roll, South African Pop, Contemporary Jazz,	music, elements, Soul, producer, groove, Motown, hook, riff, ostinato, solo, Blues, Jazz, by ear, phrases, unison, Gospel, harmony, bassline, brass section, melody, repeats, rhythm patterns, legato, staccato, forte, piano, fortissimo, pianissimo, chords, Orchestral, Pop, Hip Hop, Rock, Disco, Romantic, Zimbabwean Pop, Folk, Salsa, Film Music, Musicals, Reggae, crescendo, diminuendo, mezzo forte,
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						crescendo, diminuendo, mezzo forte, mezzo piano.	mezzo piano.
Assessment Checklist	Can an EYFS child: Begin to talk about how music has made them feel. Can they express their opinions/thoughts/responses to a song or piece of music.	Can a Year 1 child: Demonstrate an understanding and appropriate use of musical language (including basic Musical elements), from both prior and new learning. Demonstrate a basic understanding of how feelings can connect with/relate to music. Demonstrate some basic understanding of musical style.	Can a Year 2 child: Demonstrate an understanding and appropriate use of musical language (including basic Musical elements), from both prior and new learning. Demonstrate a basic understanding of how feelings can connect with/relate to music. Demonstrate some basic understanding of musical style.	Can a Year 3 child: Demonstrate an understanding and appropriate use of musical language (including musical elements), from both prior and new learning. Identify and describe feelings as they relate to music. Demonstrate an understanding of the musical style and a broader understanding of the cultural and historical connections to the music	Can a Year 4 child: Demonstrate an understanding and appropriate use of musical language (including musical elements), from both prior and new learning. Identify and describe a variety of contrasting feelings as they relate to music. Demonstrate an understanding of the musical style and a broader understanding of the cultural and	Can a Year 5 child: Demonstrate an understanding and appropriate use of musical language (including musical elements), from both prior and new learning. Identify and describe a variety of contrasting feelings as they relate to music. Demonstrate an understanding of the musical style and	Can a Year 6 child: Demonstrate an understanding and appropriate use of musical language (including musical elements), from both prior and new learning. Identify and describe a variety of contrasting feelings as they relate to music. Demonstrate an understanding of the musical style and

					historical connections to the music.	a broader understanding of the cultural and historical connections and context of the music.	a broader understanding of the cultural and historical connections and context of the music.
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NC		KS1 – Experiment with, create, select and combine sounds using the inter-related dimensions of music. KS2 - Improvise and compose music for a range of purposes using the inter-related dimensions of music. Use and understand staff and other musical notations.					
Composing	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	In EYFS children will: Have opportunities for children to create their own songs, or improvise a song around one they know. Explore familiar tunes/songs and be provided with examples of how songs can be modified. Have readily available instruments/music areas to allow exploration and creativity.	In Year 1 children will: Explore and create graphic scores. Create musical sound effects and short sequences of sounds in response to music and video stimulus. Create a story, choosing and playing classroom instruments and/or soundmakers. Recognise how graphic notation can represent created sounds. Explore and invent your own symbols.	In Year 2 children will: Explore and create graphic scores. Create musical sound effects and short sequences of sounds in response to music and video stimulus. Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. Create a story, choosing and playing classroom instruments. Create and perform your own	In Year 3 children will: Create music and/or sound effects in response to music and video stimulus. Use music technology, if available, to capture, change and combine sounds. Compose over a simple chord progression. Compose over a simple groove. Compose over a drone. Start to use simple structures within	In Year 4 children will: Combine known rhythmic notation with letter names, to create short, pentatonic phrases using a limited range of five pitches, suitable for the instruments being learnt. Compose over a simple chord progression. Compose over a groove. Create music in response to music and video stimulus. Use music technology, if available, to	In Year 5 children will: Create music in response to music and video stimulus. Use music technology, if available, to capture, change and combine sounds. Start to use structures within compositions, eg introduction, multiple verse and chorus sections, AB form or ABA form (ternary form). Use chords to compose music to evoke a specific atmosphere, mood or	In Year 6 children will: Plan and compose an 8 or 16-beat melodic phrase, using the pentatonic scale (eg C, D, E, G, A), and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody. Either of these melodies can be enhanced with rhythmic or simple chordal accompaniment.

