



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Performing - Singing	PS1a Sing songs, speak chants and rhymes, starting to use voices expressively. PS1b Rehearse and perform with others – whole school, class and groups.	PS2a Sing songs, speak chants and rhymes, using voices expressively. PS2b Rehearse and perform with others – whole school, class and groups. PS2c Start and finish together and keep a steady rhythm.	PS3a Sing songs in unison and in rounds, with increasing control of rhythm and expression. PS3b Rehearse and perform with others. Present work to others. PS3c Understand how to control volume with their voices.	PS4a Sing songs in unison and in two parts, with increasing control of pitch and expression. PS4b Rehearse and perform with others. Present work to others. PS3c Use a range of dynamics (volume).	PS5a Sing songs in unison and in up to three parts with clear diction. PS5b Demonstrate control of pitch and tempo. PS5c Sing as part of a large or small group and sing more than one part. Sing or play solo where appropriate. PS5d Rehearse and perform with others in front of an audience.	PS6a Sing songs in unison and in up to four parts with clear diction and a sense of phrase. PS6b Demonstrate control of pitch, dynamics, tempo and expression. PS6c Sing as part of a large or small group and sing more than one part. Sing or play solo where appropriate. PS6d Rehearse and perform with others with an awareness of the audience.
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Performing - Instruments	PI1a Play untuned instruments, name and know how to care for them. PI1b Use body percussion. PI1c Rehearse and perform with others – whole school, class and groups.	PI2a Play untuned and tuned instruments, name and know how to care for them. PI2b Use body percussion combined with instruments. PI2c Rehearse and perform with others – whole school, class and groups. PI2d Start and finish together and keep to a steady rhythm.	PI3a Play untuned and tuned instruments with increasing and appropriate control of musical elements (Pitch/ Pulse/ Rhythm/ Dynamics) PI3b Begin to perform music from a basic rhythm and grid notation. PI3c Rehearse and perform with others. Present work to others.	PI4a Play untuned and tuned instruments with increasing control and rhythmic accuracy. PI4b Begin to perform music from a simple written score PI4c Rehearse and perform with others. Present work to others.	PI5a Play untuned and tuned instruments in two or more parts with increasing control of tempo (speed) and rhythm. PI5b Perform music from a written score PI5c Rehearse and perform with others in front of an audience. PI5d Evaluate work from the point of view of the audience.	PI6a Play untuned and tuned instruments in multiple parts with increasing control of dynamics, tempo and rhythm. PI6b Perform music from a variety of written scores. PI6c Rehearse and perform with others with an awareness of the audience.



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Composing	C1a Create simple rhythmic patterns using instruments and clapping games. C1b Explore instrument, body and environmental sounds. C1c Choose and organise sounds from a limited range provided by the teacher. C1d Use sound to accompany a story.	C2a Create simple rhythmic and musical patterns – create and repeat a sequence of sounds. C2b Explore instrument, body and environmental sounds. C2c Choose and organise sounds freely from a wider range of tuned and untuned percussion and environmental sounds	C3a Combine and organise musical ideas to create a group performance	C4a Combine and organise musical ideas to create a performance with more than one performer C4b Experience simple computer software to compose short pieces	C5a Combine and organise musical ideas to create a performance that demonstrates a variety of skills and different effects. C5b Use simple computer software to compose short pieces	C6a Explore musical ideas such pentatonic scales and use them to create and notate a piece of music
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Appraising	A1a Explore and express their ideas and feelings about music using movement A1b Talk about sounds they have made or heard, using appropriate expressive language	A2a Explore and express their ideas and feelings about music using movement and dance. A2b Talk about sounds they have made or heard, using appropriate expressive language A2c Improve their own work in relation to set criteria.	A3a Compare contrasting sounds. A3b Explore and explain their own ideas and feelings about music increasing expressive language. A3c Make improvements to their work based on guided and self evaluation.	A4a Compare sounds in terms of pitch, volume and dynamics A4b Explore and explain their own ideas and feelings about music using movement, dance and increasing expressive language A4c Improve their own and others work in relation to set criteria	A5a Begin to analyse music using appropriate vocabulary. A5b Compare sounds or music that convey a similar mood. A5c Improve their own and others work in relation to set criteria made by the group before they start composing.	A6a Use appropriate musical vocabulary when describing music and sounds e.g. tempo, timbre, dynamics, pitch. A6b Improve their own and others work in relation to set criteria made by the group before they start composing.



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Listening	L1a Listen to short pieces with growing concentration, recall sounds such as repeated rhythms and phrases. L1b Know that music can be used for different purposes. L1c Experience listening to live music	L2a Listen to short pieces with growing concentration demonstrating increasing aural memory, recall sounds such as repeated rhythms and phrases. L2b Know that music can be used for different purposes and to create different moods. L2c Experience listening to live and recorded music	L3a Listen to different pieces from different times and cultures and begin to internalise and recall sounds. L3b Listen to live and recorded music and identify feelings and emotions L3c Listen to music and be able to identify features (Instruments, Musical Elements etc)	L4a Listen to different pieces from different times and cultures with growing ability to internalise and recall sounds with increasingly accurate aural memory. L4b Experiencing listening to live and recorded music by great composers	L5a Listen to different pieces from different times and cultures with ability to internalise and recall sounds with increasingly accurate aural memory and attention to detail. L5b to identify pieces of music by great composers	L6a Listen to, and describe the features of, different pieces from different times and cultures with ability to internalise and recall sounds with increasingly accurate aural memory and attention to detail. L6b Explore and create a timeline of periods of music history
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Knowledge and Understanding	KU1a Know how the musical elements can be combined such as loud and quiet, fast and slow, high and low. KU1b Know how sounds can be made in different ways KU1c Invent own signs and symbols to record compositions.	KU2a Know how the musical elements can be combined and how these are combined to create different effects. KU2b Know how sounds can be made in different ways and how to use instruments to create different effects. KU2c Invent own signs and symbols to record compositions and use them confidently.	KU3a Know how the musical elements can be combined to create different effects such as pitch, duration, dynamics, tempo. KU3b Know how music is produced in different ways by using graphic and pictorial scores. KU3c Understand basic rhythm notation (Crotchets/ Quavers/ Minims/ Rests)	KU4a Begin to explore timbre e.g. illustrate a conversation with different instruments representing different people KU4b Know how music is produced in different ways by starting to use standard notation.	KU5a Know how the musical elements can be combined to create different effects such as pitch, duration, dynamics, tempo, texture, silence and timbre. KU5b Begin to know when there is a need to use standard notation as opposed to graphic or pictorial scores, and begin to use it confidently.	KU6a Know and demonstrate how the musical elements can be combined to create different effects such as pitch, duration, dynamics, tempo, texture, silence and timbre. KU6b Use written notation confidently for performing, and composing simple melodies