



SKILLS	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Listening</p>	<p>*Responding to music through movement, altering movement to reflect the tempo, dynamics or pitch of the music. ES, MM, BB, CM, MS</p> <p>Exploring lyrics by suggesting appropriate actions. MM, CM, MS</p> <p>Exploring the story behind the lyrics or music. MM, BB, CM, MS, BB</p> <p>Listening to and following a beat using body percussion and instruments. ES, MM, BB, CM, MM, BB</p> <p>*Considering whether a piece of music has a fast, moderate or slow tempo. ES, MM, BB, MS, BB</p> <p>Listening to sounds and matching them to the object or instrument. ES, BB, CM, MS, BB</p> <p>*Listening to sounds and identifying high and low pitch. ES, MM, BB, MS, BB</p> <p>Listening to and repeating a simple rhythm. ES, CM</p> <p>Listening to and repeating simple lyrics. MM, CM, MS</p> <p>Understanding that different instruments make different sounds and grouping them accordingly. ES, BB, CM, MS, BB</p>	<p>Recognising and understanding the difference between pulse and rhythm. PR</p> <p>*Understanding that different types of sounds are called timbres. VB</p> <p>*Recognising basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower). CM, VB</p> <p>Describing the character, mood, or 'story' of music they listen to, both verbally and through movement. PR, CM, VB</p> <p>Describing the differences between two pieces of music. CM, VB</p> <p>Expressing a basic opinion about music (like/dislike). CM, VB</p> <p>Listening to and repeating short, simple rhythmic patterns. PR, CM</p> <p>Listening and responding to other performers by playing as part of a group. PR, CM, VM</p>	<p>*Recognising timbre changes in music they listen to. AC, MM, DT</p> <p>Recognising structural features in music they listen to. AC, MM, DT</p> <p>Listening to and recognising instrumentation. AC, DT</p> <p>*Beginning to use musical vocabulary to describe music. AC, MM, DT</p> <p>Identifying melodies that move in steps. MM</p> <p>Listening to and repeating a short, simple melody by ear. AC, MM</p> <p>Suggesting improvements to their own and others' work. AC, MM, DT</p>	<p>*Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Chinese, Jazz). CC, PM, J</p> <p>Understanding that music from different parts of the world has different features. CC, PM, J</p> <p>*Recognising and explaining the changes within a piece of music using musical vocabulary. CC, PM, J</p> <p>*Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. CC, PM, J</p> <p>Beginning to show an awareness of metre. CC, PM, J</p> <p>*Beginning to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work. CC, PM, J</p>	<p>Recognising the use and development of motifs in music. BT, AT</p> <p>*Identifying gradual dynamic and tempo changes within a piece of music. BT, AT</p> <p>Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Samba). SC</p> <p>Identifying common features between different genres, styles and traditions of music. SC, AT</p> <p>*Recognising, naming and explaining the effect of the interrelated dimensions of music. BT, SC, AT</p> <p>*Identifying scaled dynamics (crescendo/decrescendo) within a piece of music. BT, AT</p> <p>*Using musical vocabulary to discuss the purpose of a piece of music. BT, ST, AT</p> <p>*Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work. BT, AT</p>	<p>*Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. LR</p> <p>*Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. CR</p> <p>*Comparing, discussing and evaluating music using detailed musical vocabulary. LR, CR</p> <p>*Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work. CN, CR, LR</p>	<p>Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. TV</p> <p>Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts(Pop art, Film music). FM, TV, CP</p> <p>*Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. TV, FM</p> <p>Identifying the way that features of a song can complement one another to create a coherent overall effect. TV, FM, CP</p> <p>*Use musical vocabulary correctly when describing and evaluating the features of a piece of music. TV, FM, CP</p> <p>Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. FM, CP</p> <p>*Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work. FM, TV</p>

