The Canterbury Primary School



Knowledge and Skills Progression Document

Music

Strands of the	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
subject Understanding (Listening)	Physical Development: Combine different movements with ease and fluency.	Teachers should develop pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. Listening to recorded performances should be complemented by opportunities	Listening Teachers should develop pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. Listening to recorded performances should be	Teachers should develop pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. Listening to recorded performances should be complemented	Teachers should develop pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. Listening to recorded performances should be complemented	Teachers should develop pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. Listening to recorded performances should be complemented	Teachers should develop pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. Listening to recorded performances should be complemented

making in and out of school. Expressing (Performing)			live music	complemented	by opportunities	by opportunities	by opportunities	by opportunities
Expressing (Performing) Pupils should be Pupils should be taught to: Pulse/ Beat Pitch Pit				· •		' ' '	,	· · ·
Expressing (Performing) Pupils should be and Performance: Pupils should be taught to: Pulse/ Beat Pitch Pitch Pitch Pitch Pitch Pitch Pitch Pitch Performance Pupils should be and low sounds in the collaborat ively, sharing ideas, resources and Reading Notation in KS2) Notation in KS2) Sing in a dout of school. Pupils should be taught to: Pulse/ Beat: Listen to sounds in the collaborat ively, sharing ideas, resources and talk about music, expressin g their feelings and solls sand sounds to and talk shout music, expressin g their feelings and sign and playing. Ising and playing. Ising and playing. Ising and playing. Ising and propor or Rhythm: Instrumental performance: Pupils should be taught to: Play herformance: Pupils should be taught to: Play herformance: Pupils should be taught to: Play herformance: Pupils should be taught to: Play in the beat can day that the speed of the beat can dasker or slower and skills of a selected musical instrument over instrument ove			_	' ' '	•	<u> </u>	•	<u>-</u>
Expressing (Performing) Pupils should be taught to: Pulse/ Beat Rhythm Pitch Performance and Reading Notation in KS2) Notation in KS2) Expressive Arts and Design: Expressive Arts and Design: Beat: Pupils should be taught to: Pulse/ Beat: Understand that the speed of the beat can all sistening piece and skills Sounds in the occasion of a piece of about the day in the performance and Reading Notation in KS2) Expressive Arts and Design: Beat: Pupils should be taught to: Pulse/ Beat: Understand that the speed of the beat can change, creating a faster or slower pace (tempo). All sitening piece by tapping or clapping and talk about the dabout percussion sounds to expressin g their feelings and responses and symbols to guide singing and playing. Sing in a out of school. Pupils should be taught to: Play bevelop facility the beat can change, creating a faster or slower pace (tempo). All sitening piece by tapping or clapping and recognising tempo as well as of a piece of music or song. Know the difference in strument, such as violin or recorder. Plupils should be taught to: Play taught to: Play melodies on a selected musical instruments or a sustained learning period. All stening piece by tapping or clapping and recognising tempo as well as of a piece of music or song. Know the difference between left and responses. Sing in a group or Expressive Arts and Design: Beat: Understand that the speed of the beat can change, creating a faster or slower pace (tempo). All stening piece by tapping or clapping and sounds. All stening piece by tapping or clapping and sound shigh about the difference in time to the beat of a piece of music or song. Know the decision or a sustained percord. All stening piece by tapping or clapping and sound shigh about the difference in time to the beat of a piece of musical motation using a small range (e.g. moldide C-E/do—small				•				
Expressing (Performing) Pulse/ Polse/ Performance: Pupils should be taught to: Pulse/ Beat: Pupils should be taught to: Pulse/ Beat: Pupils should be taught to: Play in playing tuned percussion or a selected melodic instrument, such as violin or a sustained learning period. Notation in KS2) Notation in KS2) Expressive Arts and Design: • Create collaborat ively, sharing ideas, resources and skills songs in both to and talk y, move to and talk y, move about the feelings and percussion music, expressin g their feelings and responses and symbols to soll difference in sounds to responses and symbols to soll guide singing and playing. • Pupils should be taught to: Play betaught to: Play betaught to: Pupils should be taught to: Play betaught to: Play betaught to: Play betaught to: Play in playing tuned percussion or a sustained learning period. • Pupils should be taught to: Play betaught to: Play and polarity in playing tuned percussion or a sustained learning period. • Pupils should be taught to: Play betaught to: Play and performance: Pupils should be taught to: Play betaught to: Play betaught to: Play and performance: Pupils should be taught to: Play in playing tuned percussion or a sustained learning period. • Play and Design: • Create collaborat ively. • Create collaborat ively. • Sing familiar songs in both low and high voices and talk washout the feelings in playing tuned percormance: Pupils should be taught to: Play in playing tuned in percorsi							_	
Expressing (Performing) Pupils should be taught to: Pulse/ Beat Rhythm Pitch P					out of school.	out of school.	out of school.	out of scribbi.
