



Performing and Playing							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Use of voice	Join in with a variety of known and unknown songs.	Use voices in different ways such as speaking, singing and chanting.	Use voices expressively and creatively. Sing with a sense of melodic shape.	Sing in unison, with an increasing awareness of pitch.	Sing in unison maintaining correct pitch and with increasing expression and dynamic control.	Sing in unison and in parts with clear diction, controlled pitch, dynamics and sense of phrase.	Sing in unison, in parts/counter melodies, with clear diction, controlled pitch, dynamics and sense of phrase
Playing tuned and un-tuned instruments	Experiment with different sounds and ways of playing using conventional and non-conventional instruments.	Explore different instruments and ways of creating sounds. Copy simple rhythmical patterns. Begin to show an awareness of pulse.	Choose and create sounds for a specific effect/purpose. Perform rhythmical patterns and accompaniments. Maintain a steady pulse.	Perform simple rhythmic and melodic parts in solo and ensemble contexts. Begin to experiment with pitch using a small range of notes.	Play and perform parts in solo and ensemble contexts with an increasing number of notes. Begin to show musical expression with use of dynamics.	Play and perform parts in solo and ensemble contexts with increasing accuracy and expression.	Play and perform in a range of contexts with accuracy, fluency, control and expression.
Rehearsing and performing with others	Sing and play instruments alongside others.	Have an awareness of others when performing.	Have an awareness of others when performing. Follow a conductor/ lead performer. Have an awareness of audience and performance.	Evaluate performances and make improvements by practising. Follow a conductor /lead performer with increasing accuracy. Have an increased awareness of audience and how to perform.	Evaluate performances and make improvements by practising specific parts/areas of difficulty. Perform to larger audiences.	Maintain own part and be aware of how different parts fit together. Evaluate and improve performances. Rehearse sufficiently for a confident, accurate performance.	Maintain own part and be aware of how different parts fit together. Evaluate and improve performances. Rehearse sufficiently for a confident, accurate performance. Create performances with specific audiences in mind.

CREATING AND COMPOSING							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Creating musical patterns	Represent own ideas in original ways	Repeat short rhythmic and melodic patterns.	Repeat short rhythmic and melodic patterns with increasing accuracy, including the use of rests. Experiment with different combinations of sounds and rhythms.	Create simple rhythmic and melodic patterns using a small range of notes.	Create and improvise rhythmic and melodic patterns using an increasing number of notes.	Create and improvise increasingly complicated rhythmic and melodic phrases within given structures.	Create and improvise melodic and rhythmic phrases by developing ideas within a range of given musical structures.
Exploring, choosing and organising sounds and musical ideas		Explore and organise sounds using simple criteria e.g. loud, soft, high, low.	Identify and organise sounds using own/given criteria. Select instruments for a specific effect/purpose.	Begin to join simple layers of sound e.g. a background rhythm and a melody.	Join layers of sound, thinking about musical dynamics of each layer and understanding the effect this has.		

RESPONDING AND REVIEWING

	EYFS		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Exploring and expressing ideas and feelings about music	Share ideas, thoughts and feelings about music listened to. Respond to music by moving, dancing, role-playing, art and design.		Talk about how music makes you feel or want to move. E.g. jump/sleep/shout etc	Respond to different moods in music and explain thinking about changes in sound.	Describe and discuss ideas and feelings about music using movement, dance and expressive language. Comment on the way sounds are used.	Explain and compare ideas and feelings about music using movement, dance, expressive language. Comment on the way sounds are used and how feelings are evoked.	Explain, compare, evaluate and analyse different types of music beginning to use some musical vocabulary.	Explain, compare, evaluate and analyse different types of music using a range of musical vocabulary.
Making improvements to own work	Share thoughts and ideas about music.	Make simple suggestions about what could make their own work better. E.g play faster or louder.	Identify what improvements could be made to own work and make these changes, including altering use of voice, playing of/choice of instrument.	Comment on the effectiveness of own work, identifying and making improvements.	Comment on the effectiveness of own work, identifying and making improvements based on the intended outcome.	Comment on the effectiveness of own and others' work, suggesting improvements based on intended outcomes.	Evaluate the effectiveness of own and others' work, suggesting specific improvements based on intended outcomes and comment on how this could be achieved.	

LISTENING AND APPLYING								
	EYFS		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening with concentration and recalling sounds within increasing aural memory.	Listen attentively in a range of situations.		Begin to recall simple repeated rhythmic patterns and follow basic musical instructions.	Identify and recall simple repeated rhythmic and melodic patterns and follow a wider range of musical instructions.	Listen with increased attention. Identify and recall more complex rhythmic and melodic patterns.	Listen and recall rhythmic and melodic patterns with increasing accuracy.	Listen to, internalise and recall a range of rhythmic and melodic patterns with accuracy. Identify similarities/ differences.	Listen to, internalise and recall a range of rhythmic and melodic patterns with accuracy and confidence. Identify similarities/ differences.
Combining musical elements of pitch, dynamics, tempo, timbre, texture and silence within simple structures.	Add percussion accompaniment to songs by beginning to find the pulse.		Begin to understand that musical elements can be used to create different moods and effects.	Understand and explain how musical elements create different moods and effects.	Understand and explain how different musical elements are combined and used to create an effect. Begin to combine different musical elements to create a specific effect.	Understand and explain how different musical elements are combined and used to create an effect. Combine different musical elements to create a specific effect.	Identify and explore the relationship between musical elements in different structures to reflect different meanings/feelings. Combine specific musical elements to create an effect.	Identify and explore the relationship between musical elements in different structures to reflect different meanings/feelings. Combine specific musical elements to create an effect.
Understanding the different ways sounds can be made and described using given and invented signs and symbols.	Explore different ways to make sounds using conventional and non-conventional instruments.		Begin to represent sounds with simple shapes and marks.	Represent sounds with a different symbols, shapes and marks.	Begin to recognise and use simple notation to represent music, including pitch and dynamics.	Recognise and use simple notation to play and represent music, including pitch and dynamics.	Understand and begin to use established notation to play, represent music and compose music, including pitch and dynamics.	Recognise, understand and use staff notation to play, represent music and compose.
Knowing how music is used for particular purposes and understanding how time and place can influence music.	Respond to music by moving, dancing, role-playing, art and design.		Listen to short, simple pieces of music and talk about where and when they may be heard.	Listen to pieces of music and discuss where and when they may be heard. Use simple musical vocabulary to describe pieces of music.	Listen to, respond to and describe music drawn from different traditions, great composers and musicians using musical vocabulary. Discuss similarities and differences and how music has changed over time.	Listen to, respond to and describe music drawn from different traditions, great composers and musicians using musical vocabulary. Discuss similarities and differences and how music has changed over time.	Develop an increased understanding of music from different traditions, composers and musicians and discuss similarities/differences and how music has changed over time.	Develop an increased understanding of the history of music from different traditions, composers and musicians. Evaluate how venue, occasion and purpose affect the way music is created and performed.