

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

Key Stage One

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

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

Key Stage Two

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

Year 4				
Substantive Knowledge	Singing	Listening	Composing	Performing
	<ul style="list-style-type: none"> • Pitch Control and Vocal Skills: Sing with controlled pitch, accurately following melodies and maintaining a steady rhythm. • Expression: 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. 	<ul style="list-style-type: none"> • Music Appreciation: 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. • Critical Listening: Develop the ability to recognise instruments by their sound and identify simple structures such as rounds and contrasts 	<ul style="list-style-type: none"> • Musical Ideas: 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. • Use of Technology: Use digital technology to compose music, allowing pupils to experiment with the effects that different technologies can produce. 	<ul style="list-style-type: none"> • Instrumental Skills: Play tuned and untuned instruments with control and rhythmic accuracy. • Ensemble Skills: Participate in ensemble performances showing the ability to coordinate timing and skills with others.

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

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