

NC KS1	Year 1	Year 2
<p><b>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</b></p>	<p>Explore voices expressively and creatively by speaking chants and saying and singing rhymes and simple songs</p>	<p>Develop more control and confidence in using voices expressively for wider range of songs.</p>
<p><b>Play tuned and un-tuned instruments musically</b></p>	<p>Play un-tuned instruments musically</p>	<p>Start to develop skills playing tuned instruments.</p>
<p><b>Listen with concentration and understanding to a range of high-quality live and recorded music</b></p>	<p>Listen to recorded and live music recognising changes to sound and mood.</p>	<p>Listen for longer periods to a developing range of recorded and live music recognising changes to sound and mood.</p>
<p><b>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</b></p>	<p>Repeat short simple rhythmic patterns.</p> <p>To make longer and shorter sounds, louder and softer sounds.</p> <p>To use instruments within a known rhyme or song.</p> <p>To make up their own short rhythms.</p>	<p>Repeat longer rhythmic patterns.</p> <p>To choose instruments for effect.</p> <p>To develop their own short rhythms for a purpose i.e wind, rain, happy, sad.</p> <p>To represent sounds with simple symbols including shapes and marks.</p>

NC KS 2	Year 3	Year 4	Year 5	Year 6
<p><b>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</b></p>	<p>Sing simple melodic and rhythmic parts.</p> <p>Start to show control of voice.</p> <p>Start to perform with more confidence.</p> <p>Sing in parts/round.</p> <p>Sing in a group in school performances.</p> <p>Start to play a tuned or un-tuned instrument with confidence and developing accuracy, fluency, control and expression.</p> <p>Perform, with guidance, in a group.</p>	<p>Sing more complex melodic and rhythmic parts.</p> <p>Show control of voice, an understanding of the need to pronounce words clearly and breathing correctly.</p> <p>Maintain a simple part in a group</p> <p>Sing in a group in school performances.</p> <p>Develop skills in playing a tuned or un-tuned instrument with confidence and developing accuracy, fluency, control and expression.</p> <p>Perform, with guidance, in a group.</p>	<p>Develop skills in singing a range of songs</p> <p>Show an increased control of voice, good pronunciation of words and good breathing technique.</p> <p>Maintain more complex parts in a round.</p> <p>Sing in a duet or solo in school performances.</p> <p>Develop skills in playing a tuned or un-tuned instrument with confidence and developing accuracy, fluency, control and expression.</p> <p>Plan (with guidance) and perform in a group.</p>	<p>Be confident in learning and singing a wide range of songs.</p> <p>Show a developed control of voice, good pronunciation of words and good breathing technique.</p> <p>Sing a harmony part confidently and accurately.</p> <p>Sing in a duet or solo in school Performances.</p> <p>Develop skills in playing a tuned or un-tuned instrument with confidence and developing accuracy, fluency, control and expression.</p> <p>Plan and perform in a group.</p>
<p><b>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</b></p>	<p>Develop rhythmic composition (intro to body percussion).</p>	<p>Use body to develop rhythmic composition.</p>	<p>Develop own ideas for using body to develop rhythmic composition.</p>	<p>Become more confident in using own ideas to develop rhythmic composition.</p>

	With support develop ideas for composing rhythmic and tuned music.	Become more confident and composing rhythmic and tuned music.	Compose rhythmic and tuned music with reduced support.	Be confident in attempting to compose rhythmic and tuned music with reduced support.
<b>Listen with attention to detail and recall sounds with increasing aural memory.</b>	<p>To recognise repeated patterns.</p> <p>To copy patterns.</p> <p>To recognise how sound and rhythm can affect mood of music.</p> <p>To start to articulate an opinion on music they like or don't like.</p>	<p>To recognise more complex repeated patterns.</p> <p>To copy simple patterns confidently.</p> <p>To recognise how sound and rhythm can affect mood of music and discuss the mood of music.</p> <p>To start to articulate an opinion on music they like or don't like with reasons why.</p>	<p>To recognise repeated patterns with subtle changes i.e speed, instrument, pitch</p> <p>To copy more complex patterns.</p> <p>To recognise how sound and rhythm can affect mood of music.</p> <p>To be able to articulate an opinion on music they like or don't like with reasons why.</p>	<p>To recognise repeated patterns with subtle changes i.e speed, instrument, pitch And explain how these changes affect the music.</p> <p>To copy more complex patterns confidently.</p> <p>To recognise how sound and rhythm can affect mood of music.</p> <p>To articulate an opinion on music they like or don't like and why.</p>
<b>Use and understand staff and other musical notations.</b>	<p>To start to learn to read music.</p> <p>To know that different note positions mean different notes and that symbols represent the length of notes</p>	<p>To continue to learn to read music.</p> <p>To know how many beats in a minim, crotchet and semibreve and to recognise the symbols.</p> <p>To know the symbol for rest.</p> <p>To start to develop musical vocab.</p>	<p>To read the musical stave and work out the notes EGBDF and FACE.</p> <p>To draw a treble clef in the correct position.</p> <p>To develop musical vocab.</p>	<p>To use musical notation and stave to play a simple piece of music on a xylophone or recorder.</p> <p>To use a range of words associated with musical vocab.</p>

<p><b>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</b></p>	<p>Begin to recognise instruments being played.</p> <p>To start to comment on likes and dislikes.</p> <p>To start to know the names of some great composers and musicians.</p> <p>To start to recognise music from different traditions.</p>	<p>To recognise strings, wind instruments and percussion.</p> <p>To develop an opinion on likes and dislikes.</p> <p>To be more confident in naming some great composers and musicians.</p> <p>To build knowledge to recognise music from different traditions.</p>	<p>To start to recognise styles of music. i.e classical, jazz.</p> <p>To talk about preferences and why.</p> <p>To start to be able to name some great composers and musicians and their works.</p> <p>To recognise music from different traditions.</p>	<p>To be more confident recognising styles of music. i.e classical, jazz.</p> <p>To be confident in talking about preferences and why.</p> <p>To be able to name some great composers and musicians and their works n</p> <p>To be good at recognising a range of music from different traditions.</p>
<p><b>Develop an understanding of the history of music.</b></p>	<p>To star to realise that music has a history and a different purpose in different cultures.</p>	<p>To start to recognise music from different historical periods and cultures.</p>	<p>To start to show and knowledge of music from different historical periods and cultures.</p>	<p>To be confident in discussing music from different historical periods and cultures.</p>