Performance: Pupils should be taught to: Play taught to: Pulse/ Beat Rhythm Pitch Performance: Pupils should be taught to: Play taught to: Pupils should be taught to: Develop facility in playing tuned percussion or a melodic and low sounds. resources and Reading Notation in KS2) Notation in KS2) Notation in KS2) Performance: Pupils should be taught to: Play Develop facility in playing tuned percussion or a melodic and low sounds. resources and skills Performance and Reading Notation in KS2) Notation in KS2) Notation in KS2) Performance: Pupils should be taught to: Play Develop facility in playing tuned percussion or a melodic and low sounds. Sing familiar songs in both at lath sound in the sounds to and talk sound in tentivel about the feelings and symbols to graphing in a group or Playing. Performance: Pupils should be taught to: Pupils should be taught to: Develop facility in playing tuned percussion or a melodic son instrument over a sustained learning period. Sing in a group or Pupils should be taught to: Pupils should be taught to: Play melodies on a melodic instrument over a sustained percussion or a melodic instrument over a sustained percorder. Play and perform melodies following staff notation using a soline or recorder. Play and perform melodies following staff notation using a smole class or in small groups (e.g. trios and quartets). Notation in KS2) Notation in KS2) Performance: Pupils should be taught to: Play melodic instrument ore a sustained learning period. Pupils should be taught to: Play melodic instrument ore a sustained learning period. Notation using a shole decision or a melodic instrument ore a sustained learning period. Notation using a shole dearning period. Notation in KS2) Notation in KS2) Notation in KS2) Notation in								
Pulse/Beat Rhythm Pitch		_	•	· •				
Rhythm Pitch Pitc	•	•						
• Rhythm • Pitch • Pi	•	and Design:			•	•	•	Pupils should be
• Pitch Collaborat ively, sharing comparing high ideas, resources and skills Performance and Reading Notation in KS2) Notation in KS2) • Disch Performance and Reading Notation in KS2) Notation in KS2) • Disch Performance and Reading Notation in KS2) • Listen about percussion about the talk about music, expressin g their feelings and symbols to responses • Sing in a group or • Pitch •	Beat						•	taught to: • Play
ively, sharing ideas, resources and skills Performance and Reading Notation in KS2) Notation in KS2) Istee about music, expressin g their feelings and symbols to responses and symbols to sing in a group or Rhythm: Istee sharing ideas, resources and skills Sharing ideas, resources and skills Isteen attentivel to and talk sharing ideas, resources and skills Isteen attentivel to and talk shout the talk about the teepsonses and symbols to are sponses Ising in a group or Rhythm: Isteen and sources and talk sharing percussion or a melodic instrument, such instrument over a sustained keyboards, following staff as styling or recorder. Play and perform melodies following staff on the class or in small groups (e.g. trios) Isteement to the beat of a faster or slower pace (tempo). • Mark the beat of a listening percussion or a melodic instrument over a sustained keyboards, following staff on the pact of a listening period. Isterment over a sustained keyboards, following staff on the pact of a listening period. Isterment over a sustained pact of a listening period. Isterment over a sustained pact of a listening period. Isterment over a sustained pact of a listening period. Isterment over a sustained pact of a listening period. Isterment over a sustained pact of a listening period. Isterment over a sustained pact of a listening period. Isterment over a sustained pact of a listening period. Isterment over a sustained pact of a listening period. Isterment over a sustained pact of a listening period. Isterment over a sustained pact of alistening period. Isterment over a sustained pact of and playing and perform melodies following staff on ontation using a small range (e.g. motation using a sustained pact on on one stave and using notes within the motation using a small range (e.g. motation using a small range (e.g. motation using a source of a pact of a pact of a pact of a pa	Rhythm	 Create 		•				·
Sharing ideas, resources and Reading Notation in KS2) Notation in KS2 Notation in KS2 Performance and Reading Notation in KS2 No	Pitch	collaborat	local school	the beat can	in playing tuned	in the basic skills	tuned	following staff
clinstrumental Performance and Reading Notation in KS2) Sing familiar and skills Songs in both attentivel to and talk about music, expressin g their feelings and symbols to group or Rhythm: Sing in a group or Rhythm: Sing familiar sonds sounds. Pace (tempo). • Instrument, such as violin or recorder. Play and perform and playing. Pace (tempo). • Instrument, such as violin or recorder. Play and perform melodies as violin or recorder. Play and perform melodies following staff notation using a small range (e.g. Middle C-E/do-mi) as a whole difference between left and responses Sing in a group or Rhythm: Pace (tempo). • Instrument over a sustained learning period. Paly and pote violing and recognising to suiting not a sustained learning period. Paly and pote violing staff notation using a small range (e.g. Middle C-E/do-mi) as a whole difference between left and responses Sing in a group or Rhythm: Paly and pote violing staff notation using a small range (e.g. Middle C-E/do-mi) as a whole difference between left and responses Sing in a group or Rhythm: Paly and perform melodies following staff notation using a small range (e.g. Middle C-E/do-mi) as a whole difference between left and responses Sing in a group or Rhythm: Paly and pote violing and recognising tempo as well as changes in the beat of a listening piece by tapping or clapping or clapping and recognising and tempo as well as changes in tempo. • Walk in time to the beat of a listening piece by tapping or clapping and recognising and tempo as well as changes in tempo. • Walk in the tempo as well as changes in tempo. • Walk in time to the beat of a piece of a piece of lass or in small groups. • Perform in two percussion, and others, using dot instruments or lass or in small groups. • Perform in two percussion, and others, using dot instruments or lass or instrument over a sustained learning period. • Play and notation using a sould using notation using a small range (e.g. Middle C-E/do-sondary timports and polarity in		ively,	environment,	change, creating	percussion or a	of a selected	percussion,	notation written
