

EYFS	
<p><b>Communication and language</b></p> <ul style="list-style-type: none"> <li>Understand basic musical concepts and terms, such as loud/soft and high/low, and comprehend simple musical instructions.</li> </ul> <p><b>Personal, Social, Emotional Development</b></p> <ul style="list-style-type: none"> <li>Use music to express and manage emotions, recognising how different types of music can influence their mood and behaviour.</li> </ul> <p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>Use musical instruments and objects with control, demonstrating coordination in actions such as clapping, drumming, or playing simple melodies.</li> <li>Understand the physical aspects of music-making, such as breathing techniques for singing and the physical effort required to play different instruments.</li> <li>Know that we can move with the pulse of the music.</li> </ul> <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>Count beats, recognize patterns, and understand the concept of rhythm as a sequence of sounds.</li> <li>Identify patterns in music, such as repeated phrases, and understand basic concepts of duration (long/short), tempo (fast/slow), and volume (loud/soft).</li> </ul>	<p><b>Understanding the world</b></p> <ul style="list-style-type: none"> <li>Know a selection of nursery rhymes by heart.</li> <li>Recognise music from different cultures, understanding its role in various traditions and celebrations.</li> <li>Explore sounds and instruments from around the world, recognizing their distinctive characteristics and origins.</li> <li>Have an awareness of how music can be created, recorded, and shared using technology.</li> <li>Know that a performance is sharing music</li> </ul> <p><b>Expressive Arts and Design</b></p> <ul style="list-style-type: none"> <li>Know that the words of songs can tell stories and paint pictures.</li> <li>Use music to create stories, express ideas, and explore their imagination through improvisation and composition.</li> <li>Sing or rap nursery rhymes and simple songs from memory</li> </ul> <p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>Know the stories of some of the nursery rhymes.</li> <li>Be familiar with simple musical notation and symbols, following along with basic scores or song lyrics.</li> <li>Start to create their own simple lyrics, write about their musical experiences, and describe the sounds they hear.</li> </ul>

**Key Stage One**

Year 1				
	Singing	Listening	Composing	Musicianship
Substantive Knowledge	<ul style="list-style-type: none"> <li><b>Pitch Matching:</b> Sing back simple melodies and match pitch accurately with support.</li> <li><b>Song Repertoire:</b> Perform a variety of simple songs from memory, encompassing different cultures and genres.</li> <li><b>Singing in a Group:</b> Participate in group singing, developing awareness of singing together in unison and beginning to follow a conductor or leader.</li> </ul>	<ul style="list-style-type: none"> <li><b>Identifying Instruments:</b> Identify a range of common musical instruments by their sounds.</li> <li><b>Responding to Music:</b> Express their thoughts and feelings about a range of recorded and live music.</li> <li>Use basic musical vocabulary to describe these.</li> <li><b>Recognising Patterns:</b> Recognise simple patterns in rhythms and melodies and predict what might come next in a familiar piece.</li> </ul>	<ul style="list-style-type: none"> <li><b>Creating Simple Rhythms:</b> Create and repeat short rhythmic patterns using their body (e.g., clapping, patting) or simple percussion instruments.</li> <li><b>Exploring Sounds:</b> Identify how sounds can be changed and manipulated, using different instruments or objects to create different effects.</li> <li><b>Composing Using Symbols:</b> Use symbols to represent sounds in their own simple compositions, developing an initial understanding of musical notation.</li> </ul>	<ul style="list-style-type: none"> <li><b>Musical Participation:</b> Participate in music-making activities, showing engagement and enjoyment.</li> <li><b>Following Instructions:</b> Follow simple musical instructions, such as starting and stopping on signal, or responding to changes in tempo or dynamics led by the teacher.</li> </ul>

Year 2				
Substantive Knowledge	Singing	Listening	Composing	Musicianship
	<ul style="list-style-type: none"> <li>• <b>Perform Simple Songs:</b> Perform simple songs from memory, controlling their voice to sing in tune and with appropriate volume and clarity.</li> <li>• <b>Rhythmic and Melodic Awareness:</b> Demonstrate an awareness of rhythm and melody by responding through movement and use of voice.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Identify Different Music Styles:</b> Identify a range of different styles of music and discuss their basic characteristics.</li> <li>• <b>Recognise Instruments:</b> Recognise common instruments visually and by the sounds they produce.</li> <li>• <b>Descriptive Use of Language:</b> Use appropriate and descriptive language to discuss music, including terms like pitch, volume, beat and rhythm.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Create Simple Patterns:</b> Repeat short rhythmic and melodic patterns using their voice or musical instruments.</li> <li>• <b>Express Ideas Musically:</b> Express ideas and feelings through creating music, using a range of sounds and simple digital technologies.</li> <li>• <b>Experiment with Sounds:</b> Create, select, and combine sounds using the inter-related dimensions of music.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Follow Instructions:</b> Follow instructions on when to start and stop playing or singing, showing awareness of others.</li> <li>• <b>Participate in Group Music Making:</b> Participate in group music-making activities, maintaining focus and integrating their part within the group performance.</li> </ul>

