



Music Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
EYFS/KS1 – Use voices expressively KS2 – sing in unison and 2 parts	To find a singing voice and begin to use their voice confidently – Sing echo songs and perform movements to a steady beat. Explore singing fast and slow and changing speeds.)	Use voices in different ways such as speaking, singing and chanting	Use voices expressively and creatively. To sing with the sense of shape of the melody	To sing in unison, becoming aware of pitch.	To sing in unison maintaining the correct pitch and using increasing expression.	To sing in unison with clear diction, controlled pitch and sense of phrase	To sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrase
EYFS/KS1 Play tuned and untuned instruments KS2 To continue with control and accuracy	To begin to explore and create sounds by selecting instruments To begin to follow and imitate simple patterns using body movements (clapping etc) percussion instruments,	To create and choose sounds To perform simple rhythmical patterns, beginning to show an awareness of pulse.	To create and choose sounds for a specific effect. To perform rhythmical patterns and accompaniments, keeping a steady pulse	To perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes.	To play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics.	To play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression.	To play and perform with accuracy, fluency, control and expression



<p>EYFS/KS1 Rehearse and perform for others KS2 – To practice, rehearse and Perform to audiences</p>	<p>To begin to perform in front of others within a small group session.</p>	<p>To think about others when performing.</p>	<p>To continue to think about others while performing</p>	<p>To think about the audience and the effect the performance will give</p>	<p>To be aware of how different parts of a performance fit together</p>	<p>To maintain my own singing/playing part and how they fit into the overall performance</p>	<p>To think about the audience and how the parts create a specific affect</p>
<p>KS1 Create Musical Patterns and organise sounds and ideas KS2 Improvise to develop rhythmic and melodic structures when performing</p>	<p>To begin to explore and create sounds by selecting percussion instruments. To begin to follow and imitate simple patterns using body movements (clapping etc) percussion instruments.</p>	<p>To know about and experiment with sounds. To recognise and explore how sounds can be organised, To identify and organise sounds using simple criteria e.g. loud, soft, high low.</p>	<p>Repeat short rhythmic and melodic patterns. To Begin to explore and choose and order sounds using the inter-related dimensions of music*.</p>	<p>To create simple rhythmical patterns that use a small range of notes. To begin to join simple layers of sound, e.g. a background rhythm and a solo melody.</p>	<p>To create rhythmical and simple melodic patterns using an increased number of notes. To join layers of sound, thinking about musical dynamics of each layer and understanding the</p>	<p>To create increasingly complicated rhythmic and melodic phrases within given structures.</p>	<p>To create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures</p>
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<p>KS1 Explore and express feelings about music using music, dance and expressive language. To make improvements to my work</p> <p>KS2 – Analyse and compare sounds by using expressive language. To reflect and improve on work</p>	<p>To begin to express whether they like or dislike different genres of music. To begin to say and explain why.</p>	<p>To talk about how music makes you feel or want to move. E.g. it makes me want to jump/sleep/shout etc</p> <p>To think about and make simple suggestions about what could make their own work better. E.g: play faster or louder</p>	<p>To respond to different moods in music and explain thinking about changes in sound.</p> <p>To identify what improvements could be made to own work and make these changes, including altering use of voice, playing of and choice of instruments</p>	<p>To explore and comment on the ways sounds can be used expressively.</p> <p>To comment on the effectiveness of own work, identifying and making improvements.</p>	<p>To recognise and explore the ways sounds can be combined and used comment on this affect.</p> <p>To comment on the effectiveness of won work, identifying and making improvements based on its intended outcome.</p>	<p>To describe, compare and evaluate different types of music beginning to use musical language.</p> <p>To comment on the success of own and others work, suggesting improvements based on intended outcomes.</p>	<p>To describe, compare and evaluate different types of music using a range of musical vocabulary including the inter-related dimensions of music.</p> <p>To evaluate the success of own and others work, suggesting specific improvements based on intended outcomes and comment on how this could be achieved.</p>
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<p>EYSE/KS1 To listen and recall sounds with increasing aural memory KS2 – To listen with attention to detail and internalise and recall sounds</p>	<p>Begin to select and choose own instruments to create own beats and sequences independently. Can begin select and choose instruments to represent and respond to stimulus (weather, parts of stories)</p>	<p>To begin to identify simple repeated patterns and follow basic musical instructions.</p>	<p>To identify and recognise repeated patterns and follow a wider range of musical instructions</p>	<p>To listen with attention and begin to recall sounds.</p>	<p>To listen to and recall patterns of sounds with increasing accuracy.</p>	<p>To listen to and recall a range of sounds and patterns of sounds confidently.</p>	<p>To listen to, internalise and recall sounds and patterns of sounds with accuracy and confidence</p>
<p>EYSE/KS1 – To know how the combined musical elements of pitch, duration, dynamics, tempo and silence can be used expressively KS2 – as for KS1 – to include organising these skills within musical structures to communicate different moods</p>	<p>To begin to think about with support the effect the music is meant to have and why</p>	<p>To begin to understand that musical elements can be used to create different moods and effects</p>	<p>To understand how musical elements create different moods and effects</p>	<p>To begin to understand how different musical elements are combined and used to create an effect.</p>	<p>To understand how different musical elements are combined and used expressively.</p>	<p>To begin to identify the relationship between sounds and how music can reflect different meanings.</p>	<p>To identify and explore the relationship between sounds and how music can reflect different meanings.</p>



<p>EYF/KS1 – To understand that sounds can be made in different ways and described given signs and symbols KS2 -</p>	<p>Begin to select and choose own instruments to create own beats and sequences independently. Can begin select and choose instruments to represent and respond to sounds/ stimuli (weather, parts of stories)</p>	<p>To begin to represent sounds with simple shapes and marks</p>	<p>To know that music is produced in different ways and described through established notation</p>	<p>To begin to recognise simple notations including those used to represent pitch and volume</p>	<p>To understand and begin to use established and invented musical notations</p>	<p>To recognise and use a range of musical notations including staff notation.</p>	<p>To use and apply a range of musical notations including staff notation, to plan, revise and refine musical material.</p>
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Inter-related dimensions of music (dynamics):

PULSE: the steady beat of a piece of a piece of music

PITCH: the melody and the way the notes change from low to high and vice versa.

RHYTHM: or duration is the pattern of long and short sounds in a piece of music

DYNAMICS: Loud and soft

TEMPO: Fast and slow

TIMBRE: The type of sound – whisper/hum/sing/talk (examples with the voice) or twinkly/hard/soft (examples with instruments)

TEXTURE: Layers of sound (number of instruments or voices playing together)

STRUCTURE: The way the music is laid out –e.g. Verse, chorus, verse.



<p>EYSP/KS1 To know how music is used for particular purposes KS2 – To understand how time and place can influence how music is created</p>	<p>To begin to listen to familiar music and think about when it may be used with support eg – nursery rhyme before bed time. Christmas carols at Christmas.</p>	<p>To listen to short, simple pieces of music and talk about when and why they may hear it. E.g: a lullaby or Wedding march</p>	<p>To listen to pieces of music and discuss where and when they may be heard explaining why using simple musical vocabulary. E.g. It’s quiet and smooth so it would be good for a lullaby</p>	<p>To listen to and begin to respond to music drawn from different traditions and great composers and musicians.</p>	<p>To listen to, understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians.</p>	<p>To listen to a range of high quality, live and recorded music from different traditions, composers and musicians and begin to discuss their differences and how music may have changed over time.</p>	<p>To develop an understanding of the history of music from different, cultures, traditions, composers and musicians evaluating how venue, occasion and purpose effects the way that music is created and performed</p>
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