

Listening and Evaluating					
	EYFS	EYFS – Development Matters	Year 1	Year 2	National Curriculum – end of Key Stage 1
<b>Listening and Responding to Music</b>	Listening appropriately to someone leading a short musical phrase, song or rhyme.	Children in nursery will be learning to: <ul style="list-style-type: none"> <li>- Pay attention to more than one thing at a time, which can be difficult.</li> <li>- Listen with increased attention to sounds.</li> <li>- Respond to what they have heard, expressing their thoughts and feelings.</li> </ul>	Listening with concentration to short pieces of music or excerpts from longer pieces of music. Engaging with and responding to longer pieces of music.	Listening with concentration to short pieces of music or excerpts from longer pieces of music. Engaging with and responding to longer pieces of music.	Pupils should be taught to: <ul style="list-style-type: none"> <li>- Listen with concentration and understanding to a range of high-quality live and recorded music.</li> </ul>
	Exploring spontaneous movement with different parts of their body in response to music.	Children in reception will be learning to: <ul style="list-style-type: none"> <li>- Listen attentively, move to and talk about music, expressing their feelings and responses.</li> </ul>	Coordinating the speed of their movements to match the speed of the music (not the beat).	Confidently moving in time with the beat of the music when modelled.	
	Expressing different spontaneous emotional reactions to music, (smiling, movement, body language).		Beginning to move in time with the beat of the music.	Beginning to keep movements to the beat of different speeds of music.	
	Using artwork or creative play as a way of expressing feelings and responses to music.		Beginning to articulate how a piece of music affects them (e.g it makes them feel sleepy, it makes them want to dance, it makes them happy)	Beginning to explain why the music has a certain effect on them, which could be related to the music or a personal experience.	
<b>Analysing</b>	Identifying and imitating sounds from a variety of music. Considering whether		Identifying some common instruments when listening to music.		

	background music and sound effects can enhance storytelling.		<p>Relating sounds in music to real-world experiences. (e.g. it sounds like squelching mud).</p> <p>Recognising simple patterns and repetition in rhythm. (e.g. where a pattern of beats is repeated).</p> <p>Recognising simple patterns and repetition in pitch (e.g. do re mi).</p> <p>Talking about the tempo of music using the vocabulary of fast and slow.</p> <p>Talking about the dynamics of the music, using the vocabulary of loud, quiet and silent.</p> <p>Talking about the pitch of music, using the vocabulary of high and low.</p>	
<b>Evaluating</b>	Showing preferences for certain music or sounds.		<p>Stating what they enjoyed about their peers' performances.</p> <p>Giving positive feedback relating to the tempo of practices and performances using the vocabulary of fast and slow.</p> <p>Giving positive feedback related to the dynamics of practices and performances, using the vocabulary of loud, quiet and silent.</p>	
<b>Cultural and Historical Awareness of Music</b>	Listening to music from a wide variety of cultures and historical periods.		<p>Appreciating music from a wide variety of cultures and historical periods.</p>	

**Listening and Evaluating**

	Year 3	Year 4	Year 5	Year 6	National Curriculum – end of Key Stage 2
<b>Listening and Responding to Music</b>	Explaining their preferences for a piece of music using musical vocabulary.		Understanding the impact music has on them and starting to articulate the reasons for this effect using musical vocabulary.		Pupils should be taught to: <ul style="list-style-type: none"> <li>- Listen with attention to detail and recall sounds with increasing aural memory.</li> <li>- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</li> </ul>
<b>Analysing</b>	<p>Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz).</p> <p>Understanding that music from different parts of the world has different features.</p> <p>Recognising and explaining the changes within a piece of music using musical vocabulary.</p> <p>Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. Beginning to show an awareness of metre.</p>	<p>Recognising the use and development of motifs in music.</p> <p>Identifying gradual dynamic and tempo changes within a piece of music.</p> <p>Identifying common features between different genres, styles and traditions of music.</p> <p>Recognising, naming and explaining the effect of the interrelated dimensions of music.</p> <p>Identifying scaled dynamics (crescendo/decrescendo) within a piece of music.</p> <p>Using musical vocabulary to discuss the purpose of a piece of music.</p>	<p>Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. (South African, West African, Musical, Theatre, Blues, Dance Remix.).</p> <p>Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.</p>	<p>Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.</p> <p>Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts (Pop art, Film music).</p> <p>Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. Identifying the way that features of a song can</p>	

