



Coverage	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocabulary	chant, pitch, melody, instrument, fast/slow	rhythm, beat, tempo, dynamics do-re-mi-fa-so-la-ti	crescendo/ decrescendo, graphic score, notation, crotchets, quavers, rests	allegro (fast)/ adagio (slow), forte (loud)/ piano (quiet) echo, ostinato, drone, stave, lines/ spaces/ clef	time signatures accelerando/ rallentando (getting faster/ slower) pentatonic scale, major/ minor scales, legato/ staccato (smooth/ detached)	semibreves, semiquavers. Time signatures: 2/4, 3/4, fortissimo (very loud)/ pianissimo (very quiet) mezzo forte (moderately loud)/ mezzo piano (moderately quiet)	simple time/ compound time
Singing	<ul style="list-style-type: none"> - Remember and sing songs - Sing the pitch of a tone sung by another person ('pitch match') - Sing the melodic shape of familiar songs - Create their own songs, or improvise a song around one they know. - Sing in a group or on their own 	<ul style="list-style-type: none"> - Sing simple songs, chants and rhymes from memory - Begin with simple songs with a very small range, mi-so (C-G) and then slightly wider. - Sing a wide range of call and response songs to control vocal pitch and to match the pitch they hear with accuracy. - Sing low and high songs and talk about the difference in sound - Sing collectively and at the same pitch in a group 	<ul style="list-style-type: none"> - Sing songs regularly with a pitch range of do-so (C-G) with increasing voice control of dynamics and tempo - Sing songs with a small pitch range (e.g. Rain, Rain go away) pitching accurately, supported by a leader playing the melody 	<ul style="list-style-type: none"> - Sing a widening range of unison songs of varying styles and structures with a pitch range of do-so (C-G), tunefully, with expression and control of dynamics - Maintain a part in a group using voice showing awareness of others 	<ul style="list-style-type: none"> - Continue to sing a broad range of songs in unison with the range of an octave (do-do, C-C) in tune, with expression and control of dynamics - Sing rounds and partner songs in different time signatures (2, 3 and 4 time) 	<ul style="list-style-type: none"> • Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. • Sing three-part rounds, partner songs, and songs with a verse and a chorus. • Perform a range of songs in school assemblies and in school performance opportunities. 	<ul style="list-style-type: none"> - Sing a broad range of songs, including those with syncopated rhythms as part of a choir, in assemblies and performances - Continue to sing three and four part rounds and experiment with positioning singers randomly within the group - Continue to sing three
Listening and Appraisal	<ul style="list-style-type: none"> - Listen with increased attention to a variety of music - Move to and talk about music, 	<ul style="list-style-type: none"> - Begin to use musical vocabulary when discussing the elements of music (dynamics, pitch, tempo). 	<ul style="list-style-type: none"> - Use musical vocabulary when discussing the elements of music (dynamics, pitch, tempo) 	<ul style="list-style-type: none"> - Use appropriate musical vocabulary when discussing the elements of music explaining their likes and dislikes 	<ul style="list-style-type: none"> - Begin to recap the different eras in music. - Use appropriate musical vocabulary to discuss the 	<ul style="list-style-type: none"> - Discuss more eras in musical history, using musical vocabulary to distinguish between 	<ul style="list-style-type: none"> -Have a solid understanding of the history of music - Use musical vocabulary (related to



	<p>expressing their feelings and responses</p> <ul style="list-style-type: none"> - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary - Recognise the difference between basic elements (fast/slow; loud quiet; high/low) 	<ul style="list-style-type: none"> - Respond to different moods in music saying how music makes them feel. - Begin to offer ideas to improve work. - Recognise repeating patterns/ideas when listening to music 	<ul style="list-style-type: none"> - Talk confidently about what they like and dislike - Improve their work, stating how it has been improved 	<ul style="list-style-type: none"> - Recognise sounds that move in steps and leaps - Recognise and begin to discuss changes in music - Discuss how silence enhances and affects different pieces of music. 	<p>purpose of different music.</p> <ul style="list-style-type: none"> - Describe how specific musical elements, if changed, can affect the overall sound of a piece of music 	<p>them, offering preferences.</p> <ul style="list-style-type: none"> - Improve their own work and suggest improvements to the work of others. - Evaluate their work, using appropriate musical vocabulary stating what was successful/ unsuccessful and why. 	<p>the elements of music) when discussing improvements to work.</p> <ul style="list-style-type: none"> - Listen for and recognise all of the elements of music.
Composing	<ul style="list-style-type: none"> - Explore and engage in music making and dance, performing solo or in groups - To make up simple rhythms 	<ul style="list-style-type: none"> - Improvise simple vocal chants, using question and answer phrases. - Create musical sound effects and short sequences of sounds in response to stimuli, e.g. a rainstorm or a train journey. - Combine sounds to make a story, choosing and playing classroom instruments (e.g. rainmaker) or sound-makers (e.g. rustling 	<ul style="list-style-type: none"> - Create music in response to a non-musical stimulus (e.g, storm, car race). - Improvise simple question and answer phrases with a partner for voice and tuned and untuned instruments - Use music technology, if available, to capture, change and combine sounds 	<ul style="list-style-type: none"> - Compose in response to different stimuli, e.g. stories, verse, images (paintings and photographs) and musical sources. - Structure musical ideas so they have a beginning, middle and end - Become more skilled in improvising (using voices, tuned and untuned percussion and instruments), inventing 	<ul style="list-style-type: none"> - Improvise on a limited range of pitches on the instrument they are learning, making use of musical features - Begin to make compositional decisions about the overall structure of improvisations – for example for a specific mood - Combine known rhythmic notation with 	<ul style="list-style-type: none"> - Improvise freely over a drone using tuned percussion and melodic instruments. - Improvise over a simple groove, responding to the beat - Experiment with using a wider range of dynamics - Compose melodies made from pairs of phrases in either C major, A minor or 	<ul style="list-style-type: none"> - Extend provisation skills through working in small groups to: <ul style="list-style-type: none"> • create music with multiple sections, including repetition and contrast • Use chord changes as part of an improvised sequence • Extend improvised melodies beyond 8



