

Key Stage 2	Year 3	Year 4	Year 5	Year 6
<p style="text-align: center;">Singing</p>	<p>Sing a wide range of unison songs tunelessly with expression in range do-so</p> <p>Perform forte and piano</p> <p>Perform actions confidently and in time with a range of action songs</p> <p>Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</p> <p>Perform as a choir in school assemblies</p>	<p>Sing a wide range of unison songs in an octave range pitching voice accurately</p> <p>Follow directions for getting louder (Crescendo) and quieter (diminuendo)</p> <p>Sing rounds and partner songs in different time signatures (2,3 and 4 time)</p> <p>Sing a simple second part to introduce harmony</p> <p>Perform a range of songs in school assemblies.</p>	<p>Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance.</p> <p>Sing three-part rounds, partner songs and songs with a verse and a chorus.</p> <p>Perform a range of songs in school assemblies and wider school performance opportunities.</p>	<p>Sing a broad range of songs including those that involve syncopated rhythms.</p> <p>Sing three and four-part rounds and partner songs.</p> <p>Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.</p>

<p>Listening</p>	<p>Listen to a range of musical styles and genres.</p> <p>Make comments on dynamics, tempo and instrumentation.</p>	<p>Listen to a range of musical styles and genres.</p> <p>Make comments on dynamics, tempo, instrumentation and mood.</p> <p>Draw links between musical styles and pieces, commenting on similarities and differences.</p>	<p>Listen to a range of musical styles and genres.</p> <p>Make comments on dynamics, tempo, instrumentation, mood and composition.</p> <p>Draw links between different pieces, commenting on specific similarities and differences using musical terminology.</p> <p>Use music heard to inform performance and composition.</p>	<p>Listen to a range of musical styles and genres.</p> <p>Make comments using musical vocabulary.</p> <p>Draw links between pieces they have listened to both in and out of school, continuing to comment using musical terminology.</p> <p>Understand the history and social context of music they are listening to.</p>
<p>Composition: Improvisation</p>	<p>Become more skilled in improvising (using voices, percussion and instruments)</p> <p>Structure musical ideas (e.g. using echo or question and answer phrases)</p>	<p>Improvise on a limited range of pitches on the instrument they are now learning</p> <p>Make use of musical features including smooth (legato) and detached (staccato).</p>	<p>Improve freely over a drone using tuned percussion and melodic instruments.</p> <p>Improve a simple groove, responding to a beat.</p> <p>Experiment with dynamics.</p>	<p>Work in small groups to create music with multiple sections including repetition and contrast.</p> <p>Work in small groups to use chord changes as part of an improvised piece.</p> <p>Work in small groups to extend improvised melodies</p>

				beyond 8 beats over a fixed groove.
<p>Composition: Compose</p>	<p>Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes.</p> <p>Compose song accompaniments on untuned percussion using known rhythms and note values.</p> <p>Compose in response to different stimuli e.g. stories, verse, images and musical sources</p>	<p>Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instrument being learnt.</p> <p>Sing and play these phrases</p> <p>Arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest and paired quavers) to create sequences of 2, 3 or 4 beat phrase, arranged into bars.</p> <p>Create music for a specific mood e.g. for a film clip</p> <p>Work and perform as a whole class</p>	<p>Compose melodies made from pairs of phrases in either C major or A minor.</p> <p>Work in pairs to compose a short ternary piece.</p> <p>Use chord to compose music to evoke a specific atmosphere, mood or environment.</p>	<p>Plan and compose 8- or 16-beat melodic phrases using the pentatonic scale.</p> <p>Compose melodies made from pairs of phrases in either G major or E minor.</p> <p>Use chordal accompaniment.</p> <p>Compose a ternary piece.</p> <p>Use music software/apps to create and record.</p>

<p>Musicianship</p>	<p>Introduce the staff. Use dot notation to show higher and lower pitch.</p> <p>Introduce and understand the differences between crotchets and paired quavers.</p> <p>Apply word chants to rhythms, understanding how to link each syllable to one musical note.</p>	<p>Understand major and minor chords</p> <p>Capture and record creative ideas using any of: graphic symbols, rhythm notation and technology</p> <p>Understand the differences between minims, crotchets, paired quavers and rests.</p>	<p>Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation and technology.</p> <p>Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.</p> <p>Understand the 2/4, 3/4 and 4/4 time signatures.</p>	<p>Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers and their equivalent rests.</p>
<p>Performance</p>	<p>Develop facility in playing tuned percussion or a melodic instrument such as the keyboard.</p> <p>Play and perform simple melodies following staff notation using a small range.</p> <p>Use listening skills to correctly order phrases using dot notation</p>	<p>Develop facility in the basic skills of keyboards.</p> <p>Play and perform melodies following staff notation using a small range.</p> <p>Perform in two parts (e.g. melody and accompaniment or duet).</p>	<p>Read and perform pitch notation within an octave.</p> <p>Read and play short rhythmic phrases at sight from prepared cards using conventional symbols.</p> <p>Play melodies on tuned percussion and keyboards following staff notation.</p>	<p>Read and perform pitch notation within an octave.</p> <p>Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts.</p> <p>Read and play from notation a four-bar-phrase confidently.</p>

	<p>Individually (solo) copy stepwise melodic phrases with accuracy at different speeds.</p>	<p>Identify static and moving parts.</p> <p>Copy short melodic phrases</p> <p>Read and perform notation within a defined range.</p> <p>Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture.</p>	<p>Understand how triads are formed and play them.</p> <p>Perform a range of pieces and arrangements as an ensemble.</p> <p>Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies.</p>	<p>Play a melody following staff notation written on one stave and using notes within an octave range.</p> <p>Accompany this same melody using block chords or a bass line.</p> <p>Engage with others through ensemble playing.</p>
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