Composing	<p>Playing untuned percussion 'in time' with a piece of music. BB, CM, BB Selecting classroom objects to use as instruments. BB, CM, BB Experimenting with body percussion and vocal sounds to respond to music. ES, MM, CM, MS Selecting appropriate instruments to represent action and mood. BB, CM, MS, BB Experimenting with playing instruments in different ways. ES, BB, MS, BB</p>	<p>Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. CM, VB Combining instrumental and vocal sounds within a given structure. PR, CM, VB *Choosing dynamics, tempo and timbre for a piece of music. CM, VB Creating a simple graphic score to represent a composition. VB Beginning to make improvements to their work as suggested by the teacher. CM</p>	<p>Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. AC, MM, DT *Successfully combining and layering several instrumental and vocal patterns within a given structure. MM, DT Creating simple melodies from five or more notes. MM, DT *Choosing appropriate dynamics, tempo and timbre for a piece of music. AC, MM, DT Using letter name and graphic notation to represent the details of their composition. AC, MM, DT Beginning to suggest improvements to their own work. AC, MM, DT</p>	<p>Composing a piece of music in a given style with voices and instruments (Jazz). J Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). CC, PM, J *Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. CC, PM, J *Suggesting and implementing improvements to their own work, using musical vocabulary. CC</p>	<p>Composing a coherent piece of music in a given style with voices, bodies and instruments. BT, AT Beginning to improvise musically within a given style. SC, AT Developing melodies using rhythmic variation, transposition, inversion, and looping. BT, AT *Creating a piece of music with at least four different layers and a clear structure. BT, SC *Using letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions. AT *Suggesting improvements to others' work, using musical vocabulary. BT, SC, AT</p>	<p>Composing a detailed piece of music from a given stimulus with voices, bodies and instruments. CN, CR, LR Improvising coherently within a given style. CN, LR *Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. LR Using staff notation to record rhythms and melodies. CN *Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. CN, CR, LR Suggesting and demonstrating improvements to own and others' work. CN</p>	<p>Improvising coherently and creatively within a given style, incorporating given features. TV, FM, CP Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments. TV, CP Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure. CP *Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. TV Recording own composition using appropriate forms of notation and/or technology and incorporating. FM, CP *Constructively critique their own and others' work, using musical vocabulary. TV, FM, CP</p>
Performing	<p>Using their voices to join in with well-known songs from memory. MM, BB, CM, MS, BB Remembering and maintaining their role within a group performance. ES, BB, CM, MS, BB Moving to music with instruction to perform actions. MM, CM, MS Participating in performances to a small audience. MM, BB, MS, BB Stopping and starting playing at the right time. ES, MM, BB, CM, MS, BB</p>	<p>Using their voices expressively to speak and chant. PR, CM, VB Singing short songs from memory, maintaining the overall shape of the melody and keeping in time. PR, CM Maintaining the pulse (play on the beat) using hands, and tuned and untuned instruments. PR Copying back short rhythmic and melodic phrases on percussion instruments. PR *Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance. CM, VB Performing from graphic notation. VB</p>	<p>*Using their voices expressively when singing, including the use of basic dynamics (loud and quiet). AC, MM, DT Singing short songs from memory, with melodic and rhythmic accuracy. AC, MM Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse. AC, MM *Performing expressively using dynamics and timbre to alter sounds as appropriate. AC, MM, DT Singing back short melodic patterns by ear and playing short melodic patterns from letter notation. MM</p>	<p>Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. J Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. CC, PM, J *Performing from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology. PM, J</p>	<p>*Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. AT Singing and playing in time with peers with accuracy and awareness of their part in the group performance. BT, SC, AT Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique. BT, AT Playing syncopated rhythms with accuracy, control and fluency. SC</p>	<p>Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. CN *Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group. CN, CR, LR Performing with accuracy and fluency from graphic and simple staff notation. CN, CR, LR</p>	<p>Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. TV, CP *Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group. TV, FM, CP Performing a solo or taking a leadership role within a performance. CP Performing with accuracy and fluency from graphic and staff notation and from their own notation. TV, FM, CP Performing by following a conductor's cues and directions. CP</p>

<p>The History of Music (KS2 only)</p>				<p>Understanding that music from different times has different features. (Also part of the Listening strand) CC, PM, J</p>	<p>*Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. (Also part of the Listening strand) SC</p>	<p>*Confidently discussing the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time. (Also part of the Listening strand) LR, CR</p>	<p>*Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. (Also part of the Listening strand) TV</p>
---	--	--	--	---	---	--	---

Key: *Also form part of the 'Inter-related dimensions of music' strand.

KEY KNOWLEDGE

NC link: To understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	<p>Nursery To understand how to listen carefully and talk about what I hear.</p> <p>To know that sounds can be copied by my voice, body percussion and instruments.</p> <p>To understand that instruments can be played loudly or softly.</p> <p>To know that music often has more than one instrument being played at a time.</p> <p>Reception To know that there are special songs we can sing to celebrate events.</p> <p>To understand that my voice or an instrument can match an action in a song.</p> <p>To know that moving to music can be part of a celebration.</p> <p>To recognise that different sounds can be long or short.</p>	<p>To know that rhythm means a pattern of long and short notes.</p> <p>To know that pulse is the regular beat that goes through music.</p> <p>To understand that the pulse of music can get faster or slower.</p> <p>To know that a piece of music can have more than one section, eg a verse and a chorus.</p>	<p>To know that dynamics can change the effect a sound has on the audience.</p> <p>To know that the long and short sounds of a spoken phrase can be represented by a rhythm.</p> <p>To understand that structure means the organisation of sounds within music, eg a chorus and verse pattern in a song.</p> <p>To understand that the tempo of a musical phrase can be changed to achieve a different effect.</p> <p>To understand that an instrument can be matched to an animal noise based on its timbre.</p>	<p>To know that the word 'crescendo' means a sound getting gradually louder.</p> <p>To know that some traditional music around the world is based on five notes called a 'pentatonic' scale.</p> <p>To understand that a pentatonic melody uses only the five notes C D E G A.</p>	<p>To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music for example, Beethoven's fifth symphony (dah dah dah dum!).</p> <p>To know that 'transposing' a melody means changing its key, making it higher or lower pitched.</p> <p>To know that a motif can be adapted by changing the notes, the rhythm or the order of notes.</p>	<p>To know that dance music is usually produced using electronic percussion sounds, and recordings of the music are played by DJs in clubs or at festivals.</p> <p>To know that a loop is a repeated rhythm or melody, and is another word for ostinato.</p> <p>To know that remix is music that has been changed, usually so it is suitable for dancing to.</p>	<p>To know that a 'theme' is a main melody in a piece of music.</p> <p>To know that 'variations' in music are when a main melody is changed in some way throughout the piece.</p> <p>To know that 'The Young Person's Guide to the Orchestra' was written in 1945 by Benjamin Britten.</p> <p>To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly.</p>

