



Early Years Foundation stage Early Learning Goals	Key stage 1 National curriculum expectation	Key stage 2 National curriculum expectation
<p>Expressive Arts and Design ELG: Being imaginative and expressive Children at the expected level of development will: -</p> <ul style="list-style-type: none"> <li>● Sing a range of well-known nursery rhymes and songs;</li> <li>● Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</li> </ul>	<p>The national curriculum for music aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>● Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians</li> <li>● Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence</li> <li>● Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</li> </ul> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>● Use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>● Play tuned and untuned instruments musically</li> <li>● Listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>● Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>	<p>The national curriculum for music aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>● Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians</li> <li>● Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence</li> <li>● Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</li> </ul> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>● Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>● Improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>● Listen with attention to detail and recall sounds with increasing aural memory</li> <li>● Use and understand staff and other musical notations</li> <li>● Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>● Develop an understanding of the history of music.</li> </ul>



Performing						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>Join in with singing</li> <li>Sing a song in front of others</li> <li>To copy familiar sounds</li> <li>Move in time to music</li> </ul>	<ul style="list-style-type: none"> <li>To use their voices to speak / sing / chant</li> <li>To join in with singing</li> <li>To use instruments to perform</li> <li>To look at their audience when they are performing</li> <li>To clap short rhythmic patterns</li> <li>To copy sounds</li> </ul> <p><b>Challenge:</b></p> <ul style="list-style-type: none"> <li>Pupils make loud and quiet sounds</li> <li>They know that the chorus keeps repeating</li> </ul>	<ul style="list-style-type: none"> <li>To sing and follow the melody (tune)</li> <li>To sing accurately at a given pitch</li> <li>To perform simple patterns and accompaniments keeping a steady pulse</li> <li>To perform with others</li> <li>To play simple rhythmic patterns on an instrument</li> <li>To sing/ clap a pulse increasing or decreasing</li> <li>in tempo</li> </ul> <p><b>Challenge:</b></p> <ul style="list-style-type: none"> <li>Pupils can sing/play rhythmic patterns in contrasting tempo; keeping to the pulse</li> </ul>	<ul style="list-style-type: none"> <li>To sing in tune with expression</li> <li>To control their voice when singing</li> <li>To play clear notes on instruments</li> </ul> <p><b>Challenge:</b></p> <ul style="list-style-type: none"> <li>Pupils work with a partner to create a piece of music using more than one instrument</li> </ul>	<ul style="list-style-type: none"> <li>To perform a simple part rhythmically</li> <li>To sing songs from memory with accurate pitch</li> <li>To improvise using repeated patterns</li> </ul> <p><b>Challenge:</b></p> <ul style="list-style-type: none"> <li>Pupils can use selected pitches simultaneously to produce simple harmony</li> </ul>	<ul style="list-style-type: none"> <li>To breath in the correct place when singing</li> <li>To sing and use their understanding of meaning to add expression</li> <li>To maintain their part whilst others are performing their part</li> <li>To perform 'by ear' and from simple notations</li> <li>To improvise within a group using melodic and rhythmic phrases</li> <li>To recognise and use basic structural forms</li> <li>e.g. rounds, variations,</li> <li>rondo form</li> </ul> <p><b>Challenge:</b></p> <ul style="list-style-type: none"> <li>Pupils use pitches simultaneously to produce harmony by building up</li> </ul>	<ul style="list-style-type: none"> <li>To sing a harmony part confidently and accurately</li> <li>To perform parts from memory</li> <li>To perform using notations</li> <li>To take the lead in a performance</li> <li>To take on a solo part</li> <li>To provide rhythmic support</li> </ul> <p><b>Challenge:</b></p> <ul style="list-style-type: none"> <li>Pupils can perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the part will fit together</li> </ul>



