



## Music Coverage

Intended End Points		
EYFS	KS1	KS2
Participate in small performances, playing and tapping in time to music, remembering and maintaining their role.	Perform expressively using dynamics, sing short songs from memory, play short melodic patterns from letter notation.	Perform as an ensemble to a wider audience, follow cues/directions, take a solo/leadership role within a performance.
Express responses to music, explore lyrics by suggesting actions, understand that different instruments make different sounds.	Begin to use musical vocabulary to describe music, recognise changes in music, recognise instrumentation.	Recognise stylistic features and musical eras, use musical vocabulary when describing/evaluating music, identify individual features of a song.
Experiment with body percussion, instruments and vocal sounds, play untuned percussion in time with a piece of music.	Combine and layer instruments within a given structure, choose dynamics/tempo/timbre for their music, begin to use music technology.	Compose a multi-layered piece of music, begin to write lyrics, record own composition using staff notation and/or music technology.
Sustained Listening	Singing & Performance	Composition
Year 1		
<ul style="list-style-type: none"> <li>✓ Listen to a range of performances - recorded and live, inside and outside of school.</li> <li>✓ Listen with concentration.</li> <li>✓ Begin to recognise instruments being played in a piece of music.</li> <li>✓ Express their opinion about pieces of music.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Sing simple songs, chants and rhymes from memory.</li> <li>✓ Respond to simple visual directions and counting in.</li> <li>✓ Control vocal pitch and match the pitch they hear.</li> <li>✓ Sing with good diction.</li> <li>✓ Sing in time to a steady beat.</li> <li>Perform with a sense of beat and rhythm by walking, moving or clapping.</li> <li>✓ Use body percussion, classroom percussion or tuned instruments to maintain a steady beat.</li> <li>✓ Perform together in an ensemble.</li> <li>✓ Change the tempo or dynamics while playing an instrument.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Experiment with, create, select and combine sounds.</li> <li>✓ Compose a simple tune using three or four notes.</li> <li>✓ Create sound effects for a picture or story thinking about how music can create a mood.</li> </ul>
Year 2		
<ul style="list-style-type: none"> <li>✓ Listen to a range of performances - recorded and live, inside and outside of school.</li> <li>✓ Listen with concentration.</li> <li>✓ Begin to recognise different genres of music.</li> <li>✓ Begin to recognise instruments being played in a piece of music.</li> <li>✓ Express their opinion about pieces of music.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Sing simple songs, chants and rhymes from memory.</li> <li>✓ Increase control of vocal pitch and match the pitch they hear.</li> <li>✓ Know the meaning of dynamics and tempo and demonstrate when singing.</li> <li>✓ Respond to simple visual directions and counting in.</li> <li>✓ Sing in time to a steady beat.</li> <li>✓ Sing short phrases independently within a singing game or short song.</li> <li>✓ Respond independently to pitch changes in short melodic phrases indicating with actions (stand up/sit down, hands high/hands low).</li> <li>✓ Understand that the speed of the beat can change, creating a faster or slower pace.</li> <li>✓ Mark the beat of a listening piece by tapping or clapping and recognise tempo changes.</li> <li>✓ Play copycat rhythms, copying a leader and then inventing own for others to copy.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Create music in response to non-musical stimulus (e.g., a storm, a rocket launch).</li> <li>✓ Work with a partner to improvise simple question and answer phrases.</li> <li>✓ Use graphic symbols, dot notation and stick notation to keep a record of composed pieces.</li> <li>✓ Use music technology to capture, change and combine sounds.</li> <li>✓ Read and respond to rhythm patterns and represent them with stick notation including crotchets, quavers and crotchet rests.</li> </ul>
Year 3		
<ul style="list-style-type: none"> <li>✓ Listen to a range of performances - recorded and live, inside and outside of school.</li> <li>✓ Listen to, appreciate and understand a wide range of different musical traditions from great composers and musicians.</li> <li>✓ Explain the tempo, dynamics and duration of a piece of music.</li> <li>✓ Begin to recognise orchestral instruments being played in a piece of music.</li> <li>✓ Express their opinion about pieces of music.</li> </ul> <p><b>Knowledge of Music:</b></p> <ul style="list-style-type: none"> <li>✓ Develop an understanding of the history of music.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Sing a wide range of songs of varying styles and structures tunefully, with good diction and with expression.</li> <li>✓ Perform forte and piano.</li> <li>✓ Sing a song with two or more parts.</li> <li>✓ Sing in solo and in ensemble contexts (as a choir).</li> <li>✓ Use the correct technique to play instruments.</li> <li>✓ Perform actions confidently and in time to a range of action songs (e.g., Head and Shoulders).</li> <li>✓ Perform with increased accuracy, fluency and control.</li> <li>✓ Play and perform melodies following staff notation as a whole class or in small groups.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Become more skilled at improvising and composing music for a range of purposes.</li> <li>✓ Compose a tune using eight notes.</li> <li>✓ Compose music that has a recognisable structure (beginning, middle and end).</li> <li>✓ Compose in response to different stimuli (eg., stories, painting, photographs).</li> <li>✓ Use rhythmic notation with letter names to create rising and falling phrases using 3 notes (do, re and mi).</li> <li>✓ Compose song accompaniments on untuned percussion using known rhythms and note values.</li> </ul> <p><b>Staff Notation:</b></p> <ul style="list-style-type: none"> <li>✓ Begin to understand staff and other musical notations.</li> </ul>



