



Musicianship: Understanding Music					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pupils can use body percussion, instruments and voices.	Pupils can use body percussion, instruments and voices.	Pupils can use body percussion, instruments and voices.	Pupils can use body percussion, untuned instruments and voices.	Pupils can use body percussion, instruments and voices.	Pupils can use body percussion, instruments and voices.
'	voices.  In the key centres of: C major, G major and A minor.  Pupils can find and keep a steady beat.  Pupils can understand the difference between creating a rhythm pattern and a pitch pattern  Pupils can copy back simple rhythmic patterns using long and short.  Pupils can copy back simple melodic patterns using high and low.  Pupils can complete vocal warm-ups  Pupils can sing short phrases independently  Pupils can create their own	'		1 7	
	rhythmic and melodic patterns.  Pupils begin to understand that the speed of the beat can change, creating a faster or slower pace (tempo).  Pupils can play copy back rhythms, copying a leader, and invent rhythms for others to copy on untuned and tuned percussion.	going to sing and play.  Pupils begin to recognise various notes and equivalent rests on a stave and understand their note values.  Pupils can copy back and improvise simple melodic patterns using the notes: C, D, E G, A, B F, G, A	melodic patterns using the notes: C, D, E C, D, E, G, A G, A, B G, A, B, D, E F, G, A A, B, C, D, E, F, G	Pupils can copy back melodic patterns using the notes: C, D, E C, D, E, F, G, A, B D, E, F\$, G, A A, B, C, D, E, F\$, G F, G, A, Bb, C, D, E G, A, B, C, D, E, F\$	Pupils can copy back melodic patterns using the notes: D, E, F, G, A C, D, E, F, G, A, B G, A, B, C, D, E, F D, E, F , G, A, B, C A, B, C, D, E, F, G





		A, B, C			
			pond/Analyse		
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pupils can move and dance	Pupils can mark the beat of	Pupils can share your	Pupils can talk about the	Pupils can talk about	Pupils can talk about
with the music.	a listening piece (eg	thoughts and feelings about	words of a song.	feelings created by the	feelings created by the
	Boléro by Ravel) by tapping	the music together.		music.	music.
Pupils can find the steady	or clapping and recognising		Pupils can think about why		
beat.	tempo, as well as changes in	Pupils can find the beat or	the song or piece of music	Pupils can justify a personal	Pupils can justify a personal
	tempo.	groove of the music.	was written.	opinion with reference to	opinion with reference to
Pupils can talk about feelings				Musical Elements.	Musical Elements.
created by the music	Pupils can walk in time to	Pupils can walk, move or	Pupils can find and		
including what they like or	the beat of a piece of music.	clap a steady beat with	demonstrate the steady	Pupils can find and	Pupils can identify 2/4, 4/4,
don't like.	Pupils can identify the beat	others, changing the speed	beat.	demonstrate the steady	3/4, 6/8 and 5/4.
	groupings in the music you	of the beat as the tempo of		beat.	Pupils can identify the
Pupils can recognise some	sing and listen, eg 2-time, 3-	the music changes.	Pupils can identify 2/4, 3/4,	Pupils can identify 2/4, 3/4,	musical style of a song using
band and orchestral	time etc.		and 4/4 metre.	6/8 and 5/4 metre.	some musical vocabulary to
instruments.		Pupils can invent different	Identify the tempo as fast,		discuss its Musical Elements.
	Pupils can move and dance	actions to move in time with	slow or steady.	Pupils can identify the	
Pupils can talk about any	with the music confidently.	the music.		musical style of a song or	Pupils can identify the
instruments they might hear			Pupils can recognise the	piece of music.	following instruments by ear
and perhaps identify them.	Pupils can talk about how	Pupils can talk about what	style of music you are		and through a range of
	the music makes you feel.	the song or piece of music	listening to.	Pupils can identify	media: bass guitar, electric
Pupils can describe tempo as		means.		instruments by ear and	guitar, percussion, sections
fast or slow.	Pupils can find different		Pupils can discuss the	through a range of media.	of the orchestra such as
	steady beats.	Pupils can identify some	structures of songs.		brass, woodwind and
Pupils can describe dynamics		instruments you can hear		Pupils can discuss the	strings, electric organ,
as loud and quiet.	Pupils can describe tempo	playing.	Pupils can identify:	structure of the music with	congas, pianos and
Describe and take to another of	as fast or slow.	Describe and interest in the second	Call and response	reference to verse, chorus,	synthesizers, and vocal
Pupils can join in sections of	Possilla anno de contle a	Pupils can identify if it's a	A solo vocal or	bridge, repeat signs, chorus	techniques such as
the song, eg chorus.	Pupils can describe	male or female voice singing	instrumental line and	and final chorus,	scat singing.
Dunils can talk about any	dynamics as loud or quiet.	the song.	the rest of the ensemble	improvisation, call and	Dunils can discuss the
Pupils can talk about any	Dunils can join in sections of	Dunils can talk about the	A change in texture     Articulation on certain	response, and AB	Pupils can discuss the structure of the music with
other music they may have heard that is similar.	Pupils can join in sections of the song, eg call and	Pupils can talk about the style of the music.	words	form.	reference to verse, chorus,
Tiedra triat is sirillar.		style of the music.	Programme music	Pupils can explain a bridge	bridge and an instrumental
Bunils can begin to	response.		• Programme music	passage and its position in a	break.
Pupils can begin to understand where the music	Pupils can start to talk about		Pupils can explain what a		break.
fits in the world.	the style of a piece of music.		main theme is and identify	song.	Pupils can explain a bridge
into in the world.	the style of a piece of music.		when it is repeated.	Pupils can recall by ear	passage and its position in a
Pupils can begin to	Pupils can recognise some		when it is repeated.	memorable phrases heard in	
understand about different	band and orchestral		Pupils know and understand	the music.	song.
styles of music.	instruments.		what a musical introduction	are music.	Pupils can recall by ear
Styles of masic.	mod differits.		is and its purpose.	Pupils can identify major	memorable phrases heard in
	Pupils can start to talk about		is and its purpose.	and minor tonality.	the music.
	where music might fit into		Pupils can recall by ear	and minor condity.	
	the world.		memorable phrases heard in	Pupils can recognise the	Pupils can identify major
			the music.	sound and notes of the	and minor tonality, chord
					triads I, IV and V, and





