



Music

	Autumn Term Objectives	Spring Objectives	Summer Objectives
Nursery (Development matters objectives)	<p><u>Communication and Language</u> Sing a large repertoire of songs.</p> <p><u>Physical Development</u> Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p><u>Expressive Arts and Design</u> Sing the pitch of a tone sung by another person (pitch match). Play instruments with increasing control to express their feelings and ideas.</p>	<p><u>Communication and Language</u> Sing a large repertoire of songs.</p> <p><u>Physical Development</u> Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p><u>Expressive Arts and Design</u> Remember and sing entire songs. Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings.</p>	<p><u>Communication and Language</u> Sing a large repertoire of songs.</p> <p><u>Physical Development</u> Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p><u>Expressive Arts and Design</u> Create their own songs, or improvise around one they know. Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p>
Reception (Development matters objectives)	<p><u>Communication and Language</u> Learn rhymes, poems and songs. Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p><u>Physical Development</u> Combine different movements with ease and fluency.</p> <p><u>Expressive Arts and Design</u> Explore and engage in music making and dance, performing solo or in groups. Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>	<p><u>Communication and Language</u> Learn rhymes, poems and songs. Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p><u>Physical Development</u> Combine different movements with ease and fluency.</p> <p><u>Expressive Arts and Design</u> Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses.</p>	<p><u>Communication and Language</u> Learn rhymes, poems and songs. Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p><u>Physical Development</u> Combine different movements with ease and fluency.</p> <p><u>Expressive Arts and Design</u> Return to and build on their previous learning, refining ideas and developing their ability to represent them. Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>
Reception (Sing up objectives)	<p><u>Improvise and Compose</u> Explore making sound with voices and percussion instruments; new words and actions, to create different feelings and moods. Explore storytelling elements in the music and create a class story inspired by the piece. Make up a simple accompaniment using percussion instruments. Make up new lyrics and vocal sounds for different kinds of transport.</p> <p><u>Sing and Play</u> Sing with a sense of pitch, following the shape of the melody with voices. Mark the beat of the song with actions. Use the voice to adopt different roles and characters. Match the pitch of a four note call-and-response song. Sing in tune with 'stepping' and 'leaping' notes. Play a steady beat on percussion instruments.</p> <p><u>Listen and Appraise</u> Identify and describe contrasts in tempo and dynamics. Begin to use musical terms (louder/quieter, faster/slower, higher/lower). Respond to music in a range of ways.</p>	<p><u>Improvise and Compose</u> Explore the range and capabilities of voices through vocal play Improvise music to accompany a story, considering how to match sound with story element. Make up new lyrics and accompanying actions. Improvise a vocal/physical soundscape about minibests.</p> <p><u>Sing and Play</u> Perform actions to music. Adapt to the changing speed of a song, marking the beat with actions. Play a rhythmic accompaniment on percussion instruments. Sing and play a rising and falling melody, following the shape with voices and on tuned percussion. Sing in call-and-response and change voices to make a buzzing sound. Play an accompaniment using tuned and untuned percussion and recognise a change in tempo.</p> <p><u>Listen and Appraise</u> Develop 'active' listening skills by recognising the 'cuckoo call' in a piece of music. Enjoy moving freely and expressively to music. Use appropriate hand actions to mark a changing pitch. Listen to a piece of classical music and respond through dance.</p>	<p><u>Improvise and Compose</u> Develop a song by composing new words and adding movements and props. Improvise music with different instruments, following a conductor and compose music based on characters and stories developed through listening to Beethoven's 5th symphony. Compose a three-beat body percussion pattern and perform it to a steady beat. Invent and perform actions for new verses.