## Music Coverage

<ul style="list-style-type: none"> <li>✓ Name some composers and genres of music from different eras.</li> </ul>		<ul style="list-style-type: none"> <li>✓ Introduce and understand the differences between crotchets and paired quavers.</li> <li>✓ Introduce the stave, lines, spaces and clef.</li> <li>✓ Use dot notation to show higher or lower pitch.</li> <li>✓ Apply word chants to rhythms, understanding how to link each syllable to one musical note.</li> </ul>
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### Year 4

<ul style="list-style-type: none"> <li>✓ Listen to a range of performances - recorded and live, inside and outside of school.</li> <li>✓ Listen to, appreciate and understand a wide range of different musical traditions from great composers and musicians.</li> <li>✓ Explain the tempo, dynamics and duration of a piece of music.</li> <li>✓ Begin to recognise orchestral instruments being played in a piece of music.</li> <li>✓ Express their opinion about pieces of music using appropriate musical vocabulary.</li> <li>✓ Discuss similarities and differences in pieces of music.</li> </ul> <p><b>Knowledge of Music:</b></p> <ul style="list-style-type: none"> <li>✓ Develop an understanding of the history of music.</li> <li>✓ Name some composers and genres of music from different eras.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Continue to sing a wide range of songs of varying styles and structures tunefully, with good diction and with expression.</li> <li>✓ Follow directions for crescendo and decrescendo.</li> <li>✓ Sing round and partner songs in different time signatures (2, 3 and 4 time) and begin to perform simple second part vocal harmony.</li> <li>✓ Perform a range of songs in school assemblies.</li> <li>✓ Use the correct technique to play instruments.</li> <li>✓ Continue to perform actions confidently and in time to a range of action songs (e.g., Head and Shoulders).</li> <li>✓ Perform with increased accuracy, fluency and control.</li> <li>✓ Play and perform melodies following staff notation as a whole class or in small groups.</li> <li>✓ Develop basic skills of a selected musical instrument over a sustained learning period.</li> <li>✓ Perform in two or more parts (e.g., melody and accompaniment or a duet).</li> </ul>	<ul style="list-style-type: none"> <li>✓ Improvise on a limited range of pitches on the instrument they are now learning.</li> <li>✓ Make use of musical features including legato and staccato.</li> <li>✓ Begin to make compositional decisions about the overall structure of improvisation.</li> <li>✓ Explore developing knowledge of musical components by composing music to create a specific mood (e.g., creating music to accompany a short film clip).</li> <li>✓ Introduce major and minor chords.</li> <li>✓ Capture and record creative ideas using graphic symbols, rhythm notation and time signatures, staff notation and technology.</li> <li>✓ Combine rhythmic notation with letter names to create short pentatonic phrases.</li> </ul> <p><b>Staff Notation:</b></p> <ul style="list-style-type: none"> <li>✓ Begin to understand staff and other musical notations.</li> <li>✓ Introduce and understand the differences between minims, crotchets, paired quavers and rests.</li> <li>✓ Read and perform pitch notation within a defined range.</li> <li>✓ Follow and perform simple rhythmic scores to a steady beat, maintain individual parts accurately achieving a sense of ensemble.</li> <li>✓ Begin to be able to recognise some notes on a treble clef staff.</li> </ul>
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### Year 5

