

	FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Pulse &amp; Rhythm</b>		Repeat and copy short rhythmic and melodic patterns.  Experimenting with sounds with a range of tuned and untuned instruments.	Performs simple patterns and accompaniments keeping to a steady pulse/beat.  Play tuned and untuned instruments musically.	Perform with control of pulse and awareness of what others are playing.	Perform with control of pulse and awareness of what others are playing.	Perform with control of pulse and awareness of what others are playing.	Perform with control of pulse and awareness of what others are playing.
<b>Singing/ Performing</b>	Sing echo songs and perform movements to a steady beat.	Join in with familiar rhymes, songs and chants.	Use their voices expressively to sing rhymes, songs and chants.	Sing with increasing expression and control.	To be able to sing within an ensemble with accuracy, expression and control.	To be able to sing whilst listening to others with fluency, accuracy, expression and control.  Recognise the difference between unison and harmony.	To perform a solo and in an ensemble with music instruments with accuracy, fluency, control and expression.
<b>Improvisation &amp; Composition</b>		Create and choose sounds in response to simple starting points.	Combining sounds in different ways.  Start to use inter-related dimensions to create different effects.	Recognise how inter-related dimensions are combined and used expressively.	Begin to use inter-related dimensions of music to improvise and compose for a range of purposes.  Start to compose a simple score.	Identify and create more complex patterns, maintaining own part.  Using inter-related dimensions of music to improvise and compose music.  Improve own melodies with inter-related dimensions of music.  Using inter-related dimensions of music to create a score.  Compare, improve and perform an increasing range of compositions.	Using inter-related dimensions of music to improvise and compose music for key purposes.  Using notation and inter-related dimensions of music to create a score.  Compare, improve and perform an increasing range of compositions with more than one part.  Create and perform musical pieces.  Create an accompaniment.  Improvise a complex cyclical pattern using beats and patterns of different lengths.

<p><b>Listening</b></p>	<p>Respond to different moods in a musical score.</p>	<p>Listen to a range of high-quality live and recorded music from a range of genres.</p>	<p>Develop an awareness of repeating patterns within genres.</p> <p>Listen with concentration to a range of high-quality live and recorded music from a range of genres.</p> <p>Listen and use simple musical vocabulary.</p>	<p>Understand cyclical patterns.</p> <p>Listen and use increasingly complex musical vocabulary.</p> <p>Develop an awareness of rounds, call and response, marching songs and sea shanties.</p> <p>Listen and understand high-quality live recorded music from different traditions and great composers.</p> <p>Listen and recall sounds in a variety of music.</p>	<p>Appreciate and understand high-quality live recorded music from different traditions and great composers.</p> <p>Listen to, discuss and analyse simple songs with verse and chorus, and Rondo.</p> <p>Listen with attention to detail and recall sounds in a variety of music.</p>	<p>Compare and contrast a range of musical genres.</p> <p>Appreciate and understand high-quality live recorded music from different traditions and great composers.</p> <p>Listen to, discuss and analyse hooks, riffs and musical clichés.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p>	<p>Explore complex structures containing more than one melody.</p> <p>Listen to, discuss and analyse ballads and groove form hooks.</p> <p>Appreciate and understand high-quality live recorded music from different traditions and great composers.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p>
<p><b>Notation/Inter-related dimensions</b></p>		<p>Identify high and low sounds in the environment.</p> <p>Identify long and short sounds in the environment.</p> <p>Identify loud and soft sounds in the environment.</p> <p>Identify fast and slow sounds in the environment.</p>	<p>Recognise and reproduce high and low sounds.</p> <p>Recognise and reproduce long and short sounds.</p> <p>Recognise and reproduce loud and soft sounds.</p> <p>Recognise and reproduce fast and slow sounds.</p>	<p>Compare and contrast sounds according to pitch.</p> <p>Compare and contrast sounds according to duration.</p> <p>Compare and contrast sounds according to dynamics.</p> <p>Compare and contrast sounds according to tempo.</p>	<p>Understand staff and simple musical notation.</p> <p>Improvise a repeated pattern (Ostinato).</p> <p>Use notation associated with duration, e.g. crochet-one beat, minim-two beats, quaver-half beat.</p> <p>Recognise differences in dynamic levels, e.g. soft, loud etc</p> <p>Gain awareness that the top number of a time signature denotes the number of beats in each bar, the metre.</p> <p>Create and perform</p>	<p>Explore and use simple scales.</p> <p>Use notation associated with duration, e.g. crochet-one beat, minim-two beats, semi-breve-four beats, quaver-half beat, semi-quaver-quarter beat, a rest etc.</p> <p>Recognise features such as crescendo, diminuendo.</p>	<p>Use knowledge of notation to depict rhythmic phrases and patterns.</p> <p>Recognise a range of complex dynamic features.</p>

					linear and cyclical patterns.		
<b>History of music</b>		Listen to wide range of music from history.	Listen to wide range of music from history.	Develop an understanding of the history of music.	Develop an understanding of the history of music.	Develop an understanding of the history of music.	Develop an understanding of the history of music.