		Use music technology, if available, to capture, change and combine sounds. Use simple notation if appropriate. Create a simple melody using crotchets and minims: C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C F, G F, G, A F, G, A, C F, G, A, C, D Start and end on the note F D, F D, F, G D, F, G, A D, F, G, A, C Start and end on the note D	rhythm patterns with stick notation, including crotchets, quavers and minims. Use music technology, if available, to capture, change and combine sounds. Use notation if appropriate. Create a simple melody using crotchets and minims: C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C (C major) G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (Pentatonic on G) F, G F, G, A	compositions, eg introduction, verse, chorus or AB form. Use simple dynamics. Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values. Create a simple melody using crotchets, minims and perhaps paired quavers: C, D C, D, E C, D, E, G C, D, E, G, A Start and end on the note C (Pentatonic on C) C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C (C major) F, G	capture, change and combine sounds. Start to use simple structures within compositions, eg introduction, verse, chorus or AB form. Use simple dynamics. Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values. Create a melody using crotchets, minims, quavers and their rests. Use a pentatonic scale: C, D C, D, E C, D, E, G C, D, E, G, A Start and end on the note C (Pentatonic on C)	environment. Use simple dynamics. Use rhythmic variety. Compose song accompaniments, perhaps using basic chords. Use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet). Use full scales in different keys. Understand how chord triads are formed and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments.	Create a simple chord progression. Compose a ternary (ABA form) piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved. Create music in response to music and video stimulus. Use music technology, if available, to capture, change and combine sounds. Start to use structures within compositions, eg introduction, multiple verse and chorus sections, AB form or ABA form (ternary)
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			F, G, A, C F, G, A, C, D Start and end on the note F (Pentatonic on F)	F, G, A F, G, A, B$\flat$ F, G, A, B$\flat$, C Start and end on the note F (F major) G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (Pentatonic on G)	C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C (C major) A, B A, B, C A, B, C, D A, B, C, D, E Start and end on the note A (A minor) D, E D, E, F D, E, F, G D, E, F, G, A Start and end on the note D (D minor) G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (Pentatonic on G)	Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, plus all equivalent rests. Use a pentatonic and a full scale. Use major and minor tonality: F, G F, G, A F, G, A, B$\flat$ F, G, A, B$\flat$, C Start and end on the note F (F major) G, A G, A, B G, A, B, C G, A, B, C, D Start and end on the note G (G major) G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (Pentatonic on G)	form). Use simple dynamics. Use rhythmic variety. Compose song accompaniments, perhaps using basic chords. Use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet). Use full scales in different keys. Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, and all equivalent rests. Use a pentatonic and a
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							full scale. Use major and minor tonality: C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C (C major) G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (Pentatonic on G)
	Can an EYFS child:	Can a Year 1 child: Demonstrate an understanding of the basic concepts of improvisation and composition.	Can a Year 2 child: Demonstrate an understanding of the basic concepts of improvisation and composition.	Can a Year 3 child: Make an informed decision as to which notes to use when composing and improvising with the song. Create a four or six-bar melody according to the instructions given for the Music Notepad composition task When playing	Can a Year 4 child: Make an informed decision as to which notes to use when composing and improvising with the song. Create a four or six-bar melody according to the instructions given for the Music Notepad composition task When playing	Can a Year 5 child: Make an informed decision as to which notes and expression to use when composing and improvising with the song. Create a four, six or eight-bar melody according to the instructions given for the Music Notepad composition task.	Can a Year 6 child: Make an informed decision as to which notes and expression to use when composing and improvising with the song. Create a four, Six, eight or 12 bar melody according to the instructions given for the Music Notepad composition task.