	Pupils can talk about why		Pupils can identify major	pentatonic and Blues scales,	intervals within a major
	they like or don't like the		and minor tonality.	by ear and from notation.	scale.
	music.		Dunils can recognise the	from notation.	Dunils can avalain the rale of
			Pupils can recognise the sound and notes of the	Pupils can explain the role of	Pupils can explain the role of a main theme in musical
			pentatonic scale by ear and	a main theme in musical	structure.
			from notation.	structure.	structure.
			Trom notation.	Structure.	Pupils can know and
			Pupils can describe legato	Pupils can know and	understand what a musical
			and staccato.	understand what a musical	introduction and outro is,
				introduction is and its	and its purpose.
			Pupils can recognise the	purpose.	
			following styles and any		Pupils can identify the sound
			important musical features	Pupils can explain rapping.	of a Gospel choir and soloist,
			that distinguish the style:		Rock band, symphony
			20th and 21st Century	Pupils can recognise the	orchestra and A Cappella
			Orchestral, Reggae, Soul,	following styles and any key musical features that	groups.
			R&B, Pop, Folk, Jazz, Disco, Musicals, Classical,	distinguish the style: 20th	Pupils can recognise the
			Rock, Gospel, Romantic,	and 21st Century Orchestral,	following styles and any key
			Choral, Funk and	Gospel, Pop, Minimalism,	musical features that
			Electronic Dance Music.	Rock n' Roll, South African,	distinguish the style:
				Contemporary Jazz, Reggae,	20th and 21st Century
				Film Music, Hip Hop, Funk,	Orchestral, Soul, Pop,
				Romantic and Musicals	Hip Hop, Jazz: Swing, Rock,
					Disco, Romantic,
					Zimbabwean Pop, R&B, Folk,
					Gospel, Salsa, Reggae,
					Musicals and Film Music.
			ging		-
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pupils can sing, rap, rhyme,	Pupils can sing as part of a	Pupils can sing as part of a	Pupils can rehearse and	Pupils can rehearse and	Pupils can rehearse and
chant and use spoken word.	choir.	choir.	learn songs from memory	learn songs from memory	learn songs from memory
Pupils can demonstrate	Pupils can demonstrate	Dunils can sing a widening	and/or with notation.	and/or with notation.	and/or with notation.
good singing posture.	good singing posture.	Pupils can sing a widening range of unison songs, of	Pupils can sing in different	Pupils can sing in 2/4, 3/4,	Pupils can sing a broad
good singing posture.	good singing posture.	varying styles and	time signatures: 2/4, 3/4	4/4 and 6/8 time.	range of songs as part of a
Pupils can sing songs from	Pupils can sing songs from	structures.	and 4/4.	4,4 did 6,6 time.	choir, including those that
memory.	memory and/or from			Pupils can sing in unison and	involve syncopated rhythms,
,	notation.	Pupils can demonstrate	Pupils can sing as part of a	parts, and as part of a	with a good sense of
Pupils can copy back		good singing posture.	choir with awareness of size:	smaller group.	ensemble and performance.
intervals of an octave and	Pupils can sing to		the larger, the thicker and		This should include
fifth (high, low).	communicate the meaning	Pupils can perform actions	richer the musical texture.	Pupils can sing 'on pitch' and	observing rhythm, phrasing,
	of the words.	confidently and in time to a		'in time'.	accurate pitching and
Pupils begin to follow the		range of action songs.	Pupils can demonstrate		appropriate style.
leader or conductor.	Pupils can sing in unison and		good singing posture.	Pupils can sing a second part	
Dunile con sinc inican	sometimes in parts, and			in a song.	Pupils can continue to sing
Pupils can sing in unison.					in parts where appropriate.





