

|                | EYFS: Introduce and Experience                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | KS1: Explore and Respond                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | LKS2: Identify and Embed                                                                                                                                                                                                                                                                                                                                                                                                                                         | UKS2: Extend and Deepen Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <b>Singing</b> | <p><b>Investigate vocal sounds</b></p> <ul style="list-style-type: none"> <li>- Exploring vocal sounds through speaking, chanting and singing</li> <li>- Engaging in vocal play, exploring the inter-related dimensions of music</li> <li>- Playing singing games and rhymes to underpin musical understanding</li> <li>- Experiencing solo singing and singing as a group</li> </ul> <p><b>Present music confidently</b></p> <p><b>Communicate through performance</b></p> <ul style="list-style-type: none"> <li>- Singing familiar songs together with confidence</li> <li>- Performing finger rhymes and chants with corresponding actions</li> <li>- Performing finger rhymes and chants with corresponding actions</li> <li>- Singing in a group.</li> <li>- Choosing to sing for others.</li> <li>- Showing pride in musical achievements.</li> <li>- Performing independently or within a group.</li> </ul> <p><b>Build a repertoire</b></p> <p><b>Sing from memory</b></p> <ul style="list-style-type: none"> <li>- Developing a repertoire of traditional nursery rhymes</li> </ul> | <p>Sing a range of songs in unison with increasing pitch accuracy NC1.1</p> <p>Echo and copy short melodic phrases with the voice NC1.1</p> <p>Respond vocally to changes in tempo and dynamics NC1.1/NC1.4</p> <p>Perform songs from memory with expression NC1.1</p> <p>Intentionally adapt the voice to express different moods and characters NC1.1</p> <p>Explore typical structures (such as call and response) through song NC1.1</p> <p>Develop a repertoire of songs that represent the diverse community we live in NC1.1</p> | <p>Sing confidently in tune within an extended range NC2.1</p> <p>Sing rounds and partner songs in two parts NC2.1</p> <p>Show awareness of phrasing, posture and diction NC2.1</p> <p>Explore songs with a combination of sung and spoken passages (rap) NC2.1</p> <p>Identify verse/chorus and call-and-response structures NC2.1/NC2.3/NC2.5</p> <p>Further develop a broad repertoire of songs that reflect the diverse community we live in NC2.1/NC2.5</p> | <p>Sing with fluency, control and stylistic awareness NC2.1</p> <p>Sing with strong diction, sustained phrasing and good breath control NC2.1</p> <p>Sustain an independent vocal line in harmony NC2.1</p> <p>Sing songs with an understanding of purpose (e.g. protest songs) NC2.1/NC2.5</p> <p>Sing rounds and partner songs in three or four parts NC2.1</p> <p>Sing and rap complex rhythmic patterns with accuracy and control NC2.1</p> <p>Perform songs from memory with commitment and confidence NC2.1</p> |

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|                  | <ul style="list-style-type: none"> <li>- Experiencing songs from around the world</li> <li>- Playing singing games and rhymes to underpin musical understanding</li> <li>- Singing spontaneously in play</li> <li>- Recalling songs independently</li> </ul> <p><b>Begin pitch matching</b></p> <ul style="list-style-type: none"> <li>- Beginning to pitch match within a limited vocal range</li> </ul>                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                      |
| <b>Listening</b> | <p><b>Listen attentively</b></p> <ul style="list-style-type: none"> <li>- Listening to and identifying familiar environmental sounds</li> <li>- Listening to short excerpts of live and recorded music</li> </ul> <p><b>Notice musical differences</b></p> <ul style="list-style-type: none"> <li>- Recognising familiar melodies</li> <li>- Showing preferences and emotional responses to music</li> <li>- Recognising simple contrasts (fast/slow, loud/quiet)</li> </ul> <p><b>Respond through movement, talk and expression</b></p> <ul style="list-style-type: none"> <li>- Listening and responding to songs and musical extracts through use of</li> </ul> | <p>Demonstrate an understanding of pulse, tempo and dynamics (through movement/class discussion) NC1.3</p> <p>Recognise different instruments by their sound/timbre NC1.3</p> <p>Describe music using simple musical vocabulary NC1.3</p> <p>Respond to changes in pulse, pitch, dynamics and tempo NC1.3/NC1.4</p> <p>Compare simple recorded or live extracts of music NC1.3</p> | <p>Identify key features of genres, styles and traditions NC2.3/NC2.5</p> <p>Recognise texture, structure and layers of sound NC2.3</p> <p>Identify how musical elements are used for effect NC2.3/NC2.5</p> <p>Use correct musical terminology confidently</p> <p>Analyse recordings to identify instruments and texture NC2.3/NC2.5/NC2.6</p> | <p>Analyse and compare music using a wide range of musical vocabulary NC2.3</p> <p>Place music within historical, cultural and world contexts NC2.3/NC2.5/NC2.6</p> <p>Justify opinions using musical evidence NC2.5/NC2.6</p> <p>Identify how interrelated dimensions create emotional impact NC2.3/NC2.5/NC2.6</p> |