				complement one another to create a coherent overall effect.	
<b>Evaluating</b>	Beginning to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work	Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.	Comparing, discussing and evaluating music using detailed musical vocabulary.  Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.	Use musical vocabulary correctly when describing and evaluating the features of a piece of music.  Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.  Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.	
<b>Cultural and Historical Awareness of Music</b>	Understanding that music from different times has different features.	Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.	Confidently discussing the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time.	Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.	

	<b>EYFS</b>	<b>EYFS – Development Matters</b>	<b>Year 1</b>	<b>Year 2</b>	<b>National Curriculum – end of Key Stage 1</b>
<b>Singing Repertoire</b>	Singing short, rhythmic rhymes and songs.	<p>Children in nursery will be learning to:</p> <ul style="list-style-type: none"> <li>- Remember and sing entire songs.</li> <li>- Sing the pitch of a tone sung by another person.</li> <li>- Sing the melodic shape of familiar songs.</li> </ul> <p>Children in reception will be learning to:</p> <ul style="list-style-type: none"> <li>- Explore and engage in music making and dance, performing solo or in groups.</li> </ul>	<p>Singing simple songs, chants and rhymes from memory.</p> <p>Practising singing songs with a wider pitch range (e.g. pentatonic melodies) which is gradually getting higher or lower.</p> <p>Competently singing songs with a very small pitch range (two notes that are different but close together).</p>	<p>Singing simple songs, chants and rhymes from memory.</p> <p>Practising singing songs with a wider pitch range (e.g. pentatonic melodies) which is gradually getting higher or lower.</p> <p>Competently singing songs or short phrases with a small pitch range (up to five notes that are different but close together).</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- Play tuned and untuned instruments musically.</li> </ul>
<b>Singing Technique</b>	<p>Using both speaking and singing voices.</p> <p>Unconsciously beginning to sing to the pulse of a song.</p> <p>Exploring vowel sounds through call and response activities.</p>		<p>Breathing at appropriate times when singing.</p> <p>Exploring changing their singing voice in different ways.</p> <p>Singing a range of call and response chants, attempting to match the pitch and tempo they hear.</p>	<p>Breathing at appropriate times when singing.</p> <p>Adapting their singing voice to be loud or soft at the direction of a leader.</p> <p>Singing a range of call and response songs, matching the pitch and tempo they hear with accuracy.</p>	

				Singing part of a given song in their head (using their 'thinking voice').	
<b>Instruments</b>	<p>Exploring different ways of making sound with everyday objects and instruments.</p> <p>Exploring different ways of holding a range of instruments.</p> <p>Starting to show a preference for a dominant hand when playing instruments.</p> <p>Using instruments expressively to music.</p> <p>Using instruments to begin to follow a beat, with guidance.</p>		<p>Developing an awareness of how sound is affected by the way an instrument is held.</p> <p>Developing an awareness of how dynamics are affected by the force with which an instrument is played.</p> <p>Learning to use instruments to follow the beat by first observing and then mimicking the teacher's modelling.</p> <p>Using instruments imaginatively to create soundscapes which convey a sense of place.</p> <p>Using bilateral and hand-eye co-ordination to play/hold instruments using both hands.</p> <p>Starting to understand how to produce different sounds on pitched instruments.</p>		
<b>Posture</b>	Finding a comfortable static position when playing instruments or singing.		Maintaining a comfortable position when sitting or standing to sing and play instruments.		