memory and/or from notation. Pupils can understand and follow the leader or conductor. Pupils can add actions to a song. Pupils can sing expressively, with attention to the reading of the words. Pupils can at lak about feelings created by the music/song. Pupils can recognise some band and orrchestral instruments. Pupils can describe tempo as fast or slow. Pupils can begin to understand the style of the music fits in the world. Pupils can begin to understand the style of the music fits in the world. Pupils can begin to understand the style of the music fits in the world. Pupils know the meaning of dyvamics (loud/quiet) and the abbe to demonstrate these when singing by responding to (b) visual symbols (eg crescendd, pearseendd, pe	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
memory and/or from notation. Pupils can understand and follow the leader or conductor. Pupils can add actions to a song. Pupils can move confidently to a steady beat. Pupils can move confidently to a steady beat. Pupils can sing expressively, with attention to the meaning of the words. Pupils can necessive by the meaning of the words. Pupils can necessive by the medicing price of dynamics (loud/quieft) and tempo (fask/siow), and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (eg crescendo, pause).  we words of lollowing the beaut. Pupils can sing with advances of following the beaut. Pupils can sing with advances of following the beaut. Pupils can sing with attention to dear diction. Pupils can sing expressively, with attention to the meaning of the words. Pupils can sing expressively, with attention to the meaning of the words. Pupils can sing expressively, with attention to the meaning of the words. Pupils can sing expressively, with attention to the meaning of the words. Pupils can sing expressively, with attention to the meaning of the words. Pupils can sing expressively, with attention to the meaning of the words. Pupils can sing expressively, with attention to the same diegato. Pupils can sing expressively, with attention to the same diegato. Pupils can sing expressively, with attention to to the midle and phrasing. Pupils can sing expressively, with attention to to the midle and phrasing. Pupils can sing expressively, with attention to to the midle and phrasing. Pupils can sing expressively, with attention to to the midle and phrasing. Pupils can sing expressively, with attention to to the midle and phrasing. Pupils can sing expressively, with attention to to the midle and phrasing. Pupils can sing expressively, with attention to to the midle and phrasing. Pupils can sing expressively, with attention to to the song expressively, with attention to to the song expressively and phrasing. Pupils can sing expressively with attention to define the						
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accuracy.  Pupils can understand and follow the leader or conductor.  Pupils can add actions to a song.  Pupils can move confidently to a steady beat.  Pupils can talk about feelings created by the music/song.  Pupils can recognise some band and orchestral instruments.  Pupils can understand and follow the leader or conductor.  Pupils can copy back simple  Pupils can sing with awareness of following the beat.  Pupils can sing with awareness of following the beat.  Pupils can sing with awareness of following the beat.  Pupils can sing expressively, with attention to breathing and phrasing.  Pupils can sing expressively, with attention to breathing and articulation.  Pupils can sing expressively, with attention to breathing and articulation.  Pupils can sing expressively, with attention to breathing and articulation.  Pupils can sing expressively, with attention to breathing and articulation.  Pupils can sing expressively, with attention to streacto and legato.  Pupils can sing expressively, with attention to staccato and legato.  Pupils can talk about the different styles of singing used for different styles of singing used for different styles of song.  Pupils can talk about the different styles of singing used for different styles of song.  Pupils can talk confidently with attention to dynamics and articulation.  Pupils can sing expressively, with attention to breathing and articulation.  Pupils can develop confidence as a soloist.  Pupils can talk about the different styles of singing used for different styles of singing used for different styles of singing used for different styles of song.  Pupils can talk confidently about how connected you and articulation.		'	•	=		
accuracy.    memory and/or from notation.   vowel sounds, blended sounds and consonants.   Pupils can understand and follow the leader or conductor.   Pupils can sing with awareness of following the beat.   Pupils can sing with attention to clear diction.   Pupils can sing expressively, with attention to breathing and phrasing.   Pupils can sing expressively, with attention to breathing and phrasing.   Pupils can sing expressively, with attention to dynamics and articulation.   Pupils can talk about feelings created by the music/song.   Pupils can understand and band and orchestral instruments.   Pupils can understand and follow the leader or conductor.   Pupils can ing expressively, with attention to staccato and and orchestral instruments.   Pupils can understand and follow the leader or conductor.   Pupils can talk about feelings created by the motation.   Pupils can understand and follow the leader or conductor.   Pupils can understand and follow the leader or conductor.   Pupils can talk about the different styles of singing used for different styles of song.   Pupils can talk confidently with attention to dynamics   Pupils can sing expressively, with attention to staccato and legato.   Pupils can talk about the different styles of song.   Pupils can talk confidently with attention to dynamics   Pupils can talk confidently with attenti				•	•	and articulation.