**Key Stage Two**

Year 3				
Substantive Knowledge	Singing	Listening	Composing	Performing
	<ul style="list-style-type: none"> <li>• <b>Pitch Control and Vocal Skills:</b> Sing with controlled pitch, accurately following melodies and maintaining a steady rhythm.</li> <li>• <b>Group Singing:</b> Demonstrate the ability to sing as part of a group, showing skills in harmonising and awareness of other parts.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Identifying Instruments:</b> Identify a range of musical instruments by sound and name.</li> <li>• <b>Describing Music:</b> Listen to a variety of live and recorded music and discuss it using appropriate music vocabulary such as pitch, duration, dynamics, tempo, timbre, texture, and beat.</li> <li>• <b>Understanding Musical Contexts:</b> Identify simple patterns and differences in music, relating them to historical, cultural, or social contexts.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Creating Rhythms and Melodies:</b> Create and manipulate simple rhythms and melodies using their voices, body percussion, and instruments.</li> <li>• <b>Using Musical Elements:</b> Use basic elements of music (such as dynamics and tempo) in their compositions to convey ideas or emotions.</li> <li>• <b>Working Collaboratively:</b> Create music with others, sharing ideas and taking turns in different musical roles.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Playing Instruments:</b> Have basic skills in playing classroom instruments (like recorders, percussion) and should perform simple pieces with them.</li> <li>• <b>Performance Skills:</b> Perform solo and as part of a group with some degree of confidence and expression.</li> <li>• <b>Following Musical Directions:</b> Follow visual and aural instructions relating to music, such as responding to a conductor or following a simple musical score.</li> </ul>

Year 4				
Substantive Knowledge	Singing	Listening	Composing	Performing
	<ul style="list-style-type: none"> <li>• <b>Pitch Control and Vocal Skills:</b> Sing with controlled pitch, accurately following melodies and maintaining a steady rhythm.</li> <li>• <b>Expression:</b> Sing a range of songs from memory with accurate pitch and rhythm, showing awareness of the expressive qualities of music, such as dynamics and tempo.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Music Appreciation:</b> Listen with concentration to a range of music and identify common elements and stylistic features used by composers across a variety of historical periods, genres, styles, and traditions.</li> <li>• <b>Critical Listening:</b> Develop the ability to recognise instruments by their sound and identify simple structures such as rounds and contrasts</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Musical Ideas:</b> Create musical patterns and motifs; they should also start to explore the use of structure in music, creating beginnings, middles, and ends in their compositions.</li> <li>• <b>Use of Technology:</b> Use digital technology to compose music, allowing pupils to experiment with the effects that different technologies can produce.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Instrumental Skills:</b> Play tuned and untuned instruments with control and rhythmic accuracy.</li> <li>• <b>Ensemble Skills:</b> Participate in ensemble performances showing the ability to coordinate timing and skills with others.</li> </ul>

				<ul style="list-style-type: none"> <li>• <b>Performance Evaluation:</b> Make judgements about how effectively they and others are performing and suggest improvements.</li> </ul>
--	--	--	--	---

Year 5				
	Singing	Listening	Composing	Performing
Substantive Knowledge	<ul style="list-style-type: none"> <li>• <b>Pitch and Tone:</b> Control their voice to maintain pitch, follow melodies, and adjust dynamics and expression.</li> <li>• <b>Harmony:</b> Sing in two parts, demonstrating the ability to hold a part within a round or a simple two-part harmony.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Musical Analysis:</b> Demonstrate the ability to identify and discuss different musical elements such as tempo, dynamics, and timbre in a variety of pieces.</li> <li>• <b>Recognition of Instruments and Genres:</b> Recognise a range of musical instruments and distinguish between different genres and styles of music, including classical, jazz, and popular music.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Use of Musical Elements:</b> Create short pieces using a variety of musical elements, such as rhythm, melody, dynamics, and texture.</li> <li>• <b>Composition Presentation:</b> Use standard notation or other forms of representation to communicate their musical ideas effectively.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ensemble Skills:</b> Participate in group performances, showing the ability to collaborate and perform in time and tune with others.</li> <li>• <b>Solo Performance:</b> Perform a solo piece, either singing or on an instrument, demonstrating confidence and technical control.</li> <li>• <b>Expression and Interpretation:</b> Perform music with attention to expression and stylistic considerations, showing awareness of the performer's intent and the context of the piece.</li> </ul>

Year 6				
	Singing	Listening	Composing	Performing
Substantive Knowledge	<ul style="list-style-type: none"> <li>• <b>Develop Vocal Skills:</b> Sing with control and use a range of vocal techniques including pitch, dynamics, and timbre, reflecting increased control over breathing and posture.</li> <li>• <b>Harmony and Rounds:</b> Sing in two or more parts, mastering rounds and simple harmonies.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Analytical Listening:</b> Identify and discuss music drawn from different traditions and from great composers and musicians, developing a more detailed understanding of the history of music.</li> <li>• <b>Musical Elements:</b> Describe and compare music using specific vocabulary such as pitch, duration, dynamics, tempo, timbre, texture, and form.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Creating Music:</b> Use and understand staff and other musical notations as a basis for composing and performing.</li> <li>• <b>Music Technology:</b> Use technology appropriately and have an understanding of how music digitally can be used to create different textures and sounds.</li> <li>• <b>Composition Skills:</b> Create and edit musical ideas; structuring them into coherent compositions, understanding the use of repetitions, contrasts and variations.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Instrumental Skills:</b> Play and perform competently, solo and in ensembles, using their voices or playing musical instruments with increasing accuracy, fluency, and expression.</li> <li>• <b>Musical Performance Evaluation:</b> Evaluate their own and others' music performances with thoughtful consideration and constructive criticism.</li> <li>• <b>Public Performance:</b> Perform their musical compositions and interpretations to a variety of audiences, thereby building confidence and presentation skills in a public setting.</li> </ul>