Performance and Reading Notation in KS2) Possible Listen attentivel y, move to and talk about the talk about music, expressing their feelings and moderate group or Rhythm: Performance and Reading Notation in KS2) Performance and Reading Notation or a listening piece by tapping or clapping and recognising to a difference in talk about music, expressing their feelings and group or Rhythm: Performance and Reading Notation or recorder. Play and perform melodies following staff notation using a smould perform melodies following staff notation using a small range (e.g. Middle C-E/do-mi) as a whole class or in small group or despression and playing. Performance and skills Performance and skills Perform melodies following staff notation using a small range (e.g. Middle C-E/do-mi) as a whole class or in small group or despression and playing. Performance and skills Play and perform melodies following staff notation using a small range (e.g. Middle C-E/do-mi) as a whole class or in small group (e.g. trios and quartets). Perform melodies following staff notation using a small range (e.g. Middle C-E/do-mi) as a whole class or in small groups. Perform in two or one stave and using notes within the Middle C-C'/do-do and moderate prome the perform notation written on on one stave and using notes within the Notation using a small range (e.g. Middle C-E/do-mi) as a whole class or in small groups. Perform in two or more parts (e.g. melody and accompaniment desponds and others, using dot sample in the perform notation written on on one stave and using notation using a small range (e.g. Middle C-E/do-mi) as a whole class or in small groups. Perform in two or or more parts (e.g. moderately low do range. Perform in two or more parts (e.g. moderately low do range in notation using a small range (e.g. Middle C-E/do-mi) as a whole class or in small groups. Perform in two or more parts (e.g. modera		sharing	comparing high	a faster or slower	melodic	musical	melodic	on one stave and
and skills Listen attentivel y, move to and talk about music, expressin g their feelings and mand symbols to responses and mand responses and mand responses sorg. Sing in a group or Rhythm: and Reading Notation in KS2) and skills b. Listen attentivel low and high voices and talk attentivel y, move attentivel to and talk about the to and talk about the difference in sound. • Explore about music, expressin g their responses and mand symbols to group or Rhythm: and Reading Notation in KS2) and skills songs in both low and high voices and talk about the attentivel you can and high voices and talk about the difference by tapping or clapping and recognising tempo as well as changes in tempo as well as small range (e.g. Middle C-E/do— Middle C-G/do— Son) as a whole class or in small groups. • Use listening skills to correctly or more parts (e.g. melody and accompaniment keyboards. The play and perform melodies following staff notation using a small range (e.g. Middle C-G/do— Son) as a whole class or in small groups. • Use listening groups. • Perform in two percussion, and others, using dot same melodic do range. • Understand how and moderate value in the very loud, we within the perform melodies following staff notation using a small range (e.g. Middle C-G/do— Son) as a whole class or in sm	(Instrumental	ideas,		pace (tempo). •	instrument, such	instrument over	instruments or	using notes
Notation in KS2) • Listen attentivel y, move to and talk about the about music, expressin g their feelings and and symbols to responses • Sing in a group or Rhythm: • Listen attentivel voices and talk voices and talk agroup or Rhythm: • Listen attentivel voices and talk about the date to and talk about the to and talk about the to and talk about the difference in sounds. • Explore about music, expressin g their feelings and a group or Rhythm: • Listen attentivel voices and talk voices and talk voices and talk about the difference clasping and recognising tempo as well as changes in tempo as well as changes in tempo. • Walk in time to the beat of a piece of difference between left and group or Rhythm: • Play and perform melodies following staff notation using a small range (e.g. Middle C–E/do— small range (e.g. Middle C–G/do— small range (e.g. Middle C–G/do— so) as a whole class or in small groups. • Understand how triads are formed, and play them on tuned same melocic instruments or bass line. • Engage with them on the difference in tempo as well as changes in tempo as well as ontation using a small range (e.g. Middle C–G/do— so) as a whole class or in small groups. • Understand how triads are formed, and play them on tuned percussion, and others, using dot instruments or keyboards. • Sing in a group or Rhythm: coordination and using dot accompaniment keyboards.	Performance	resources	 Sing familiar 		as violin or		keyboards,	within an octave
attentivel y, move about the to and difference in about percussion about percussion g their feelings and malor responses • Sing in a group or Rhythm: attentivel y, move about the to about the to and talk about the to and talk about the tempo as well as changes in talk about talk about talk about talk sound. • Explore talk about talk about talk about talk sound. • Explore about percussion talk about talk about talk sound. • Explore about percussion talk about talk about talk sound. • Explore changes in time to the beat of a piece of talk about dynam range, includ to very loud,	and Reading	and skills	songs in both	a listening piece	recorder. Play	learning period.	following staff	range (do-do);
y, move to and difference in talk sound. • Explore about percussion music, expressin g their feelings and responses and symbols to responses • Sing in a group or Rhythm: y, move to and difference in to and difference in talk sound. • Explore to and talk sounds. • Explore to and talk sounds. • Explore percussion tempo. • Walk in time to the beat of a piece of music or song. The feelings and symbols to group or Rhythm: y, move difference in tempo as well as changes in notation using a small range (e.g. motation using	Notation in KS2)	 Listen 	low and high	by tapping or	and perform	Play and	notation written	make decisions
to and talk sound. • Explore about percussion music, expressin g their feelings and responses and responses • Sing in a group or Rhythm: to and talk sound. • Explore talk sound. • Explore about percussion sounds to each of a piece of talk sound. • Explore talk sound. • Explore changes in sounds to echanges in tempo. • Walk in time to the beat of a piece of talk sounds to enhance storytelling. • Tollow pictures and playing. To and talk sound. • Explore changes in small range (e.g. talk in time to the beat of a piece of talk in the motation using a small range (e.g. Middle C-C'/do-don do range. • Understand how triads are quiet. • Use listening perform in two or more parts or more		attentivel	voices and talk	clapping and	melodies	perform	on one stave and	about dynamic