				instrumental parts with the song, I can follow the instrumental part on the screen, playing by ear or with the notation provided.	instrumental parts with the song, I can follow the instrumental part on the screen, playing by ear or with the notation provided.	When playing instrumental parts with the song, I can follow the instrumental part on the screen. My playing is secure – by ear or with the notation provided. (aim to be able to read at least the simplest part of the piece).	When playing instrumental parts with the song, I can follow the instrumental part on the screen. My playing is secure – by ear or with the notation provided. (aim to be able to read at least the simplest part of the piece). n Year 6, this includes any musical expression considered for the performance.
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NC KS1 – Experiment with, create, select and combine sounds using the inter-related dimensions of music. KS2 - Improvise and compose music for a range of purposes using the inter-related dimensions of music. Use and understand staff and other musical notations.							
Improvising	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	In EYFS children will: Have opportunities for children to create their own songs, or improvise a song around one they know. Explore familiar tunes/songs and be provided with examples of how songs can be modified. Have readily available instruments/music areas to allow exploration and creativity.	In Year 1 children will: Explore improvisation within a major and minor scale using the notes: C, D, E D, E, A F, G, A D, F, G Improvise simple vocal patterns using 'Question and Answer' phrases. Understand the difference between creating a rhythm pattern and a pitch pattern.	In Year 2 children will: Explore improvisation within a major scale using the notes: C, D, E C, G, A G, A, B F, G, A Work with a partner and in the class to improvise simple 'Question and Answer' phrases, to be sung and played on untuned percussion, creating a musical conversation.	In Year 3 children will: Explore improvisation within a major scale using the notes: C, D, E C, D, E, F, G C, D, E, G, A G, A, B G, A, B, D, E G, A, B, C, D F, G, A F, G, A, C, D Become more skilled in improvising (using voices, tuned and untuned percussion, and instruments played in whole class/group/individual/instrumental teaching), inventing short 'on-the-spot' responses using a limited note-range. Compose over a simple groove. Compose over a drone. Structure musical ideas (eg using echo or 'Question and Answer' phrases) to create music that has a beginning, middle and end.	In Year 4 children will: Explore improvisation within a major scale using the notes: C, D, E C, D, E, G, A C, D, E, F, G D, E, F#, A, B D, E, F, G, A Improvise on a limited range of pitches on the instrument you are now learning, making use of musical features, including smooth	In Year 5 children will: Explore improvisation within a major scale, using the notes: C, D, Eb, F, G C, D, E, F, G C, D, E, G, A F, G, A, Bb, C D, E, F, G, A Improvise over a simple groove, responding to the beat and creating a satisfying melodic shape. Experiment	In Year 6 children will: Explore improvisation within a major scale, using the notes: C, D, E, F, G G, A, Bb, C, D G, A, B, C, D F, G, A, C, D Improvise over a groove, responding to the beat, creating a satisfying melodic shape with varied dynamics and articulation.

					(legato) and detached (staccato) articulation. Improvise over a simple chord progression. Improvise over a groove.	with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).	
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Vocabulary		improvise, compose, high, low, melody, perform, imagination, song, tempo,	pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, glockenspiel	improvise, compose, pulse, rhythm, pitch, tempo, dynamics, melody, texture, , imagination, notation,	improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, timbre, improvise, solo, unison, rhythm patterns, notation, legato, staccato, forte, piano, fortissimo, pianissimo, crescendo, diminuendo, mezzo forte, mezzo piano.	Chorus, improvise, compose, structure, note values, note names pulse, rhythm, solo, melody, ostinato, unison, pitch, tempo, dynamics, timbre, texture, , notation, major, minor, rhythm patterns, legato, staccato, forte, piano, fortissimo, pianissimo, chords, crescendo, diminuendo, mezzo forte, mezzo piano.	melody, compose, improvise/improvisation, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, elements, ostinato, solo, by ear, unison, melody, notation, major, minor, bar, rhythm patterns, legato, staccato, forte, piano, fortissimo, pianissimo, chords, crescendo, diminuendo, mezzo forte, mezzo piano.
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Assessment Checkpoint		Can a Year 1 child: Demonstrate an understanding of the basic concepts of improvisation and composition.	Can a Year 2 child: Demonstrate an understanding of the basic concepts of improvisation and composition.	Can a Year 3 child: Make an informed decision as to which notes to use when composing and improvising with the song.	Can a Year 4 child: Make an informed decision as to which notes to use when composing and improvising with the song.	Can a Year 5 child: Make an informed decision as to which notes and expression to use when composing and improving with the song.	Can a Year 6 child: Make an informed decision as to which notes and expression to use when composing and improving with the song.
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NC		KS1 – KS2 – Use and understand staff and other musical notations.					
Notation	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		In Year 1 children will: Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. If appropriate: explore standard notation, using crotchets, quavers and minims, and simple combinations of: C, D, E, F, G F, G, A G, B, D D, E, F#, G, A D, A, C	In Year 2 children will: Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. Explore standard notation, using crotchets, quavers, minims and semibreves, and simple combinations of: C, D, E, F, G, A, B G, A, B, C, D, E, F# F, G, A, Bb, C, D, E A, B, C, D, E	In Year 3 children will: Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. Explore standard notation, using minims, semibreves, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of: C, D, E, F, G, A, B F, G, A, Bb, C G, A, B, C, D, E E, F#, G#, A, B	In Year 4 children will: Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. Explore standard notation, using semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of: C, D, E, F, G, A, B F, G, A, Bb, C G, A, B, C, D, E,	In Year 5 children will: Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. Explore standard notation, using minims, dotted crotchets, quavers and semiquavers, and simple combinations of: C, D, E, F, G, A, B F, G, A, Bb, C, D, E, F, G, A, B, C, D, E, F# C, G, Ab, Bb G, G#, A, Bb, C D, E, F, G, A, B, C Eb, F, G, Ab, Bb, C, Db Identify: • Stave • Treble clef • Time signature Read and respond to minims,	In Year 6 children will: Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. Explore standard notation, using dotted semibreves, dotted minims, minims, triplet crotchets, dotted crotchets, dotted quavers, quavers and semiquavers, and simple combinations of: C, D, E, F, G, A, B

