Curriculum Progression in Knowledge & Skills

MUSIC

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Hollinhey Music Units Overview

Unit Titles and Outcomes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Busy Bodies In this unit, we explore how we can use our bodies in different ways to listen to, create and control a variety of sounds/music with a growing awareness of dynamics.	Weather This unit is all about the weather; how it sounds, how it changes and how instruments and our bodies might be used to compose weather movement/music.	Sea side Enjoy the sights, sounds and experiences of the seaside, responding to songs/poems, music and seaside items through composition and art.	Celebration Explore and enjoy different types of celebration through acting, moving/dancing, composing and performing	Transport This unit is all about Travelling Ted and his adventures as he tries out different vehicles, making music as he goes.	Animals This is a fun unit about different types of animal, where the children will sing, move, play and perform to reflect their growing control of percussion instruments.
Reception	Nursery Rhymes Learning and performing ascending	Celebrations All pupils will learn a variety of simple unison songs Most pupils will sing songs and add simple actions, performing together Some pupils will have progressed further and will perform with a partner or as a solo	Friends All pupils will: Sing in unison with others and play in response to a picture stimulus Most pupils will: Sing in unison with others, starting to move to the pulse of the music and select sounds to make a picture stimulus Some pupils will have progressed further and will: Sing tunefully and rhythmically with others and manipulate musical sounds to illustrate a picture stimulus	(BBC) ten pieces lark ascending Listen to a new piece of music and learn what a composer is Explore the difference between high pitch and low pitch Lead a musical activity Listen and identify sounds outside Mirror sounds they hear Link an instrument to a character Sing (whilst learning a new song) Suggest new lyrics Compose short pieces of music	Animals All children will be able to sing a simple song starting and finishing with others; they will be able to produce different sounds on percussion instruments and move in time to the music Most children will be able to sing a song with a 3-note range accurately, identify high and low sounds and fast and slow; they will be able to match emotions and tempo of music when moving	Weather All children will produce different sounds on untuned percussion instruments and say if they like a piece of music they have listened to or not. Most children will sing a song in unison responding to signals; they will match their movements to a piece of music they are listening to and answer simple questions about the music.
Y1 Overview	**Tell me a story** • Sing a song in unison • Play percussion instruments based on a picture stimulus	**Christmas Capers** • To use voices in different ways. • Practise and refine performances. **Plus Christmas Production**	**Get on board** • Sing a song in unison • Play percussion instruments to create a particular mood	**Changes** • Sing a song in unison • Suggest / play instruments in a class composition	**Under the Sea** • To perform an accompaniment. • Sing a song keeping the pulse. • Select instruments appropriate for a sea composition.	**Blast Off!** • Sing a song • Keep to the pulse on untuned percussion. • Play an instrument as

	• Keep a steady pulse • Explain why they have selected a particular sound to match a point in a story.		• Suggest new words to fit a well-known tune • Use music vocabulary to describe pitch, timbre, dynamics.	• Suggest ways of improving performance • Understand pictures can represent sounds • Develop basic understanding of how music is organised (beg, mid, end)	• Suggest ways to start and end a piece.	part of a group composition.
Y2 Overview **Page numbers refer to 'Play your Ocarina Book 1'.**	**Down to the woods** • Sing a song in unison • Identify high and low pitch • Copy a 4 beat rhythm.	**Festive Fun** • To sing with an awareness of the shape of a melody. • To use voices expressively and creatively **Plus Christmas Production**	**Round the world** • Sing a song with a sense of steady pulse. • Accompany singing with a steady beat on untuned percussion instrument. • Change the way music is performed to reflect the occasion.	**Whole Class - Ocarinas** • Hold the ocarina correctly and cover holes fully as shown. • Make the highest sound with all four holes open • Make the lowest sound with all four holes covered • Play the scale of D major. • Read and play lines of PcPix p.5 • Perform Twinkle Twinkle Little Star recognisably and tunefully. • Can play Kumbaya smoothly with backings.	**Whole Class -Ocarinas** • Play London's Burning p8 rhythmically. • Can sing in two parts. • Play quicker quaver rhythms cleanly and steadily. • Read and play a scale of D major	**Whole Class - Ocarinas** • Can play **Frère Jacques** in unison and sing in two parts. • Can sing / play p8/9 in two or more part harmony. • Can play **Yankee Doodle** p10 • Knows how to play the ocarina as shown on p.6
Year 3 Objectives **Page numbers refer to 'Play your Ocarina Book 1'.**	**Whole Class – Ocarinas** • Revise songs from Y2: Kumbaya London's Burning	**Whole Class – Ocarinas** • Can play **Au Clair de la lune** p.16. • Counts and plays crotchets, minims	**Whole Class – Ocarinas** • Sing the songs **Muffin Man** and **Bobby Shaftoe** p18 and 19	**Planet Exploration** • Compose a short piece of music within a given structure.	**Whole Class – Singing & Performing** **Macclesfield Music Festival** Macclesfield Festival – Singing (with Love Music Trust)	