talk about percussion tempo. • Walk in music, expressin g their feelings and responses • Sing in a group or Rhythm: talk about percussion tempo. • Walk in tem		y, move	about the	recognising	following staff	melodies	using notes	range, including
about music, sounds to enhance g their feelings and responses on the sing in a group or Rhythm: about music, sounds to enhance storytelling. • Sing in a group or Rhythm: by the music, expressin enhance storytelling. • Sing in a group or Rhythm: counds to time to the beat time to the beat of a piece of enhance of a piece of groups. • Middle C-E/do- (ass or in small groups. • Middle C-G/do- (class or in small groups. • Understand how triads are groups. • The moderately log and symbole class or in small groups. • Class or in small		to and	difference in	tempo as well as	notation using a	following staff	within the	very loud, very
music, expressin g their storytelling. • Follow pictures and responses esponses group or Rhythm: sounds to enhance agroup or Rhythm: sounds to time to the beat of a piece of enhance storytelled time to the beat of a piece of music or song. In time to the beat of a piece of class or in small groups (e.g. trios and quartets). • Use listening skills to correctly or more parts or der phrases group or Rhythm: mi) as a whole class or in small groups (e.g. trios and quartets). • Use listening skills to correctly or more parts or der phrases (e.g. melody and accompaniment sor bass line. • Engage with them on tuned same melodic instruments or bass line. • Engage with them on tuned same melodic instruments or bass line. • Engage with them on tuned same melodic instruments or bass line. • Engage with them on tuned same melodic instruments or bass line. • Engage with them on tuned same melodic instruments or bass line. • Engage with them on tuned same melodic instruments or bass line. • Engage with them on tuned same melodic instruments or bass line. • Engage with them on tuned same melodic instruments or bass line. • Engage with them on tuned same melodic instruments or bass line. • Engage with them on tuned same melodic instruments or bass line. • Engage with them on tuned same melodic instruments or bass line. • Engage with them on tuned same melodic instruments or bass line. • Engage with them on tuned same melodic instruments or bass line. • Engage with them on tuned same melodic instruments or bass line. • Engage with them on tuned same melodic instruments or bass line. • Engage with them on tuned same melodic instruments or bass line. • Engage with them on tuned same melodic instruments or bass line. • Engage with them on tuned same melodic instruments or bass line. • Engage with them on tuned same melodic instruments or bass line. • Engage with them on tuned same melodic instruments or bass line. • Engage with them on tuned same melodic instruments or bass line. • Engage with them on tuned same melodic instruments		talk	sound. • Explore	changes in	small range (e.g.	notation using a	Middle C–C'/do–	quiet,
expressin g their storytelling. • Follow pictures and responses of sing in a group or Rhythm: expressin g their storytelling. • Sing in a group or Rhythm: expressin g their storytelling. • of a piece of storytelling. • of a piece of music or song. Know the storytelling. • Class or in small groups (e.g. trios and quartets). • Use listening skills to correctly or der phrases using dot or more parts (e.g. melody and accompaniment keyboards. so) as a whole-class or in small groups. • Class or in small groups. • Or more parts (e.g. melody and accompaniment keyboards. end of a piece of music or song. Know the difference or music or song. Sills to correctly or more parts or bass line. • Or		about	percussion	tempo. • Walk in	Middle C–E/do–	small range (e.g.	do range. •	moderately loud
g their feelings and symbols to responses Sing in a group or Rhythm: storytelling. • music or song. Know the feelings and symbols to groups (e.g. trios and quartets). • Use listening skills to correctly order phrases group or Rhythm: music or song. Know the difference between left and right to support coordination and group or worder phrases group or worder phrases using dot storytelling. • The propose of		music,	sounds to	time to the beat	mi) as a whole	Middle C–G/do–	Understand how	and moderately
feelings and symbols to and symbols to responses of guide singing and group or Rhythm: Know the and quartets). • groups. • them on tuned percussion, and others, using dot and quartets). • groups. • them on tuned percussion, and others, using dot group or more parts (e.g. melody and accompaniment keyboards. Engage with them on tuned percussion, and others, using dot accompaniment keyboards.		expressin	enhance	of a piece of	class or in small	so) as a whole-	triads are	quiet. •
and responses guide singing and playing. Sing in a group or Rhythm: and symbols to difference between left and right to support coordination and group or		g their	storytelling. •	music or song.	groups (e.g. trios	class or in small	formed, and play	Accompany this
responses guide singing and between left and skills to correctly or more parts melodic block chords or more parts (e.g. melody and instruments or bass line. Group or Rhythm: coordination and using dot accompaniment keyboards.		feelings	Follow pictures	Know the	and quartets). •	groups. •	them on tuned	same melody,
• Sing in a group or Rhythm: right to support order phrases (e.g. melody and instruments or bass line. coordination and using dot accompaniment keyboards. Engage with		and	and symbols to	difference	Use listening	Perform in two	percussion,	and others, using
group or Rhythm: coordination and using dot accompaniment keyboards. Engage wit		responses	guide singing and	between left and	skills to correctly	or more parts	melodic	block chords or a
group or Rhythm: coordination and using dot accompaniment keyboards. Engage wit		Sing in a	playing.	right to support	order phrases	(e.g. melody and	instruments or	bass line. •
		_	Rhythm:	coordination and	using dot	accompaniment	keyboards.	Engage with
			 Perform short 	shared	notation,	or a duet) from	Perform simple,	others through
			copycat rhythm	movement with	showing	simple notation	chordal	ensemble playing

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	increasin	patterns	others. • Begin	different	using	accompaniments	with pupils
	gly	accurately, led	to group beats in	arrangements of	instruments	to familiar songs.	taking on melody
	matching	by the teacher. •	twos and threes	notes C-D-E/do-	played in whole	Perform a	or
	the pitch	Perform short	by tapping knees	re-mi. •	class teaching.	range of	accompaniment
	and	repeating	on the first	Individually	Identify static	repertoire pieces	roles.
