	EYFS	EYFS Development matters	Year 1/2	National curriculum
Listening and responding to music	Listening appropriately to someone leading a short musical phrase, song or rhyme. Exploring spontaneous movement with different parts of their body in response to music. Expressing different spontaneous emotional reactions to music, (smiling, movement, body language). Using artwork or creative play as a way of expressing feelings and responses to music.	Children in reception will be learning to: ● Listen attentively, move to and talk about music, expressing their feelings and responses.	Listening with concentration to short pieces of music or excerpts from longer pieces of music. Engaging with and responding to longer pieces of music. Coordinating the speed of their movements to match the speed of the music (not the beat). Beginning to move in time with the beat of the music. Beginning to keep movements to the beat of different speeds of music. Confidently moving in time with the beat of the music when modelled. Beginning to articulate how a piece of music affects them (e.g it makes	Pupils should be taught to: ● Listen with concentration and understanding to a range of high-quality live and recorded music.

			them feel sleepy, it makes them want to dance, it makes them happy). Beginning to explain why the music has a certain effect on them, which could be related to the music or a personal experience.	
Analysing	Identifying and imitating sounds from a variety of music. Considering whether background music and sound effects can enhance storytelling.		Identifying some common instruments when listening to music. Relating sounds in music to real-world experiences. (e.g. it sounds like squelching mud). Recognising simple patterns and repetition in rhythm. (e.g. where a pattern of beats is repeated). Recognising simple patterns and repetition in pitch (e.g. do re mi). Talking about the tempo of music using the vocabulary of fast	

			and slow. Talking about the dynamics of the music, using the vocabulary of loud, quiet and silent. Talking about the pitch of music, using the vocabulary of high and low.	
Evaluating	Showing preferences for certain music or sounds.	Children in reception will be learning to: ● Listen attentively, move to and talk about music, expressing their feelings and responses.	Stating what they enjoyed about their peers' performances. Giving positive feedback relating to the tempo of practices and performances using the vocabulary of fast and slow. Giving positive feedback related to the dynamics of practices and performances, using the vocabulary of loud, quiet and silent. Appreciating music from a wide variety of cultures and historical periods.	Pupils should be taught to: ● Listen with concentration and understanding to a range of high-quality live and recorded music.

Cultural and historical awareness of music	Listening to music from a wide variety of cultures and historical periods. To recognise and name at least two instruments from Groups A and B.		Appreciating music from a wide variety of cultures and historical periods. To recognise and name the following instruments: up to three instruments from Group A and B. To know that sections of music can be described as fast or slow and the meaning of these terms. To know that sections of music can be described as loud, quiet or silent and the meaning of these terms. To know that sounds within music can be described as high or low sounds and the meaning of these terms.	Pupils should be taught to: ● Listen with concentration and understanding to a range of high-quality live and recorded music.

	Year 3/4	Year 5/6	National Curriculum end of KS2

Evaluating	Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.	Comparing, discussing and evaluating music using detailed musical vocabulary. Use musical vocabulary correctly when describing and evaluating the features of a piece of music. Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.	Pupils should be taught to: ● Listen with attention to detail and recall sounds with increasing aural memory. ● Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
Cultural and historical awareness of music	Understanding that music from different times has different features. Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.	Confidently discussing the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time. Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.	

	EYFS	EYFS Development matters	Year 1/2	National Curriculum end of KS1

Singing repertoire	Singing short, rhythmic rhymes and songs.	Children in reception will be learning to: ● Sing in a group or on their own, increasingly matching the pitch and following the melody.	Singing simple songs, chants and rhymes from memory. Practising singing songs with a wider pitch range (e.g. pentatonic melodies) which is gradually getting higher or lower. Competently singing songs or short phrases with a small pitch range (up to five notes that are different but close together).	Pupils should be taught to: ● Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
Singing techniques	Using both speaking and singing voices. Unconsciously beginning to sing to the pulse of a song. Exploring vowel sounds through call and response activities.		Breathing at appropriate times when singing. Exploring changing their singing voice in different ways. Adapting their singing voice to be loud or soft at the direction of a leader. Singing a range of call and response songs, matching the pitch and tempo they hear with accuracy.	

			Singing part of a given song in their head (using their 'thinking voice').	
Instruments	Exploring different ways of making sound with everyday objects and instruments. (Groups A, B and C.) Exploring different ways of holding a range of instruments. (Groups A, B and C.) Starting to show a preference for a dominant hand when playing instruments. (Groups A, B and C.) Using instruments expressively to music. (Group B.) Using instruments to begin to follow a beat, with guidance. (Group A.)	Children in reception will be learning to: ● Explore and engage in music making and dance, performing solo or in groups.	Developing an awareness of how sound is affected by the way an instrument is held. (Groups A, B and C.) Developing an awareness of how dynamics are affected by the force with which an instrument is played. (Groups A, B and C.) Learning to use instruments to follow the beat by first observing and then mimicking the teacher's modelling. (Group A.) Using instruments imaginatively to create soundscapes which convey a sense of place. (Group B.) Using bilateral and hand-eye co-ordination to	Pupils should be taught to: ● Play tuned and untuned instruments musically.

			play/hold instruments using both hands. (Group A.) Starting to understand how to produce different sounds on pitched instruments. (Group C.)	
Posture	Finding a comfortable static position when playing instruments or singing.		Maintaining a comfortable position when sitting or standing to sing and play instruments.	
Understanding notation	N/A	The Development Matters Non-statutory curriculum guidance has no statements related to notation of music.	Reading different types of notation by moving eyes from left to right as sound occurs. To know that notation is read from left to right.	The National curriculum attainment targets for Key Stage 1 do not refer to music notation.
Representing pitch	Developing an awareness of high and low through pictorial representations of sound.		To know that in all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds. Recognising pitch patterns using dots. Using a simplified	

			version of a stave (only three lines) to notate known musical phrases (of two pitches).	
Representing rhythm	Developing an awareness of how simple marks or objects can show single beats and single beat rests.		Using pictorial representations to stay in time with the pulse when singing or playing. Confidently reading simple rhythmic patterns comprising of one beat sounds (crotchets) and one beat rests (crotchet rests). Beginning to read simple rhythmic patterns which include two half beats (quavers). To know that pictorial representations of rhythm show sounds and rests.	

