

Creating Sound

- I can sing short rhythmic rhymes and songs
- I can match pitch and sounds through call and response.
- I can explore different ways of making sounds with everyday objects and instruments

Listening and Evaluating

- I can respond to what I have heard through movement
- I can listen with increased attention to sounds.
- I can tell you what I like and dislike about a piece of music.

Improvising and Composing

- I can explore and imitate sounds
- I can create songs around ones I already know.
- I can experiment with creating sound in different ways.

Music in Nursery



Performing

- I can face the audience when performing.
- I can say what I like or dislike about performing.
- I can play instruments to express my feelings and ideas.

Notation

- I can show an awareness of high and low pitch
- I demonstrate an awareness of how simple symbols can represent sounds.

Key Vocabulary:

Beat, Pitch, duration, pulse, rhythm, dynamics, tempo, timbre, texture, structure, notation.

Creating Sound

- I can sing short rhythmic rhymes and songs
- I can explore sounds through call and response activities.
- I can explore different ways of making sounds with everyday objects and instruments.

Listening and Evaluating

- I can respond to music with movement
- I can talk about what I can hear, how it makes me feel and what it makes me think of.
 - I can recognise and name at least two instruments

Improvising and Composing

- I can explore and imitate sounds
- I can play sounds at a relevant point in story telling (sequencing)
- I can experiment with creating sound in different ways.

Music in Reception



Performing

I can perform actively as part of a group.
I can express feelings about performing.

Notation

- I can show an awareness of high and low pitch through pictorial representations of sound.
- I demonstrate an awareness of how simple symbols can represent beats and rests.

Key Vocabulary:

Beat, Pitch, duration, pulse, rhythm, dynamics, tempo, timbre, texture, structure, notation. High Low Beat Long Short Loud Quiet Fast Slow Percussion Voice Together Same or Different Beginning, Middle, End

Listening and Evaluating

- I can listen with concentration to short pieces of music
- I am beginning to move in time with the beat of the music.
- I can say what I like and dislike about a piece of music.
- I can talk about the tempo, pitch and dynamics of a piece of music.
- I can recognise simple patterns and repetition.

Performing

- I can keep my instrument still until my part in the performance.
- can show awareness of a leader, particularly at the beginning and end of a piece of music.
 - I can keep my head raised when singing.

Creating Sound

- I can sing simple songs, chants and rhymes from memory.
- I can explore changing my voice in different ways
 - I am beginning to recognise how to produce different sounds on a pitched instrument.
- I am beginning to use percussion instruments to follow a beat.

Improvising and Composing

- I can create sounds in response to a physical stimuli
- I can experiment creating different sounds using a single instrument.

Music in Year 1



Notation

- I know that notation is read from left to right.
- I know that pictorial representations further up the page are high and further down are low.
- I am beginning to read simple rhythmic patterns (crotchets, crotchet rests, and quavers).

Key Vocabulary:

Pitch, duration, pulse, rhythm, dynamics, tempo, timbre, texture, structure, notation. High Low Beat Long Short Loud Quiet Fast Slow Percussion Voice Together Same or Different Beginning, Middle, End Claves, woodblock, drum, guiro,

Listening and Evaluating

- I can engage with and respond to longer pieces of music
- I am beginning to explain why the music has a certain effect on them. I can identify some common instruments when listening to music.
- I can appreciate music from a wide variety of cultures and historical periods.

Performing

- I can stand or sit appropriately when performing or waiting to perform
 - I can performing actively as a group, clearly keeping in time with the beat

Key Vocabulary:

Pitch, duration, pulse, rhythm, dynamics, tempo, timbre, texture, structure, notation. High Low Beat Long Short Loud Quiet Fast Slow Percussion Voice Together Same or Different Beginning, Middle, End Claves, woodblock, drum, guiro, Triangle, tambourine, egg shakers, maracas, rainstick., glockenspiel, chime bars. Tuned, untuned.

Creating Sound

- I can competently sing songs or short phrases with a small pitch range (5 notes)
- I can sing part of a given song in my head (using my 'thinking voice')
- I can adapt my singing voice to be loud or soft at the direction of a leader
 - I am starting to understand how to produce different sounds on pitched instruments
- I can maintain a comfortable position when sitting or standing to play and sing.

Improvising and Composing

- I can create effective sound responses to a variety of physical stimuli.
- I can experiment with adapting rhythmic patterns by changing either the dynamics, tempo or instrument
- I can select and create short sequences of sound with voices or instruments to represent a given idea or character.
- I can work collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time

Notation

- I can use a simplified version of a staff (only three lines) to notate known musical phrases (of two pitches).
- I am beginning to read simple rhythmic patterns which include two half beats
- I can confidently reading simple rhythmic patterns comprising of one beat sounds (crotchets) and one beat rests (crotchet rests).

Music in Year 2



Listening and Evaluating

- can discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary
- can recognise and explain the changes within a piece of music using musical vocabulary
- I am beginning to show an awareness of metre.
- Understanding that music from different times has different features.

Performing

- I can sing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.
- I can sing and play in time with peers, with some degree of accuracy and awareness of their part in the group performance.

