

	Unit 1 - Pulse	Unit 2 - Voice	Unit 3 - Rhythm	Unit 4 - Pitch	Unit 5- Music tech	Unit 6 - 20th Cen
EYFS	<p>Keep a steady pulse with some accuracy - clapping, marching, tapping</p> <p>Imitate movements in response to music.</p> <p>Explore, respond and identify long and short sounds.</p> <p>Create a piece of music using long and short sounds</p> <p>Comment on own and other people's performances.</p>	<p>Sing songs, which contain a small range of notes</p> <p>Take turns when singing and be a good listener.</p> <p>Perform actions to accompany songs.</p>	<p>Keep a steady pulse with some accuracy</p> <p>Begin to recognise changes in tempo</p> <p>Explore rhythm through play</p> <p>Begin to use pictures and images to represent sounds</p> <p>Comment on own and other people's performances</p>	<p>Recognise and broadly control changes in pitch using voice (2 different pitches) and movement</p> <p>Sing 2 pitches in tune</p> <p>Use voice to show different emotions through pitch</p> <p>Follow a graphic score to create music with different pitches.</p> <p>Comment on and respond to recordings of my own voice and changes in pitch.</p>	<p>Comment and respond to recordings of my own voice and other classroom sounds.</p> <p>Use graphic symbols to help me remember sections of songs.</p> <p>Begin to make comments about own and other's performances.</p>	<p>Identify and perform features of different musical genres: Country /Big Bang / Beatboxing</p> <p>Create and practice a piece of music using features of different genres (using EYFS key skills and knowledge).</p> <p>Comment on own and other people's performances.</p>
Year 1	<p>Create, explore, respond and identify long and short sounds.</p> <p>Keep a steady pulse and perform simple rhythms with some accuracy</p> <p>Create a group performance using instruments to keep the pulse or play a rhythm</p> <p>Comment on own and other people's performances using Yr 1 vocabulary learnt</p>	<p>Sing and perform songs, which contain a small range of notes (3 - 5 notes), with growing confidence</p> <p>Follow simple musical directions for faster, slower, stopping and starting</p> <p>Recognise when the pitch of a song gets higher or lower</p> <p>Use actions and dynamics to enhance performance</p> <p>Comment on own and other people's performances using Yr 1 vocabulary learnt</p>	<p>Play along to the pulse and maintain a steady tempo</p> <p>Confidently copy given rhythms</p> <p>Demonstrate and explain the difference between pulse and rhythm</p> <p>Perform as part of a group and play rhythms in time</p> <p>Use graphic notation to record rhythms</p> <p>Comment on own and other people's performances using Yr 1 vocabulary learnt</p>	<p>Identify and explain the difference between high and low pitched sounds</p> <p>Recognise changes in pitch when singing and listening to musical sounds</p> <p>Use pitch and timbre to create own composition</p> <p>Represent a sound using graphic notation</p> <p>Comment on own and other people's performances using Yr 1 vocabulary learnt</p>	<p>Use technology to create and change sounds</p> <p>Demonstrate an understanding of simple musical structure</p> <p>Comment on own and other people's performances using Yr 1 vocabulary learnt</p>	<p>Identify and perform features of different musical genres: Folk music / experimental/ disco</p> <p>Create and practice a piece of music using features of different genres (using Yr 1 key skills and knowledge).</p> <p>Comment on own and other people's performances using Yr 1 vocabulary learnt</p>
Year 2	<p>Play / chant with good sense of pulse</p> <p>Respond to visual and aural cues.</p> <p>Perform using graphic notation</p> <p>Read and compose with stick notation to represent crotchets, paired quavers and crotchet rests</p> <p>Perform as part of a group in time to the pulse</p> <p>Comment on own and other people's performances using Yr 2 vocabulary learnt</p>	<p>Sing, with accuracy, within a range of notes</p> <p>Follow and use performance instructions, including, starting, stopping, dynamics and tempo</p> <p>Recognise and demonstrate the link between pitch and shape using graphic notation</p> <p>Comment on own and other people's performances using Yr 2 vocabulary learnt</p>	<p>Perform with a good sense of pulse and rhythm</p> <p>Recognise rhythmic patterns found in speech and songs</p> <p>Demonstrate the difference between pulse and rhythm through physical movement, playing and singing</p> <p>Use stick notation to record rhythms</p> <p>Comment on own and other people's performances using Yr 2 vocabulary learnt</p>	<p>Demonstrate increased understanding of basic musical features such as pitch, rhythm and dynamics through performance</p> <p>Respond to the musical stimulus, considering appropriate pitch choices for composition.</p> <p>Demonstrate awareness of a link between shape, pitch and rhythm using graphic notation.</p> <p>Comment on own and other people's performances using Yr 2 vocabulary learnt</p>	<p>Experiment changing and combining sounds through technology</p> <p>Create and perform simple rhythms following a given structure</p> <p>Listen to, and make observations about a variety of live and recorded music</p> <p>Comment on own and other people's performances using Yr 2 vocabulary learnt</p>	<p>Identify and perform features of different musical genres: Film Music / beatles / Modern bhanga</p> <p>Create and practise a piece of music using features of different genres (using Yr 2 key skills and knowledge).</p> <p>Comment on own and other people's performances using Yr 2 vocabulary learnt</p>