Composing (including notation)						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To make different sounds with their voice	<p>To make different sounds with their voice</p> <p>To make different sounds with instruments</p> <p>To identify changes in sounds</p> <p>To change the sound</p> <p>To repeat (short rhythmic and melodic) patterns</p> <p>To make a sequence of sounds</p> <p>To show sounds by using pictures</p> <p><u>Challenge:</u> Pupils can tell the difference between long and short sounds</p> <p>They can tell the difference between high and low</p>	<p>To order sounds to create a beginning, middle and end</p> <p>To create music in response to different starting points</p> <p>To choose sounds which create an effect</p> <p>To use symbols to represent sounds</p> <p>To make connections between notations and musical sounds</p> <p><u>Challenge:</u> Pupils can use simple structures in a piece of music They know that phrases are where we breathe in a song</p>	<p>To use different elements in their composition</p> <p>To create repeated patterns with different instruments</p> <p>To compose melodies and songs</p> <p>To create accompaniments for tunes</p> <p>To combine different sounds to create a specific mood or feeling</p> <p><u>Challenge:</u> Pupils understand metre in 2 and 3 beats; then 4 and 5 beats</p> <p>They understand how the use of tempo can provide contrast within a piece of music</p>	<p>To use notations to record and interpret sequences of pitches</p> <p>To use standard notation</p> <p>To use notations to record compositions in a small group or on their own</p> <p>To use their notation in a performance</p> <p><u>Challenge:</u> Pupils can explore and use sets of pitches, e.g. 4 or 5 note scales</p> <p>They can show how they can use dynamics to provide contrast</p>	<p>To change sounds or organise them differently to change the effect</p> <p>To compose music which meets specific criteria</p> <p>To use their notations to record groups of pitches (chords)</p> <p>To use a music diary to record aspects of the composition process</p> <p>To choose the most appropriate tempos for a piece of music</p> <p><u>Challenge:</u> Pupils understand the relation between pulse and syncopated patterns</p> <p>They can identify (and use)</p>	<p>To be able to use a variety of different musical devices in their composition (including melody, rhythms and chords)</p> <p>To recognise that different forms of notation serve different purposes</p> <p>To use different forms of notation</p> <p>To be able to combine groups of beats</p> <p><u>Challenge:</u> Pupils can show how a small change of tempo can make a piece of music more effective</p> <p>They use the full range of chromatic pitches to build up chords, melodic</p>



					how patterns of repetitions, contrasts and variations can be organised to give structure to a melody, rhythm, dynamic and timbre	lines and bass lines
--	--	--	--	--	--	----------------------

Appraising						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To move in time to music	<ul style="list-style-type: none"> <li>To respond to different moods in music</li> <li>To say how a piece of music makes them feel</li> <li>To say whether they like or dislike a piece of music</li> <li>To choose sounds to represent different things</li> <li>To recognise repeated patterns</li> <li>To follow instructions about when to play or sing</li> </ul>	<ul style="list-style-type: none"> <li>To improve their own work</li> <li>To listen out for particular things when listening to music</li> </ul> <p><u>Challenge:</u> Pupils recognise sounds that move by steps and by leaps</p>	<ul style="list-style-type: none"> <li>To improve their work explaining how it has improved</li> <li>To use musical words (the elements of music) to describe a piece of music and compositions</li> <li>To use musical words to describe what they like and dislike</li> <li>To recognise the work of at least one famous composer</li> </ul> <p><u>Challenge:</u></p>	<ul style="list-style-type: none"> <li>To explain the place of silence and say what effect it has</li> <li>To start to identify the character of a piece of music</li> <li>To describe and identify the different purposes of music</li> <li>To begin to identify with the style of work of</li> <li>Beethoven, Mozart and</li> <li>Elgar</li> </ul> <p><u>Challenge:</u> Pupils can identify how a change in timbre can change</p>	<ul style="list-style-type: none"> <li>To describe, compare and evaluate music using musical vocabulary</li> <li>To explain why they think their music is successful or unsuccessful</li> <li>To suggest improvements to their own or others' work</li> <li>To choose the most appropriate tempo for a piece of music</li> <li>To contrast the work of famous composers and show preferences</li> </ul>	<ul style="list-style-type: none"> <li>To be able to refine and improve their work</li> <li>To be able to evaluate how the venue, occasion and purpose affects the way a piece of music is created</li> <li>To be able to analyse features within different pieces of music</li> <li>To be able to compare and contrast the impact that different composers from different times will have</li> </ul>