	Year 3/4	Year 5/6	National curriculum end of KS2
Understanding notation	To understand that 'reading' music means using how the	To know that simple pictures can be used to	Pupils should be taught to:

	written note symbols look and their position to know what notes to play. To know that 'performance directions' are words added to music notation to tell the performers how to play.	represent the structure (organisation) of music. To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note. To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'. To know that chord progressions are represented in music by Roman numerals.	• Use and understand staff and other musical notations.
Representing pitch and rhythm	Performing from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology. Using letter name, graphic and rhythmic notation and musical vocabulary to label	Using staff notation to record rhythms and melodies. Recording own composition using appropriate forms of notation and/or technology and incorporating the inter-related dimensions of music.	

	and record their compositions.	Performing with accuracy and fluency from graphic and staff notation and from their own notation.	

	EYFS	EYFS Development matters	Year 1/2	National curriculum end of KS1
Stimulus and purpose	Exploring and imitating sounds from their environment and in response to events in stories.	Children in reception will be learning to: ● Explore, use and refine a variety of artistic effects to express their ideas and feelings. ● Explore and engage in music making and dance, performing solo or in groups.	Creating sound responses to a variety of physical stimuli such as, nature, artwork and stories.	Pupils should be taught to: ● Experiment with, create, select and combine sounds using the interrelated dimensions of music.
Improvising	Exploring and imitating sounds.		Improvising simple question and answer phrases, using untuned percussion or voices.	
Creating and selecting sounds	Experimenting with creating sound in different ways using		Experimenting with creating different	

	instruments, body percussion and voices. Selecting classroom objects to use as instruments. Selecting sounds that make them feel a certain way or remind them of something.		sounds using a single instrument. Experimenting with creating loud, soft, high and low sounds. Selecting objects and/or instruments to create sounds to represent a given idea or character. Experimenting with adapting rhythmic patterns by changing either the dynamics, tempo or instrument. Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character	
Sequencing	Playing sounds at the relevant point in a storytelling.		Playing and combining sounds under the direction of a leader (the teacher).	

			Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time.	

	Year 3/4	Year 5/6	National curriculum end of KS2
Stimulus and purpose	Composing a coherent piece of music in a given style with voices, bodies and instruments.	Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments.	Pupils should be taught to: ● Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. ● Improvise and compose music for a range of purposes using the interrelated dimensions of music
Improvising	Beginning to improvise musically within a given style using their voice. Beginning to improvise musically within a given style using an instrument.	Improvising coherently and creatively within a given style, incorporating given features.	

Creating and selecting sounds	Suggesting and implementing improvements to their own work, using musical vocabulary. Developing melodies using rhythmic variation, transposition, inversion, and looping.	Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. Suggesting and demonstrating improvements to own and others' work. Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. Constructively critique their own and others' work, using musical vocabulary.	
Sequencing	Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). Creating a piece of music with at least four different layers and a clear structure.	Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. Composing an original song, incorporating lyric writing, melody writing and the composition of	

		accompanying features, within a given structure.	

	EYFS	EYFS Development matters	Year 1/2	National curriculum end of KS1
Understanding and evaluating performance	Beginning to say what they liked about others' performances.	Children in reception will be learning to: ● Watch and talk about dance and performance art, expressing their feelings and responses. ● Sing in a group or on their own, increasingly matching the pitch and following the melody.	Offering positive feedback on others' performances.	Pupils should be taught to: ● Use their voices expressively and creatively by singing songs and speaking chants and rhymes. ● Play tuned and untuned instruments musically.
Awareness of music	N/A		Starting to maintain a steady beat throughout short singing performances.	
Awareness of self	Facing the audience when performing. Spontaneously expressing feelings around performing.		Keeping head raised when singing. Keeping instruments still until their part in the performance.	

			Standing or sitting appropriately when performing or waiting to perform. Beginning to acknowledge their own feelings around performance.	
Awareness of others	Performing actively as part of a group. Demonstrating being a good audience member, by looking, listening and maintaining attention		Performing actively as a group, clearly keeping in time with the beat. Following a leader to start and end a piece appropriately.	

	Year 3/4	Year 5/6	National curriculum end of KS2
Understanding and evaluating performance	Offering constructive feedback on others' performances.	Using musical vocabulary to offer constructive and precise feedback on others' performances.	Pupils should be taught to: ● Sing and play musically with increasing confidence and control.

			• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
Awareness of music	Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique. Playing syncopated rhythms with accuracy, control and fluency.	Playing a simple chord progression with accuracy and fluency. Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. Performing by following a conductor's cues and directions.	
Awareness of self and other	Singing and playing in time with peers with accuracy and awareness of their part in the group performance.	Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and	

		communicating with the group. Performing a solo or taking a leadership role within a performance.	