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|                                  | <p>handheld props<br/>(scarves/balls/ribbons/parachute/lycra)</p> <ul style="list-style-type: none"> <li>- Experiencing pulse through movement and body percussion</li> <li>- Freezing when music stops</li> <li>- Moving differently to contrasting music.</li> <li>- Talking about how music makes them feel</li> </ul>                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Composing and Improvising</b> | <p><b>Invent musical ideas</b></p> <p><b>Create songs and sound patterns</b></p> <ul style="list-style-type: none"> <li>- Exploring and experimenting with sound using voice, body and instruments</li> <li>- Exploring timbre through found sounds</li> <li>- Creating sound effects.</li> <li>- Creating simple sound effects for stories and images</li> <li>- Creating responses in call-and-response activities</li> <li>- Experimenting with and creating sounds and patterns using simple technology</li> <li>- Assigning sounds to symbols or pictures</li> <li>- Making up songs during play.</li> <li>- Inventing rhythmic patterns</li> </ul> | <p>Create simple rhythmic and melodic patterns NC1.4</p> <p>Use question-and-answer structures NC1.4</p> <p>Combine sounds to create short pieces NC1.4</p> <p>Compose soundscapes in response to art or setting description NC1.4</p> <p>Use graphic notation to represent ideas NC1.4</p> <p>Use digital tools to explore the inter-related dimensions of music NC1.4</p> | <p>Compose structured pieces with a clear beginning, middle and end NC2.2</p> <p>Improvise using a limited pitch range NC2.2</p> <p>Use repetition, contrast and ostinato NC2.2</p> <p>Record ideas using graphic and emerging staff notation and devise own methods of recording details NC2.4</p> <p>Use technology to create and notate musical ideas NC2.2/NC2.4</p> | <p>Compose extended, multi-section pieces for specific purposes NC2.2</p> <p>Compose and improvise using stylistic devices appropriate to the studied genre NC2.2/NC2.5/NC2.6</p> <p>Use chords, drones and harmonic devices effectively NC2.2/NC2.5/NC2.6</p> <p>Improvise over grooves or drones with control NC2.2</p> <p>Refine work through evaluation and peer feedback NC2.3</p> <p>Plan, edit and present compositions using music technology NC2.2/NC2.3/NC2.4</p> |