</p> <p><u>Sing and Play</u> Sing and play songs with a call-and-response structure and a stepping tune phrase. Play sea effects on tuned percussion instruments. Play different instruments with control. Sing a melody in waltz time and perform the actions. Play a range of percussion instruments. Sing a song while performing a sequence of dance steps. Play a two-note accompaniment, marking the pulse on tuned or untuned percussion.</p> <p><u>Listen and Appraise</u> Listen to a range of sea-related pieces of music and respond with movement. Develop listening skills, identifying dynamics across a range of different musical styles. Find the beat in a partner clapping game. Listen to examples of other folk songs from North America.</p>

<p>Year 1</p>	<p><u>Improvise and Compose</u> Create a dramatic group performance using kitchen-themed props. Compose music to march to using tuned and untuned percussion. Experiment with timbre to create aquarium-inspired music and draw the sounds using graphic symbols. Explore using timbre, dynamics and pitch to tell a story.</p> <p><u>Sing and Play</u> Sing a cumulative song from memory, remembering the order of the verses and play classroom instruments to mark the beat. Copy a leader, show pitch shape with actions and sing using me-re-do. Sing a unison song rhythmically and in tune. Play percussion instruments expressively representing the character of their composition. Change voice to suit different characters while performing appropriate actions. Play contrasting accompaniments to reinforce the verse structure.</p> <p><u>Listen and Appraise</u> Listen and move in time to the song. Respond to musical characteristics through movement. Describe the features of a march using music vocabulary and recognise instruments in a marching band. Listen to 'Aquarium', reflecting the character of the music through movement. Identify a simple song structure and rhyme pattern.</p>		<p><u>Improvise and Compose</u> Compose word patterns and melodies using mi-re-do. Compose musical sound effects and short sequences of sounds in response to a stimulus. Improvise question-and-answer conversations using percussion instruments. Make up new lyrics and create short body percussion patterns to accompany the song.</p> <p><u>Sing and Play</u> Chant together rhythmically marking rests accurately. Play a simple ostinato on untuned percussion. Sing an echo song while tapping the beat, and clap the rhythm understanding there is one beat for each syllable. Sing a simple singing game and play a partner clapping game while singing a song. Create, interpret and perform simple graphic scores. Sing familiar songs in low and high voices, recognising higher and lower.</p> <p><u>Listen and Appraise</u> Recognise the difference between a pattern with notes and without. Listen actively by responding to musical signals and musical themes using movement. Create a musical movement picture. Move and rock to music to develop a sense of beat. Recognise how graphic symbols can represent sound. Copy short rhythm patterns by ear.</p>		<p><u>Improvise and Compose</u> Create rhythm patterns, sequencing them, and 'fixing' them as compositions using simple notation. Attempt to record compositions with stick and other notations. Create musical phrases from new word rhythms that children invent.</p> <p><u>Sing and Play</u> Perform actions to music, reinforcing a sense of beat. Sing and chant songs and rhymes expressively. Sing a song that includes a time change from march to a jig. Play untuned percussion instruments, and use movement, to mark the beat and recognise a change in metre. Sing either part of a call-and-response song. Play the response sections on tuned percussion using the correct mallet hold.</p> <p><u>Listen and Appraise</u> Respond to musical signals and musical themes using movement. Develop awareness of duration and the ability to move slowly to music. Create art work, drawing freely and imaginatively in response to a piece of music. Notice how a change of pitch is used to create an effect. Listen to a jig and move in time to the music. Listen and copy patterns on voices and instruments.</p>	
