

	Year 1						Year 2						Year 3						Year 4						Year 5						Year 6											
<b>Singing songs with control and using the voice</b>	A1	A2	Sp1	Sp2	S1	S2	A1	A2	Sp1	Sp2	S1	S2	A1	A2	Sp1	Sp2	S1	S2	A1	A2	Sp1	Sp2	S1	S2	A1	A2	Sp1	Sp2	S1	S2	A1	A2	Sp1	Sp2	S1	S2	A1	A2	Sp1	Sp2	S1	S2
	To begin to find their singing voice						To find their singing voice and use their voices confidently.						Begin to sing with confidence using a wider vocal range.						Sing with confidence using a wider vocal range.						Begin to sing songs with increasing control of breathing, posture and sound projection.						Sing songs with increasing control of breathing, posture and sound projection.											
<b>Listening</b>	A1	A2	Sp1	Sp2	S1	S2	A1	A2	Sp1	Sp2	S1	S2	A1	A2	Sp1	Sp2	S1	S2	A1	A2	Sp1	Sp2	S1	S2	A1	A2	Sp1	Sp2	S1	S2	A1	A2	Sp1	Sp2	S1	S2	A1	A2	Sp1	Sp2	S1	S2
	Recall and remember short songs						Recall and remember short songs and sequences and patterns of sounds.						Listen with more attention and be able to identify some of the instruments in a piece of recorded music						Identify melodic phrases						Begin to listen to longer pieces of music and identify dynamics and pitch						Listen to longer pieces of music and identify dynamics, pitch, tempo, instruments etc.											
<b>Controlling pulse and rhythm</b>	A1	A2	Sp1	Sp2	S1	S2	A1	A2	Sp1	Sp2	S1	S2	A1	A2	Sp1	Sp2	S1	S2	A1	A2	Sp1	Sp2	S1	S2	A1	A2	Sp1	Sp2	S1	S2	A1	A2	Sp1	Sp2	S1	S2	A1	A2	Sp1	Sp2	S1	S2
	Identify the pulse in different pieces of music						Identify long and short sounds in music						Recognise rhythmic patterns.						Identify and recall rhythmic and melodic patterns.						Identify different speeds of pulse (tempo) by clapping and moving.						Identify the metre of different songs through recognising the pattern of strong and weak beats.											
<b>Controlling pulse and rhythm</b>	A1	A2	Sp1	Sp2	S1	S2	A1	A2	Sp1	Sp2	S1	S2	A1	A2	Sp1	Sp2	S1	S2	A1	A2	Sp1	Sp2	S1	S2	A1	A2	Sp1	Sp2	S1	S2	A1	A2	Sp1	Sp2	S1	S2	A1	A2	Sp1	Sp2	S1	S2
	Identify the pulse and join in getting faster and slower together						Perform a rhythm to a given pulse						Perform a repeated pattern to a steady pulse.						Identify repeated patterns used in a variety of music. (Ostinato).						Improvise rhythm patterns.						Subdivide the pulse while keeping to a steady beat.											