	following	rhythm patterns	(strongest) beat	(solo) copy	and moving	and	Reading
	the	(ostinato) while	and clapping the	stepwise melodic	parts. • Copy	arrangements	Notation:
	melody	keeping in time	remaining beats.	phrases with	short melodic	combining	Pupils should be
•	Explore	with a steady	Identify the	accuracy at	phrases including	acoustic	taught to: •
	and	beat. • Perform	beat groupings in	different speeds;	those using the	instruments to	Further
	engage in	word-pattern	familiar music	allegro and	pentatonic scale	form mixed	understand the
	music	chants; create,	that they sing	adagio, fast and	(e.g. C, D, E, G,	ensembles,	differences
	making	retain and	regularly and	slow. Extend to	A).	including a	between
	and	perform their	listen to.	question-and-	Reading	school orchestra.	semibreves,
	dance,	own rhythm	Rhythm:	answer phrases.	Notation:	 Develop the 	minims,
	performin	patterns.	Play copycat	Reading	Pupils should be	skill of playing by	crotchets,
	g solo or	Pitch:	rhythms, copying	Notation:	taught to: •	ear on tuned	quavers and
	in groups.	Listen to	a leader, and	Pupils should be	Understand the	instruments,	semiquavers,
		sounds in the	invent rhythms	taught to: •	differences	copying longer	and their
		local school	for others to	Understand the	between minims,	phrases and	equivalent rests.
		environment,	copy on untuned	stave, lines and	crotchets, paired	familiar	Further
		comparing high	percussion. •	spaces, and clef.	quavers and	melodies.	develop the skills
		and low sounds.	Create rhythms	Use dot notation	rests. • Read and	Reading	to read and
		Sing familiar	using word	to show higher	perform pitch	Notation:	perform pitch
		songs in both	phrases as a	or lower pitch. •	notation within a	Pupils should be	notation within
		low and high	starting point. •	Understand the	defined range	taught to: •	an octave (e.g.
		voices and talk	Read and	differences	(e.g. C–G/do–so).	Further	C–C/ do–do). •
		about the	respond to	between	Follow and	understand the	Read and play
		difference in	chanted rhythm	crotchets and	perform simple	differences	confidently from
		sound. • Explore	patterns, and	paired quavers. •	rhythmic scores	between	rhythm notation
		percussion	represent them	Apply word	to a steady beat:	semibreves,	cards and
		sounds to	with stick	chants to	maintain	minims,	rhythmic scores
		enhance	notation	rhythms,	individual parts	crotchets and	in up to four

stortytelling. • Follow pictures and symbols to quavers and guide singing and parterns with the same stick notation. • Pitch: Play a range of singing games based on the cuckoo interval matching voices accurately, supported by a leader playing the melody. • Sing short phrases independently within a singing game or short song. • Respond independently to pitch changes heard in short melodic phrases, indicating with actions. • Respond independently matchins with actions. • Respond indicating with actions. • Recognise dot						
and symbols to guide singing and playing. ortichets rests. • Create and provide the symbols for the perform their own chanted rhythm patterns with the same stick notation. Pitch: Play a range of singing games based on the cuckoo interval matching voices accurately, supported by a leader playing the melody. • Sing short phrases independently within a singing game or short song. • Respond independently within a singing game or short melodic phrases, indicating with actions. • visual and part of the perform pitch and the differences between 2/4, 3/4 and 4/4 time signatures. • Read and play from notation a four-bar phrase, of ensemble. orticate and perform their own chanted rhythm patterns with the same stick notation. Pitch: Play a range of singing games based on the cuckoo interval matching voices accurately, supported by a leader playing the melody. • Sing short phrases independently within a singing game or short song. • Respond independently to pitch changes heard in short melodic phrases, indicating with actions. • visual patterns and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations. • visual patterns and 4/4 time signatures. • Read and play from notation and four-bar phrases of ensemble. Orticate and 4/4 time signatures. • Read and play from notation and four-bar phrases of ensemble. Orticate and 4/4 time signatures. • Read and play short rhythmic perform pitch notation within an on cave (e.g. C-C'/do-do). • Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and and and the differences between 2/4, 3/4 and 4/4 time signatures. • Understand the differences between 2/4, 3/4 and 4/4 time signatures. • Read and play short rhythmic perform their own the differences between 2/4, 3/4 and 4/4 time signatures. • Read and play short perform the differences between 2/4, 3/4 and 4/4 time signatures. • Read and play short perform the differences between 2/4, 3/4 and 4/4 time signatur	storytelling. •	including	understanding	accurately within	crotchet rests,	parts that
guide singing and playing. Create and playing. Create and perform their own chanted rhythm patterns with the same stick notation. Pitch: Play a range of singing games based on the cuckoo interval matching voices accurately, supported by a leader playing the melody. Sing short phrases independently within a singing game or short song. Respond independently within a singing game or short song. Respond independently to pitch changes heard in short melodic phrases, indicating with actions. Treate and perform their of ensemble. Musical note. musical note. musical note. musical note. achieving a sense of ensemble. Inderstand the differences between 2/4, 3/4 and 4/4 time signatures. Read and play from notation a four-bar phrase, confidently identifying note perform pitch notation within an octave (e.g. C-C'/do-do). Reading playing to ensemble. Semiquavers. Read and play from notation and four-bar phrase, confidently identifying note perform pitch notation within an octave (e.g. C-C'/do-do). Reading playing contention and perform pitch notation within an octave (e.g. C-C'/do-do). Read and play four-bar phrase, confidently identifying note perform pitch notation within an octave (e.g. C-C'/do-do). Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.	Follow pictures	crotchets,	how to link each	the rhythmic	paired quavers	contain known
