		Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening	Musical conventions and inter-related dimensions of music	• Listens with increased attention to sounds • Responds to what they have heard, expressing their thoughts and feelings	• Begins to describe sounds (whistling, twinkly etc) • Begins to react to changes in the music such as tempo or dynamics by talking or moving	• Identifies the sound • Recognises changes in music: slower/faster and quieter/louder	• Begin to recognise how composes use music to tell a story or message • Recognises changes in tempo, dynamics and pitch	• Identifies musical conventions being employed in a variety of pieces • Identifies how the inter-related dimensions of music are used to effect the mood and message	• Begins to place music with guidance into historical context (eg. 20th century) or genre (eg. samba) • Identifies specific inter-related dimensions of music in a variety of styles	• Develops an understanding of music across time and place • Uses an increasingly musical vocabulary to respond to music	• Places music within both time and place
	Sounds and instruments		• Recognises some instruments • Listens to sound effects	• Recognises some instrumental sounds and names some instruments	• Recognises instruments aurally	• Recognises the sound of different sections of the orchestra and a variety of instruments within each section	• Recognises sounds and instruments aurally and by sight	• Recognises a broader range of ensembles and instruments relating to different styles of music	• Confidently recognises different orchestral instruments and instruments specific to a genre or era

Composing	Technique and musicality	• Creates their own songs, or improvises a song around one they know	• Explores and creates sounds using voice, body percussion, instruments and found sounds • Explores how sounds can be changed from loud to quiet, fast to slow and high to low	• Explores timbre, pitch, duration, dynamics and tempo • Explores sound in relation to mood or message	• Selects sounds to demonstrate mood or message • Explores and uses changes in pitch, dynamics, duration and tempo	• Demonstrates application of the inter-related dimensions of music • Begins to experiment with given notes to create simple patterns in response to a theme	• Links rhythmic and melodic patterns into structured responses	• Develops rhythmic and melodic ideas of greater length and musical shape	• Improvises and refines rhythms and melodic ideas, demonstrating a sense of musical phrase
	Notation		• Introduced to symbols and images to convey sound	• Begin to explore how images can be used to create graphic scores • Explores symbols for rhythm and pitch	• Uses images to structure pieces using graphic score • Selects symbols for rhythm and pitch	• Begins to record ideas using signs and symbols including: graphic score, pitch and rhythm notation	• Demonstrates increasing confidence in recording ideas using sign and symbols, including: graphic score and pitch and rhythm notation	• Demonstrates increased confidence and accuracy using varies forms of notation to record musical ideas	• Combines rhythmic and pitch notation selecting the most appropriate notation to record musical ideas
			• Creates new verses, words and actions to a song	• Expresses opinions when selecting and	• Shares ideas to create pieces	• Contributes ideas individually and in group work	• Contributes appropriate ideas expressing musical	• Improvises, explores and combines sounds	• Identifies the strengths and areas for

	Creative process		• Creates sequences of sounds in response to a given stimulus • **Sings a range of well-known nursery rhymes and songs (ELG)**	describing sounds to create music	with simple structure	with consideration of the structure and theme of music	opinions for creating and improving work	with growing confidence, taking simple ideas to develop further in composition	development in a piece of music
Performing	Technical control	• Remembers and sings entire songs • Sings the pitch of a tone sung by another person • Plays instruments with increasing control to express their feelings and ideas	• Distinguishes between speaking and singing • Copy simple rhythms using instruments, body sounds and the voice, with an introduction to a steady pulse and pitch • **Performs songs, rhymes, poems and**	• Sings simple songs in different styles with an awareness of pitch and clarity in dictation • Plays to a steady pulse • Uses actions and body sounds to a steady pulse	• Sings with developing control of pitch • Demonstrates an ability to follow pitch direction with hands • Finds and performs the pulse with increasing success • Uses actions and body sounds to a steady pulse	• Sings with projections and clear dictation over a greater range of pitches, leaping and stepping and accurately matching the starting pitch • Plays a simple rhythmic accompaniment maintaining a steady pulse	• Sings with greater control of breath and awareness of dynamics • Performs a repetitive rhythmic pattern, maintaining their own part independently with a secure sense of pulse	• Sing and play to convey mood and emotion to enhance the intended effect • Confidently matches pitch across a wider range of notes, leaps, lengths and rhythmic complexity • Confidently demonstrates a secure sense of pulse when	• Demonstrates musicality in the control and production of sound using expression • Sings confidently with control and accurately matches pitch across a range of notes, leaps, lengths and rhythmic complexity in

			stories with others and, when appropriate try to move in time with the music (ELG)					playing and singing	unison, parts and as a soloist • Produces a consistent tone • Confidently demonstrates a secure sense of pulse when singing and playing a variety of instruments in unison and within an ensemble
	Notation		• Begins to follow written symbols	• Begins to relate images to sounds	• Begins to relate simple graphic images to changes in sound	• Begins to recognise and perform from simple western notation symbols	• Confidently recognises and performs from simple western notation symbols and rhythm grids	• Recognises and performs from an increasing range of western notation	• Selects and performs with greater accuracy from both graphic and western notation scores
	Ensemble awareness		• Begins to start and stop with others	• Follows simple performance indications for start, stop, gradually change dynamics	• Demonstrates increased confidence when following musical directions given both aurally and	• Begins to perform independently and in small groups	• Maintains own part within an ensemble performing rhythmically and singing with	• Leads others into a performance controlling the tempo of the pulse	• Physically and aurally leads others in performance controlling the tempo and pulse

					through physical inflection		increased accuracy		within an ensemble
	Communication and Audience		• Explores sounds using instruments and voice, showing an awareness of tempo and dynamics	• Begin to control sounds demonstrating subtle changes, gradually louder, quieter, faster, slower	• Begins to control sounds with intention	• Develops confidence to perform as an individual and within a group	• Shows increased confidence and commitment when performing to an audience	• Demonstrates increased confidence when performing, showing an awareness that a performance in an occasion	• Confidently performs considering the style or message of the music
Vocabulary		fast, slow, piano, tambourine, trumpet, drums, bells, maracas, rhythm sticks, wooden block, cymbals	Stop, fast, listen, play, scrape, slow, speed, copy, ta, titi, high, low, loud, quiet, shake, sound, repeat, sing, speak, start, count, action, voice	Pulse, rhythm, pitch, tempo duet, graphic score, layer, notes, perform, rest, instrument, movement, beat, score, soundscape	Pulse, rhythm, pitch, dynamics, tempo, body percussion, conductor, improvise, compose, chorus, lyrics, percussion, orchestra, unison, round, verse, melody, drone	Pulse, rhythm, pitch, tempo, dynamics, improvise, compose, structure, bar, minim, posture, forte, paired quavers, crotchet, piano, ensemble, scale, decrescendo, crescendo, bar line, stave, semi breve, solo, quartet	Pulse, rhythm, pitch, temp, dynamics, texture, structure, accelerando, moderato, neutral clef, motif, accompaniment, glissando, polyrhythm, treble clef, presto, improvisation, polyphony, minimalism,	Pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, appraise, dotted note, time signature, consonant, octave, bass line, chord, major, mnemonics, genre, root note, leaping, harmonious, harmony, interval,	Pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, accent, passing note, concerto, off-beat, break, riff, clef, ternary, binary, syncopation, contrast, phrasing,

						ostinato, large, pentatonic scale, ritardando, duration, allegro, cell, Western notation	broken chords, triad, dissonant, minor	programmatic, expression