<p>Year 2</p>	<p><u>Improvise and Compose</u> Improvise rhythms along to a backing track using the note C or G. Select instruments and compose music to reflect an animal's character. Experiment with timbre to create aquarium inspired music and draw the sounds using graphic symbols. Compose a sequence of sounds in response to a given stimulus.</p> <p><u>Sing and Play</u> Play the song's melody on a tuned percussion instrument. Sing with good diction to emphasise word play. Sing in unison song rhythmically and in tune. Play percussion instruments expressively representing the character of their composition. Sing in small intervals accurately and confidently, and vary dynamic contrast. Play a piece following a graphic score.</p> <p><u>Listen and Appraise</u> Listen to, recognise and play echoing phrases by ear. Listen and respond to music verbally or physically. Identify different qualities of sound (timbre). Recognise and respond to changes of speed, volume and pitch using music vocabulary or movement. Listen to Aquarium reflecting the character of the music through movement. Listen to music in a minor key, recognising small steps in the music.</p>		<p><u>Improvise and Compose</u> Compose 4-beat patterns. Structure short musical ideas to form a larger piece. Compose musical sound effects in response to a stimulus and improvise question-and-answer conversations using percussion instruments.</p> <p><u>Sing and Play</u> Chant rhythmically and perform both unison and in a round. Chant and play rhythms (using the durations of 'walk' (crotchet), 'jogging' (quavers) and 'shh' (crotchet rests) from stick notation. Perform composed pieces for an audience. Create, interpret and perform simple graphic scores. Sing clearly articulated words smoothly and together in time. Match voices accurately in a singing game.</p> <p><u>Listen and Appraise</u> Listen to a variety of music and show the following durations with actions 'walk' (crotchet) and 'jogging' (quavers). Listen with attention to detail and recall sounds and patterns. Recognise how graphic symbols can represent sound. Listen to the music and create a 'minibeast' inspired dance.</p>		<p><u>Improvise and Compose</u> Create action patterns in 2-and 3-time. Create rhythm patterns, sequencing them, and 'fixing' them as compositions using simple notation. Attempt to record compositions with stick and other notations. Compose rhythm patterns to accompany the song.</p> <p><u>Sing and Play</u> Mark the beat by tapping, clapping and swinging to the music. Sing and chant songs and rhymes expressively. Learn an interlocking spoken part and perform a rock 'n' roll-style song confidently in two parts. Play an introduction on a tuned percussion. Sing confidently in another language and play a cumulative game with spoken call-and-response sections. Play an accompaniment on tuned percussion.</p> <p><u>Listen and Appraise</u> Listen and move, stepping through a variety of rhythm patterns. Understand how beats can be grouped into patterns and identify them in familiar songs. Move freely and creatively to music using a prop. Listen and copy rhythm patterns. Notice how a change of pitch is used to create an effect. Listen and copy vocal and rhythm patterns accurately, in tune and in time with a steady beat.</p>	
<p>Year 3</p>	<p><u>Autumn 1</u> <u>Voice</u> I can sing in tune with expression (using dynamics and phrasing). <u>Instruments</u> I can perform simple rhythmic and melodic patterns. <u>Compose</u> I can create simple rhythmic and melodic patterns as part of a team.</p>	<p><u>Autumn 2</u> <u>Instruments</u> I can perform melodies that use steps and leaps and a wider range of notes. <u>Compose</u> I can share ideas and listen to others when working on a composition.</p>	<p><u>Spring 1</u> <u>Voice</u> I can perform a song on my own or as part of a group, to an audience with increasing clarity. <u>Listen and respond</u> I can listen to short extracts and respond to specific questions.</p>	<p><u>Spring 2</u> <u>Listen and respond</u> I can improve my own work, stating how it has been improved using musical vocabulary. <u>History of Music</u> I can recognise families of instruments and ensembles.</p>	<p><u>Summer 1</u> <u>Instruments</u> I can perform sounds (including pitch and rhythm) from a simple Graphic Score. <u>Compose</u> I can select a sound or instrument to achieve an effect.</p>	<p><u>Summer 2</u> <u>Compose</u> I can compose a simple Graphic Score. <u>Musical notation</u> I can notate my own Graphic Score.</p>
<p>Year 4</p>	<p><u>Autumn 1</u> <u>Listen and respond</u></p>	<p><u>Autumn 2</u> <u>Instruments</u></p>	<p><u>Spring 1</u> <u>Voice</u></p>	<p><u>Spring 2</u> <u>Compose</u></p>	<p><u>Summer 1</u> <u>Instruments</u></p>	<p><u>Summer 2</u> <u>Voice</u></p>