playing. Create and perform their own chanted rhythm patterns with the same stick notation. Pitch: Play a range of singing games based on the cuckoo interval matching voices accurately, supported by a leader playing the melody. Sing short phrases independently within a singing game or short song. Responding perform pitch notation within a singing game or short song. Read and play from notation within an octave (e.g., C-C'/do-do). Read and play from notation a perform pitch notation within an octave (e.g., C-C'/do-do). Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.	and symbols to	quavers and	syllable to one	texture,	and	rhythms and
perform their own chanted rhythm patterns with the same stick notation. Pitch: Play a range of singing games based on the cuckoo interval matching voices accurately, supported by a leader playing the melody. • Sing short phrases independently within a singing game or short song. • Respond independently to pitch changes heard in short melodic phrases, indicating with actions. •	guide singing and	crotchets rests. •	musical note.	_	semiquavers. •	
own chanted rhythm patterns with the same stick notation. Pitch: Play a range of singing games based on the cuckoo interval matching voices accurately, supported by a leader playing the melody. Sing short phrases independently within a singing game or short song. **Sing short phrases independently within a singing game or short song. **Respond independently to pitch changes heard in short melodic phrases, indicating with a actions. **Detween 2/4, 3/4 and 4/4 time signatures. **Read and play perform pitch notation within an octave (e.g. C-C'/do-do). **Read and performing - Reading Notation names and durations. **C-C'/do-do).** Read and performing - Reading Notation names and durations. **C-C'/do-do).** Read and performing - Reading Notation names and durations. **C-C'/do-do).** Read and performing - Reading Notation names and durations. **C-C'/do-do).** Read and performing - Reading Notation names and durations. **C-C'/do-do).** Read and performing - Reading Notation names and durations. **C-C'/do-do).** Read and play stantion names and durations. **Read and play stantion names and durations. **C-C'/do-do).* Read and perform pitch notation within an octave (e.g. deprive nota	playing.	Create and		of ensemble.	Understand the	Read and play
rhythm patterns with the same stick notation. Pitch: Play a range of singing games based on the cuckoo interval matching voices accurately, supported by a leader playing the melody. Sing short phrases independently within a singing game or short song. • Respond independently to pitch changes heard in short melodic phrases, indicating with a scitons. extends and 4/4 time signatures. • Read and performing - Reading Notation notation within an octave (e.g. C-C'/do-do). • Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.		perform their			differences	from notation a
with the same stick notation. Pitch: Play a range of singing games based on the cuckoo interval matching voices accurately, supported by a leader playing the melody. Sing short phrases independently within a singing game or short song. • Respond independently to pitch changes heard in short melodic phrases, indicating with actions. with the same stight notation. Read and play Performing - Reading Notation names and durations. Read and play Performing - Reading Notation names and durations. Read and play Performing - Reading Notation names and durations. Read and play Performing - Reading Notation names and durations.		own chanted			between 2/4, 3/4	four-bar phrase,
stick notation. Pitch: Play a range of singing games based on the cuckoo interval matching voices accurately, supported by a leader playing the melody. Sing short phrases independently within a singing game or short song. Read and play short rhythmic and phrases independently within a singing game or short melodic phrases, indicating with actions.					and 4/4 time	confidently
Pitch: Play a range of singing games based on the cuckoo interval matching voices accurately, supported by a leader playing the melody. • Sing short phrases independently within a singing game or short song. • Respond independently to pitch changes heard in short melodic phrases, indicating with actions. • Pitch: Play a range of notation within an octave (e.g. C-C'/do-do). • Read and play short thythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.		with the same			signatures. •	identifying note
Play a range of singing games based on the cuckoo interval matching voices accurately, supported by a leader playing the melody. Sing short phrases independently within a singing game or short song. Respond independently to pitch changes heard in short melodic phrases, indicating with actions. Indicating with actions.		stick notation.			Read and	Performing -
singing games based on the cuckoo interval matching voices accurately, supported by a leader playing the melody. • Sing short phrases independently within a singing game or short song. • Respond independently to pitch changes heard in short melodic phrases, indicating with actions. • durations.		Pitch:			perform pitch	Reading Notation
based on the cuckoo interval matching voices accurately, supported by a leader playing the melody. • Sing short phrases independently within a singing game or short song. • Respond independently to pitch changes heard in short melodic phrases, indicating with actions. •		Play a range of				
cuckoo interval matching voices accurately, supported by a leader playing the melody. • Sing short phrases independently within a singing game or short song. • Respond independently to pitch changes heard in short melodic phrases, indicating with actions. •		singing games			an octave (e.g.	durations.