Key Vocabulary:

Pitch, duration, pulse, rhythm, dynamics, tempo, timbre, texture, structure, notation. High Low Beat Long Short Loud Quiet Fast Slow Percussion Voice Together Same or Different Beginning, Middle, End Claves, woodblock, drum, guiro, Triangle, tambourine, egg shakers, maracas, rainstick., glockenspiel, chime bars. Tuned, untuned., pentatonic, melody, ragtime, jazz, improvisations,

Music in Year 3



Improvising and Composing

- I can compose a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing).
- I am beginning to improvise musically within a given style using their voice.
- I can suggest and implement improvements to my work, using musical vocabulary.
- I can combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).

Notation

- I know that 'reading' music means using how the written note symbols look and their position to know what notes to play.
- I can use letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record my compositions.
 - I can perform from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology.

Listening and Evaluating

- I can explain my preferences for a piece of music using musical vocabulary.
- I can recognise the use and development of motifs in music.
 - can identify the common features between different genres, styles and traditions of music.
- I can recognise, name and explain the effect of the interrelated dimensions of music.
- I can identify and describe dynamic and tempo changes within a piece of music.

Performing

- I can 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.
- I can play melody parts on tuned instruments with accuracy and control and developing instrumental technique
 - I can play syncopated rhythms with accuracy, control and fluency.
 - I can sing and play in time with peers with accuracy and awareness of my part in the group performance.

Music in Year 4



Key Vocabulary:

Pitch, duration, pulse, rhythm, dynamics, tempo, timbre, texture, structure, notation. High Low Beat Long Short Loud Quiet Fast Slow Percussion Voice Together Same or Different Beginning, Middle, End Claves, woodblock, drum, guiro, Triangle, tambourine, egg shakers, maracas, rainstick., glockenspiel, chime bars. Tuned, untuned., pentatonic, melody, ragtime, jazz, improvisations, rock and roll, ostinato, syncopated rhythms, samba, motifs, transpose,

Improvising and Composing

- I can compose a coherent piece of music in a given style with voices, bodies and instruments.
 - I am beginning to improvise musically within a given style using an instrument.
- I can develop melodies using rhythmic variation, transposition, inversion, and looping.
- I can create a piece of music with at least four different layers and a clear structure.

Notation

- I know that 'performance directions' are words added to music notation to tell the performers how to play.
- I can use letter names, graphic and rhythmic notation and musical vocabulary to label and record my compositions



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Listening and Evaluating

- I can recognise and confidently discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary
- understand the impact music has on me and I am beginning to articulate the reasons for this effect using musical vocabulary
- I can compare, discuss and evaluate music using detailed musical vocabulary
- I can confidently discuss the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time.

Music in Year 5



Improvising and Composing

- I can compose a detailed piece of music from a given stimulus with voices, bodies and instruments
- I can improvise coherently within a given style.
- I can combine rhythmic patterns into a multi-layered composition using the interrelated dimensions of music to add musical interest
- I can select, discuss and refine musical choices both alone and with others, using musical vocabulary with confidence

Performing

Key Vocabulary:

Pitch, duration, pulse, rhythm, dynamics, tempo, timbre, texture, structure, notation. High Low Beat Long Short Loud Quiet Fast Slow Percussion Voice Together Same or Different Beginning, Middle, End Claves, woodblock, drum, guiro, Triangle, tambourine, egg shakers, maracas, rainstick., glockenspiel, chime bars. Tuned, untuned., pentatonic, melody, ragtime, jazz, improvisations, rock and roll, ostinato, syncopated rhythms, samba, motifs, transpose, 12-bar-blues, chords, djembe, composition,

- I can rehearse a song and learn it from memory, both aurally and visually.
- Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.
 - I can play a simple chord progression with accuracy and fluency
- I can 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.

Notation

- **I know that simple pictures can be used to represent structure.**
- **I can use staff notation to record rhythms and melodies.**
- To read staff notation that shows pitch on a stave.



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Listening and Evaluating

- I understand the impact music has on me and can articulate the reasons for this effect using musical vocabulary.
- I can discuss musical eras in context, identify how they have influenced each other, and discuss the impact of different composers on the development of musical styles.
 - I can identify the way that features of a song can complement one another to create a coherent overall effect.
- I can evaluate how the venue, occasion and purpose affects the way a piece of music sounds.
- I can confidently use detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate my own and others work.

Key Vocabulary:

Pitch, duration, pulse, rhythm, dynamics, tempo, timbre, texture, structure, notation. High Low Beat Long Short Loud Quiet Fast Slow Percussion Voice Together Same or Different Beginning, Middle, End Claves, woodblock, drum, guiro, Triangle, tambourine, egg shakers, maracas, raintstick., glockenspiel, chime bars. Tuned, untuned., pentatonic, melody, ragtime, jazz, improvisations, rock and roll, ostinato, syncopated rhythms, samba, motifs, transpose, 12-bar-blues, chords, djembe, composition, octave, graphic score, baroque,

Music in Year 6



Performing

- I can use musical vocabulary to offer constructive and precise feedback on others' performances
- **I can sing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.**
- **I can perform by following a conductor's cues and directions.**
 - **I can perform a solo or take a leadership role within a performance.**
- **I can 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.**

Improvising and Composing

- I can compose a multi-layered piece of music from a given stimulus with voices, bodies and Instruments
- I can improvising coherently and creatively within a given style, incorporating given features
 - I can compose an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure.
 - I can develop melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.

Notation

- I know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'.
- I know that chord progressions are represented in music by Roman numerals.
- I can record own composition using appropriate forms of notation and/or technology and incorporate the inter-related dimensions of music.
- I can perform with accuracy and fluency from graphic and staff notation and from my own notation.