(Autumn 1 2023 Ocarinas: see Spring 2 / Summer 1 & 2 of Year 2 as Ocarina curriculum not fully started)	Twinkle Twinkle • Can play **Old Macdonald** p.12 and crisply tongue the 4th line. • Recognises high and low notes on the musical stave. • Plays **Hot Cross Buns** p.15 with quavers and minims.	and semibreves. P16 and 17. • Can play **Little Bird** p.17. • Can play G# and A#. • **Can play Jingle Bells for KS2 Christmas Performance.** **Plus Christmas Church Service**	tunefully and rhythmically. • Can play **Muffin Man** with dotted crotchets and quavers. • Knows how to practise slowly then speed up. • Can play **Bobby Shaftoe** p19 with careful fingering of notes.	• When listening use the correct vocabulary for each musical dimension. • Recognise a repeated musical theme (ostinato). • Recognise how different musical dimensions can be combined and used with expression.	I can sing my part in a song in time and with the correct pitch whilst also keeping time with another part. I know how to follow the conductor – watching when to start, keeping together with others and knowing when to stop.	
Year 4 Overview (Instrument - Wider Opportunities)	**Instrument - Wider Opportunities**	**Instrument - Wider Opportunities**	**Instrument - Wider Opportunities**	**Instrument - Wider Opportunities**	**Instrument - Wider Opportunities**	**Instrument - Wider Opportunities**
Year 5 Overview	**Getting Loopy** • Understand how loops can be used to structure a piece of music.	**Christmas Concert** • Perform to audience in a large group ensemble	**Performance Poetry** • Understand how the voice if a powerful tool for musical and poetic expression. • Write and perform own raps.	**Music From Around The World** • Sing a 3 part round and maintain own part. • Compose a simple melody using the pentatonic scale. • Identify key stylistic features of music from around the world.	**Improvising colours** • To improvise in simple ways using rhythms and scales • Explain how changes in performance affect mood and character of a piece of music.	**Newsbeat** • Construct own radio broadcast around a news story. • Understand how music reinforces key messages within broadcast media.
Year 6 Overview	**Samba** • Perform rhythmic patterns	**Codebreakers** • Use basic codes to produce various forms of musical	**Getting the Maximum Out of the Minimum**	**Codebreakers** • Use basic codes to produce various	**Sounds of the Future** • To understand how sound design contributes to the	**Music from the stage & screen**

	confidently and with control in small group settings.	material including rhythm and melodies. • Sing to larger audience. • Sing in parts and rounds. **Plus Christmas Church Service**	• To become familiar with the music of Steve Reich. • To learn some of the key principles of minimalism and be able to apply these to their own compositions.	forms of musical material including rhythm and melodies.	expressive power of film. • Produce own sound design for a short film.	• Sing a variety of musical theatre songs • Analyse structure and style of the songs. • Follow notation to play a short melody or phrase. **Plus Leavers Performance**

Hollinhey Primary School - Progression of Skills in Music

EYFS Skills

	3 & 4-year-olds will be learning to:	Children in Reception will be learning to:	ELG
Expressive arts and design	• Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs, or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas.	• Listen attentively, move to and talk about music, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Explore and engage in music making and dance, performing solo or in groups.	**Being Imaginative and Expressive** • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.
Physical development	• Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.		
Communication	• Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story.	• Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs.	