	<p>I can recognise ensembles and identify families of instruments and world instruments.</p> <p><u>History of Music</u></p> <p>I can listen and comment on music from different historical periods.</p>	<p>I can carry on if I make a mistake in a performance.</p> <p><u>Musical notation</u></p> <p>I can perform by ear and by using forms of notation.</p>	<p>I can sing accurately with good posture and breathing and can sing songs with a more complicated texture.</p> <p><u>Instruments</u></p> <p>I can carry on if I make a mistake in a performance.</p> <p><u>Listen and respond</u></p> <p>I can use an extended vocabulary to express personal taste.</p>	<p>I can create my own ostinato and play them in time with others in a group.</p> <p><u>Musical notation</u></p> <p>I can recognise crotchets, quavers, minims, semibreves and use them to compose and perform rhythms.</p>	<p>I can improvise a rhythm over a steady pulse.</p> <p><u>Listen and respond</u></p> <p>I can show an understanding of scales in my performances eg: pentatonic, blues etc.</p> <p><u>Musical notation</u></p> <p>I can perform by ear and by using forms of notation.</p>	<p>I can carry on if I make a mistake in my performance.</p> <p><u>Listen and respond</u></p> <p>I can use an extended vocabulary to express personal taste.</p> <p><u>Compose</u></p> <p>I can be both in charge of a group and take directions when working on a composition.</p>
Year 5	<p><u>Autumn 1</u></p> <p><u>Instruments</u></p> <p>I can play expressively with good technique.</p> <p><u>Listen and respond</u></p> <p>I can use an octave to compose and improvise melodies</p>	<p><u>Autumn 2</u></p> <p><u>Instruments</u></p> <p>I can lead a group by counting in or beating time etc.</p> <p><u>Listen and respond</u></p> <p>I can tap a pulse in different metres.</p>	<p><u>Spring 1</u></p> <p><u>Listen and respond</u></p> <p>I can say whether the changes have worked in achieving the intended effect and why/not.</p> <p><u>Compose</u></p> <p>I can understand the concept of (and use) the 'home note' when composing.</p> <p><u>Musical notation</u></p> <p>I can use a graphic score with a more complex texture.</p>	<p><u>Spring 2</u></p> <p><u>Listen and respond</u></p> <p>I can compare music of contrasting styles and genres using appropriate vocabulary.</p> <p><u>History of Music</u></p> <p>I can recognise families of instruments and ensembles.</p>	<p><u>Summer 1</u></p> <p><u>Listen and respond</u></p> <p>I can suggest and implement improvements to compositions and performances.</p> <p><u>Compose</u></p> <p>I can plan a composition and monitor its development.</p>	<p><u>Summer 2</u></p> <p><u>Voice</u></p> <p>I can sing expressively with good posture and dynamics.</p> <p><u>Instruments</u></p> <p>I can play expressively with good technique.</p>
Year 6	<p><u>Autumn 1</u></p> <p><u>Voice</u></p> <p>When singing, I can maintain my own part with accurate pitch whilst hearing other parts.</p> <p><u>Listen and respond</u></p> <p>I can understand that particular sets of notes give music its characteristic sound eg: minor chords for sad music and major chords for happy music.</p> <p><u>Musical notation</u></p> <p>I can recognise and use simple staff notation.</p>	<p><u>Autumn 2</u></p> <p><u>Instruments</u></p> <p>I can play in an ensemble, taking an individual part and showing an awareness of balance.</p> <p><u>Listen and respond</u></p> <p>I can understand and use chords in sequences.</p> <p><u>Compose</u></p> <p>I can create and perform more complicated rhythms.</p>	<p><u>Spring 1</u></p> <p><u>Voice</u></p> <p>I can demonstrate control of vocal techniques-breathing, posture and good tuning.</p> <p><u>Instruments</u></p> <p>I can play in an ensemble, taking an individual part and showing an awareness of balance.</p>	<p><u>Spring 2</u></p> <p><u>Listen and respond</u></p> <p>I can listen to longer extracts and describe using knowledge of interrelated dimensions of music.</p> <p><u>Musical notation</u></p> <p>I can recognise and use simple staff notation.</p>	<p><u>Summer 1</u></p> <p><u>Compose</u></p> <p>I can use interrelated dimensions to improve my compositions.</p>	<p><u>Summer 2</u></p> <p><u>Voice</u></p> <p>I can demonstrate control of vocal techniques-breathing, posture and good tuning.</p> <p><u>Instruments</u></p> <p>I can recover from mistakes in a performance.</p> <p><u>Listen and respond</u></p> <p>I can use the interrelated dimensions to improve the quality of my performances when singing or playing.</p>

Key for skills progressions

Voice
Instruments
Compose
Listen and respond
History of Music
Musical notation