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accuracy.  memory and/or from notation.  Pupils can understand and follow the leader or conductor.  Pupils can add actions to a song.  Pupils can sing with awareness of following the beat.  Pupils can sing with awareness of following the beat.  Pupils can sing with awareness of following the beat.  Pupils can sing with awareness of following the beat.  Pupils can sing with awareness of following the beat.  Pupils can sing with awareness of following the beat.  Pupils can sing expressively, with attention to breathing and phrasing.  Pupils can sing expressively, with attention to breathing and phrasing.  Pupils can sing expressively, with attention to breathing and phrasing.  Pupils can sing expressively, with attention to dynamics and articulation.  Pupils can talk about  Pupils can sing expressively, with attention to staccato and legato.  Pupils can sing expressively, with attention to staccato and legato.  Pupils can sing expressively, with attention to staccato and legato.  Pupils can sing expressively, with attention to staccato and legato.  Pupils can sing expressively, with attention to dynamics and articulation.  Pupils can dewolop to breath control whilst singing.				Pupils can talk about the		
accuracy.  memory and/or from notation.  Pupils can understand and follow the leader or conductor.  Pupils can add actions to a song.  Pupils can sing with attention to clear diction.  Pupils can sing expressively, with attention to breathing and phrasing.  Pupils can sing expressively, with attention to breathing and phrasing.  Pupils can sing expressively, with attention to breathing and phrasing.  Pupils can sing expressively, with attention to breathing and phrasing.  Pupils can sing expressively, with attention to breathing and phrasing.  Pupils can sing expressively, with attention to breathing and phrasing.  Pupils can sing expressively, with attention to breathing and phrasing.  Pupils can sing expressively, with attention to breathing and articulation.  Pupils can sing expressively, with attention to dynamics and articulation.  Pupils can develop confidence as a soloist.			_	-5	Pupils can talk about the	Pupils can sing expressively.
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accuracy.  Pupils can understand and follow the leader or conductor.  Pupils can add actions to a song.  Pupils can add actions to a Pupils can move confidently  Pupils can move confidently  Pupils can and/or from notation.  Pupils can sing with add consonants.  Pupils can sing with sounds and consonants.  Pupils can sing with add consonants.  Pupils can sing with add with attention to breathing and phrasing.  Pupils can sing expressively, with attention to breathing and phrasing.  Pupils can sing expressively, with attention to dynamics and articulation.  Pupils can sing expressively, with attention to dynamics and articulation.  Pupils can sing expressively, with attention to dynamics and articulation.  Pupils can sing expressively, with attention to dynamics and articulation.  Pupils can sing expressively, with attention to dynamics and articulation.  Pupils can sing expressively, with attention to dynamics and articulation.  Pupils can sing expressively, with attention to dynamics and articulation.  Pupils can sing expressively, with attention to dynamics and articulation.  Pupils can sing expressively, with attention to dynamics and articulation.  Pupils can sing expressively, with attention to dynamics and articulation.						singing.
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accuracy.  memory and/or from notation.  Pupils can understand and follow the leader or conductor.  Pupils can add actions to a song.  memory and/or from notation.  vowel sounds, blended sounds, blended sounds and consonants.  Pupils can sing expressively, with attention to breathing and phrasing.  Pupils can sing expressively, with attention to breathing with out an accompaniment.  Pupils can sing expressively, with attention to dynamics		Pupils can move confidently				•
accuracy.  memory and/or from notation.  Pupils can understand and follow the leader or conductor.  Pupils can add actions to a  memory and/or from notation.  vowel sounds, blended sounds, blended sounds and consonants.  Pupils can sing expressively, with attention to breathing and phrasing.  Pupils can sing expressively, Pupils can sing expressively, Pupils can sing expressively, melodic patterns.			attention to clear diction.	and phrasing.	and articulation.	Pupils can demonstrate and
accuracy.  Pupils can understand and follow the leader or conductor.  Pupils can sing with awareness of following the beat.  memory and/or from notation.  vowel sounds, blended sounds, blended sounds and consonants.  Pupils can sing expressively, with attention to breathing and phrasing.  Pupils can sing with and without an accompaniment.  Pupils can sing with and without an accompaniment.  Pupils can sing syncopated		song.	Pupils can sing with	with attention to breathing	with attention to dynamics	
accuracy.  Pupils can understand and follow the leader or conductor.  Pupils can sing with awareness of following the beat.  memory and/or from notation.  vowel sounds, blended sounds, blended sounds and consonants.  Pupils can sing expressively, with attention to breathing and phrasing.  Pupils can sing with and without an accompaniment.  Pupils can sing with and without an accompaniment.  Pupils can sing syncopated		Pupils can add actions to a			Pupils can sing expressively,	melodic patterns.
accuracy.  memory and/or from notation.  Pupils can understand and follow the leader or  memory and/or from notation.  vowel sounds, blended sounds, blended sounds and consonants.  Pupils can sing with Pupils can sing on pitch' and with attention to breathing without an accompaniment.			beat.			
accuracy.  memory and/or from notation.  Pupils can understand and follow the leader or  memory and/or from notation.  vowel sounds, blended sounds, blended sounds and consonants.  Pupils can sing with vowel sounds, blended sounds and consonants.  Pupils can sing expressively, with attention to breathing without an accompaniment.		conductor.	~	'in time'.	and phrasing.	
accuracy. memory and/or from notation. vowel sounds, blended sounds and consonants.  Pupils can understand and vowel sounds and consonants.  Pupils can sing expressively, Pupils can sing with and			=		_	without an accompaniment.
accuracy. memory and/or from vowel sounds, blended or out of time. 6/8. notation. sounds and consonants.		· ·				
accuracy. memory and/or from vowel sounds, blended or out of time. 6/8.			notation.	sounds and consonants.		
		accuracy.	•		or out of time.	6/8.
with more pitching Pupils can sing songs from Pupils can demonstrate Pupils can self-correct if lost   Sing in 2/4, 4/4, 3/4, 5/4 and					1	_





