

National Curriculum Content	EYFS Pupil should be taught to:		KEY STAGE 1 Pupils should be taught to:		KEY STAGE 2 Pupils should be taught to:			
	Nursery	Reception	Year 1:	Year 2:	Year 3:	Year 4:	Year 5:	Year 6:
Singing and Performing	<ul style="list-style-type: none"> Sing a range of nursery rhymes. Sing a range of simple songs. Explore and play a range of percussion instruments as part of a small group. 	<ul style="list-style-type: none"> Sing with a sense of pitch, following the shape of the melody with their voices. Mark the beat of a song with actions. Use the voice to adopt different roles and characters. Sing a tune with 'stepping' and 'leaping' notes. Play a steady beat on percussion instruments. Develop a sense of beat by performing actions to music. Sing an action song with changes of speed. Play along with percussion instruments. Perform as a class. Sing and play a rising and falling melody, following the shape with voices or tuned percussion. Play an accompaniment using tuned and untuned percussion and recognise a change in tempo. Sing a song that uses call-and-response structure. Play different instruments with control. Play different effects on percussion instruments. Play a two-note accompaniment, playing the beat on tuned and untuned percussion. With support play a call-and-response phrase comprising a short stepping tune (C-D-E) Transfer actions to sounds played on percussion instruments. Find the beat and perform a clapping game with a partner. 	<ul style="list-style-type: none"> Explore making different sounds with the voice and instruments. Play classroom instruments to the beat. Show an understanding of pulse and beat. Play a simple ostinato on untuned percussion. Play the response section on tuned percussion using correct beater hold. Sing and chant songs and rhymes in unison. Sing a cumulative song from memory, remembering the order of the verses. Sing either part of a call-and-response song. Begin to sing in tune using melodies that move mainly by step and include small intervals. Start and stop at the appropriate time. Follow a leader when performing as a group. Recognise visual signs for start, stop, mime actions, sing in your head. Putting actions to songs. Playing a pitched note/drone to accompany a song. Create, interpret and perform simple graphic scores. 	<ul style="list-style-type: none"> Perform a simple melody using voice and/or instruments. Perform with a strong sense of pulse. Start to understand the difference between pulse and rhythm. Perform, demonstrating use of dynamics, pitch and tempo. Play simple rhythms and melodies on tuned percussion instruments. Play an accompaniment on tuned percussion and invent a 4-beat body percussion pattern. Learn about the musical terms crescendo, diminuendo, accelerando, ritenuato. Sing in tune within a limited pitch range up to an octave. Develop an awareness of diction when singing. Sing/chant in unison and with a simple second part. As part of a group, maintain an ostinato/drone with the voice or on instruments. Perform and interpret a piece using simple notation. Follow a conductor and recognise visual signs for start, stop, mime actions, sing in your head. Sing and play, performing composed pieces for an audience. 	<ul style="list-style-type: none"> Play a simple melody with technical control of the instrument/voice to create a pleasing sound. Play melodic and rhythmic patterns and accompaniments to a song. Perform, demonstrating changes in dynamics, pitch, tempo and articulation. Demonstrate the difference between pulse and rhythm. Clap or tap a pulse whilst speaking/playing/improvising a rhythm/song. Count musically. Understand and respond to visual cues for starting and stopping. Direct others to start and stop using gestures and can follow a conductor. Maintain a second part in a vocal or instrumental piece (e.g. partner songs and rounds). Sing by improvising simple melodies and rhythms. Perform vocal percussion as part of a group. Sing solo or in a pair in call-and-response style. Sing rhythmically and expressively using a limited range of notes of approximately an octave with increased control. Sing call-and-response songs in groups, holding long notes confidently. Play a one-note part contributing to the chords accompanying the verses. Learn a part on a tuned percussion and play as part of a whole-class performance. 	<ul style="list-style-type: none"> Demonstrate awareness of the need for good posture and diction whilst singing in order to maintain a pleasing sound. Sing with expression and a sense of the style of the music. Sing and play with an awareness of how the interrelated dimensions of music affect the performance and its impact on the audience. Sing swung rhythms lightly and accurately. Play an instrumental part as part of a whole-class performance. Perform using a range of rhythmic/melodic notation and/or from graphic notation including crotchet, quaver, minim, semibreve, semiquaver. Understand and respond to visual cues for starting and stopping, sustaining sounds, ending words with clear consonant sounds and/or fading away. Direct others to start and stop using gestures and can follow a conductor. Maintain a third part in a vocal or instrumental piece showing an understanding of texture (e.g. partner songs, rounds and simple part harmony). Continue to sing rhythmically and expressively using a range of approximately an octave with increased control. 	