

Music							
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Expressive Arts and Design						
Performing	40 -60 months Exploring and using media and materials Begins to build a repertoire of songs and dances Explores the different sounds of instruments Selects appropriate resources and adapts work where necessary. ELG Exploring and using media and materials Children sing songs, make music and dance, and experiment with ways of changing them. ELG Being imaginative	Use their voice to speak/sing/chant. Join in with singing. Use instruments to perform. Look at the audience when they are performing. Clap short rhythmic patterns. Copy sounds and rhythms. Make loud and quiet sounds. Understand that the chorus keeps being repeated.	Sing and follow the melody (tune). Sing accurately at a given pitch. Perform simple patterns and accompaniments keeping a steady pulse. Perform with others. Play simple rhythmic patterns on an instrument. Sing/clap a pulse increasing or decreasing in tempo. Sing/play rhythmic patterns in contrasting tempo; keeping to the pulse.	Sing in tune, follow melody and sing with expression Control their voice when singing. Play clear notes on instruments. Perform simple patterns and accompaniments keeping a steady pulse. Work with a partner to create a piece of music using more than one instrument.	Sing songs from memory with accurate pitch. Perform a simple part rhythmically. Improvise using repeated patterns. Use selected pitches simultaneously to produce simple harmony.	Breathe in the correct place when singing. Sing and use their understanding of intent to add expression. Maintain their part whilst others are performing their part. Perform 'by ear' and from simple notations. Improvise within a group using melodic and rhythmic phrases. Recognise and use basic structural forms e.g. rounds, variations, rondo form.	Sing a harmony part confidently and accurately. Perform parts from memory. Perform using notations. Take the lead in a performance. Take on a solo part. Provide rhythmic support. Perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the parts will fit together.

	They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.					Use pitches simultaneously to produce harmony by building up simple chords. Devise and play a repeated sequence of pitches on a tuned instrument to accompany a song.	
Composition and notation		Make different sounds with their voice. Make different sounds with instruments. Identify changes in sound and change the sound. Show sounds by using pictures. Repeat (short rhythmic and melodic) patterns. Make a sequence of sounds. Tell the difference between long and short sounds. Tell the difference between high and low sounds.	Create sounds to create a beginning, middle and end. Create music in response to a different starting point. Choose sounds which create an effect. Use symbols to represent sounds. Make connections between notations and musical sounds. Use simple structures in a piece of music. Know that phrases are where	Use different elements in their composition. Create repeated patterns with different instruments. Compose melodies and songs Create accompaniments for tunes. Combine different sounds to create a specific mood or feeling. Understand metre in 3 and 4 beats. Understand how the use of tempo can	Use notations to record and interpret sequences of pitches. Use standard notation. Use notations to record compositions in a small group or on their own. Use their notation in a performance. Use sets of pitches, e.g. 4 or 5 note scales. Show how they can use dynamics to provide contrast.	Change sounds or organise them differently to change the effect. Compose music which meets specific criteria. Use their notations to record groups of pitches (chords). Use a music diary to record aspects of the composition process. Choose the most appropriate tempo for a piece of music. Understand the relation between	Use a variety of different musical devices in their composition (incl melody, rhythms and chords) Recognise that different forms of notation serve different purpose. Use different forms of notation. Combine groups of beats. Show how a small change of tempo can make a piece of music more effective. Use the full range of

		Give a reason for choosing an instrument.	we breathe in a song.	provide contrast within a piece of music.		pulse and syncopated patterns. Identify (and use) how patterns of repetitions, contrasts and variations can be organise to give structure to a melody, rhythm, dynamic and timbre.	chromatic pitches to build up chords, melodic lines and bass lines.
Appraising		Respond to different moods in music. Say how a piece of music makes them feel. Say whether they like or dislike a piece of music. Choose sounds to represent different things. Recognise repeated pattern Follow instructions about when to play or sing. Tell the difference between a fast and	Make improvements to their own work. Listen out for particular things when listening to music. Make comparisons between different styles of music.	Make improvements to their work; explaining how it has improved. Use musical words (the elements of music) to describe a piece of music and compositions. Use musical words to describe what they like and dislike. Recognise the work of at least one famous composer. Say whether a change is gradual or sudden, identify repetition, contrasts	Explain the placement of silence and say what effect it has. Start to identify the character of a piece of music. Describe and identify the different purposes of music. Identify music from different time periods. Identify how a change in timbre can change the effect of a piece of music.	Describe, compare and evaluate music using musical vocabulary. Explain why they think their music is successful or unsuccessful. Suggest improvements to their own or others' work. Contrast the work of a famous composer and show preferences. Explain how tempo changes the character of music.	Refine and improve their work. Evaluate how the venue, occasion and purpose affects the way a piece of music created. Analyse features within different pieces of music. Compare and contrast the impact that different composers from different times will have had on the people of the time. Appraise the introductions,

		slow tempo. Tell the difference between loud and quiet sounds. Identify two types of sound happening at the same time.		and variations.		Identify where a gradual change in dynamics has helped to shape a phrase of music.	interludes and endings for songs and compositions they have created.
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