



Music

Level Expected at the End of EYFS

We have selected the Early Learning Goals that link most closely to the Music National Curriculum.

Expressive Arts and Design (Exploring and Using Media Materials)

Children sing songs, make music, dance and experiment with ways of changing them

Expressive Arts and Design (Being Imaginative)

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Key Stage 1 National Curriculum Expectations

Pupils should be taught about:

- 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 interrelated dimensions of music

Key Stage 2 National Curriculum Expectations

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 about:

- 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 interrelated 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



| Year | Controlling sounds through singing and playing (performing) | Creating and developing musical ideas (composing) | Listening and applying knowledge and understanding Responding and reviewing to Music (Listening and appraising) | Vocabulary |
|------|--|---|--|---|
| 1 | <p>1p1. Take part in singing.</p> <p>1p2. Use voice in different ways to create different effects.</p> <p>1p3. Follow instructions on how and when to sing/play an instrument.</p> <p>1p4. Make sounds with a slight difference, with help.</p> <p>1p5. Make and control long and short sounds (duration). Imitate changes in pitch– high and low.</p> <p>1p6. Take notice of others when performing.</p> <p>1p7. Clap longer rhythms with help.</p> | <p>1c1. Make a sequence of long and short sounds with help (duration).</p> <p>1c3. 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).</p> <p>1c4. Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.).</p> | <p>1l1. Hear the pulse in music.</p> <p>1l2. Hear different moods in music.</p> <p>1l3. Identify texture– one sound or several sounds?</p> <p>1l4. Listen for different types of sounds.</p> <p>1l5. Know how sounds are made and changed.</p> | <p>high sound</p> <p>low sound</p> <p>smooth</p> <p>fast</p> <p>slow</p> <p>song</p> <p>loud</p> <p>quiet</p> |



| | Controlling sounds through singing and playing (performing) | Creating and developing musical ideas (composing) | Listening and applying knowledge and understanding Responding and reviewing to Music (Listening and appraising) | Vocabulary |
|----------|---|---|---|---|
| 2 | <p>2p1. Sing songs in ensemble following the tune (melody) well.</p> <p>2p2. Use voice to good effect understanding the importance of warming up first.</p> <p>2p3. Perform in ensemble with instructions from the leader.</p> <p>2p4. Make and control long and short sounds using voices and instruments, playing by ear and including simple improvisation (duration).</p> <p>2l3. Change sounds to suit a situation.</p> <p>2p5. Start to look at basic formal notation- play by ear first.</p> <p>2p6. Control playing</p> | <p>2c1. Start to compose with two or three notes.</p> <p>2c2. Create short musical patterns.</p> <p>2c3. Create sequences of long and short sounds- rhythmic patterns (duration).</p> <p>2c4. Order sounds to create an effect (structure- beginnings/endings).</p> <p>2c5. Use pitch changes to communicate an idea.</p> <p>2c6. Use changes in dynamics, timbre and pitch to organise music.</p> <p>2c7. Make own sounds and symbols to make and record music.</p> <p>2c8. Carefully choose sounds to achieve an effect</p> | <p>2l1. Identify the pulse in music.</p> <p>2l2. Listen carefully and recall short rhythmic and melodic patterns.</p> <p>2l3. Recognise changes in timbre (sound quality- smooth, crisp, scratchy, rattling, tinkling etc.), dynamics (loud and quiet), tempo (fast and slow) and pitch (high and low).</p> <p>2l4. Start to recognise different instruments.</p> <p>2l5. Know music can be played or listened to for a variety of purposes (in history/ different cultures).</p> | <p>pitch</p> <p>tempo</p> <p>beat</p> <p>rest</p> <p>rhythm</p> <p>melody</p> <p>repeat</p> <p>dynamics</p> |



| | | | | |
|--|---|-------------------------|--|--|
| | instruments so they sound as they should. | (including use of ICT). | | |
|--|---|-------------------------|--|--|