<ul style="list-style-type: none"> Demonstrate awareness of the need for good posture, breathing and diction whilst singing in order to maintain a pleasing sound Sing and play with an understanding of how the interrelated dimensions of music affect the performance and its impact on the audience. Play bass notes, chords or rhythms to accompany singing. Sing in unison while playing an instrumental beat. Sing a song in two parts with expression and an understanding of its origins. Sing a round and accompany themselves with a beat. Sing in a 4-part round accompanied with a pitched ostinato. Perform using a range of rhythmic and melodic notation combining the inter-related dimensions of music. Play a drone and chords to accompany singing. Understand and respond to visual cues for starting and stopping, and/or fading away, tempi, dynamics and articulation. Maintain a third part in a vocal or instrumental piece showing an understanding of texture. Direct others to start and stop using gestures or counting in, setting tempi and dynamics. Perform a solo part within a group. 	<ul style="list-style-type: none"> Sing a syncopated melody accurately and in tune. Sing a round accurately and in legato style. Sing a chorus in two-part harmony. When singing, show greater mastery and control of tone, diction, posture and breathing consistently. Use the interrelated dimensions of music when singing and playing in a variety of styles. Maintain a third part in a vocal or instrumental piece with an understanding of harmony and texture. Perform using a range of rhythmic and melodic notation to play a variety of ostinatos and simple pieces or songs, including expression and articulations. Understand and respond to visual cues for starting and stopping, sustaining sounds, ending words with clear consonant sounds and/or fading away, tempi, dynamics and articulation with greater accuracy. Direct others to start and stop using gestures or counting in, setting tempi and dynamics, articulation and show how to change these within a piece.
	Composing and Improvising	<ul style="list-style-type: none"> Explore making sounds with a range of percussion instruments. Begin to explore making sounds using voice sounds. Make up simple songs using imagination. 	<ul style="list-style-type: none"> Make up new words and actions about different emotions and feelings. Explore making sound with voices and percussion instruments 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. Explore the range and capabilities of voices through vocal play. Create a sound story using instruments to represent 	<ul style="list-style-type: none"> Say words/rhymes and clap/play to create simple rhythmic patterns. Improvise a rhythm/sound over a given number of beats. Add sound effects to a story. Make a piece of music to illustrate a character or mood. Compose music using tuned and untuned percussion. Compose musical sound effects and short sequences of sounds in response to a stimulus. Improvise question and answer conversations using percussion instruments. 	<ul style="list-style-type: none"> Use simple pitch and rhythm patterns to develop a structure for a short piece. Compose call-and-response music. Invent simple patterns using voices, body percussion and then instruments. Create action patterns in 2- and-3 time. Improvise a rhythm/sound over a given number of beats, using the note c or g. Improvise solos using instruments. Begin to recognise how music will fit a topic/theme. Experiment with different timbres to create effects. 	<ul style="list-style-type: none"> Make four-bar rhythms in groups, pairs or individually. Compose a simple song using symmetry to develop a melody, structure and rhythmic accompaniment. Compose a pentatonic ostinato. Compose music structuring short ideas into a bigger piece. Invent drone accompaniment to a call-and-response song. Improvise with increasing confidence. (e.g. using 2 – 3 notes – C-D-E) Contribute ideas to a group composition, playing own part. Choose instruments and playing techniques to accurately depict story, mood or character showing an awareness of timbre. 	<ul style="list-style-type: none"> Construct a piece with a simple structure (e.g. Binary or Ternary). Improvise with increasing confidence (e.g. using 2 – 3 notes). Improvise with the voice on the notes of the pentatonic scale D-E-G-A-B (B flat if you have one) Add own words to an existing tune to make a new song. Make soundscapes/ descriptive/ atmospheric pieces with narrative through-composed structures. Fit two patterns together. Add pitch names to rhythmic notation to make more complex melodies. Begin to show an awareness of how changes in pitch can be shown on a stage. Work independently within a group composition showing thought in 	<ul style="list-style-type: none"> Construct a piece with a simple structure (e.g. Binary or Ternary, Verse-Chorus, Intro/Outro). Improvise with increasing confidence (e.g. using a scale pattern). Use scale patterns to construct melodies, understanding pitch direction, movement by step and leap and knowing names of notes. Show understanding of how drum patterns, baseline and rift fit together to create a memorable catchy groove. Compose and perform drum patterns, baselines and rifts on a variety of instruments as part of a group. Compose showing sensitivity to mood/time/location through use

