

Year Group	Pitch Singing Skills	Pulse	Duration Musical Notation	Dynamics	Structure	Tempo	Texture	Timbre
Year 6	Perform songs with an understanding of the importance of good posture, correct breath control, clear diction.	Internalise the pulse throughout a longer/more complex piece of music	Improvise & compose more complex rhythmic and melodic patterns & phrases for a group performance	Improvise, compose, play & sing more complex pieces with dynamic changes.	Perform part songs and compositions that include a range of devices.	Internalise the pulse throughout a longer/more complex piece of music	Improvise & compose more complex texture with rhythmic and melodic patterns & phrases using voices & instruments/ instruments	Improvise, compose, play & sing more complex pieces with a focus on timbre.
	Perform with confidence, expression & energy and an awareness of the audience.	Internalise the beat throughout a performance that includes tempo/dynamic changes & silences	Develop ideas, adapt and combine patterns to create an effective performance piece	Develop ideas, adapt & combine sounds using louder/quieter throughout	Demonstrate a confident understanding of the structure of the piece.	Internalise the beat throughout a performance that includes tempo/dynamic changes & silences	Develop ideas, adapt and combine patterns to create an effective performance piece that includes solos, groups and whole class with accompaniment	Develop ideas, adapt & combine sounds using all the inter-related dimensions
	Accurately pitch an octave without fear of higher notes (D-D scale)	Recognise & accent the strong beat in 2 time, 3 time, 4 time and 6/8 time	Perform significant sections from memory	Recognise the musical symbols (f/p, mf/mp, ff/pp)	Listen to a range of genres of music and discuss how the structure has been organised to create an effective performance.	Recognise & accent the strong beat in 2 time, 3 time, 4 time and 6/8 time	Record, appraise & improve the performance	Demonstrate control of sounds & follow musical directions as part of the classroom/group ensemble
	Recognise a range of intervals and can demonstrate pitch changes through hand patterning		Perform sections from notation	Control sounds & follow musical directions	Create & improvise music for different audiences & with different foci e.g. adverts, tour guides, descriptive music. How does this affect the structure?			
	Read simple musical notation with confidence		Lead others/take a solo as part of the performance					

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Year 5	Perform songs individually and from memory Sing with good posture, clear diction and an understanding of how to ensure that higher notes have a bright sound Sing in parts with confidence, energy and expression Identify and play a range of notes reading musical notation Compose music using pitched percussion/instruments	Keep a steady beat throughout a longer piece of music/song Maintain a steady beat throughout a performance that includes tempo & dynamic changes, silences Demonstrate confidence in maintaining the beat playing a range of instruments Recognise the strong beat and play in 4 time, 3 time, 6/8 time	Play, sing, improvise & maintain more complex rhythm patterns e.g. syncopated rhythms Read more complex groups of beats Perform a piece of music that includes more than one rhythm pattern, changes to tempo/dynamics/pitch and includes other devices e.g. a bridge Play a solo rhythm section with confidence	Play and sing more complex pieces with dynamic changes throughout. Control sounds expressively using louder/quieter sounds in a performance Maintain quiet/loud singing/playing throughout a performance Recognise the musical symbols for loud/quiet (f/p)	Perform songs and compositions that include an 'instrumental bridge' and/or improvisation. Include repeated & solo sections. Describe the structure of their piece of music. Listen to a range of genres of music and describe the structure in terms of A-B-A.	Keep a steady beat throughout a longer piece of music/song Maintain a steady beat throughout a performance that includes tempo & dynamic changes, silences Demonstrate confidence in maintaining the beat playing a range of instruments Recognise the strong beat and play in 4 time, 3 time, 6/8 time (see-saw).	Play, sing, improvise & maintain more complex rhythm patterns e.g. syncopated rhythms Create, improvise and use more complex patterns & sounds (and silence) in layers Listen to a range of genres of music and describe the texture in terms of 'dense', 'rich', 'light' 'sparse' Discuss how effective the use of texture is in the class performance using pupil appraisal to improve the composition.	Extend understanding of timbre through combining & blending a wider range of instrumental/vocal sounds. Record their improvised and composed music and appraise the effectiveness of the use of timbre. Discuss/explore ways to improve the performance.

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Year 4	Begin to sing songs with a wider pitch range and greater intervals of pitch	Keep a steady beat whilst internalising the song/music	Create, improvise and use simple rhythm patterns (ostinato) in songs and pieces of music with confidence	Demonstrate the impact of silence within a musical piece/performance	Begin to sing songs, create and play pieces of music with 'Question & Answer' sections/rhythmic patterns.	Identify & select appropriate tempi for different genres/songs	Describe the layers of sounds in a piece of music/song	Begin to use timbre to describe a mood or particular genre of music.
	Sing/Chant rhythmically with expression & energy	Maintain a steady beat through tempo changes	Maintain an ostinato as part of a musical performance using both rhythm and melody	Begin to use dynamic changes to develop the expression & colour in a piece of music/song	Improvise a middle section of a song/piece of music.	Maintain a steady beat through tempo changes	Create, improvise and use texture to develop & enhance the class performance.	Make choices as to the instruments/body percussion/vocal sounds that would develop and enhance a piece of music/song.
	Sing part songs/rounds with increased confidence	Maintain a steady beat whilst others are playing a rhythmic pattern/s	Play/read simple rhythmic/melodic patterns using pitched/unpitched percussion instruments	Demonstrate greater control of dynamics whilst singing and playing	Recognise that improvisation is a device that can be used to enhance a musical performance.	Maintain a steady beat whilst others are playing a rhythmic pattern/s		
	Recognise the steps that make up a scale. Use singing activities, pitched percussion instruments (glockenspiels/chime bars) & hand patterning to demonstrate understanding	Recognise 3 time, 4 time and 6/8 time		Select sounds/instruments as appropriate to create louder/quieter accompaniment in a piece of music/song	Understand and identify the structure of music using A-B-A (e.g. Chorus – Verse – Chorus)	Recognise 3 time (waltz) time, 4 time (marching beat)		
	Recognise the impact of pitch as a device in descriptive music e.g. Carnival of the Animals							
	Follow simple notation identifying changes in pitch.							

