



Understanding Music	EYFS		KSI		LKS2		UKS2	
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	No specific objectives, see music overview and EYFS skills documents for skills that lead into formal music teaching	I know that I can move to the pulse of the music	<p>I can move in a steady time to the beat</p> <p>I can find the pulse by moving my body</p> <p>I understand that the pulse is the heartbeat of music</p> <p>I can sing high and low sounds</p> <p>I can use common words and phrases related to music</p>	<p>I can copy and repeat a simple rhythm through call and response</p> <p>I understand that rhythm is a pattern of long and short sounds</p> <p>I understand that pitch describes how high or low sounds are</p> <p>I can follow the leader of the group or conductor</p> <p>I can use a wide range of everyday musical terms</p>	<p>I understand that rhythm and pitch can be represented by musical symbols written on a stave</p> <p>I can copy back simple rhythm patterns following basic notation</p> <p>I can recognise some notes on a stave</p> <p>I can clap a rhythm I have made up by myself</p> <p>I can identify the position of notes on a stave</p> <p>I can use some specialist vocabulary in musical discussions</p>	<p>I can understand written notation including crotchets, minims, quavers and rests</p> <p>I can copy back and improvise a more complex rhythm using varied note lengths</p> <p>I can copy back complex patterns as a call and response exercise, both aurally and visually</p> <p>I can find and accentuate the first beat in a bar</p> <p>I can use specialist music vocabulary, often appropriately</p>	<p>I can confidently explain how pulse rhythm tempo dynamics and pitch work</p> <p>I can listen and copy back complex rhythm patterns, including triplets</p> <p>I can understand some formal written notation including semibreves, crotchets, minims, quavers, rests and guitar tablature</p> <p>I can use specialist music vocabulary, often and appropriately</p>	<p>I can use body percussion and my voice with confidence in response to a musical stimulus</p> <p>I understand time signatures</p> <p>I can understand some formal written notation including semibreves, crotchets, minims, quavers, rests and dotted notes</p> <p>I can listen with attention to detail and recall sounds with increasing accuracy and memory</p> <p>I can start to apply musical vocabulary in sophisticated ways in a variety of contexts</p>
Composing	EYFS		KSI		LKS2		UKS2	
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
					<p>I can understand that composition is when a composer writes down and records musical ideas</p> <p>I can compose a simple melody in response to a musical stimulus</p> <p>I can perform my own composition using notes that I have chosen</p> <p>I know my composition has a beginning middle and an end</p> <p>I can create simple rhythm patterns using notes and rests</p>	<p>I can use a simple structure when composing</p> <p>I can use simple dynamics and tempo to express Loud and Quiet and Fast and Slow</p> <p>I can compose a basic song accompaniment using pulse and rhythm on tuned or untuned instruments</p> <p>I have an understanding of the importance of a musical introduction</p> <p>I can describe how a melody is structured and what process I went through to create it</p>	<p>I can compose music in response to a musical stimulus</p> <p>I can use simple dynamics and tempo to express Loud and Quiet and Fast and Slow</p> <p>I can create a melody using varied stave notation and rests</p> <p>I can use various composition tools to compose a melody using notes of varying lengths, thinking about the essential ingredients that are needed for my composition to make musical sense</p> <p>I can describe how a melody is structured and what process I went through to create it</p>	<p>I can compose music in response to a musical stimulus</p> <p>I can use a planned structure when composing</p> <p>I can create a melody using varied stave notation, equivalent rests and keep it within an appropriate key centre</p> <p>I can use various composition tools to compose a melody using notes of varying lengths, thinking about the essential ingredients that are needed for my composition to make musical sense</p>
Music Notepad								
					<p>I can use Music Notepad to compose a structured piece of music using notes of varying lengths, thinking about the essential ingredients that are needed for my composition to make musical sense</p>	<p>I can use the Music Notepad to compose structured melodies of varying lengths, thinking about the essential ingredients that are needed for my composition to make musical sense</p>		



Singing and Performing	EYFS		KSI		LKS2		UKS2	
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening and Responding	EYFS		KSI		LKS2		UKS2	
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	No specific objectives, see music overview and EYFS skills documents for skills that lead into formal music teaching	<p>I can sing or rap nursery rhymes and simple songs from memory</p> <p>I can sing along with a recorded song and add actions</p> <p>I can sing along with a backing track</p> <p>I know a performance is a sharing of music</p>	<p>I can sing and rap as part of a group</p> <p>I can sing some songs and sections of songs from memory</p> <p>I can follow the leader of a group and take simple direction</p> <p>I can add appropriate actions to a song</p> <p>I can say what I liked or enjoyed about the performance and what could have been better</p>	<p>I can sing as part of a group in unison or in two parts</p> <p>I can demonstrate good singing posture</p> <p>I can memorise songs in preparation for a performance</p> <p>I can add appropriate actions and add movement to the songs that I sing</p> <p>I can practise, rehearse and perform to music to an audience with increasing confidence</p> <p>I can talk about my performance considering what was good and what could be improved</p>	<p>I can sing songs in unison with multiple parts with increasing confidence</p> <p>I can demonstrate and maintain good singing posture when rehearsing and performing</p> <p>I can sing a solo when required I can confidently follow the leader or conductor</p> <p>I can practise, rehearse and perform to an audience with confidence</p>	<p>I can rehearse a song and learn it from memory both aurally and visually</p> <p>I can sing in pitch and in time adjusting for accuracy when needed</p> <p>I can sing with attention to phrasing on my own, or as directed</p> <p>I have an understanding of the various styles of singing used in correlation to the style of song I can express how my performance affected me emotionally</p> <p>I can evaluate my performance and consider what was good and what can be improved</p>	<p>I can rehearse a song and learn it from memory both aurally and visually</p> <p>I can sing in pitch and in time with the music</p> <p>I can sing expressively, paying attention to articulation on my own, or as directed</p> <p>I can sing confidently as a soloist</p> <p>I can confidently follow a conductor</p> <p>I can discuss and reflect upon my performance to improve upon future performances</p>	<p>I can sing a broad range of songs as part of a group or soloist</p> <p>I can sing in unison and in three parts</p> <p>I can sing A cappella or with accompaniment</p> <p>I can demonstrate and maintain good posture and breath control</p> <p>I understand the connection I have to the music when I am singing</p> <p>I can discuss in detail using the appropriate vocabulary, the strengths and weaknesses in my performance</p>