		<ul style="list-style-type: none"> different animal sounds/movements. Make up new lyrics and accompanying actions. Improvise a vocal/physical soundscape. Develop a song composing new words and adding movements and props. Improvise music with different instruments, following a conductor. Compose music based on characters and stories. Compose a 3-beat body percussion pattern and perform it to a steady beat. Invent and perform actions for new verses. 	<ul style="list-style-type: none"> Respond to music through movement. Experiment with Sounds (timbre) to create music, drawing the sounds using graphic symbols. Understand simple graphic notation – one sign for a sound or group of sounds. Compose word patterns in groups and melodies using mi-re-do. (E -D-C) Create rhythm patterns sequencing them and fixing them as compositions using simple notation. 	<ul style="list-style-type: none"> Recognise and begin to use contrasts in dynamics, tempo or pitch in a simple composition. Respond to music through movement. Notate a composition using simple graphic notation. Begin to understand duration and rhythm notation. Begin to understand notes of different pitch. Understand that music can be notated in different ways. Compose a piece with a beginning, middle and end. Follow signals given by a conductor/leader. 	<ul style="list-style-type: none"> Explore ways to communicate atmosphere and effect. Explore ways to create word-based pieces of music. Add pitch names to rhythmic notation to make melodies. Understand how changes in pitch can be shown on either graphic score and staff notation. Understand graphic scores and how more than one sound can play at a time to create texture. Start to understand simple rhythmic notation including crotchet, quaver, minim, semibreve. Notate, read and follow a score. 	<p>selection of instruments and playing techniques and understanding the effect of timbre and texture, including adding a drone.</p> <ul style="list-style-type: none"> Compose a fanfare using a small set of notes and short, repeated rhythms. Compose a pentatonic melody. Create ostinatos. Use ICT to compose. Use notation to represent musical ideas. Create and read graphic scores. Create a follow a score. Structure musical ideas into their own compositions. 	<p>of inter-related dimensions of music, experimenting with the use of harmony to create texture.</p> <ul style="list-style-type: none"> Compose a simple accompaniment using tunes instruments. Improvise and compose 'doodling' with sound playing around with pitch and rhythm to create a strong hook. Works independently within a group composition showing thought in selection of instruments and playing techniques. Compose body percussion and write these out using rhythm grids. Create fragments of songs that can be developed into fully fledged songs. Is beginning to compose using conventional notation for rhythms and/or pitch. Improvise freely over a drone. Use ICT for recording/refining compositions. Create and perform their own class arrangement. 	<ul style="list-style-type: none"> experimenting with harmonies and chords to create texture. Improvise on top of a repeating baseline. Works independently within a group composition showing thought in selection of instruments and playing techniques. Notate compositions using a variety of methods, incorporating the inter-related dimensions of music. To create a piece using ICT (ie garage band). Structure their ideas into a full soundtrack. Create their own song lyrics. Fit their lyrics to a pulse, creating a chant. Write a melody and sing it. Experiment with harmony. Structure their ideas into a complete song. Decipher a graphic score.
Aural Awareness and Theoretical Knowledge	<ul style="list-style-type: none"> Listen actively to music. Begin to show understanding of a beat by moving to a piece of music. 	<ul style="list-style-type: none"> Develop active listening skills. Listen to music and show the beat with actions. Match the pitch of a 4-note (la-so-mi-do) call and response song. Explore dynamics with their voices and instruments. Identify and describe contrasts in tempo and dynamics. Begin to use musical terms (louder, quieter, faster, slower, higher, lower) Use appropriate hand actions to mark a change in pitch. Develop listening skills identifying dynamics across a range of different musical styles. Listen actively to music in 3/4 time. 	<ul style="list-style-type: none"> Listen and move in time to a piece of music or a song. Listen to and experiment with vocal and instrumental sounds. Copy back simple rhythmic patterns and melodies. Recognise duration as being long or short. Recognise pitch as high or low. Recognise different articulations e.g. smooth and detached. Feel if the tempo is fast or slow by responding to the pulse. Recognise differences in dynamics as loud or soft. Recognise the difference between a pattern with notes (pitched) and without (Unpitched). 	<ul style="list-style-type: none"> Begin to recognise the sounds of different instruments and qualities of sound (timbre) with an understanding of how sounds are produced. Sing and recognise simple melodic shapes and patterns. Recognise and play echoing phrases by ear. Take a lead in activities that involve imitation or call and response. Continue to develop an awareness of pulse, duration, pitch, tempo, dynamics and articulations in all activities. Recognise groups of instruments. 	<ul style="list-style-type: none"> Recognise and describe how sounds are made on different instruments. Listen and identify where notes in the melody of the song go down and up. Sing and recognise short melodic shapes and rhythmic patterns from memory. Continue to develop an awareness of pulse, duration, pitch, tempo, dynamics and articulations in all activities. Recognise different metres (e.g. 3 time and 4 time). 	<ul style="list-style-type: none"> Recognise and describe how sounds are made and changed on different instruments and how this groups them into instrumental families. Understand that instruments can be used individually and in combination to create different effect of timbre and texture. Memorise rhythmic and melodic phrases and match to conventional/graphic pitch notation. Continue to develop an awareness of the inter-related dimensions of music, pulse and articulations. Recognise simple structures in the music that is being performed or listened to (e.g. phrases, Binary, Ternary, Verse-Chorus). Recognise different metres (e.g. 2, 3 or 4 time). 	