



Music Strand				
Class 1 EYFS	Ongoing throughout the year	<ul style="list-style-type: none"> I can join in with simple songs and rhymes. Begin to build a repertoire of songs and dances. I can explore the voice in different ways (e.g. whispering, animal sounds, singing, speaking etc). I can copy patterns with my voice. Begin to experience and develop awareness of rhythm and rhyme in speech. 	<ul style="list-style-type: none"> Begin to experiment with and change sounds (voice, body percussion, instruments and sound makers). I can suggest words and sounds to add to simple songs (e.g. choosing an animal when singing Old Macdonald). Experience using simple music technology (e.g. CD player). 	<ul style="list-style-type: none"> I can imitate changes in dynamics (loud and quiet) and tempo (fast and slow) using my voice, body percussion and instruments. I can move my body in response to different pieces of music, responding to obvious changes in tempo and dynamics. I can explore the different sounds of musical instruments and begin to match them to the sounds they make. I can suggest symbols to represent sounds (e.g. large foot for Daddy Bear, small foot for Baby Bear).
		Year 1	Year 2	Year 3
Class 2 Y1-Y3	Performing: controlling sounds through singing and playing	<p>I can choose a song I have learnt and perform it. I can clap back and tap simple rhythmic patterns.</p> <p>I can follow pictures and symbols to support singing and playing.</p> <p>I take notice of others when I am performing.</p> <p><i>Singing</i> I can distinguish between and use talking, whispering and singing voices. Begin to explore singing songs expressively and creatively.</p> <p>I can sing in unison and call and response songs. I can start and stop when following a leader.</p> <p><i>Playing</i> I can play simple instruments with growing control. I can treat instruments carefully and with respect. I can listen to and follow musical instructions from a leader.</p>	<p>I can add my own ideas to a performance.</p> <p><i>Singing</i> I can use my voice expressively and creatively by singing songs and speaking chants and rhymes. I can use notes of different pitches with some awareness of how each feels different and pitch match with increasing accuracy. I can maintain a melodic line in simple part work. I can sing with good posture, breath control and clear diction.</p> <p><i>Playing</i> I can play tuned and un-tuned instruments musically. I can play a musical part in time with the steady pulse. I can play percussion instruments with improved control using a wider range of dynamics.</p>	<p>I can rehearse and perform my part confidently. I can choose what to perform and create a simple programme.</p> <p>I can talk about the best place to be when performing and how to stand or sit.</p> <p><i>Singing</i> Begin to sing with awareness of being 'in tune'. I can use my voice in different ways with increasing control.</p> <p><i>Playing</i> I can play a one note part of a melody on a tuned instrument from memory or using notation. I can play a simple part of a melody on a tuned instrument from memory or using notation. I can play a medium part of a melody on a tuned instrument from memory or using notation.</p>

	<p>Composing: creating and developing musical ideas</p>	<p>I can listen and clap back, then listen and clap back my own improvised answer. I can improvise using one or two notes. I can help in a group to create a simple melody using one, two or three notes. I can create music as a response to a stimulus (e.g. a rocket launching, a rainstorm etc.) choosing and using appropriate instruments to create an idea.</p>	<p>I can experiment with, create, select and combine sounds using the inter-related dimensions of music. I can use improvisation tracks to create my own improvisations. I can clap a simple rhythmic pattern for others to copy. I can help in a group to create three simple melodies using one, three or five notes. I can write down notes of the composition using real or invented symbols and change them if necessary.</p>	<p>I can create my own simple rhythm patterns. <i>I can lead the class improvising simple rhythms.</i> I can plan and create a section of music that can be performed within the context of the Unit of study. I can talk about how I create music. I can record my composition in any way that recognises the connection between sound and symbol. I can compose, rehearse and perform with others and begin to improve my own work. Begin to reflect on developing compositions and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</p>
	<p>Appraising: reviewing and evaluating music</p>	<p>I can watch my own performance and say how I felt about it. I can show how I feel about music by dancing, marching, being animals etc.</p>	<p>I can show understanding of different musical styles. I can respond to different moods in music.</p>	<p>I can watch my own performance and say what I was pleased with, what I would change and why. I can take it in turns to discuss how a song makes me feel. I can listen carefully and respectfully to other people's thoughts about music.</p>