matching voices accurately, supported by a leader playing the melody. • Sing short phrases independently within a singing game or short song. • Respond independently to pitch changes heard in short melodic phrases, indicating with actions. •					•	
accurately, supported by a leader playing the melody. • Sing short phrases independently within a singing game or short song. • Respond independently to pitch changes heard in short melodic phrases, indicating with actions. •						
supported by a leader playing the melody. • Sing short phrases independently within a singing game or short song. • Respond independently to pitch changes heard in short melodic phrases, indicating with actions. •		matching voices			short rhythmic	
leader playing the melody. • Sing short phrases independently within a singing game or short song. • Respond independently to pitch changes heard in short melodic phrases, indicating with actions. •		accurately,				
the melody. • Sing short phrases independently within a singing game or short song. • Respond independently to pitch changes heard in short melodic phrases, indicating with actions. •		supported by a			from prepared	
Sing short phrases independently within a singing game or short song. • Respond independently to pitch changes heard in short melodic phrases, indicating with actions. •					cards, using	
phrases independently within a singing game or short song. • Respond independently to pitch changes heard in short melodic phrases, indicating with actions. •						
independently within a singing game or short song. • Respond independently to pitch changes heard in short melodic phrases, indicating with actions. •		_			•	
within a singing game or short song. • Respond independently to pitch changes heard in short melodic phrases, indicating with actions. •					•	
game or short song. • Respond independently to pitch changes heard in short melodic phrases, indicating with actions. •		independently			and note	
song. • Respond independently to pitch changes heard in short melodic phrases, indicating with actions. •		within a singing			durations.	
independently to pitch changes heard in short melodic phrases, indicating with actions. •		_				
pitch changes heard in short melodic phrases, indicating with actions. •						
heard in short melodic phrases, indicating with actions. •		•				
melodic phrases, indicating with actions. •						
indicating with actions. •						
actions. •		=				
		_				
Recognise dot						
		Recognise dot				

Creating (Composing) (Improvising added in greater depth when in KS2)	Communication and Language: • Listen carefully to rhymes and songs, paying attention to how they sound • Learn rhymes, poems and songs.	Pupils should be taught to: • Improvise simple vocal chants, using question and answer phrases. • Create musical sound effects and short sequences of sounds in response to stimuli. Combine sounds to make a story, choosing and playing instruments or sound-makers. • Understand the difference between creating a rhythm pattern and a pitch	notation and match it to 3- note tunes played on tuned percussion. Composing Pupils should be taught to: • Create music in response to a non-musical stimulus. • Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation. • Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed	Improvise: Pupils should be taught to: • Become more skilled in improvising (using voices, tuned and untuned percussion and instruments played in whole-class/group/individual /instrumental teaching), inventing short 'on-the-spot' responses using a limited note-range. • Structure musical ideas (e.g. using echo or question and answer	Improvise: Pupils should be taught to: • Improvise on a limited range of pitches on the instrument they are now learning, making use of musical features including smooth (legato) and detached (staccato). • Begin to make compositional decisions about the overall structure of improvisations. Compose: Pupils should be taught to: • Combine known rhythmic	Improvise: Pupils should be taught to: • Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments. • Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet	Improvise: Pupils should extend their improvisation skills through working in smal groups to: • Create music with multiple sections that include repetition and contrast. • Use chord changes a part of an improvised sequence. • Extend improvised melodies beyon 8 beats over a fixed groove, creating a satisfying melodic shape.
		and a pitch	composed pieces. • Use	and answer phrases) to	rhythmic notation with	very quiet (pianissimo),	melodic shape. Compose:
		pattern. • Invent,	music	create music that	letter names to	moderately loud	Compose:

retain and recall	technology, if	has a beginning,	create short	(mezzo forte),	Pupils should be
rhythm and pitch	available, to	middle and end.	pentatonic	and moderately	taught to: •
patterns and	capture, change	Pupils should	phrases using a	quiet (mezzo	CPlan and
perform these	and combine	compose in	limited range of	piano).	compose an 8- or
for others, taking	, sounds.	response to	5 pitches suitable	Compose:	16-beat melodic
turns. • Use	2	different stimuli,	for the	Pupils should be	phrase using the
music		e.g. stories,	instruments	taught to: •	pentatonic scale
		verse, images	being learnt. Sing	Compose	(e.g. C, D, E, G, A)
technology, if		(paintings and	and play these	melodies made	and incorporate
available, to		photographs)	phrases as self-	from pairs of	rhythmic variety
capture, change		and musical	standing	phrases in either	and interest. Play
and combine		sources.	compositions. •	C major or A	this melody on
sounds. •		Compose:	Arrange	minor or a key	available tuned
Recognise how		Pupils should be	individual	suitable for the	percussion
graphic notation		taught to: •	notation cards of	instrument	and/or
can represent		Combine known	known note	chosen. These	orchestral
created sounds.		rhythmic	values (i.e.	melodies can be	instruments.
Explore and		notation with	minim, crotchet,	enhanced with	Notate this
invent own		letter names to	crotchet rest and	rhythmic or	melody. •
symbols.		create rising and	paired quavers)	chordal	Compose
3,		falling phrases	to create	accompaniment.	melodies made
		using just three	sequences of 2-,	Working in	from pairs of
		notes (do, re and	3- or 4-beat	pairs, compose a	phrases in either
		mi). • Compose	phrases,	short ternary	G major or E
		song	arranged into	piece. • Use	minor or a key
		accompaniments	bars. • Explore	chords to	suitable for the
		on untuned	developing	compose music	instrument
		percussion using	knowledge of	to evoke a	chosen. • Either
		known rhythms	musical	specific	of these
		and note values.	components by	atmosphere,	melodies can be
			composing music	mood or	enhanced with
			to create a	environment.	rhythmic or
			specific mood,	Equally, pupils	chordal

				for example	might create	accompaniment.