<ul style="list-style-type: none"> Recognise and identify instrumental families aurally. Recognise individual instruments and voices by ear. Memorise more complex rhythmic and melodic patterns and match conventional notation/graphic pitch notation. Continue to develop an awareness of the inter-related dimensions of music, pulse and articulations. Recognise simple structures in the music that is being performed or listened to (e.g. Binary, Ternary, Verse-Chorus, Rondo, Variation, 12-Bar Blues). Compare and discuss differences in performances of the same piece of music. Recognise a variety of metres. Understand techniques for creating a song and developing a greater understanding of the songwriting process. 	<ul style="list-style-type: none"> Recognise and identify instrumental families aurally, including instruments from different genres, cultures and traditions, comparing and contrasting them with their own musical practices and experiences. Memorise more complex rhythmic and melodic patterns and match to conventional notation. Continue to develop an awareness of the inter-related dimensions of music, pulse and articulations. Recognise structures in the music that is being performed or listened to (Rondo, Variation, Twelve Bar Blues, Ternary, Verse-Chorus, Intro/Outro, through-composed). Compare and discuss differences in performances of the same piece of music. Recognise a variety of metres. Identify features of timbre, instrumentation and expression in an extract of recorded music. Understand the concept of identify and how you can express that in songs and music.
Reflecting and Evaluating	<ul style="list-style-type: none"> To move in different ways to music. To begin to show how a piece of music makes you feel through movement. Listens to different genres of music and begins to indicate a like or dislike. 	<ul style="list-style-type: none"> Respond to music in a range of ways. Enjoy moving freely and expressively to music. Listen to a piece of classical music and respond through dance and movement. Listen to and talk about a range of different songs. 	<ul style="list-style-type: none"> Comment on own performances and compositions. Describe how the music makes them feel and why. Respond to musical characteristics through movement. Describe music and sounds in simple terms using basic musical vocabulary including pulse/beat, rhythm and pitch. 	<ul style="list-style-type: none"> Talk about own and peers' work and make simple suggestions for improvement. Discuss how the music makes them feel and why. Describe music and sounds in simple terms using basic musical vocabulary including pulse/beat, rhythm/duration and pitch. Listen and appraise with focus and attention to detail, recalling sounds and patterns. 	<ul style="list-style-type: none"> Make constructive comments on own and others' music to develop compositions and performances. Use active listening to make simple connections and comparisons between own compositions and performances, and those of other musicians. Begin to recognise how composers use the inter-related dimensions of music to create effects and mood. Begin to develop an understanding and appreciation 	<ul style="list-style-type: none"> Make constructive comments on own and others' music to develop compositions and performances discussing some of the inter-related dimensions of music. Use active listening to make simple connections and comparisons between own compositions and performances, and those of other musicians. Identify how composers use the inter-related dimensions of music to create effects and mood. Ask questions about music in other cultures and traditions. 	<ul style="list-style-type: none"> Make constructive comments on own and others' music to develop compositions and performances making use of inter-related dimensions of music. Use active listening to make simple connections and comparisons between own compositions and performances, identifying the use of musical devices (e.g. Canon, Ostinato, Repetition, Sequence). Recognise how music reflects its purpose, place and time including 	<ul style="list-style-type: none"> Make constructive and refined comments on own and others' music to develop compositions and performances using the full range of inter-related dimensions of music. Use active listening to make simple connections and comparisons between own compositions and performances, identifying the use of musical devices (e.g. Canon, Ostinato, Repetition, Sequence).

					<ul style="list-style-type: none"> of music from different musical traditions. Identify some songs from different places in the world. 		<ul style="list-style-type: none"> other cultures, traditions and a variety of genres. Discuss music in subjective and objective terms using musical vocabulary. Listen and appraise, identifying the structure of songs and analysing them to appreciate the metaphor. 	<ul style="list-style-type: none"> Recognise how music reflects its purpose, place and time, including other cultures and traditions, and relating it to own cultures, traditions and experiences Confidently use a wide range of musical vocabulary and knowledge to discuss similarities and differences in pieces of music. Explore the influences on a artist by comparing pieces of music from different genres. Listen and appraise recognising and identifying key musical features such as rhythm, tempo, timbre, structure and instruments.
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Black Objectives – The Music Partnership

Blue Objectives – Sing Up

Green Objectives – School developed objectives using Sing Up units.