KS1 Skills	Year 1	Year 2	KS2 Skills	Year 3	Year 4	Year 5	Year 6
	Performing						
Use voices expressively	To sing a song in unison. To use voices in different ways such as speaking, singing and chanting.	To sing with an awareness of the shape of the melody. To use voices expressively and creatively	**Sing songs in unison and in two parts**	To sing in tune with an awareness of expression and meaning. To sing in unison, becoming aware of pitch.	To sing in tune (and unison) with expression and awareness of different parts.	To perform vocally with control and sensitivity.	To perform with control and sensitivity with some pupils leading and supporting others in the development of performance skills.
To play tuned and untuned instruments	To play percussion as an accompaniment.	To use untuned percussion as an accompaniment demonstrating pulse and rhythm.	**To play tuned and untuned instruments with control and accuracy**	To perform simple parts with expression and awareness of rhythm.	To perform with control of tempo and dynamics for musical expression.	To combine various instrument parts including rhythm and melody within a musical structure.	To perform with control and sensitivity. To use a pentatonic scale to create and play a melody for a tuned percussion instrument.
Rehearse and perform with others	To perform a simple accompaniment. To practise, control and refine a performance.	To change the way music is performed to reflect an occasion. To select, organise and order sounds to perform suggesting how they should be played and discussing the effects achieved.	**To practise, rehearse and present performances with an awareness of the audience**	To select, organise and order sounds to perform. To perform simple parts with expression and awareness of rhythm. To think about others while performing.	As Year 3 plus: To recognise how patterns fit together including rests.	To maintain a part within a performance showing an awareness of its contribution to the broader piece.	To plan a performance to suit a given occasion, venue and purpose, explaining the effects achieved.

	Composing (Creating and developing musical ideas)						
Create musical patterns	To change words to a known song maintaining rhythmic patterns. To write their own words for a song.	To recall, adapt and perform short rhythmic phrases.	**Improvise, developing rhythmic and melodic material when performing**	To change words to songs and rhymes maintaining rhythmic patterns. To compose a short piece within a given structure. To use rests in simple 4/4 rhythms recorded on grid.	To develop a sense of form and structure, including 3 part ternary structure. To compose a piece of music using a ternary structure.	To compose and record rhythms in extended time groups using a grid. To compose within given structures for a particular purpose.	To compose a melody from a given scale of notes. To compose multiple layers of melody and rhythm. To use a pentatonic scale to create and play a melody for a tuned percussion instrument.
Explore choose and organise sounds and musical ideas.	To compose a piece of music through a sound storyboard. To select appropriate instruments for a task. To use basic dynamics and tempo for musical expression.	To use graphic scores to reflect mood, themes, movement and character.	**Explore, choose, combine and organise musical ideas with musical structures**	To build multiple layers of sound and notate using graphic scores.	To represent different pitches on a score. To write rhythms using words / phrases and notation.	To compose music which includes melodies, rhythms and other sounds and record using self-directed notation. To compose a piece of music suitable for a particular occasion. To combine various instrument parts including rhythm and melody within a musical structure.	To compose parts for a group piece. To compose and play a melody with at least 5 notes. To compose a melody to match given lyrics.