<p>Year 3</p>	<p>Sing and play confidently, maintaining a steady pulse.</p> <p>Maintain a part in a piece and respond to visual and aural cues</p> <p>Apply word chants to rhythms and link each syllable to a musical note</p> <p>Use standard notation to compose own rhythms, using crotchets, paired quavers and crotchet rests</p> <p>Comment on own and other people's performances using Yr 3 vocabulary learnt</p>	<p>Sing fluently in unison and pitch match accurately.</p> <p>Maintain own part when singing a song with more than one part, following performance directions.</p> <p>Use expression, dynamics and actions to enhance my vocal performance</p> <p>Comment on own and other people's performances using Yr 3 vocabulary learnt</p>	<p>Play rhythms confidently while maintaining a consistent pulse</p> <p>Demonstrate understanding of the difference between pulse and rhythm whilst performing songs and playing instruments.</p> <p>Take part in a performance, following musical signals and maintain a strong sense of pulse</p> <p>Play rhythms from graphic notation or simple standard notation</p> <p>Comment on own and other people's performances using Yr 3 vocabulary learnt</p>	<p>Show good awareness of pitch matching when singing</p> <p>Create simple rhythmic patterns, melodies and accompaniments</p> <p>Aurally identify, recognise, and use graphic notation to represent basic changes in pitch within a limited range</p> <p>Comment on own and other people's performances using Yr 3 vocabulary learnt</p>	<p>Use technology to create, change and combine sounds.</p> <p>Compose following the basic sections of song structure</p> <p>Listen to and use features of music from other traditions, genres and times</p> <p>Comment on own and other people's performances using Yr 3 vocabulary learnt</p>	<p>Identify and perform features of different musical genres: House music / Reggae / Rock and Roll</p> <p>Create and practise a piece of music using features of different genres (using Yr 3 key skills and knowledge).</p> <p>Comment on own and other people's performances using Yr 3 vocabulary learnt</p>
<p>Year 4</p>	<p>Sing and play confidently, identifying and maintaining a steady pulse.</p> <p>Maintain an independent part in a small group when playing or singing (eg, a drone, ostinato, rhythm)</p> <p>Compose, perform and lead simple pieces in 4/4 time using ostinatos and drones</p> <p>Follow basic symbols (standard and graphical notation)</p> <p>Comment on own and other people's performances using Yr 4 vocabulary learnt</p>	<p>Sing fluently in unison or parts and pitch match accurately</p> <p>Maintain own part when singing in multiple parts, accurately following performance directions.</p> <p>Use graphic notation to create a melody</p> <p>Sing with an awareness of breathing and pronunciation.</p> <p>Comment on own and other people's performances using Yr 4 vocabulary learnt</p>	<p>Perform rhythmic phrases accurately, whilst maintaining a steady sense of pulse</p> <p>Create and perform different rhythms and play them confidently within a set structure.</p> <p>Confidently maintain an independent part while playing an instrument in a small group</p> <p>Use graphic and standard notation to compose and notate rhythms and perform them to a steady pulse.</p> <p>Comment on own and other people's performances using Yr 4 vocabulary learnt</p>	<p>Create simple melodies containing rhythmic patterns and use accompaniments</p> <p>Aurally recognise, respond to and use musical symbols and basic pitch changes within a limited range</p> <p>Listen to and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately.</p> <p>Comment on own and other people's performances using Yr 4 vocabulary learnt</p>	<p>Use voice, sounds, technology and instruments in creative ways</p> <p>Recognise, respond and use multiple sections within song structure</p> <p>Comment on own and other people's performances using Yr 4 vocabulary learnt</p>	<p>Identify and perform features of different musical genres: Minimalism / Musicals / Pop</p> <p>Create and practise a piece of music using features of different genres (using Yr 4 key skills and knowledge).</p> <p>Comment on own and other people's performances using Yr 4 vocabulary learnt</p>