<b>Exploring sounds, melody and accompaniment</b>	A1   A2   Sp1   Sp2   S1   S2	A1   A2   Sp1   Sp2   S1   S2	A1   A2   Sp1   Sp2   S1   S2	A1   A2   Sp1   Sp2   S1   S2	A1   A2   Sp1   Sp2   S1   S2	A1   A2   Sp1   Sp2   S1   S2	A1   A2   Sp1   Sp2   S1   S2	A1   A2   Sp1   Sp2   S1   S2	A1   A2   Sp1   Sp2   S1   S2	A1   A2   Sp1   Sp2   S1   S2	A1   A2   Sp1   Sp2   S1   S2
	To explore different sound sources.	Identify and name classroom instruments.	Identify ways sounds are used to accompany a song.	Analyse and comment on how sounds are used to create different moods.	Begin to explore and select different melodic patterns.	Explore and select different melodic patterns					
<b>Control of instruments</b>	A1   A2   Sp1   Sp2   S1   S2	A1   A2   Sp1   Sp2   S1   S2	A1   A2   Sp1   Sp2   S1   S2	A1   A2   Sp1   Sp2   S1   S2	A1   A2   Sp1   Sp2   S1   S2	A1   A2   Sp1   Sp2   S1   S2	A1   A2   Sp1   Sp2   S1   S2	A1   A2   Sp1   Sp2   S1   S2	A1   A2   Sp1   Sp2   S1   S2	A1   A2   Sp1   Sp2   S1   S2	A1   A2   Sp1   Sp2   S1   S2
	Make sounds and recognise how they can give a message. Name instruments	Create and chose and change sounds in response to a given stimulus.	Begin to explore and perform different types of accompaniment.	Explore and perform different types of accompaniment.	Begin to recognise and explore different combinations of pitch	Recognise and explore different combinations of pitch sounds.					
<b>Composition</b>	A1   A2   Sp1   Sp2   S1   S2	A1   A2   Sp1   Sp2   S1   S2	A1   A2   Sp1   Sp2   S1   S2	A1   A2   Sp1   Sp2   S1   S2	A1   A2   Sp1   Sp2   S1   S2	A1   A2   Sp1   Sp2   S1   S2	A1   A2   Sp1   Sp2   S1   S2	A1   A2   Sp1   Sp2   S1   S2	A1   A2   Sp1   Sp2   S1   S2	A1   A2   Sp1   Sp2   S1   S2	A1   A2   Sp1   Sp2   S1   S2
	Play instruments in different ways and create sound effects.	Play instruments in different ways and create sound effects linked to pieces of music	Begin to select instruments to describe visual images.	Select instruments to describe visual images.	Identify different ways percussion instruments make sounds.	Identify and control different ways percussion instruments make sounds.					
<b>Control of instruments</b>	A1   A2   Sp1   Sp2   S1   S2	A1   A2   Sp1   Sp2   S1   S2	A1   A2   Sp1   Sp2   S1   S2	A1   A2   Sp1   Sp2   S1   S2	A1   A2   Sp1   Sp2   S1   S2	A1   A2   Sp1   Sp2   S1   S2	A1   A2   Sp1   Sp2   S1   S2	A1   A2   Sp1   Sp2   S1   S2	A1   A2   Sp1   Sp2   S1   S2	A1   A2   Sp1   Sp2   S1   S2	A1   A2   Sp1   Sp2   S1   S2
	Handle and play instruments begin to identify different groups of instruments, eg percussion, string	Handle and play instruments with control. Identify different groups of instruments.	Begin to choose instruments on the basis of sounds.	Choose instruments on the basis of sounds.	Begin to play accompaniments with control and accuracy. Use combinations of pitch sounds and know ICT can manipulate sounds	Play accompaniments with control and accuracy. Create effects and use ICT to manipulate sounds					
<b>Composition</b>	A1   A2   Sp1   Sp2   S1   S2	A1   A2   Sp1   Sp2   S1   S2	A1   A2   Sp1   Sp2   S1   S2	A1   A2   Sp1   Sp2   S1   S2	A1   A2   Sp1   Sp2   S1   S2	A1   A2   Sp1   Sp2   S1   S2	A1   A2   Sp1   Sp2   S1   S2	A1   A2   Sp1   Sp2   S1   S2	A1   A2   Sp1   Sp2   S1   S2	A1   A2   Sp1   Sp2   S1   S2	A1   A2   Sp1   Sp2   S1   S2
	Be supported to contribute to the creation of a class composition.	Independently contribute to the creation of a class composition.	Create textures by combining sounds in different ways. Compose music in pairs and make improvements	Create music that describes contrasting moods/emotions. Improvise simple tunes based on the pentatonic scale.	Begin to identify different starting points for composing music. compose a soundscape.	Identify different starting points for composing music. Explore, select combine and exploit a range of different sounds to compose a soundscape.					

	A1	A2	Sp1	Sp2	S1	S2	A1	A2	Sp1	Sp2	S1	S2	A1	A2	Sp1	Sp2	S1	S2	A1	A2	Sp1	Sp2	S1	S2	A1	A2	Sp1	Sp2	S1	S2						
<b>Reading and writing notation</b>	Begin to perform long and short, sounds in response to symbols and						Perform long and short, high and low, loud and soft sounds in response to symbols						Continue to compose and perform using symbols						Continue to compose and perform using symbols and dot notation						Perform using staff notation with support.						Perform using staff notation					
	Begin to compose and perform using symbols and dot notation						Compose and perform using symbols and dot notation						Begin to read staff notation						Read staff notation						Begin to sing songs with staff notation						Sing songs with staff notation					
<b>Performance skills</b>	Perform together and follow instructions that combine the musical elements						Perform together and follow instructions that combine the musical elements						Perform in different ways, perform with awareness of different parts						Perform in different ways, exploring the way the performers are a musical resource, with awareness of different parts						Present performances effectively						Present performances effectively with awareness of audience and occasion					
	Choose sounds, and instruments carefully						Choose sounds, and instruments carefully and make improvements						Begin to recognise how music can reflect different intentions						Recognise how music can reflect different intentions						Begin to evaluate and improve their work.						Improve their work.					