	Listening						
To listen with concentration and recall sounds	**To describe the different sounds made by different instruments.** **To identify the pulse in a song.**	To identify the different parts of a piece of music e.g. verse and chorus.	**To listen with attention to detail and to recall sounds.**	To identify a repeated musical theme.		To identify how specific sounds and music contribute to the impact of a piece and express personal opinions about these things.	To recognise syncopated rhythms based on codes. To listen to and comment on a wide range of genres and unusual styles of music using a broad musical vocabulary.
To know how the combined musical elements of pitch, duration, dynamics, tempo, texture and silence can be organised and used expressively within simple structures.	**To recognise high and low pitch.** **To recognise long and short sounds.**	To recognise changes in tempo, dynamics and timbre.	**To know how the combined musical elements of pitch, duration, dynamics, tempo, texture and silence can be organised within musical structures to create different moods and effects.**	When listening, use the correct vocabulary for each musical element.	When listening to identify how different effects are created by the combination of sounds used.	To use music vocabulary to express personal opinions about a piece of music that they are constructing.	To identify how specific musical techniques and devices contribute to the impact of their piece of sound design. To understand how music can reflect a given occasion or context.

	Understanding, responding and reviewing						
Explore and express feelings and ideas about music using movement, dance and expressive musical language.	To understand pictures can represent sounds. To develop a basic understanding of how music is organised.	To understand symbols can be used to represent sounds. To understand the difference between pulse and rhythm. To understand music can be split into different sections. To understand different sounds suit different moods.	**To analyse and compare sounds.** **Explore and explain ideas and feelings about music using movement, dance and expressive musical language.**	To understand and use music vocabulary. To understand and describe different styles of music. To understand rhythms can be notated on simple grids.	To understand rhythmic notation and identify silent beats, crotchets and quavers. To evaluate different styles of music and describe using musical vocabulary. To understand how sounds combine to create different effects / moods / feelings.	To discuss the features of a piece of music which work together to reflect a particular mood or sense of occasion.	Demonstrate and ability to think widely about music and compare alternative viewpoints through discussion with others. To explain how different parts of a vocal piece work together to reflect a mood or a sense of occasion.
To make improvements to my own work.		To comment constructively on music produced by others.	**To reflect on and improve own and others' work in relation to its intended effects.**	To develop and ability to analyse their own music and suggest improvements.	To discuss and implement improvements to performance referring to musical vocabulary.	To explain and comments on individual and combinations of sounds and their expressive use in their own and others' music.	To evaluate musical choices in performance and composition and justify them using appropriate musical vocabulary.

At Hollinhey we follow the Love Music Trust Curriculum for most units. However, some units may also be taken from BBC Radio Schools where there is a cross curricular opportunity. This skills progression document uses the objectives and skills that are developed from the Love Music Trust curriculum and learning ladders.

Hollinhey Primary School – Music Endpoints

These endpoints have been compiled in collaboration with Music Subject Leads from the ASPIRE Trust.

Nursery - End points	
<u>Hearing / Listening</u> 2-3 Years - Shows active listening - through movement, verbalising or play - Show enjoyment at hearing familiar or favourite music/sounds 3-4 Years - Responds to music through stating preferences and making comparisons - Matches instruments to sounds (instruments in the provision) - Describes the sound of something (instrument/environment/music) - Use mark making to represent what they hear	<u>Vocalising / Singing</u> 2-3 Years - Enjoy singing/chanting with others - Sing about shared experience - Show some awareness of when to start/stop singing - Repeats and experiments with phrases of songs/rhymes - Copies high/low pitched vocal sounds 3-4 Years - Start and stop together - Sings a whole song - Makes up their own vocal sounds for songs/rhymes/games - Improvises by changing words to known songs - Can make vocal sounds of different pitch (high and low sounds) with some accuracy - Talk about their own vocalising/singing
<u>Moving / Dancing</u> 2-3 Years - Moves body in response to sounds/lyrics - Make small/larger movements to reflect the sounds/stimulus they hear 3-4 Years - Moves/claps/taps the pulse of the music they hear and the songs they sing - Responds through movement to different instruments and genres - Creates own actions in response to songs, instruments and rhymes	<u>Exploring/Playing</u> 2-3 Years - Explores/plays with awareness of dynamics (loud/quiet) - Explores/plays with awareness of tempo (speed) - Begins to match quality of sound (timbre) to a stimulus - Handles and plays simple instruments effectively and with improving control 3-4 Years - Plays instruments accurately and with control - Playing demonstrates appropriate tempo and dynamics (speed and volume) - Listens and responds to and explores with others in small groups - Can sometimes lead or be led by others in sound-making