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Year 3	Sing simple songs with accuracy of pitch and some expression Recognise a musical phrase Sing in parts with confidence using rounds/partner songs Sing individually with confidence Distinguish between pitch changes using hand patterning (including steps/jumps/leaps)	Consolidate understanding of a steady beat Change the beat in a song/piece of music to alter the tempo Through movement, songs and playing instruments begin to develop an understanding of metre (4 time=march time, 3 time=waltz time)	Understanding ostinato by using/creating/improvising rhythm patterns Maintain a simple ostinato throughout a song or piece of music using the voice/body percussion and musical instruments Play/read simple rhythmic patterns using unpitched instruments	Sing songs and play music with dynamic changes Understand getting louder/quieter Identify where the music/song is getting louder/quieter Use the terms crescendo/decrescendo to describe the dynamic changes. Recognise and maintain silence when required	Recognise a musical phrase in a song. Identify how many phrases there are in the song. Recognise which phrases are the same and which are different. Recognise the structure of a round. Sing a range of rounds and partner songs to consolidate & extend learning.	Play, with accuracy, a pulse & simple rhythmic/melodic patterns with quicker tempi Demonstrate understanding of faster/slower & gradual changes in tempi through co-ordinated movement & dance	Introduce a steady beat and simple rhythmic patterns (ostinato) to develop the texture of the music/song. Sing/play a part in a group where other groups are performing other patterns e.g. a round	Explore, identify & select instruments with timbres that will enhance the performance. How can the sounds be improved? Could they be played differently? Describe different sounds using the word 'timbre'.

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Year 2	Use different voices with confidence Pitch match phrases Sing individually responding to the shape of the melody with some accuracy Begin to experience singing in parts using rounds/partner songs Recognise and respond to high/low sounds	Maintain a steady beat throughout a song or piece of music Identify the beat in a song/piece of music and play/clap/move to it Maintain the beat whilst internalising a phrase	Distinguish between rhythm & beat Begin to internalise long/short sounds Use/create rhythm patterns in echo/response activities Perform simple rhythms to a steady beat	Begin to understand changes in dynamics; getting louder/quieter Use body/vocal sounds & musical instruments to create loud/quiet sounds Follow directions getting louder/quieter using body/vocal sounds and musical instruments	Recognise beginning, middle & end in a piece of music. Recognise repeats, silences and changes to the structure e.g. clap, click, stamp. Sing & play echo and response games with a secure understanding of the structure. Recognise a verse – chorus structure.	Change tempi of simple songs or piece of music Identify faster/slower beat in a simple song/piece of music and play/clap/move to it Select tempo changes and maintain beat	Play games/sing songs where the leader is making different sounds to the rest of the group. Introduce a simple accompaniment e.g. drum beat to a song. Play listening games to focus awareness on layers of sound. Sing a song where layers build i.e. a soloist, a small group, whole class.	Explore & identify sounds made by a range of percussion instruments; wooden, metal, and similar instruments of different sizes. Explore different playing techniques and how they change/affect the timbre.

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Year 1	Distinguish between the speaking, chanting & singing voice Take turns using echo and response and being the singing leader Begin to internalise short melodic phrases Distinguish between high and low sounds	Copy/move to/maintain an action to a steady beat Respond appropriately to start/stop signals Use body percussion to keep a steady beat Tap/play a steady beat using unpitched /pitched percussion instruments	Begin to recognise long/short patterns Sing/play long/short sounds Repeat short rhythmic phrases/patterns	Identify & respond to loud/quiet through singing games Be silent Repeat and create loud/quiet body/vocal/instrumental sounds	Recognise beginning, middle & end in a song/piece of music. Recognise where the melody/lyrics are repeated e.g. chorus Recognise rhyming words at the ends of phrases throughout the song Use actions to consolidate learning of phrases/structure of the song.	Copy/move to/maintain actions with different tempi (fast/slow) Respond appropriately to start/stop signals Use body percussion to demonstrate different tempi Tap/play a range of tempi playing unpitched /pitched percussion instruments	Take part in echo and response games recognising when to participate and when to listen. Recognise when it is the leader's turn and when everyone/the individual plays/sings. Make the same sounds/sing the same melody altogether at the same time (unison)	Listen, explore & identify different vocal sounds; squeaky, cowboy, witch, ogre etc. Explore & recognise different body sounds; taps, claps, clicks