



Early Years Owls



YR To listen and respond to different styles of music.

YR To listen to and learn to sing nursery rhymes and action songs, sharing and performing what they know.

YR To explore the different sounds of instruments and use them to make music.

Y1 Improvising:
To make up a tune that has never been heard before.

Y1 Listen and Appraise:
Listen to, review and evaluate different styles of music. To enjoy moving to music by dancing, marching, being animals or pop stars.

Y1 Singing:
To confidently sing or rap five songs from memory and sing them in unison. To make different types of sounds with my voice.

Y1 Composition:
To understand that composing is like writing a story with music.

Y1 Playing:
To learn the names of the notes in their instrumental part from memory or when written down. To learn the names of the instruments they are

Year 1 Starlings



Y1 Performance:
To share a piece of music and understand the importance and meaning of an audience.

Y2 Listen and Appraise:
To say how songs can tell a story or describe an idea. To recognise the sound and names of some of the instruments used in a piece of music.

Y2 Singing:
To identify and use different pitches (high and low). To start and stop singing when following a leader.

Y2 Playing:
To treat instruments carefully and with respect. To listen to and follow musical instructions from a leader.

Y2 Performance:
To share a piece of music and understand the importance and meaning of an audience.

Year 2 Swallows



Y2 Improvising:
To improvise using one or two notes. To make up my own tune on the spot.

Y2 Composition:
To create three simple melodies using one, three or five different notes. To show how the notes of the composition can be written down and changed if necessary.

Y4 Improvising:
To use some of the previously taught riffs to improve my improvisations.

Y4 Playing:
To listen to and follow musical instructions from a leader. To lead the playing by making sure everyone plays in the playing section of the song.

Y4 Singing:
To understand the importance of listening to each other when singing as part of an ensemble or large group. To discuss texture.

Y4 Listen and Appraise:
To listen to a piece of music and discuss its lyrics. To identify the musical dimensions featured in the song and say where they are used.

Y3 Composition:
To explore different ways of recording compositions (letter names, symbols, audio etc.)

Y3 Performance:
To communicate feelings, thoughts and ideas about the song/music when performing.

Y3 Improvising:
To understand that an improvisation is not written down and belongs to the person who created it.

Y3 Playing:
To play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation.

Y3 Singing:
To explain why we must warm up our voices. To understand that songs can make you feel different things e.g. happy, energetic or sad.

Y3 Listen and Appraise:
To identify the main sections of the song (introduction, verse, chorus etc.) and name some of the instruments heard in the song.

Year 3 Robins



Year 4 Goldfinches



Y4 Composition:
To listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. To record my composition in any way appropriate that recognises the connection between sound and symbol.

Y4 Performance:
To choose what to perform and create a programme. To talk about the best place to be when performing and how to stand or sit.

Y5 Singing:
To listen to my peers and show an awareness of how I fit into the group musically. To sing in unison, sing backing vocals and sing a solo.

Y5 Playing:
To select and learn an instrumental part using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.

Y5 Improvising:
To name a well-known improvisation musician.

Y5 Composition:
To listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.

Year 5 Skylarks



Y5 Performance:
To record my performance and compare it to a previous performance.

Y5 Listen and Appraise:
To discuss the historical context of the songs and use musical vocabulary confidently when talking about a piece of music.

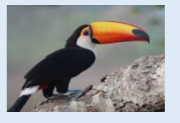
Y6 Singing:
To sing in unison and sing backing vocals whilst demonstrating a good singing posture. To follow a leader when singing and sing with awareness of being in tune.

Y6 Improvising:
To use the riffs and licks that I have learnt in the Challenges in my improvisations. To name three well-known improvising musicians.

Y6 Composition:
To make a composition that has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure. To recognise the connection between sound and symbol.

Y6 Playing:
To explain the different ways of writing music down – e.g. staff notation, symbols..

Year 6 Toucans



Y6 Listen and Appraise:
To discuss style indicators and musical dimensions featured in the songs and where they are used. (texture, dynamics, tempo, rhythm, pitch and timbre)

Y6 Performance:
To discuss and talk musically about a performance – "What went well?" and "It would have been better if...?"