Singing							
Year	**Reception**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Composite	I can enjoy my voice and making sounds. I can join in with nursery songs and rhymes. I can sing in a group and sometimes on my own.	I can sing a melody in a group. I can sing loudly / quietly and high / low with confidence. I am in time with the beat and can perform rhythms accurately.	I can sing songs with a pitch range from a 5th - C-G to an octave – C-C. I can sing with a range of dynamics.	I can sing a piece a range of unison songs with varying styles and structures, tunefully and with expression. I can sing a piece with 2 parts to a live audience.	I can sing a broad range of songs with the range of an octave (C-C) in English or other languages. I can sing rounds and partner songs.	I can confidently sing a broad range of songs observing pitch, dynamics, timing and style.	I can change my singing voice to reflect mood and style. I can sing songs from a variety of times and places with accuracy and sensitivity to the genre of music.

Endpoints	I know how to sing songs with a range of 3 notes (eg C-E). I know how to copy a simple melody. I can recognise familiar songs. I can participate in singing games. I can start and finish a song together with others.	I can sing a song in unison. I can sing with different tempo / dynamics (speed / volume). (Eg call and respond songs to control vocal pitch). I can respond to visual directions which relate to tempo, dynamic or articulation (short, smooth etc) of the music. (Stop, start, loud, quiet).	I can sing with increasing vocal control – e.g. using a range of dynamics. I can follow the music leader in order to produce the correct dynamic.	I can sing my part in a song in time and with the correct pitch whilst also keeping time with another part. I can follow the music / singing leader in order to keep time. I know how to communicate lyrics effectively using expression and dynamics.	I can sing my part with accurate dynamics by responding to the instructions of the music / music leader. I can show good singing technique including breathing and posture.	I can sing lyrics with correct techniques resulting in clear pronunciation. I can sing and play 3 part rounds, partner songs and songs with a verse and chorus from different times and places.	I can sing with accurate pitch songs with a range over an octave. I can confidently sing a part with complex rhythms and melodies whilst keeping in time with other parts.
Performing							
Year	**EYFS**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Composite	I know how to copy a simple body percussion pattern. I know how to make sounds with a range of untuned objects and instruments.	I can play (sometimes from memory) a piece in a group in time and with the beat. I can perform repeated rhythms (ostinato) accurately.	I can play untuned percussion instruments musically, e.g. with varied tempo and dynamics. I can play three notes on a tuned instrument (ocarina)	I know how to play 5 notes on tuned instruments or melodic instruments (e.g. ocarinas). I can read and perform from graphic notation.	I can confidently perform 5 notes on my brass instrument. I can perform melodies accurately in a whole class performance.	I know how to play between 5-8 notes on an instrument or 3-5 chords.	I can confidently produce a high-quality performance using all the elements of music: pitch, rhythm, tempo and dynamics whilst following a conductor.
Endpoints	I know how to make a range of sounds with my body. I know how to copy actions. I know how to play along with a beat.	I can perform short copycat rhythms accurately. I can perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat.	I can play short and long notes from a form of graphic notation or from physical direction from the music leader.	I know where up to 5 notes are on my instrument. I know how to make a range (5 notes) on my instrument.	I know how to perform using simple stave notation or tablature (for drum / guitar). I know how to access a wider range of notes on my instrument.	I can play tuned percussion / melodic instruments or keyboards following appropriate form of notation. I can play short pieces of music	I know how to vary the dynamic of my instrument whilst playing simple songs. I know how to play a melody following stave notation.