		<p>leaves).</p> <ul style="list-style-type: none"> - Understand the difference between creating a rhythm pattern and a pitch pattern. - Use music technology, if available, to capture, change and combine sounds. 		<p>short 'on-the-spot' responses using a limited note-range.</p> <ul style="list-style-type: none"> - Compose song accompaniments on untuned percussion using known rhythms and note values. 	<p>letter names to create short pentatonic phrases using a limited range of 5 pitches</p> <ul style="list-style-type: none"> - Sing and play these phrases as compositions. - Arrange individual notation cards of known note values to create sequences of 2-, 3- or 4-beat phrases, arranged into bars. 	<p>suitable key, possibly enhanced with rhythmic or chordal accompaniment</p> <ul style="list-style-type: none"> - In pairs, compose a short ternary piece - Use chords to compose music to evoke a specific atmosphere or mood, e.g.in a silent movie or scene from a book - Capture and record creative ideas using: <ul style="list-style-type: none"> • Graphic symbols • Rhythm notation and time signatures • Staff notation • technology 	<p>beats over a fixed groove</p> <ul style="list-style-type: none"> - Plan, compose and play an 8 or 16 beat melodic phrase using pentatonic scale. - Notate this melody - Compose melodies made from pairs of phrases in either G major or E minor - Enhance compositions with rhythmic or chordal accompaniments - Compose a ternary piece and use music technology to record
Musicianship/ performing	<ul style="list-style-type: none"> - Try to move in time to the music - Play instruments with increasing control to express their feelings and ideas. - Explore the different sounds of instruments. 	<ul style="list-style-type: none"> - Respond to simple visual directions (e.g. stop, start, loud, quiet) and counting in - Explore percussion sounds to enhance storytelling - Move in various ways to a steady beat and to a changing tempo - Use body and classroom percussion to play repeated rhythms and short pitched 	<ul style="list-style-type: none"> - Demonstrate an understanding of dynamics and tempo by responding to a leaders or visual directions when performing, e.g. crescendo, decrescendo, pause - Understand that the speed of the beat can change 	<ul style="list-style-type: none"> - Begin to develop basic skills on a selected instrument - Play and perform melodies (using notes C- E) following staff notation as a class or in groups - Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; 	<ul style="list-style-type: none"> - Introduce simple harmonic ideas (2/3 notes) - Play and perform melodies (using notes C- E) following staff notation as a class or in groups - Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple 	<ul style="list-style-type: none"> - Play melodies following staff notation using notes within muddle C-C1 (do-do) - Understand how triads are formed and play them on melodic instruments - Perform simple, chordal accompaniments 	<ul style="list-style-type: none"> - Play a melody following staff notation using notes within do-do range - Make decisions about dynamic range - Accompany this melody using chords or a bass line using keyboard or music technology



		<p>rhythms on a tuned instrument</p> <ul style="list-style-type: none"> - Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns. 	<ul style="list-style-type: none"> - Mark the beat by tapping or clapping showing a recognition of change in tempo - Play copycat rhythms following a leader and invent rhythms for others to copy - Create rhythms using word phrases and perform these 	<p>allegro and adagio, fast and slow.</p>	<p>notation using instruments played in whole class teaching.</p> <ul style="list-style-type: none"> - Identify static and moving parts. - Copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A). - Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble. 	<p>to familiar songs (e.g. Yellow submarine)</p> <ul style="list-style-type: none"> - Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies 	<ul style="list-style-type: none"> - Engage with others through ensemble playing
Theory	<ul style="list-style-type: none"> - Introduce some musical vocabulary plus signs agreed on for conducting - Name some instruments (not in families) 	<ul style="list-style-type: none"> - Compare high and low sounds. - Recognise how graphic notation can represent  <p>created. Explore and invent own symbols, for example:</p> <ul style="list-style-type: none"> - Name some instruments and begin to recognise families - Follow pictures and symbols to guide singing 	<ul style="list-style-type: none"> - Know the meaning of dynamics (loud/ quiet) and tempo (fast/ slow). - Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces, including crotchets, quavers and crotchet rests - Recognise dot notation and match it to a 3 note  <p>tune on a tuned instrument</p>	<ul style="list-style-type: none"> - Begin to understand the stories, origins and history of music they are listening to, singing and playing. - Combine known rhythmic notation with letter names to create rising and falling phrases with just 3 notes (do re mi). - Introduce stave, lines/ spaces and clefs 	<ul style="list-style-type: none"> - Introduce and understand the differences between minims, crotchets, paired quavers and rests. - Read and perform pitch notation within a defined range (e.g. C–G/do–so) or pentatonic scale - Introduce major and minor chords - 4:4 time signature 	<ul style="list-style-type: none"> - Understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers - Understand the differences between 2/4, 3/4 and 4/4 time signatures - Read and perform pitch notation from C-C1 (do-do) 	<ul style="list-style-type: none"> - Further develop skills to read and perform music within C-C octave



		and playing, e.g. 4 dots = 4 taps on the drum.	<ul style="list-style-type: none">- Learn where the notes C and E are on a glock/piano- Explore playing simple tunes using these notes	<ul style="list-style-type: none">- Understand difference between crotchets and paired quavers- Notes C-E (do-mi)		<ul style="list-style-type: none">- Read and play short rhythmic phrases at sight	
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