Pupils can explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.

If appropriate: pupils can 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

Pupils can explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.

Pupils can 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

Pupils can identify hand signals as notation, and recognise music notation on a stave of five lines.

Pupils can explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.

Pupils can 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

Pupils can read and respond to semibreves, minims, crotchets and paired quavers.

Identify:

- Stave
- Treble clef
- Time signature
- Lines and spaces on the stave

Pupils can identify and understand the differences between crotchets and paired quavers.

Pupils can apply spoken word to rhythms, understanding how to link each syllable to one musical note. Pupils can explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.

Pupils can 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

Pupils can read and respond to semibreves, minims, dotted crotchets, crotchets, quavers and

Pupils can identify:

G, A, B, C, D, E, F♯

D, E, F#, G, A, B, C

- Stave
- Treble clef

semiguavers.

Time signature

Pupils can identify and understand the differences between minims, crotchets, paired quavers and rests.

Pupils can read and perform pitch notation within a range.

Pupils can follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.

Pupils can explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.

Pupils can explore standard notation, using minims, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of: C, D, E, F, G, A, B
F, G, A, Bb, C, D, E
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

Pupils can identify:

- Stave
- Treble clef
- Time signature

Pupils can read and respond to minims, crotchets, quavers, dotted quavers and semiquavers.

Pupils can recognise how notes are grouped when notated.

Pupils can 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.

Pupils can further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.

Pupils can explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.

Pupils can explore standard notation, using dotted semibreves, dotted minims, minims, triplet crotchets, dotted crotchets, crotchets, dotted quavers, quavers and semiguavers, and simple combinations of: C, D, E, F, G, A, B F, G, A, Bb, C, D, E F, G, Ab, Bb, C, D, Eb G, A, B♭, 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

Pupils can identify:

- Stave
- Treble clef
- Time signature

Pupils can read and respond to minims, crotchets, quavers, dotted quavers and semiguavers.

Pupils can recognise how notes are grouped when notated.

Pupils can 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.





	I	I	I	Dunils can understand the	
				Pupils can understand the	
				differences between 2/4, 3/4 and 4/4 time signatures.	
				3/4 and 4/4 time signatures.	
				Punils can road and porform	
				Pupils can read and perform	
				pitch notation within an	
		Diam'r a la		octave (eg C–C'/do–do).	
Year 1	Year 2	Year 3	struments Year 4	Year 5	Year 6
Pupils can rehearse and	Pupils can rehearse and	Pupils can rehearse and	Pupils can rehearse and	Pupils can rehearse and	Pupils can rehearse and
learn to play a simple	learn to play a simple	learn to play a simple	learn to play a simple	learn to play a simple	learn to play one of four
melodic instrumental part	melodic instrumental part	melodic instrumental part	melodic instrumental part	melodic instrumental part	differentiated instrumental
by ear or from simple	by ear or from	by ear or from notation, in	by ear or from	by ear or from notation, in C	parts by ear or
notation, in C	notation, in C major, F major	C major, F major, G major	notation, in C major, F	· ·	from notation, in the tonal
major, F major, D major and	and G major.	and E major.	major, G major and D major	major, F major, G major, Eb	centres of C major, F major,
D minor.		and Emajor.		major, C minor and D minor.	-
Diffillion.		Punils can devolon facility in		Dunile can play real sites are	G major, D major, E major, A
Pupils can play a part on a		Pupils can develop facility in playing tuned percussion		Pupils can play melodies on	major, Eb major, D minor
tuned or untuned		or a melodic instrument.		tuned percussion, melodic	and F minor.
instrument by ear.		or a melodic instrument.		instruments or keyboards,	Describe and other and a decre
instrument by ear.				following staff notation	Pupils can play a melody
Dunils loarn to play together				written on one stave and	following staff notation
Pupils learn to play together				using notes within the	written on one stave and
with everybody while				middle C-C'/do-do range.	using notes within an octave
keeping in time with a				This should initially be done	range (do-do); make
steady beat.				as a whole class, with	decisions about
Describe and of a super all a super				greater independence	dynamic range, including
Pupils perform short,				gained each lesson through	very loud (fortissimo), very
repeating rhythm patterns				smaller group performance.	quiet (pianissimo),
(ostinati or riffs) while					moderately loud (mezzo
keeping in time with a					forte) and moderately quiet
steady beat.					(mezzo piano).
Pupils can treat instruments					
with respect.					
with respect.		Creating: I	mprovising		
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pupils can explore	Pupils explore improvisation	Pupils explore improvisation	Pupils explore improvisation	Pupils explore improvisation	Pupils explore improvisation
improvisation within a major	within a major scale	within a major scale	within a major scale	within a major scale,	within a major scale,
and minor scale using the	using the notes:	using the notes:	using the notes:	using the notes:	using the notes:
notes:	C, D, E	C, D, E	C, D, E	C, D, Eb, F, G	C, D, E, F, G
C, D, E	C, G, A	C, D, E, F, G	C, D, E, G, A	C, D, E, F, G	G, A, Bb, C, D
D, E, A	G, A, B	C, D, E, G, A	C, D, E, F, G	C, D, E, G, A	G, A, B, C, D
F, G, A	F, G, A	G, A, B	D, E, F♯, A, B	F, G, A, Bb, C	F, G, A, C, D
D, F, G		G, A, B, D, E	D, E, F, G, A	D, E, F, G, A	, -, -, -, -, -
	Pupils can work with a	G, A, B, C, D		, c, 1, 0, A	Pupils can improvise over a
Pupils can improvise simple	partner and in the class to	F, G, A	Pupils can improvise on a	Pupils improvise over a	groove, responding to the
vocal patterns using	, , , , , , , , , , , , , , , , , , , ,	F, G, A, C, D	limited range of pitches on	simple groove, responding	groote, responding to the
2 22 1 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2		, -, -, -, -	the instrument you are now	ample groove, responding	
			the mistrument you are now		





