



	EYFS/KS1	Lower KS2	Upper KS2
Performing	<ul style="list-style-type: none"> # Sing simple songs and chants (with actions) building rhythmic and melodic memory. # Use voice to create sounds - humming, whispers, clicks and whistles. # Start and stop together on direction. # Begin to use correct technique when playing a range of percussion instruments. # Keep a steady beat and copy simple rhythm patterns. 	<ul style="list-style-type: none"> # Sing rounds (canons) and partner songs, maintaining own part with some support. # Sing songs with a simple ostinato part. # Sing with a developing understanding of expression and dynamics. # Perform simple rhythmic and melodic patterns on variety of percussion instruments. # Read and play 3 notes on an instrument (ocarinas) or chords (ukuleles) with care and a degree of accuracy. 	<ul style="list-style-type: none"> # Confidently sing part songs and rounds (canons) with control, expression, phrasing and dynamics. # Play percussion instruments with an understanding of pitch, 2, 3 and 4 metre and syncopated rhythms. # Accurately maintain an independent part within a group in both instrumental and vocal performance. # Read and play at least 5 notes (recorders) or chords (ukuleles) on an instrument with greater accuracy and independence. # Perform with control, dynamics and awareness of others.
Improvising & composing	<ul style="list-style-type: none"> # Create and clap own rhythms. # Create patterns of sound – long/short, high/low, loud/soft (quiet). # Use instruments to reflect a topic or add sound effects to a story. # Invent symbols to represent sound and create a simple graphic score for pitch or duration that others can follow. 	<ul style="list-style-type: none"> # Represent sounds on a graphic score with symbols for a group performance. # Create a soundscape using tuned and untuned percussion. # Compose four bars of music using 3 notes with an understanding of note value and time signature. # Staff notation: recognise notes on the staff and note values of quaver, crotchet and minim. # Understand and use Italian musical terminology within vocal and instrumental composition. # Improvise simple tunes based on the pentatonic scale. 	<ul style="list-style-type: none"> # Represent sounds on a graphic score with symbols for group performance with an awareness of balance, tempo and dynamics. # Improvise with confidence and an awareness of rhythm, context and purpose. # Create a group soundscape composition with instruments, vocals and a conductor. # Write lyrics to a known song. # Compose four bars of music using up to 5 notes with an understanding of note value, time signature and melody. # Staff notation: recognise notes on the staff and note values of semiquaver, quaver, crotchet, minim and semibreve, and their corresponding rests. # Draw a treble clef. # Recognise legato, staccato, sharps, flats and bar lines.
Listening & reviewing	<ul style="list-style-type: none"> # Identify different sound sources. # Talk about music heard with appropriate vocabulary. # Begin to explore how music can affect emotions. # Recognise how music enriches our lives. # Compare 2 contrasting pieces of music for dimensions such as pitch or tempo. # Think of ways to improve their compositions. 	<ul style="list-style-type: none"> # Recognise the family groups within the orchestra and the importance of the conductor. # Describe and give opinions of the music heard with some use of musical vocabulary. # Identify instruments and voices being played. # Discuss the emotional impact of a piece. # Identify some of the structural and expressive aspects of the music heard (starts slowly and gets faster) # Share ways to improve the composition of others. 	<ul style="list-style-type: none"> # Identify different ensemble combinations and instruments heard and their role within the ensemble (eg ostinato; melody). # Describe and give opinions of the music heard with confident use of an extended range of musical terminology. # Listen to music of differing genres (eg jazz, classical, blues) and compare and contrast the different styles. # Discuss ways to improve the composition of others using musical dimensions as a guide.

Interrelated Dimensions of Music	<ul style="list-style-type: none"> # Pitch: recognise and respond to high, low and middle sounds. # Duration: recognise and respond to a pulse and patterns of long and short sounds. # Dynamics: understand loud, quiet and silence. # Tempo: understand fast and slow # Timbre: identify different percussion sounds and how they are made. # Texture: recognise and respond to one sound leading to many sounds. # Structure: understand and identify beginning, middle and end and use of repetition and introduction. 	<ul style="list-style-type: none"> # Pitch: recognise and respond to higher and lower sounds and general shapes of a melody. Begin to recognise steps, leaps and repeated notes. # Duration: distinguish between a pulse and rhythm. Understand that rhythmic patterns fit to the beat. Begin to understand 4 metre rhythm pattern and syncopated rhythms. # Dynamics: understand getting louder and quieter in finer graduations. # Tempo: understand getting faster and slower in finer graduations # Timbre: identify a range of instruments by name and how they are played. Discuss the quality of 'voice' of both instrumental and vocal pieces. # Texture: recognise different combinations of layers in music. # Structure: develop an understanding of repetition (ostinato) and contrast (verse/chorus) structures and repeat signs. 	<ul style="list-style-type: none"> # Pitch: identify steps, leaps and repeated notes. Identify a major scale pattern and use pitch knowledge to recreate a piece on tuned instruments. # Duration: understand 2, 3 and 4 metre and how rhythms fit into a steady beat. Recognise and use a syncopated rhythm. # Dynamics: understand how a wider range of dynamics can be used for expressive effect. # Tempo: understand how a wider range of tempi can be used for expressive effect. # Timbre: Discuss the 'quality' of voice of vocal and instrumental pieces. Identify families of instruments and ensemble combinations (samba, choir) # Texture: begin to understand different types of harmony (simple parts, use of chords, a cappella) # Structure: develop an understanding of conventional musical structures (repeat signs, coda, drone/ostinato, rondo, theme and variations).
Vocabulary	<p>Loud, quiet, rhythm, sound, song, instrument, music, beat/pulse, pitch (high/low), volume, tempo (fast/slow), melody, frog/ta, tadpole/te-te, orchestra</p>	<p>Butterfly/tiki-te, caterpillar/tika-tika, woodpecker/te-tiki, quaver/te-te, crotchet/ta, minim/too, rounds, major scale, ostinato, solo, unison, duet, notes, dynamics (forte/piano/diminuendo/crescendo), woodwind, percussion, brass, strings, conductor, chord, chorus, verse, bridge</p>	<p>Semibreve/ta-a-a-a, semiquaver/tika-tika, treble clef, stave/staff, bar line, double bar line, repeat, time signature, internalise, phrase, motif, rallentando/accelerando, syncopation, coda, drone, rondo, theme & variations, a capella</p>