### Notation

	<b>EYFS</b>	<b>EYFS – Development Matters</b>	<b>Year 1</b>	<b>Year 2</b>	<b>National Curriculum – end of Key Stage 1</b>
<b>Understanding Notation</b>	N/A	N/A	<p>Reading different types of notation by moving eyes from left to right as sound occurs.</p> <p>To know that notation is read from left to right.</p>		N/A

<b>Representing Pitch</b>	Developing an awareness of high and low through pictorial representations of sound.		To know that in all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds.  Recognising pitch patterns using dots.	To know that in all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds.  Using a simplified version of a staff (only three lines) to notate known musical phrases (of two pitches).	
<b>Representing Rhythm</b>	Developing an awareness of how simple marks or objects can show single beats and single beat rests.		<p>Using pictorial representations to stay in time with the pulse when singing or playing.</p> <p>Confidently reading simple rhythmic patterns comprising of one beat sounds (crotchets) and one beat rests (crotchet rests).</p> <p>Beginning to read simple rhythmic patterns which include two half beats (quavers).</p> <p>To know that pictorial representations of rhythm show sounds and rests.</p>		

<b>Notation</b>					
	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	<b>National Curriculum – end of Key Stage 2</b>
<b>Understanding Notation</b>	To understand that 'reading' music means using how the written note symbols look and	To know that 'performance directions' are words added to music	To know that simple pictures can be used to represent the structure	To know that 'graphic notation' means writing music down using your choice of	Pupils should be taught to <ul style="list-style-type: none"> <li>- Use and understand</li> </ul>

	their position to know what notes to play.	notation to tell the performers how to play	(organisation) of music.  To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.	pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'.  To know that chord progressions are represented in music by Roman numerals.	staff and other musical notations.
<b>Representing Pitch and Rhythm</b>	Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.  Performing from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology.	Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions.	Using staff notation to record rhythms and melodies.	Recording own composition using appropriate forms of notation and/or technology and incorporating the inter-related dimensions of music.  Performing with accuracy and fluency from graphic and staff notation and from their own notation.	
<b>Improvising and Composing</b>					
	<b>EYFS</b>	<b>EYFS – Development Matters</b>	<b>Year 1</b>	<b>Year 2</b>	<b>National Curriculum – end of Key Stage 1</b>
<b>Stimulus and Purpose</b>	Exploring and imitating sounds from their environment and in response to events in stories.	Children in nursery will be learning to: - Create their own songs or improvise a	Creating sound responses to a variety of physical stimuli such as, nature, artwork and stories.		Pupils should be taught to - Experiment with, create, select and

<b>Improvising</b>	Exploring and imitating sounds.	song around one they know.	Improvising simple question and answer phrases, using untuned percussion or voices.		combine sounds using the interrelated dimensions of music.
<b>Creating and Selecting Sounds</b>	Experimenting with creating sound in different ways using instruments, body percussion and voices.	- Play instruments with increasing control to express their feelings and ideas.	Experimenting with creating different sounds using a single instrument.	Experimenting with adapting rhythmic patterns by changing either the dynamics, tempo or instrument.	
	Selecting classroom objects to use as instruments.  Selecting sounds that make them feel a certain way or remind them of something.	Children in reception will be learning to: - Explore, use and refine a variety of artistic effects to express their ideas and feelings.	Experimenting with creating loud, soft, high and low sounds.  Selecting objects and/or instruments to create sounds to represent a given idea or character.	Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.	
<b>Sequencing</b>	Playing sounds at the relevant point in a storytelling.	- Explore and engage in music making and dance, performing solo or in groups.	Playing and combining sounds under the direction of a leader (the teacher).	Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time.	