	I know how to classify / group a selection of instruments based on how they are played. I can imitate some dynamics and tempo. I know when to start and stop my sounds.	I can select percussion sounds to enhance story telling. e.g. ascending xylophone to suggest Jack climbing the beanstalk. Shakers to depict rain. Strong drum beats to replicate menacing footsteps.	I can play loud / quiet and high / low with confidence. I can change the way music is performed to reflect the occasion e.g. lullaby.	I know how to follow the conductor – watching when to start, keeping together with others and knowing when to stop.	I am proud of my own and class performances and can show a sense of ensemble.	which use the majority of the notes or chords mastered. I can play in time with the rest of the ensemble. I can make informed choices.	I can accurately play rhythms progressing in complexity. I can show awareness of the conductor and how they would like me to play the music.
Listening & Appraising							
Year	**EYFS**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Composite	I know how to respond to music through action and through the expression of thoughts and feelings.	I can listen carefully to music from different cultures, traditions and periods. I can identify some instruments from groups such as an orchestra or band. I can use simple adjectives to describe how a piece of music makes me feel	I can distinguish between different groups / ensembles used in a piece. I can give an opinion on the mood and emotion of a piece and explain the choice of an instrument.	I can actively listen to a piece of music and relate what I hear to the various elements of music. I can recognise when music may be from a different culture or time in history.	I can describe how and why a piece of music uses elements such as pitch, dynamics, instrumentation, texture and rhythm. I can begin to identify stylistic features within a genre of music.	I can show awareness of the music around me and start to recognise the style or genre of the music.	I can listen and appreciate a diverse range of genres styles and traditions and identify the stylistic features. I can respond to music by giving opinions on the interrelated dimensions of the music and historical, social and cultural contexts.
Endpoints	I can say when music sounds sad and when music sounds happy. I can move with expression in a way that mimics the music (e.g. dynamics tempo). I know the difference between a loud sound and a quiet sound.	I can identify sounds in the local environment. I can recognise and compare high / low sounds and short / long sounds. I can use more developed vocabulary to	I can recognise the difference between some ensembles such as choirs, orchestras, bands and solo artists. I can talk about a piece of music by describing changes in tempo, dynamics, timbre (scratchy, smooth, string, brass)	I can recognise a growing number of orchestral instruments and the orchestral family they are from. I know the four sections of an orchestra. I know that classical music has a long history. I can recognise when music is from another	I can describe how a piece of music has used a varying pitch. I can describe how a piece of music has used varying dynamics. I can describe how a piece of music has varying textures.	I can recognise that a piece of music might be from a particular genre and give a reason why that might be e.g. Jazz: improvised solo parts, swung or syncopated rhythms.	I can recognise and discuss all the elements of music when listening to a particular piece. I can appreciate, respect and celebrate differences in the music listened to.