	-			creating music to	music to	 Compose a
	-			accompany a	accompany a	ternary piece;
	-			short film clip. •	silent film or to	use available
	-			Introduce major	set a scene in a	music
	-			and minor	play or book. •	software/apps to
	-			chords. • Include	Capture and	create and
	-			instruments	record creative	record it,
	-			played in whole	ideas using	discussing how
	-			class/	graphic symbols,	musical contrasts
	-			group/individual	rhythm notation	are achieved.
	-			teaching to	and time	
	-			expand the	signatures, staff	
	-			scope and range	notation or	
	-			of the sound	technology.	
	-			palette available		
	-			for composition		
	-			work. • Capture		
	-			and record		
	-			creative ideas		
	-			using graphic		
	-			symbols, rhythm		
	-			notation and		
	-			time signatures,		
	-			staff notation or		
				technology.		
Singing	Pupils should be	Singing	 Sing a widening 	 Continue to 	Sing a broad	Sing a broad
	taught to: • Sing	Pupils should be	range of unison	sing a broad	range of songs	range of songs,
	simple songs,	taught to: • Sing	songs of varying	range of unison	from an	including those
	chants and	songs regularly	styles and	songs with the	extended	that involve
	rhymes from	with a pitch	structures with a	range of an	repertoire with a	syncopated
	memory, singing	range of	pitch range of	octave (do-do)	sense of	rhythms, as part
	collectively and		do-so, tunefully	pitching the	ensemble and	of a choir, with a

at the same	do-so with	and with	voice accurately	performance.	sense of
pitch, responding	increasing vocal	expression.	and following	This should	ensemble and
to simple visual	control. • Sing	Perform forte	directions for	include	performance
directions and	songs with a	and piano, loud	getting louder	observing	This should
counting in. •	small pitch	and soft. •	(crescendo) and	phrasing,	include
Begin with	range, pitching	Perform actions	quieter	accurate pitching	observing
simple songs	accurately. •	confidently and	(decrescendo). •	and appropriate	rhythm,
with a very small	Know the	in time to a	Sing rounds and	style. • Sing	phrasing,
range, mi-so and	meaning of	range of action	partner songs in	three-part	accurate pitch
then slightly	dynamics	songs. • Walk,	different time	rounds, partner	and appropria
wider. • Sing a	(loud/quiet) and	move or clap a	signatures (2, 3	songs and songs	style. • Contin
wide range of	tempo	steady beat with	and 4 time) and	with a verse and	to sing three
call and response	(fast/slow) and	others, changing	begin to sing	a chorus. •	and four-par
songs, control	be able to	the speed of the	repertoire with	Perform a range	rounds or
vocal pitch and	demonstrate	beat as the	small and large	of songs in	partner song
match pitch with	these when	tempo of the	leaps as well as a	school	and experime
accuracy.	singing by	music changes. •	simple second	assemblies and	with positioni
	responding to (a)	Perform as a	part to introduce	in school	singers randor
	the leader's	choir in school	vocal harmony. •	performance	within the gro
	directions and	assemblies.	Perform a range	opportunities.	– i.e. no longe
	(b) visual		of songs in		discrete parts
	symbols (e.g.		school		in order to
	crescendo,		assemblies.		develop great
	decrescendo,				listening skil
	pause).				balance betwe
					parts and voc
					independence
					Perform a ran
					of songs as a
					choir in scho
					assemblies,
					school
					performance

				opportunities and to a wider audience.
				addience.

End Points

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 Sing a range 		Pupils to be able to				Pupils to be able to
of well-		use their voices				play and perform in
known		expressively and				solo and ensemble
songs and		creatively by				contexts, using
nursery		singing songs and				their voices and
rhymes		speaking chants				playing musical
 Children 		and rhymes;				instruments with
perform		 play tuned and 				increasing accuracy,
songs,		untuned				fluency, control and
rhymes,		instruments				expression;
poems and		musically;				improvise and
stories with		listen with				compose music for
others, and		concentration and				a range of purposes
(when		understanding to a				using the inter-
appropriate)		range of high-				related dimensions
try to move		quality live and				of music;
in time with		recorded music;				listen with
music.		 experiment with, 				attention to detail
		create, select and				and recall sounds
		combine sounds				with increasing
		using the inter-				aural memory;
		related dimensions				• use and
		of music				understand staff

and other musical notations; • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians; • develop an understanding of the history of music.					
• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians; • develop an understanding of the history of					
understand a wide range of high- quality live and recorded music drawn from different traditions and from great composers and musicians; • develop an understanding of the history of					
range of high-quality live and recorded music drawn from different traditions and from great composers and musicians; • develop an understanding of the history of					
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recorded music drawn from different traditions and from great composers and musicians; • develop an understanding of the history of					
drawn from different traditions and from great composers and musicians; • develop an understanding of the history of					quality live and
different traditions and from great composers and musicians; • develop an understanding of the history of					
and from great composers and musicians; • develop an understanding of the history of					
composers and musicians; • develop an understanding of the history of					
musicians; • develop an understanding of the history of					
• develop an understanding of the history of					
understanding of the history of					
the history of					
					understanding of
music.					the history of
					music.
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