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| <b>Musicianship/<br/>Instrumental</b> | <p><b>Maintain pulse through movement and playing</b></p> <p><b>Experience beat physically</b></p> <ul style="list-style-type: none"> <li>- Moving and playing on the beat</li> <li>- Walking in time to music.</li> <li>- Clapping with a song.</li> <li>- Playing repeated beats with increasing consistency.</li> </ul> <p><b>Investigate instrumental sounds</b></p> <p><b>Make deliberate sound choices</b></p> <ul style="list-style-type: none"> <li>- Exploring untuned and tuned percussion instruments freely</li> <li>- Exploring and controlling musical sounds</li> <li>- Choosing instruments for a story.</li> <li>- Making loud and quiet sounds intentionally.</li> <li>- Using different ways of playing an instrument.</li> </ul> <p><b>Collaborate and take turns, responding to others</b></p> <ul style="list-style-type: none"> <li>- Introducing musical concepts (such as pitch, pulse and rhythm) through playing musical games</li> <li>- Following start/stop signals</li> <li>- Playing instruments in response to instructions</li> <li>- Echoing rhythms.</li> </ul> | <p>Physically experience pulse and rhythm (body percussion) NC</p> <p>Play simple rhythms on untuned and tuned percussion NC1.2</p> <p>Explore simple melodies of a limited range on an instrument (tuned percussion) NC1.2</p> <p>Maintain a steady beat when playing or singing NC1.2/NC1.4</p> <p>Understand and differentiate between pulse and rhythm NC1.2/NC1.4</p> <p>Demonstrate an understanding of higher and lower NC1.2/NC1.4</p> <p>Follow start/stop and dynamic signals NC1.1/NC1.2/NC1.3/NC1.4</p> <p>Practise leading and following in an ensemble NC1.4/NC1.3/NC1.2</p> <p>Perform confidently as part of a group NC1.2</p> <p>Perform alongside simple recorded accompaniments NC1.2/NC1.3/NC1.4</p> <p>Demonstrate musical understanding through movement and use of musical props</p> | <p>Play instruments with secure basic technique NC2.1</p> <p>Play melodies with a developing note range NC2.1</p> <p>Maintain an independent part within an ensemble NC2.1</p> <p>Perform short melodic phrases accurately NC2.1</p> <p>Learn musical passages by ear NC2.1/NC2.3</p> <p>Begin to perform from staff/TAB notation NC2.4</p> <p>Recognise steps and leaps in pitch NC2.3</p> <p>Dictate simple rhythmic and/or melodic passages using grid, graphic or Western notation NC2.3/NC2.4</p> <p>Use recordings for rehearsal and self-assessment NC2.3</p> | <p>Perform fluently with technical accuracy and expressive control NC2.1</p> <p>Simultaneously play a chordal or rhythmic accompaniment while maintaining a sung melody line NC2.1</p> <p>Improve tone quality on an instrument NC2.1</p> <p>Understand musical and cultural traditions, recognising differences between aural and notation-based approaches to learning music and roles within an ensemble. NC2.1/NC2.5</p> <p>Read and interpret notation independently NC2.4</p> <p>Perform in two or more parts with balance and awareness NC2.1</p> |
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|  | <ul style="list-style-type: none"> <li>- Waiting for a cue before playing.</li> </ul> <p><b>Present music confidently</b></p> <ul style="list-style-type: none"> <li>- Performing simple sound patterns together</li> </ul> <p><b>Communicate through performance</b></p> <ul style="list-style-type: none"> <li>- Showing an appreciation for music from a wide range of cultural traditions and historical context</li> </ul> | <p>(scarves/balls/ribbons/parachute/lycra)<br/>NC1.3/NC1.4</p> | <p>Explore instrument families in the Western classical orchestra<br/>NC2.5/NC2.6</p> <p>Understand the relationship between and purpose of melody and accompaniment<br/>NC2.5/NC2.6</p> | <p>Demonstrate ensemble leadership and responsiveness NC2.1</p> <p>Present polished performances in live and recorded contexts NC2.1</p> <p>Play melodies with a note range of up to an octave NC2.1</p> <p>Perform from memory NC2.1</p> <p>Demonstrate an understanding of polyrhythmic music and perform an independent rhythmic part within it. NC2.1/NC2.5</p> <p>Understand and question how music, styles, and cultures connect to the time and place they come from. NC2.5/NC2.6</p> <p>Explore and compare instrument families from global majority cultures with those in Western traditions, considering their roles, sounds, and</p> |
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|  |  |  |  | <p>cultural significance. NC2.5/NC2.6</p> <p>Understand how repertoire reflects historical and cultural context NC2.5/NC2.6</p> |
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#### References:

**Key stage 1** Pupils should be taught to:

- ♣ use their voices expressively and creatively by singing songs and speaking chants and rhymes NC1.1
- ♣ play tuned and untuned instruments musically NC1.2
- ♣ listen with concentration and understanding to a range of high-quality live and recorded music NC1.3
- ♣ experiment with, create, select and combine sounds using the inter-related dimensions of music. NC1.4

**Key stage 2** Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to:

- ♣ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression NC2.1
- ♣ improvise and compose music for a range of purposes using the inter-related dimensions of music NC2.2
- ♣ listen with attention to detail and recall sounds with increasing aural memory NC2.3
- ♣ use and understand staff and other musical notations NC2.4
- ♣ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians NC2.5
- ♣ develop an understanding of the history of music. NC2.6