KS1 Skills	Year 1	Year 2	KS2 Skills	Year 3	Year 4	Year 5	Year 6
Controlling Sounds through singing and playing (Play and Perform)							
Use voices expressively	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	Sing songs in unison and two parts	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
Play tuned and un-tuned 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 play tuned and un-tuned instruments with control and accuracy	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
Rehearse and perform with others	To think about others when performing.	To think about others while performing	To practise, rehearse and present performances with an awareness of the audience	To think about others while performing.	To think about others while performing.	To maintain my own part and be aware how the different parts fit together.	To think about the audience when performing and how to create a specific effect.
Creating and de	eveloping musical ideas	(Create and Compose	e)				
Create musical patterns	To know about and experiment with sounds	Repeat short rhythmic and melodic patterns	Improvise, developing rhythmic and melodic material when performing	To create simple rhythmical patterns that use a small range of notes.	To create rhythmical and simple melodic patterns using an increased number of notes.	To create increasingly	To create and improvise melodic and rhythmic phrases as part of a
Explore, choose and organise sounds and musical ideas	To recognise and explore how sounds can be organised, To identify and organise sounds using simple criteria e.g. loud, soft, high low.	To Begin to explore and choose and order sounds using the inter-related dimensions of music*.	Explore, choose, combine and organise musical ideas with musical structures	To begin to join simple layers of sound, e.g. a background rhythm and a solo melody.	To join layers of sound, thinking about musical dynamics of each layer and understanding the effect.	complicated rhythmic and melodic phrases within given structures.	group performance and compose by developing ideas within a range of given musical structures.

Explore and	To talk about how	To respond to	Analyse and	To explore and	To recognise and	To describe, compare and	To describe, compare
express ideas	music makes you feel	different moods in	compare sounds	comment on the	explore the ways	evaluate different types of	and evaluate different
and feelings	or want to move.	music and explain		ways sounds can be	sounds can be	music beginning to use	types of music using a
about music	E.g. it makes me want	thinking about	Explore and	used expressively.	combined and used	musical words.	range of musical
using	to jump/sleep/shout	changes in sound.	explain ideas and		expressively and		vocabulary including the
movement,	etc.		feelings about		comment on this		inter-related dimensions
dance and			music using		effect.		of music*.
expressive			movement, dance				
and musical			and expressive and				
language.			musical language.				
To make	To think about and	To identify what	To reflect on and	To comment on the	To comment on the	To comment on the	To evaluate the success
improvements	make simple	improvements could	improve own and	effectiveness of	effectiveness of won	success of own and others	of own and others
to my own	suggestions about	be made to own	others work in	own work,	work, identifying and	work, suggesting	work, suggesting
work	what could make their	work and make these	relation to its	identifying and	making improvements	improvements based on	specific improvements
	own work better. E.g:	changes, including	intended effect	making	based on its intended	intended outcomes.	based on intended
	play faster or louder.	altering use of voice,		improvements.	outcome.		outcomes and comment
		playing of and choice					on how this could be
		of instruments.					achieved.
Listening and a	Listening and applying knowledge and understanding						
To listen with	To begin to identify	To identify and	To listen with	To listen with	To listen to and recall	To listen to and recall a	To listen to, internalise
concentration	simple repeated	recognise repeated	attention to detail	attention and begin	patterns of sounds	range of sounds and	and recall sounds and
and recall	patterns and follow	patterns and follow a	and to internalise	to recall sounds.	with increasing	patterns of sounds	patterns of sounds with
sounds within	basic musical	wider range of	and recall sounds.		accuracy.	confidently.	accuracy and
increasing	instructions.	musical instructions					confidence.
aural							
memory.							

To know how the combined musical elements of pitch, duration, dynamics, tempo, tembre, texture and	To begin to understand that musical elements can be used to create different moods and effects.	To understand how musical elements create different moods and effects.	To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures and used to	To begin to understand how different musical elements are combined and used to create an effect.	To understand how different musical elements are combined and used expressively.	To begin to identify the relationship between sounds and how music can reflect different meanings.	To identify and explore the relationship between sounds and how music can reflect different meanings.
silence can be organised and used expressively within simple structures.	To begin to represent	To confidently	communicate different moods and effects. To know that	To begin to	To understand and	To recognise and use a	To use and apply a
understand that sounds	sounds with simple sounds including	represent sounds with a range of symbols,	music is produced in different ways	recognise simple notations to	begin to use established and	range of musical notations including staff notation.	range of musical notations including staff
can be made in different ways and described using given and invented signs and symbols.	shapes and marks.	shapes or marks.	and described through relevant established and invented notations.	represent music, including pitch and volume.	invented musical notations to represent music.	-	notation, to plan, revise and refine musical material.
To know how music is used for particular purposes	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.	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.	To understand how time and place can influence the way music is created.	To listen to and begin to respond to music drawn from different traditions and great composers and musicians.	To listen to, understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians.	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.	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.

	Development Matters 3 & 4-year-olds will be learning to:	Development Matters Children in Reception will be learning to:	Statutory Framework Early Learning Goals
Expressive arts and design	 Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs, or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas. 	 Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups. 	Being Imaginative and Expressive Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others,
Physical	Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.		and – when appropriate try to move in time with
Com & Lang	 Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. 	 Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. 	music.

Transition from Reception to Y1

Relevant Early Learning Goals		KS1 National Curriculum Objectives		
		Music		
Ве	ing Imaginative and Expressive	Pupils should		
•	Sing a range of well-known nursery rhymes and songs.	be taught to:		
•	Perform songs, rhymes, poems and stories with others, and	• Use their voices expressively and creatively by singing songs and speaking chants and rhymes.		
	-	Play tuned and unturned instruments musically.		
	when appropriate try to move in time with music.	• Listen with concentration and understanding to a range of high-quality live and recorded music.		
		• Experiment with, create, select and combine sounds using the interrelated dimensions of music		