'Question and Answer' phrases.  Pupils can understand the difference between creating a rhythm pattern and a pitch pattern.  Pupils can understand that improvisation is about making up your own very simple tunes on the spot.	improvise simple 'Question and Answer' phrases, to be sung and played on untuned percussion, creating a musical conversation.	Pupils become more skilled in improvising (using voices, tuned and untuned percussion, and instruments played wholeclass/group/individual /instrumental teaching), inventing short 'on-the-spot' responses using a limited note-range.  Pupils can compose over a simple groove. Pupils can compose over a drone.  Pupils structure musical ideas (eg using echo or 'Question and Answer' phrases) to create music that has a beginning, middle and end	learning, making use of musical features, including smooth (legato) and detached (staccato) articulation.  Pupils can improvise over a simple chord progression. Improvise over a groove	to the beat and creating a satisfying melodic shape.  Pupils can experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).	beat, creating a satisfying melodic shape with varied dynamics and articulation.
Vanu 4	Year 2	Creating: 0 Year 3	Composing	VF	Wassa C
Year 1 Explore and create graphic	Explore and create graphic	Pupils can create music	Year 4 Pupils can combine known	Year 5 Pupils can create music in	Year 6 Pupils can plan and
scores:	scores:	and/or sound effects in	rhythmic notation with	response to music and video	compose an 8 or 16-beat
		response to music and video	letter names, to create	stimulus.	melodic phrase, using the
Pupils can create musical	Pupils can create musical	stimulus.	short, pentatonic phrases		pentatonic
sound effects and short	sound effects and short		using a limited	Pupils can use music	scale (eg C, D, E, G, A), and
sequences of sounds in	sequences of sounds in	Pupils can use music	range of five pitches,	technology, if available, to	incorporate rhythmic variety
response to music and video	response to music and video	technology, if available, to	suitable for the	capture, change and	and interest. Play this
stimulus.	stimulus.	capture, change and combine sounds.	instruments being learnt.	combine sounds.	melody on available tuned percussion and/or
Pupils can create a story,	Pupils can use graphic		Pupils can compose over a	Pupils can start to use	orchestral instruments.
choosing and playing	symbols, dot notation and	Pupils can compose over a	simple chord progression.	structures within	Notate this melody.
classroom instruments	stick notation, as	simple chord progression.		compositions, eg	
and/or soundmakers.	appropriate, to keep a		Pupils can compose over a	introduction, multiple	Either of these melodies can
	record of composed pieces.	Pupils can compose over a	groove.	verse and chorus sections,	be enhanced with rhythmic
Pupils can recognise how	Duraile con exects a starri	simple groove.	Dunile and another reveals in	AB form or	or simple chordal
graphic notation can represent created sounds.	Pupils can create a story, choosing and playing	Punils can compose over a	Pupils can create music in	ABA form (ternary form).	accompaniment.
represent created sounds.	classroom instruments.	Pupils can compose over a drone.	response to music and video stimulus.	Pupils can use chords to	Pupils can create a simple
Pupils can explore and	Ciassi Com misti uments.	urone.	Juniulus.	compose music to evoke a	chord progression.
invent their own symbols.	1	1			chord progression.
	Pupils can create and	Pupils can start to use	Pupils can use music	specific atmosphere, mood	
invente their own symbols.	Pupils can create and perform your own rhythm	Pupils can start to use simple structures within	Pupils can use music technology, if available, to	specific atmosphere, mood or environment.	Pupils can compose a
Pupils can perform their	Pupils can create and perform your own rhythm patterns with stick notation,	Pupils can start to use simple structures within compositions, eg	Pupils can use music technology, if available, to capture, change and	I	Pupils can compose a ternary (ABA form) piece;
·	perform your own rhythm	simple structures within	technology, if available, to	I	Pupils can compose a ternary (ABA form) piece; use available music