<p>Year 5</p>	<p>Sing / play confidently, identifying and maintaining a strong sense of pulse</p> <p>Maintain an independent part in a group with accuracy when playing</p> <p>Create simple rhythmic pieces which demonstrate understanding of rhythm using graphic and standard notation</p> <p>Read simple rhythms using paired quavers, crotchets, crotchet rests, minims and semibreves</p> <p>Comment on own and other people's performances using Yr 5 vocabulary learnt</p>	<p>Maintain an independent part with increasing awareness of other parts</p> <p>Experiment and perform sounds made by voice.</p> <p>Follow and perform a vocal piece using a graphic / notated score.</p> <p>Comment on own and other people's performances using Yr 5 vocabulary learnt</p>	<p>Use a variety of timbres and techniques when creating and playing music</p> <p>Create and play contrasting rhythms within a range of time signatures</p> <p>Maintain a rhythmic part in a group performance with an awareness of structure.</p> <p>Use and respond to basic musical symbols including standard notation</p> <p>Comment on own and other people's performances using Yr 5 vocabulary learnt</p>	<p>Demonstrate increasing confidence and skill when taking different roles in rehearsal and performance</p> <p>Begin to create music which demonstrates an understanding of basic structure and an awareness of contrasting pitches and melodies.</p> <p>Begin to use a variety of musical devices and techniques when creating and making music</p> <p>Play from standard pitch notation in the treble clef.</p> <p>Comment on my own and other people's performances using Yr 5 vocabulary learnt</p>	<p>Consider some musical devices when creating and playing music using voice, sounds, technology and instruments</p> <p>Use and identify key features of musical structures</p> <p>Comment on my own and other people's performances using Yr 5 vocabulary learnt</p>	<p>Identify and perform features of different musical genres: Jazz / Expressionism / Film Music</p> <p>Create and practise a piece of music using features of different genres (using Yr 5 key skills and knowledge).</p> <p>Comment on own and other people's performances using Yr 5 vocabulary learnt</p>
<p>Year 6</p>	<p>Sing / play confidently, identifying and maintaining a strong sense of pulse and recognise when going out of time.</p> <p>Maintain an independent part in a group when singing or playing with an awareness of other parts / performers.</p> <p>Play regular (2/4, 3/4, 4/4) and irregular (7/4, 5/4) timings</p> <p>Follow staff and other notations through singing and playing short passages of music</p> <p>Listen to and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context.</p> <p>Comment on own and other people's performances using Yr 6 vocabulary learnt</p>	<p>Maintain an independent part with good awareness of other parts</p> <p>Experiment with, perform and refine sounds made by voice.</p> <p>Create and perform a vocal piece by following a graphic / notated score.</p> <p>Comment on own and other people's performances using Yr 6 vocabulary learnt</p>	<p>Use a variety of musical devices, including contrasting timbres and textures when creating and playing music</p> <p>Confidently maintain a part in a group performance including a variety of rhythms</p> <p>Read, play and identify short passages of rhythms using standard notation.</p> <p>Interpret a graphic score and use it to perform.</p> <p>Comment on own and other people's performances using Yr 6 vocabulary learnt</p>	<p>Demonstrate increasing confidence, expression, skill and levels of musicality when taking different roles in performance and rehearsal.</p> <p>Create music which demonstrates understanding of basic structure with a focus on contrasting pitches and melodies</p> <p>Use a variety of musical devices such as timbre, texture, dynamics and tempo changes when creating and making music.</p> <p>Listen to and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately through composition and discussion.</p> <p>Comment on own and other people's performances using Yr 6 vocabulary learnt</p>	<p>Use a variety of musical devices when creating and playing music using voice, sounds, technology and instruments</p> <p>Create music with a secure understanding of structure and the key features</p> <p>Listen to and evaluate a variety of music from different genres, cultures and times.</p> <p>Comment on own and other people's performances using Yr 6 vocabulary learnt</p>	<p>Identify and perform features of different musical genres: Hip Hop / Minimalism / Wartime (Swing)</p> <p>Create and practise a piece of music using features of different genres (using Yr 6 key skills and knowledge).</p> <p>Comment on own and other people's performances using Yr 6 vocabulary learnt.</p>