	To recognise music that is 'fast' or 'slow'.						
Spring	<p>Nursery To know that the beat is the steady pulse of a song.</p> <p>To know that tempo is the speed of the music.</p> <p>To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music.</p> <p>To know that signals can tell us when to start or stop playing.</p>	<p>To understand that sounds can be adapted to change their mood, eg through dynamics or tempo.</p> <p>To know that sounds can help tell a story.</p> <p>To know that tempo is the speed of the music.</p> <p>To know that dynamics means how loud or soft a sound is.</p>	<p>To understand that 'melody' means a tune.</p> <p>To know that 'notation' means writing music down so that someone else can play it.</p> <p>To understand that 'accompaniment' can mean playing instruments along with a song.</p> <p>To understand that 'accompaniment' can mean playing instruments along with a song.</p>	<p>To understand that 'syncopation' means a rhythm that is played off the natural beat.</p> <p>To know that Ragtime is piano music that uses syncopation and a fast tempo.</p> <p>To know that jazz is a type of music that originated in the African-American communities of the USA about 120 years ago.</p> <p>To know that 'scat singing' is using made-up words to create the sound of an instrument playing.</p>	<p>To know that deciding the structure of music when composing can help us create interesting music with contrasting sections.</p> <p>To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'.</p> <p>To know that a 'loop' in music is a repeated melody or rhythm.</p> <p>To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music.</p>	<p>To know that a vocal composition is a piece of music created only using voices.</p> <p>To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.</p> <p>To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways.</p> <p>To know that the duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score.</p>	<p>To know that a film soundtrack includes the background music and any songs in a film.</p> <p>To understand that 'major' key signatures use note pitches that sound cheerful and upbeat.</p> <p>To understand that 'minor' key signatures use note pitches that can suggest sadness and tension.</p>
	<p>Reception To understand that a piece of music can tell a story with sounds.</p> <p>To know that different instruments can sound like a particular character.</p> <p>To understand what 'high' and 'low' notes are.</p>						

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Summer</p>	<p>To know that an orchestra is a big group of people playing a variety of instruments together.</p> <p>To know that music often has more than one instrument being played at a time.</p> <p>To understand that performing means playing a finished piece of music for an audience.</p>	<p>To know that dynamics can change how someone listening feels about music.</p> <p>To know that your voice can be used as a musical instrument.</p> <p>To know that body percussion means making sounds with your body not your voice, eg clapping or slapping knees.</p> <p>To understand that music can be represented by pictures or symbols.</p>	<p>To know that a 'soundscape' is a landscape created using only sounds.</p> <p>To know that a composer is someone who creates music and writes it down.</p> <p>To understand that a motif is a 'sound idea' that can be repeated throughout a piece of music.</p>	<p>To understand that the timbre of instruments played affect the mood and style of a piece of music.</p> <p>To know that an ensemble is a group of musicians who perform together.</p> <p>To know that to perform well, it is important to listen to the other members of your ensemble.</p>	<p>To know that samba music originated in Brazil, South America and its main musical feature is syncopated rhythms.</p> <p>To understand that the 'on beat' is the pulse of a piece of music, and the 'off beat' is beats that fall in between these.</p> <p>To understand that a rhythmic break is a place in the music where some of the instruments play a new rhythm before going back to the original rhythms.</p>	<p>To know that simple pictures can be used to represent the structure (organisation) of music.</p> <p>To understand that a slow tempo and a minor key (pitch) can be used to make music sound sad.</p> <p>To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.</p>	<p>To know that a chord progression is a sequence of chords that repeats throughout a song.</p> <p>To know that a melody can be adapted by changing its dynamics, pitch or tempo.</p> <p>To know that chord progressions are represented in music by Roman numerals.</p>