two, three, four or five	crotchets, quavers and		Pupils can start to use		and record it, discussing
notes.	minims.	Pupils can use simple	simple structures within	Pupils can use rhythmic	how musical contrasts are
		dynamics.	compositions, eg	variety.	achieved.
Pupils can use music	Pupils can use music		introduction, verse, chorus		
technology, if available, to	technology, if available, to	Pupils can compose song	or AB form.	Pupils can compose song	Pupils can create music in
capture, change and	capture, change and	accompaniments on tuned		accompaniments,	response to music and video
combine sounds.	combine sounds.	and untuned percussion,	Pupils can use simple	perhaps using basic chords.	stimulus.
Use simple notation if		using known rhythms and	dynamics.		
appropriate:	Pupils can use notation if	note values.		Pupils can use a wider range	Pupils can use music
	appropriate:		Pupils can compose song	of dynamics, including	technology, if available, to
Pupils can create a simple		Pupils can create a simple	accompaniments on	fortissimo (very loud),	capture, change and
melody using crotchets and	Pupils can create a simple	melody using crotchets,	tuned and untuned	pianissimo (very quiet),	combine sounds.
minims:	melody using crotchets and	minims and perhaps paired	percussion, using	mezzo forte (moderately	Pupils can start to use
C, D	minims:	quavers:	known rhythms and note	loud) and mezzo piano	structures within
C, D, E	C, D	C, D	values.	(moderately quiet).	compositions, eg
C, D, E, F	C, D, E	C, D, E			introduction, multiple
C, D, E, F, G	C, D, E, F	C, D, E, G	Pupils can create a melody	Pupils can use full scales in	verse and chorus sections,
Start and end on the note C	C, D, E, F, G	C, D, E, G, A	using crotchets, minims,	different keys.	AB form or
	Start and end on the note C	Start and end on the note C	quavers and their rests. Use		ABA form (ternary form).
F, G	(C major)	(Pentatonic on C)	a	Pupils can understand how	
F, G, A			pentatonic scale:	chord triads are formed and	Pupils can use simple
F, G, A, C	G, A	C, D		play them on tuned	dynamics.
F, G, A, C, D	G, A, B	C, D, E	C, D	percussion, melodic	
Start and end on the note F	G, A, B, D	C, D, E, F	C, D, E	instruments or keyboards.	Pupils can use rhythmic
	G, A, B, D, E	C, D, E, F, G	C, D, E, G	Perform simple, chordal	variety.
D, F	Start and end on the note G	Start and end on the note C	C, D, E, G, A	accompaniments.	
D, F, G	(Pentatonic on G)	(C major)	Start and end on the note C		Pupils can compose song
D, F, G, A			(Pentatonic on C)	Pupils can create a melody	accompaniments,
D, F, G, A, C	F, G	F, G		using crotchets, quavers and	perhaps using basic chords.
Start and end on the note D	F, G, A	F, G, A	C, D	minims, and perhaps	
	F, G, A, C	F, G, A, Bb	C, D, E	semibreves and	Pupils can use a wider range
	F, G, A, C, D	F, G, A, Bb, C	C, D, E, F	semiquavers, plus all	of dynamics, including
	Start and end on the note F	Start and end on the note F	C, D, E, F, G	equivalent rests. Use a	fortissimo (very loud),
	(Pentatonic on F)	(F major)	Start and end on the note C	pentatonic and a full scale.	pianissimo (very quiet),
			(C major)	Use major and minor	mezzo forte (moderately
		G, A		tonality:	loud) and mezzo piano
		G, A, B	А, В		(moderately quiet).
		G, A, B, D	A, B, C	F, G	
		G, A, B, D, E	A, B, C, D	F, G, A	Pupils can use full scales in
		Start and end on the note G	A, B, C, D, E	F, G, A, Bb	different keys.
		(Pentatonic on G)	Start and end on the note A	F, G, A, Bb, C	
			(A minor)	Start and end on the note F	Pupils can create a melody
				(F major)	using crotchets, quavers and
			D, E		minims, and perhaps
			D, E, F	G, A	semibreves and
			D, E, F, G	G, A, B	semiquavers, and all
			D, E, F, G, A	G, A, B, C	equivalent rests. Use a
				G, A, B, C, D	pentatonic and a