<ul style="list-style-type: none"> <li>✓ Listen to a range of performances - recorded and live, inside and outside of school.</li> <li>✓ Listen to, appreciate and understand a wide range of different musical traditions from great composers and musicians.</li> <li>✓ Listen with attention to detail and recall sounds with increasing aural memory.</li> <li>✓ Find the beat in a piece of music.</li> <li>✓ Explain the tempo, dynamics, metre, timbre and duration of a piece of music.</li> <li>✓ Recognise orchestral instruments and describe their effect in a piece of music.</li> </ul> <p><b>Knowledge of Music:</b></p> <ul style="list-style-type: none"> <li>✓ Develop an understanding of the history of music.</li> <li>✓ Name some composers and genres of music from different eras.</li> <li>✓ Name different musical periods.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Continue to sing a wide range of songs of varying styles and structures tunefully and with good diction.</li> <li>✓ Follow directions for crescendo and decrescendo.</li> <li>✓ Sing a song with two or more parts, showing confidence at being able to maintain tempo and pitch.</li> <li>✓ Perform with accuracy and expression, showing an understanding of the context of the music.</li> <li>✓ Perform a range of songs in school assemblies and in school performance opportunities.</li> <li>✓ Use the correct technique to play instruments with improved confidence and accuracy.</li> <li>✓ Play melodies on tuned percussion, melodic instruments or keyboards following staff notation writing on one stave.</li> <li>✓ Play and perform as a whole class with greater independence gained each lesson through smaller group performance.</li> <li>✓ Understand how triads are formed and then play them.</li> <li>✓ Perform simple, chordal accompaniments to familiar songs.</li> <li>✓ Perform a repertoire of pieces and arrangements in mixed ensembles.</li> <li>✓ Develop the skill of playing by ear on tuned instruments.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Improvise freely over a drone, developing a sense of shape and character.</li> <li>✓ Improvise over a simple groove, responding to the beat.</li> <li>✓ Experiment with using a wider range of dynamics including fortissimo, pianissimo, mezzo forte and mezzo piano.</li> <li>✓ Work in pairs to compose a short ternary piece.</li> <li>✓ Use chords to compose music to evoke a specific atmosphere, mood or environment.</li> <li>✓ Capture and record creative ideas using graphic symbols, rhythm notation and time signatures, staff notation and technology.</li> <li>✓ Create more complex tunes, thinking about their audience.</li> <li>✓ Add lyrics to a composition.</li> </ul> <p><b>Staff Notation:</b></p> <ul style="list-style-type: none"> <li>✓ Understand staff and other musical notations.</li> <li>✓ Recognise crotchets, quavers, semibreves, crotchet and quaver rests.</li> <li>✓ Recognise notes on a treble clef staff.</li> <li>✓ Understand that notes are positioned differently on a bass clef.</li> <li>✓ Record and play from music notation.</li> <li>✓ Record own compositions using music notation.</li> <li>✓ Understand the differences between 2/4, 3/4 and 4/4 time signatures.</li> </ul>
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### Year 6



## Music Coverage

- ✓ Listen to a range of performances - recorded and live, inside and outside of school.
- ✓ Listen to, appreciate and understand a wide range of different musical traditions from great composers and musicians.
- ✓ Recognise a range of music genres (including from around the world) and describe their characteristics.
- ✓ Name a variety of composers and artists associated with different genres of music.
- ✓ Recognise instruments being played in a piece of music.
- ✓ Express their opinion about pieces of music using appropriate music vocabulary.
- ✓ Discuss similarities and differences in pieces of music and explain how composers and performers achieve this.

### Knowledge of Music:

- ✓ Develop an understanding of the history of music.
- ✓ Name some composers and genres of music from different eras.
- ✓ Name different musical periods.

- ✓ Sing a broad range of songs, involving those that involve syncopated rhythms, as part of a choir and with a sense of ensemble.
- ✓ Continue to sing 3 and 4-part rounds or partner songs and experiment with positioning singers randomly within the group.
- ✓ Continue to sing a wide range of songs of varying styles and structures tunefully and with good diction.
- ✓ Follow directions for crescendo and decrescendo.
- ✓ Sing a song with two or more parts, showing confidence at being able to maintain tempo and pitch.
- ✓ Perform with accuracy and expression, showing an understanding of the context of the music.
- ✓ Perform a range of songs as a choir in school assemblies, in school performance opportunities and to a wider audience.
- ✓ Use the correct technique to play instruments with improved confidence and accuracy.
- ✓ Play melodies on tuned percussion, melodic instruments or keyboards following staff notation writing on one stave.
- ✓ Play and perform as a whole class with greater independence gained each lesson through smaller group performance.
- ✓ Understand how triads are formed and then play them.
- ✓ Perform simple, chordal accompaniments to familiar songs.
- ✓ Perform a repertoire of pieces and arrangements in mixed ensembles.
- ✓ Develop the skill of playing by ear on tuned instruments.

- ✓ Extend improvisation skills through working in small groups.
- ✓ Create music with multiple sections that include repetition and contrast.
- ✓ Use chord changes as part of an improvised sequence.
- ✓ Extend improvised melodies beyond 8 beats over a fixed groove.
- ✓ Plan and compose an 8 or 18 beat melodic phrase using the pentatonic scale and incorporate rhythmic variety and interest.
- ✓ Compose melodies made from pairs or phrases suitable for the instrument chosen.
- ✓ Compose a ternary piece - use available music software/apps to create and record it, discussing how musical contrasts are achieved.

### Staff Notation:

- ✓ Understand staff and other musical notations.
- ✓ Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers and their equivalent rests.
- ✓ Further develop the skills to read and perform pitch notations.
- ✓ Read and play confidently from rhythm notation cards and rhythmic scores in up to four parts.
- ✓ Read and play from notation a four-bar phrase, confidently identifying note names and durations.
- ✓ Recognise notes on a treble clef staff.
- ✓ Understand that notes are positioned differently on a bass clef.
- ✓ Record and play from music notation.
- ✓ Record own compositions using music notation.