	<p>Knowledge: listening and applying knowledge and understanding</p>	<p>I can feel and show the pulse in different ways using my voice, body and percussion. I can move rhythmically to the pulse of music.</p> <p><i>Inter-related dimensions of music:</i> <i>Pitch</i> I can follow change in pitch with my hands. <i>Duration</i> I can aurally identify longer and shorter sounds. I can make and control long and short sounds using my voice and instruments. <i>Dynamics</i> I can recognise aurally simple changes in dynamics in a piece of music. <i>Tempo</i> I can recognise aurally changes in tempo. <i>Timbre</i> I can use percussion instruments and my voice in different ways and notice the effect it creates. Begin to identify how a sound has been produced (e.g. tapping, plucking etc.)</p>	<p>I can listen with concentration to live and recorded music. I can maintain a pulse whilst someone else produces a rhythm and vice versa. I can aurally identify rests in the rhythm of familiar songs.</p> <p><i>Inter-related dimensions of music:</i> <i>Pitch</i> I can recognise differences in pitch (big/little jump) and pitch direction with growing accuracy. <i>Duration</i> I can recognise aurally and speak rhythmic syllables for 1 and ½ beat notes. <i>Dynamics</i> I can create crescendo and diminuendo. <i>Tempo</i> I can set and maintain and new tempo in a piece of music by controlling the speed of the pulse. <i>Timbre</i> I can recognise and name different classroom</p>	<p>I can confidently identify and move to the pulse. Begin to show a developing sense of metre. Begin to feel and mark strong beats in different ways (e.g. tapping, clapping, using percussion).</p> <p><i>Inter-related dimensions of music:</i> <i>Pitch</i> Begin to recognise the relationship between pitch and SOLFA pitch names (Do, Re, Mi, Fa, So, La, Ti, Do). <i>Duration</i> I can recognise aurally and speak rhythmic syllables for 2, 1 and ½ beat notes and 1 and 2 beat rests. <i>Dynamics</i> I can recognise how and why a range of dynamic effects have been used in a piece of music. <i>Tempo</i> I can recognise how tempo has been used in a piece of music and its effect. <i>Timbre</i> I can select appropriate sounds to use in simple</p>

		<p><i>Texture</i> Begin to identify aurally how many sounds have been combined and layered.</p> <p><i>Structure</i> Begin to identify aurally the length of a phrase in simple songs. Begin to recognise aurally where the rhythm or melody of a phrase is repeated or changed. Begin to identify simple structures like verse and chorus.</p>	<p>percussion instruments. Begin to recognise and name different orchestral instrument families – brass, wind, strings and percussion.</p> <p><i>Structure</i> I can identify simple structures like verse and chorus.</p>	<p>compositions to create a desired effect.</p> <p><i>Texture</i> I can sing in unison and simple harmony. I can combine sounds in simple compositions.</p> <p><i>Structure</i> Begin to analyse the melodic or rhythmic structure of a simple song, noting use of repetition and changes.</p>
		Year 4	Year 5	Year 6
Class 3 Y4-Y6	<p>Performing: controlling sounds through singing and playing</p>	<p>I can present a musical performance designed to capture the audience. I perform with control and awareness of what others in the group are singing and playing.</p> <p><i>Singing</i> I can maintain a strong sense of pulse to recognise when I am going out of time and re-join a song if I get lost. I can sing songs that have wider pitch intervals. I can use and control one breath per melodic phrase, showing control in my voice. Begin to explore different parts of the voice (head and chest) with growing control and awareness.</p> <p><i>Playing</i> I can play simple accompaniments to songs using devices like ostinato, keeping to the pulse. I can maintain an independent part when playing in two parts.</p>	<p>I can lead a rehearsal session. I can communicate the meaning of words and clearly articulate them. I can talk about performance venues and how to use them to their best effect.</p> <p><i>Singing</i> I can sing in tune, in time, show control, breathe well and use clear diction. Begin to perform songs in a way that reflects their meaning. I can sing songs which use major, minor and pentatonic scales.</p> <p><i>Playing</i> I can read the notes C, D, E, F, G, A, B & C on the treble stave. I recognise the symbols for semibreves, minims, crotchets, quavers, semi-quavers and crotchet rests. I can play simple accompaniments to songs using devices like simple chords and arpeggio patterns.</p>	<p>I can play and perform in solo and ensemble contexts. I can conform to the etiquette of a performance situation as a musician and an audience member.</p> <p><i>Singing</i> I can use my voice with increasing accuracy, control and expression. I can sing parts of songs confidently from memory with a strong internal pulse. I can maintain a melodic line with confidence and control in 2 and 3 part harmonies. I can use the meaning of lyrics to enhance my performance.</p> <p><i>Playing</i> I can play musical instruments with increasing accuracy, fluency and control. I can use and follow notation on a stave with increasing confidence.</p>