			Identify hand signals as notation, and recognise music notation on a stave of five lines.	Read and respond to semibreves, minims, crotchets and paired quavers. Identify: • Stave • Treble clef • Time signature • Lines and spaces on the stave Identify and understand the differences between crotchets and paired quavers. Apply spoken word to rhythms, understanding how to link each syllable to one musical note.	F# D, E, F#, G, A, B, C Read and respond to semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers. Identify: • Stave • Treble clef • Time signature Identify and understand the differences between minims, crotchets, paired quavers and rests. Read and perform pitch notation within a range. Follow and perform simple rhythmic scores to a steady beat:	crotchets, quavers, dotted quavers and semiquavers. Recognise how notes are grouped when notated. Identify the stave and symbols on the stave (such as the treble clef), the name of the notes on lines and in spaces, barlines, a flat sign and a sharp sign. Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers. Understand the differences between 2/4, 3/4 and 4/4 time signatures. Read and perform pitch notation within an octave (eg C–C'/do–do).	F, G, A, Bb, C, D, E F, G, Ab, Bb, C, D, Eb G, A, Bb, C, D, E, F G, A, B, C, D, E, F# D, E, F, G, A D, E, F#, A, B, C# E, F#, G, G#, A, B, C, C# Eb, F, G, Ab, Bb, C, D Identify: • Stave • Treble clef • Time signature Read and respond to minims, crotchets, quavers, dotted quavers and semiquavers. Recognise how notes are grouped when notated.
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					maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.		Identify the stave and symbols on the stave (such as the treble clef), the name of the notes on lines and in spaces, barlines, a flat sign and a sharp sign.
Vocabulary				crotchet, minim, quaver, rests, time signature, key signature, clef, stave, notation, major, minor, bar	crotchet, minim, quaver, rests, time signature, key signature, clef, stave, notation, major, minor, bar,	crotchet, minim, quaver, rests, time signature, key signature, clef, stave, notation, major, minor, bar, chords	crotchet, minim, quaver, rests, time signature, key signature, clef, stave, notation, major, minor, bar, detached, chords

Assessment Checkpoint

		Can a Year 1 child: Demonstrate an understanding and use of basic differences in pitch (high and low) and note duration (long and short).	Can a Year 2 child: Demonstrate an understanding and use of basic differences in pitch (high and low) and note duration (long and short).	Can a Year 3 child: Make an informed decision as to which notes to use when composing and improvising with the song. Create a four or six-bar melody according to the instructions given for the Music Notepad composition task When playing instrumental parts with the song, I can follow the instrumental part on the screen, playing by ear or with the notation provided.	Can a Year 4 child: Make an informed decision as to which notes to use when composing and improvising with the song. Create a four or six-bar melody according to the instructions given for the Music Notepad composition task When playing instrumental parts with the song, I can follow the instrumental part on the screen, playing by ear or with the notation provided.	Can a Year 5 child: Make an informed decision as to which notes and expression to use when composing and improvising with the song. Create a four, six or eight-bar melody according to the instructions given for the Music Notepad composition task. When playing instrumental parts with the song, I can follow the instrumental part on the screen. My playing is secure – by ear or with the notation provided. (aim to be able to read at least the simplest part of the piece).	Can a Year 6 child: Make an informed decision as to which notes and expression to use when composing and improvising with the song. Create a four, Six, eight or 12 bar melody according to the instructions given for the Music Notepad composition task. When playing instrumental parts with the song, I can follow the instrumental part on the screen. My playing is secure – by ear or with the notation provided. (aim to be able to read at least the simplest part of the piece). n Year 6, this includes any musical expression considered for performance.
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