| | Controlling sounds through singing and playing (performing) | Creating and developing musical ideas (composing) | Listening and applying knowledge and understanding Responding and reviewing to Music (Listening and appraising) | Vocabulary |
|----------|---|--|--|--|
| 3 | <p>3p1. Sing songs from memory with accurate pitch and in tune.</p> <p>3p2. Show control in voice and pronounce the words in a song clearly (diction).</p> <p>3p3. Maintain a simple part within an ensemble.</p> <p>3p4. Play notes on instruments clearly and including steps/ leaps in pitch. Improvise (including call and response) within a group using 1 or 2 notes.</p> <p>3p5. Know number of beats in a minim, crotchet, quaver and semibreve and recognise symbols (duration).</p> <p>3p6. Play with a sound-then-symbol approach.</p> | <p>3c1. Compose and perform melodies using two or three notes.</p> <p>3c2. Use musical dimensions together to compose music.</p> <p>3c3. Use silence for effect and know symbol for a rest (duration).</p> <p>3c4. Create/ improvise repeated patterns (ostinati) with a range of instruments.</p> <p>3c5. Effectively choose, order, combine and control sounds (texture/ structure).</p> <p>3c6. Use sound to create abstract effects (including using ICT).</p> | <p>3l1. Internalise the pulse in music.</p> <p>3l2. Know the difference between pulse and rhythm.</p> <p>3l3. Start to use musical dimensions vocabulary to describe music—duration, timbre, pitch, dynamics, tempo, texture, structure.</p> <p>3l4. Use these words to identify where music works well/ needs improving.</p> <p>3l5. Describe different purposes of music in history/ other cultures.</p> | <p>steps</p> <p>leaps</p> <p>stave</p> <p>treble Clef</p> <p>solo</p> <p>crotchet</p> <p>minim</p> <p>quaver</p> <p>semibreve</p> <p>part</p> <p>call</p> <p>response</p> <p>improvise</p> <p>forte</p> <p>piano</p> |



| | Controlling sounds through singing and playing (performing) | Creating and developing musical ideas (composing) | Listening and applying knowledge and understanding Responding and reviewing to Music (Listening and appraising) | Vocabulary |
|----------|--|---|---|---|
| 4 | <p>4p.1 Sing in tune, breathe well, pronounce words, change pitch and dynamics.</p> <p>4p2.Sustain a rhythmic ostinato/ drone/ melodic ostinato (riff) (to accompany singing) on an instrument (tempo/ duration/ texture).</p> <p>4p3.Perform with control and awareness of what others are singing/ playing.</p> <p>4p4. Combine sounds expressively (all dimensions).</p> <p>4p5. Read notes and know how many beats they represent (minim, crotchet, semibreve, quaver, dotted crotchet, rests).</p> <p>4p6.Improvise within a group using more than 2 notes.</p> | <p>4c1.Compose and perform melodies using three or four notes.</p> <p>4c2.Create accompaniments for tunes using drones or melodic ostinati (riffs).</p> <p>4c3. Create (dotted) rhythmic patterns with awareness of timbre and duration.</p> <p>4c4.Make creative use of the way sounds can be changed, organised and controlled (including ICT).</p> | <p>4l1.Know how pulse stays the same but rhythm changes in a piece of music.</p> <p>4l2. Use more musical dimensions vocabulary to describe music–duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony.</p> <p>4l3. Identify cyclic patterns.</p> <p>4l4. Know that sense of occasion affects performance.</p> <p>4l5. Listen to several layers of sound (texture) and talk about the effect on mood and feelings.</p> <p>4l6. Identify orchestral family timbres.</p> <p>4l7. Describe different purposes of music in history/ other cultures.</p> | <p>scale</p> <p>aural</p> <p>orchestra</p> <p>woodwind</p> <p>strings</p> <p>percussion</p> <p>plucking</p> <p>choral</p> <p>texture</p> <p>duet</p> <p>tempo</p> <p>timbre</p> <p>pulse</p> <p>metre</p> <p>dotted rhythm</p> <p>ostinato</p> <p>compose</p> <p>riff</p> <p>cyclic patterns</p> <p>crescendo</p> <p>diminuendo</p> |