	I can respond to simple questions about music and say how it makes me feel.	describe a piece of music e.g. angry, calm, smooth. I can identify the pulse.	and texture (solo / multiple instruments). I can respond to pitch changes with actions	culture and give one reason why the music sounds different from their own culture.	I can talk about the instruments used.	Pop: repetitive verse / chorus, memorable melodies Hip-hop; uses rap	I can recognise where a piece of music might come from when a particular style is being studied.
Musicianship							
Year	**EYFS**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Composite	I know that music is made up of instruments and / or voices playing sounds together in lots of different ways.	I know the difference between pulse and beat and can describe these differences clearly. I know that music has different elements and structures.	I know how to write my own simple graphic score and can follow another person's graphic score playing the pitch, tempo and dynamics accurately.	I can use simple stave notation such as standard western notation or tablature.	I know how to read a score to perform a piece of music on an instrument or with my voice.	I know how to read notation from 5 notes up to an octave and can use this knowledge to write a composition.	I know how to read and follow a form of notation or perform from memory and compose a piece of music.
Endpoints	I know that music can be loud or quiet. I know that music can be fast or slow. I can respond to music through movement, sound & matching emotions.	I know that pulse is steady and doesn't change. I know that rhythms are made of short and long notes in a certain order. I know that symbols / pictures can be used to represent sounds. I can understand the difference between creating a rhythm pattern and a pitch pattern. I know music is organised into a beginning, middle and end.	I know that the word pitch is used to describe high or low sounds. I know that dynamic is used to describe the volume of the music. I know that tempo is used to describe the speed of the music. I know that symbols can represent long and short notes.	I can use notation to show higher and lower pitch. I can recognise 3 notes using notation. I know 1, 2 and ½ beat notes as forms of notation. I know different words can represent different rhythms e.g. tea, coffee I know timbre is a word used to describe the sound of an instrument.	I know that F – forte means loud and P – piano means quite in music. I can recognise a tempo marking on a piece of music e.g. presto means fast. I know that a harmony contains two or more sounds that compliment each other. I know that thin and thick textures describe how many parts are used in a piece of music.	I know that major and minor chords are used to evoke different emotions in a piece of music. I can play a short piece of music using stave notation. I know the formal names of crotchets, minims, quavers and rests.	I can show knowledge of pitch, dynamics, tempo, timbre, structure, mood, dynamics and texture and how these contribute to the impact of a piece of music.

Composition							
Year	**EYFS**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Composite	I can select sounds from my voice / body or instrument which match a given brief e.g. happy, sad, funny, angry	I can participate and contribute to a group composition using instruments / vocal / body sounds knowing when to start / stop.	I can create and perform short rhythms and melodies using a basic graphic score.	I can write short compositions using 3 or more varieties of pitch and different note lengths.	I can compose a longer piece of music using 5 notes or more. I can vary the pitch, note length, dynamics and speed.	I can compose a longer piece of music using a tuned / melodic instrument or technology. I have used variants in pitch, tone and note length as well as dynamics and tempo.	I can compose a longer piece that goes beyond 8 beats to at least 16 and is suitable for a particular occasion using all the interrelated dimensions of music learnt so far.
Endpoints	I can choose a vocal sound or instrument to go with a chosen mood e.g. drum for angry, bell for excited, chime bar for happy. I can collect or create sounds for a story or poem. I can remember how I played my instrument or used my voice to show a mood or emotion. I can choose to play loudly or quietly to show extremes. Eg very angry – very loud, very calm – very quiet.	I can create musical sound effects and sequences of sounds in response to different stimuli – stories, pictures, poems and films. I can play my sound with the correct technique at the correct time on my own or with my group. I can create simple lyrics to well know rhymes e.g. Twinkle Twinkl….	I can create a graphic score which reflects pitch and dynamics. I can create a simple grid to record a 4 beat rhythmic pattern. I can change words to songs and rhymes whilst maintaining rhythmic patterns. I can work with a partner to improvise simple rhythmic and melodic question and answer phrases.	I can choose and notate 3 or more pitches (e.g. C-E) using standard notation, tablature or another form of notation using a tuned / melodic instrument or my voice. I can compose a short tune by using 2 / 3 different note lengths using tuned / melodic instruments or my voice.	I can choose and notate 5 or more pitches using standard notation. I can compose a short tune using 4 / 5 different note lengths including quavers and rests. I can show changes of dynamics in my composition. I can indicate what speed the music should be played at and whether this changes.	I can experiment with a wider range of dynamics & timbre (rap / beatbox). I can record creative ideas using graphic symbols, notation and stave notation / technology e.g. garage band. I can compose a short structured piece e.g. ternary (ABA). I can compose over a pentatonic scale with a drone, ostinato or melody.	I can compose a melody to match a specific mood, suing appropriate melodies with major / minor scales. I can plan and compose a melody that uses a pentatonic scale. I can improvise melodies beyond 8 beats. I can create a composition (instrument / voice) that uses harmony whether this uses chords and a melody (see Indian Raga music).