Vocabulary	KS1		LKS2		UKS2	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Vocabulary (from TT Education)					
I can use common words and phrases relating to music	I can use a wide range of everyday musical terms	I can use some specialist vocabulary in musical discussions	I can use specialist music vocabulary, often appropriately	I can use specialist musical vocabulary appropriately	I can start to apply musical vocabulary in sophisticated ways, including in non-musical contexts	
<p><b>Vocabulary for structure:</b> verse, chorus, bridge (structural, not guitar), single, album, cover, demo</p> <p><b>Vocabulary for music history:</b> long ago, then, when, last, next, before, after, first/second/etc., older, newer</p> <p><b>Vocabulary for instrumentation:</b> accompaniment, instrument, triangle</p>	<p><b>Vocabulary for structure:</b> compose, symphony, opera, fanfare, orchestra, ensemble, solo, call and response, walking bass, lip syncing, hook</p> <p><b>Vocabulary for music history:</b> years (dating system), then, century, period, earlier/later, since, long after/long before, at the same time as, modern, pop, retro</p> <p><b>Vocabulary for instrumentation:</b> orchestra, ensemble, choir, chorus (ensemble sense), band, (lead/backing) vocal, (lead) guitar, keyboard, synth, drum kit</p>	<p><b>Vocabulary for structure:</b> cadence, coda, motif, concerto, sonata, mass, fast/slow, movement, jam, improvise, a cappella</p> <p><b>Vocabulary for notes and notation:</b> dynamics, accent, octave, tone/semitone, sharp/flat (for note names), major/minor, key, chord, slur, semiquaver, semibreve, notation, stave/staff, clef</p> <p><b>Vocabulary for music history:</b> during, while, recently, chronological, approximate, change, fashion, origin, process, series, genre, culture, jazz, rock and roll, classical</p> <p><b>Vocabulary for instrumentation:</b> (bass) riff, backbeat, A side, feedback, slapping bass, pitch bending, amplifier, orchestral sections, strings, woodwind, wind, brass, percussion, timpani, conductor, soloist</p>	<p><b>Vocabulary for structure:</b> tempo, suite, largo, allegro, vivace, scherzo (as movement titles), cadenza, cantata, oratorio, chorale, tine, poem</p> <p><b>Vocabulary for notes and notation:</b> piano, forte, (de)crescendo, diminuendo, bar, tab, notation, capo (for guitar), stop time, tag</p> <p><b>Vocabulary for music history:</b> uncertain, former, latter, phase, decline, trend, continuity, school, influence, patron</p> <p><b>Vocabulary for instrumentation:</b> tone, tonic, timbre, texture, instrumentation, vibrato, alto, soprano, baritone, falsetto, piano, harpsichord, organ, guitar (electric, classical, acoustic)</p>	<p><b>Vocabulary for structure:</b> dissonance, discordant, resolution, minuet and trio, gavotte (as movement titles)</p> <p><b>Vocabulary for notes and notation:</b> staccato, legato, slur, pianissimo, fortissimo, mezzo forte/piano, sharp/flat (for tuning)</p> <p><b>Vocabulary for music history:</b> contemporary, prior, subsequent, enduring, legacy, dominate, context, atonal</p> <p><b>Vocabulary for instrumentation:</b> standard orchestral instruments including: violin, viola, cello, double bass, harp, oboe, flute, clarinet, saxophone, bassoon, (French) horn, trumpet, trombone, tuba, kettle drum, cymbal, glockenspiel, xylophone</p>	<p><b>Vocabulary for structure:</b> glissando, syncopation, hemiola, antiphony, anticipation</p> <p><b>Vocabulary for notes and notation:</b> downbeat, upbeat, off-beat, cross-rhythm, swing</p> <p><b>Vocabulary for music history:</b> simultaneous, medieval, renaissance, baroque, classical (specific sense), romantic</p> <p><b>Vocabulary for instrumentation:</b> Bass, clarinet, contra-bassoon, piccolo, flute, euphonium, cornet, recorder (descant, treble tenor, bass, contrabass), viol, lute</p>	