| | Controlling sounds through singing and playing (performing) | Creating and developing musical ideas (composing) | Listening and applying knowledge and understanding Responding and reviewing to Music (Listening and appraising) | Vocabulary |
|----------|---|---|---|--|
| 5 | <p>5p1.Perform songs in a way that reflects the meaning of the words, the venue and sense of occasion so that the audience appreciates it.</p> <p>5p2.Perform in solo and ensemble contexts using a variety of techniques, confidently, expressively and in tune.</p> <p>5p3.Show control, phrasing and expression in singing.</p> <p>5p4.Hold part in a round (pitch/structure).</p> <p>5l5. Read/ work out the musical stave (notes as Year 4).</p> <p>5p6.Improvise on own with increasing aural memory.</p> | <p>5c1.Compose and perform melodies using four or five notes.</p> <p>5c2.Create music with an understanding of how lyrics, melody, rhythms and accompaniments work together effectively (pitch/texture/ structure).</p> <p>5c3.Use a variety of different musical devices including melody, rhythms and chords.</p> <p>5c4.Create own songs (raps-structure).</p> <p>5c5.Record own compositions.</p> <p>5c6.Identify where to place emphasis and accents in a song to create effects (duration).</p> | <p>5l1.Know how pulse, rhythm and pitch fit together.</p> <p>5l2.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).</p> <p>5l3.Use these words to identify strengths and weaknesses in own and others' music.</p> <p>5l4.Describe different purposes of music in history/ other cultures.</p> | <p>major</p> <p>minor</p> <p>ensemble</p> <p>thick</p> <p>thin</p> <p>fortissimo</p> <p>pianissimo</p> |



| | Controlling sounds through singing and playing (performing) | Creating and developing musical ideas (composing) | Listening and applying knowledge and understanding Responding and reviewing to Music (Listening and appraising) | Vocabulary |
|----------|--|---|---|--|
| 6 | <p>6p1. Sing or play from memory with confidence.</p> <p>6p2. Take turns to lead a group.</p> <p>6p3. Maintain own part in a round/ sing a harmony/ play accurately with awareness of what others are playing.</p> <p>6p4. Play more complex instrumental parts.</p> <p>6l5. Use different venues and occasions to vary performances. (Combining all musical dimensions).</p> <p>6p6. Use increased aural memory to recall sounds accurately.</p> <p>6p7. Improvise using 5 notes of the pentatonic scale.</p> | <p>6c1. Compose and perform melodies using five or more notes.</p> <p>6c2. Show confidence, thoughtfulness and imagination in selecting sounds and structures to convey an idea.</p> <p>6c3. Create music reflecting given intentions and record using standard notation.</p> <p>6c4. Use knowledge of musical dimensions to know how to best combine them.</p> <p>6c5. Know and use standard musical notation to perform and record own music (adding dotted quavers).</p> <p>6c6. Refine and improve own/ others' work.</p> <p>6c7. Use knowledge of how lyrics reflect cultural context and have social meaning to</p> | <p>6l1. Know how the other dimensions of music are sprinkled through songs and pieces of music.</p> <p>6l2. Use musical vocabulary confidently to describe music.</p> <p>6l3. Work out how harmonies are used and how drones and melodic ostinati (riffs) are used to accompany singing.</p> <p>6l4. Describe different purposes of music in history/ other cultures.</p> | <p>pentatonic scale</p> <p>octave</p> <p>accompaniments</p> <p>audience</p> <p>dotted quavers</p> <p>semi quaver</p> <p>composition</p> <p>variation</p> <p>theme</p> <p>phrases</p> <p>soundscape</p> |



| | | | | |
|--|--|---|--|--|
| | | enhance own compositions. 6c8. Use ICT to organise musical ideas (where appropriate). (Combine all musical dimensions). | | |
|--|--|---|--|--|