

Music		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		End of Key stage Expectations					
		Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music				
Singing songs with control and using the voice expressively	Knowledge, Understanding and Skills	To find their singing voice and use their voices confidently Sing a melody accurately at their own pitch Sing with a sense of awareness of pulse and control rhythm Recognise phrase lengths and know when to breathe Sing songs expressively Follow pitch movements with their hands and use high, low and middle voices Begin to sing with control pitch (following a melody) Sing with an awareness of other performers	Sing with confidence using a wider vocal range Sing in tune Sing with awareness of pulse and control of Rhythm Recognise simple structures Sing expressively with awareness and control at the expressive elements Sing songs and create different vocal effects Understand how mouth shapes can affect voice sounds Internalise sounds by singing parts of a song 'in their heads'	Sing songs with increasing control of breathing, posture and sound projection Sing songs in tune with an awareness of other parts Identify phrases through breathing in appropriate places Sing with expression and rehearse with others Sing a round in two parts and identify the melodic phrases and how they fit together Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice			
Listening, memory and movement	Knowledge, understanding and skills	Recall and remember short songs and sequences and patterns of sounds Respond physically when performing, composing and appraising music Identify different sound sources Identify well-defined musical features	Identify melodic phrases and play them by ear Create sequences of movements in response to sounds Demonstrate the ability to recognise the use of structure and expressive elements through dance Identify phrases that could be used as an introduction, interlude and ending	Internalise short melodies and play these on pitched percussion by ear Create dances that reflect musical features Identify different moods and textures Identify how a mood is created by music and lyrics Listen to longer pieces of music and identify features			
Controlling pulse and rhythm	Knowledge, understanding and skills	Identify the pulse in different pieces of music Identify the pulse and join in getting faster and slower together Identify long and short sounds in music Perform a rhythm to a given pulse Begin to internalise and create rhythmic patterns Accompany a chant or song by clapping or playing the pulse or rhythm	Recognise rhythmic patterns Perform a repeated pattern to a steady pulse Identify and recall rhythmic and melodic patterns Identify repeated patterns used in a variety of music	Identify different speeds of pulse (tempo) by clapping and moving Improvise rhythm patterns Perform an independent part keeping to a steady beat Subdivide the pulse while keeping to a steady beat			

<p>Exploring sounds, melody and accompaniment</p>	<p>Knowledge, Understanding and skills</p>	<p>Explore different sound sources Make sounds and recognise how they can give a message Identify and name classroom instruments Create and choose sounds in response to a given stimulus Identify how sounds can be changed Change sounds to reflect different stimuli</p>	<p>Identify ways sounds are used to accompany a song Analyse and comment on how sounds are used to create different moods Explore and perform different types of accompaniment Explore and select different melodic patterns Recognise and explore different combinations of pitch sounds</p>	<p>See 'Control of instruments' and 'Composition'</p>
<p>Control of instruments</p>	<p>Knowledge, Understanding and skills</p>	<p>Play instruments in different ways and create sound effects Handle and play instruments with control Identify different groups of instruments</p>	<p>Identify melodic phrases and play them by ear Select instruments to describe visual images Choose instruments on the basis of internalised sounds</p>	<p>Identify and control different ways percussion instruments make sounds Play accompaniments with control and accuracy Create different effects using combinations of pitched sounds Use ICT to change and manipulate sounds</p>
<p>Composition</p>	<p>Knowledge, Understanding and skills</p>	<p>Contribute to the creation of a class composition</p>	<p>Create textures by combining sounds in different ways Create music that describes contrasting moods/emotions Improvise simple tunes based on the pentatonic scale Compose music in pairs and make improvements to their own work Create an accompaniment to a known song Create descriptive music in pairs or a small group</p>	<p>Identify different starting points or composing music Explore, select combine and exploit a range of different sounds to compose a soundscape Write lyrics to a known song Compose a short song to own lyrics on everyday phrases Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition</p>