### Improvising and Composing

	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	<b>National Curriculum – end of Key Stage 2</b>
<b>Stimulus and Purpose</b>	Composing a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing).	Composing a coherent piece of music in a given style with voices, bodies and instruments.	Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama).	Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama).	Pupils should be taught to <ul style="list-style-type: none"> <li>- Develop an understanding of musical composition, organising and manipulating</li> </ul>

					<p>ideas within musical structures and reproducing sounds from aural memory.</p> <ul style="list-style-type: none"> <li>- Improvise and compose music for a range of purposes using the interrelated dimensions of music.</li> </ul>
<b>Improvising</b>	Beginning to improvise musically within a given style using their voice.	Beginning to improvise musically within a given style using an instrument.	Improvising coherently within a given style.	Improvising coherently and creatively within a given style, incorporating given features.	
<b>Creating and Selecting Sounds</b>	Suggesting and implementing improvements to their own work, using musical vocabulary.	Developing melodies using rhythmic variation, transposition, inversion, and looping.	<p>Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.</p> <p>Suggesting and demonstrating improvements to own and others' work.</p>	<p>Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.</p> <p>Constructively critique their own and others' work, using musical vocabulary.</p>	
<b>Sequencing</b>	Combining melodies and rhythms to compose a multi-layered composition	Creating a piece of music with at least four different layers and a clear structure.	Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related	Composing an original song, incorporating lyric writing, melody writing and the composition of	

	in a given style (pentatonic).		dimensions of music to add musical interest.	accompanying features, within a given structure.	
<b>Performing</b>					
	<b>EYFS</b>	<b>EYFS – Development Matters</b>	<b>Year 1</b>	<b>Year 2</b>	<b>National Curriculum – end of Key Stage 1</b>
<b>Understanding and Evaluating Performance</b>	Beginning to say what they liked about others’ performances.	<p>Children in nursery will be learning to:</p> <ul style="list-style-type: none"> <li>- Respond to what they have heard, expressing their thoughts and feelings.</li> <li>- Remember and sing entire songs.</li> </ul> <p>Children in reception will be learning to:</p> <ul style="list-style-type: none"> <li>- Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>- Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> </ul>	Offering positive feedback on others’ performances.		<p>Pupils should be taught to</p> <ul style="list-style-type: none"> <li>- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>- Play tuned and untuned instruments musically.</li> </ul>
<b>Awareness of Music</b>	N/A		Starting to maintain a steady beat throughout short singing performances.		
<b>Awareness of Self</b>	Facing the audience when performing.		Keeping head raised when singing.	Standing or sitting appropriately when performing or waiting to perform.	
	Spontaneously expressing feelings around performing.		Keeping instruments still until their part in the performance.	Beginning to acknowledge their own feelings around performance.	
<b>Awareness of Others</b>	<p>Performing actively as part of a group.</p> <p>Demonstrating being a good audience member, by looking, listening and maintaining attention.</p>		<p>Performing actively as part of a group; keeping in time with the beat.</p> <p>Showing awareness of leader particularly when starting or ending a piece.</p>	<p>Performing actively as a group, clearly keeping in time with the beat.</p> <p>Following a leader to start and end a piece appropriately.</p>	

**Performing**

	Year 3	Year 4	Year 5	Year 6	National Curriculum – end of Key Stage 2
<b>Understanding and Evaluating Performance</b>	Offering constructive feedback on others' performances.		Using musical vocabulary to offer constructive and precise feedback on others' performances.		Pupils should be taught to <ul style="list-style-type: none"> <li>- Sing and play musically with increasing confidence and control.</li> <li>- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li> </ul>
<b>Awareness of Music</b>	Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.	Singing 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.  Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.  Playing syncopated rhythms with accuracy, control and fluency.	Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.  Playing a simple chord progression with accuracy and fluency.	Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.  Performing by following a conductor's cues and directions.	
<b>Awareness of Self and Others</b>	Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.	Singing and playing in time with peers with accuracy and awareness of their part in the group performance.	Working 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.	Working 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.	

				Performing a solo or taking a leadership role within a performance.	
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