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			Start and end on the note D	Start and end on the note G	full scale. Use major and
			(D minor)	(G major)	minor tonality:
			,	, , ,	•
			G, A	G, A	C, D
			G, A, B	G, A, B	C, D, E
			G, A, B, D	G, A, B, D	C, D, E, F
			G, A, B, D, E	3, 1, 2, 2	C, D, E, F, G
			Start and end on the note G	G, A, B, D, E	Start and end on the note C
			(Pentatonic on G)	Start and end on the note G	(C major)
			(i chitatorne on d)	(Pentatonic on G)	G, A
				(Feritatoriic on G)	G, A, B
				D.F.	
				D, E	G, A, B, D
				D, E, F	G, A, B, D, E
				D, E, F, G	Start and end on the note G
				D, E, F, G, A	(Pentatonic
				Start and end on the note D	on G)
				(D minor)	
					D, E
				Eb, F	D, E, F
				Eb, F, G	D, E, F, G
				Eb, F, G, Bb	D, E, F, G, A
				Eb, F, G, Bb, C	Start and end on the note D
				Start and end on the note Eb	(D minor)
				(Eb major)	F, G
					F, G, A
					F, G, A, C
					F, G, A, C, D
					Start and end on the note F
					(Pentatonic on F)
					F, G
					F, G, Ab
					F, G, Ab, Bb
					F, G, Ab, Bb, C
					Start and end on the note F
					(F minor)
		Perfo	rming		
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pupils enjoy and have fun	Pupils can practise, rehearse	Pupils can practise, rehearse	Pupils can rehearse and	Pupils can create, rehearse	Create, rehearse and
performing.	and share a song that has	and share a song that has	enjoy the opportunity to	and present a holistic	present a holistic
	been learned in the lesson,	been learned in the lesson,	share what has been	performance for a specific	performance for a specific
Pupils can choose a	from memory or with	from memory or with	learned in the	purpose, for a friendly but	event, for an
song/songs to perform to a	notation, and with	notation, and with	lessons.	unknown audience.	unknown audience.
well-known audience.	confidence.	confidence.			Perform a range of songs as
			Pupils can perform, with	Pupils can perhaps perform	a choir in school
Pupils can prepare a song to	Pupils can decide on any	Pupils can play and perform	confidence, a song from	in smaller groups, as well as	assemblies, school
perform.	actions, instrumental	melodies following staff	memory or using notation.	the whole class.	performance
periorii.	actions, moti unitental	meloules following staff	memory or using notation.	the Wildle Class.	periorinance





Pupils can communicate the meaning of the song.

Pupils can add actions to the song.

Pupils can play some simple instrumental parts.

Pupils can talk about the performance afterwards; saying what they enjoyed and what they think could have been better.

parts/improvisatory ideas/composed passages to be practised and included in the performance.

Pupils can talk about what the song means and why it was chosen to share.

Pupils can talk about the difference between rehearsing a song and performing it.

notation, using a small range, as a whole class or in small groups.

Pupils can include any actions, instrumental parts/improvisatory ideas/composed passages within the rehearsal and in the performance.

Pupils can talk about what the song means and why it was chosen to share.

Pupils can reflect on feelings about sharing and performing, eg excitement, nerves, enjoyment. Pupils can play and perform melodies following staff notation, using a small range, as a whole class or in small groups.

Pupils can include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance.

Pupils can explain why the song was chosen, including its composer and the historical and cultural context of the song.

Pupils can communicate the meaning of the words and articulate them clearly.

Pupils can use the structure of the song to communicate its mood and meaning in the performance.

Pupils can talk about what the rehearsal and performance has taught the student.

Pupils can understand how the individual fits within the larger group ensemble.

Pupils can reflect on the performance and how well it suited the occasion.

Pdupils can iscuss and respond to any feedback; consider how future performances might be different.

Pupils can perform a range of repertoire pieces and arrangements combining acoustic instruments, to form mixed ensembles, including a school orchestra.

Pupils can perform from memory or with notation, with confidence and accuracy.
Pupils can include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance.

Pupils can explain why the song was chosen, including its composer and the historical and cultural context of the song.

Pupils can lead part of the rehearsal and part of the performance.

Pupils can record the performance and compare it to a previous performance; explain how well the performance communicated the mood of each piece.

Pupils can discuss and talk musically about the strengths and weaknesses of a performance.

Pupils can collect feedback from the audience and reflect how future performances might be different. opportunities and to a wider audience.
Create, rehearse and present a holistic performance, with a detailed understanding of the musical, cultural and historical contexts.
Perform from memory or with notation.
Understand the value of choreographing any aspect of a performance.

A student or a group of students rehearse and lead parts of the performance.

Understand the importance of the performing space and how to use it.

Record the performance and compare it to a previous performance.

Collect feedback from the audience and reflect how the audience believed in the performance.

Discuss how the performance might change if it was repeated in a larger/smaller performance space.