	<p>Composing: creating and developing musical ideas</p>	<p>I can copy back using instruments using one note. I can reflect on developing compositions and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. I can make improvements to my own compositions giving reasons for the changes.</p>	<p>I can use familiar riffs in my own improvisations. I can copy back using instruments using two notes. I can copy back rhythms that include syncopation. I can lead the class by inventing rhythms for others to copy back. I can question and answer using two different notes.</p>	<p>I can improvise and compose music for a range of purposes using the inter-related dimensions of music. I can use some of the riffs and licks learnt in the Unit Challenges in my own improvisations. I can copy back using instruments using three notes. I can copy back two-note riffs by ear and with notation.</p>

		<p>I can question and answer using three different notes.</p> <p>I can create simple melodies using up to five different notes and simple rhythms that work musically within the style of the Unit of study.</p> <p>I can explain the keynote and the structure of the melody.</p> <p>I can reflect on developing compositions and make musical decisions about how the melody connects with the song.</p> <p>I can make improvements to my own compositions, giving reasons using appropriate musical vocabulary.</p>	<p>I can copy back three-note riffs by ear and with notation.</p> <p>I can improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A & B.</p> <p>I can question and answer using instruments, with three different notes starting on a G.</p> <p>I can suggest specific improvements to my own and others' work using appropriate musical vocabulary based on intended outcomes.</p>
Appraising: reviewing and evaluating music	<p>I can listen with increasing concentration and talk about musical dimensions working together within familiar songs.</p> <p>Begin to appreciate and understand a growing range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>	<p>I can think about the message of songs.</p> <p>I can show an understanding of how lyrics can reflect cultural and social meaning.</p> <p>Begin to discuss how music has been changed over time.</p> <p>I can compare two songs in the same style, talking about what stands out musically in each of them, their similarities and their differences.</p> <p>I can compare performances to each other and talk musically about them.</p>	<p>I can appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great composers and musicians.</p> <p>I can show a developing understanding of the history of music.</p> <p>I can relate music across time to other factors such as world events.</p>
Knowledge: listening and applying knowledge and understanding	<p>I can feel and mark strong beats in songs that I know.</p> <p>Begin to identify aurally how the pulse has been grouped (e.g. in 2s, 3s or 4s).</p> <p>I can identify Simple Time of 2, 3 and 4 beats in a bar.</p> <p><i>Inter-related dimensions of music:</i> <i>Pitch</i></p> <p>I can distinguish between small steps and leaps in pitch, both aurally and on a stave.</p> <p>Begin to read short melodic phrases on a simplified stave.</p> <p><i>Duration</i></p> <p>I can recognise aurally and speak rhythmic syllables for 2, 1, ½ and ¼ beat notes and 1 and 2 beat rests.</p>	<p>I can identify aurally how the pulse has been grouped</p> <p>I can identify aurally well-known musical styles (e.g. lullaby, waltz, march)</p> <p><i>Inter-related dimensions of music:</i> <i>Pitch</i></p> <p>Begin to recognise aurally the use of scales – major, minor and pentatonic – and note their effect.</p> <p><i>Duration</i></p> <p>I can recognise aurally and speak rhythmic syllables for 4, 3, 2, 1, ½ and ¼ beat notes.</p> <p><i>Texture</i></p> <p>Begin to show an understanding of how chords are constructed.</p>	<p>I can listen with attention to detail and recall sounds with increasing aural memory.</p> <p>I can use and understand staff and other musical notation.</p> <p>Begin to identify aurally examples of Compound Time (6/8)</p> <p><i>Inter-related dimensions of music:</i> <i>Texture</i></p> <p>I can identify where chords change within a piece of music.</p>