

Music Skills and Knowledge							
	EY	Y1	Y2	Y3	Y4	Y5	Y6
Listen	<ul style="list-style-type: none"> Listen with concentration to a short piece of music. Beginning to move rhythmically. Enjoys joining in with dancing and ring games. Imitates movement in response to music. 	<ul style="list-style-type: none"> Listen with concentration to a range of high-quality live and recorded music. Carefully listen to the lyrics. Learn to distinguish between groups of music instruments. 	<ul style="list-style-type: none"> Listen with concentration and understanding to a range of high-quality live and recorded music. Listen to the meaning of the lyrics. Learn to hear an instrument played in a song or a piece of music. Developing understanding of different styles of music. 	<ul style="list-style-type: none"> 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. Develop an understanding of different styles and of the history of music. 	<ul style="list-style-type: none"> Listen with attention to detail and recall rhythm increasing aural memory. Distinguish between the sound of different instruments used in a piece of music. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Develop understanding of the features of different music styles. 	<ul style="list-style-type: none"> Listen with attention to detail and recall rhythm and melody with increasing aural memory. Appreciate the variety of music instruments used in different styles of music. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Continue to obtain an understanding of the history of music and its development in the world. 	<ul style="list-style-type: none"> Listen with attention to detail and recall dynamics and texture with increasing aural memory. Distinguish and name the variety of music instruments used in different styles of music. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Develop a deeper understanding of the history of music around the world.
Perform	<ul style="list-style-type: none"> Building a bank of songs and nursery rhymes. Creating new combinations of movement and gesture in response to music. Sing in a group and individually. 	<ul style="list-style-type: none"> Take part in singing, accurately following the melody. Follow instructions on how and when to sing or play an instrument. Make and control long and short sounds, using voice and instruments. 	<ul style="list-style-type: none"> Take part in singing, accurately following the melody and rhythm. Follow instructions on how and when to sing or play an instrument. Make and control long and short sounds, using voice and instruments. Imitate changes in pitch. 	<ul style="list-style-type: none"> Take part in a whole class singing, accurately following the melody and rhythm. Sing in tune. Maintain a simple part within a group. Pronounce words within a song clearly. Play notes on an instrument with care so that they are clear. 	<ul style="list-style-type: none"> Sing from memory with accurate pitch. Show control of voice. Perform with control and awareness of others. Contribute to a successful whole class performance by singing, dancing or playing an instrument. Apply different techniques to play instruments correctly. 	<ul style="list-style-type: none"> Sing or play from memory with confidence. Perform as part of an ensemble or as a soloist. Sing a harmony part confidently and accurately. Perform with controlled breathing (voice) and skilful playing (instrument). 	<ul style="list-style-type: none"> Sing or play from memory with confidence applying voice control techniques. Perform as part of an ensemble, duet, trio or as a soloist. Sing or play expressively and in tune. Hold a part within a round. Perform with controlled breathing (voice) and skilful playing (instrument).

<p>Compose and Improvise</p>	<ul style="list-style-type: none"> ● Begin to copy and clap rhythms. ● Experiment with different forms of music and give a preference. ● Creates movement in response to music. ● Sings to self and makes up simple songs. 	<ul style="list-style-type: none"> ● Clap short rhythms. ● Be creative when capping rhythms back ● Sequence sounds to create an overall effect. ● Create a mixture of different sounds (long and short, loud and quiet, high and low). ● Choose sounds to create an effect. ● Create short, rhythmic phrases. ● Improvise with an instrument along with piece of music 	<ul style="list-style-type: none"> ● Create a sequence of long and short sounds. ● Use note blocks to compose simple melodies. ● Compose short, repeating musical patterns. ● Improvise a response to a musical question using the voice or instrument. 	<ul style="list-style-type: none"> ● Compose and perform melodic songs. ● Compose simple rhythms. ● Create repeated patterns with a range of instruments. ● Choose and order sounds to create an effect. ● Improvise using different sets of notes 	<ul style="list-style-type: none"> ● Compose and perform melodic songs. ● Use sound to create abstract effects. ● Choose, order, combine and control sounds to create an effect. ● Compose simple rhythms. ● Compose using the known notes. ● Include a riff in improvisation. 	<ul style="list-style-type: none"> ● Create songs with verses and a chorus. ● Create rhythmic patterns with an awareness of timbre and duration. ● Combine a variety of musical devices, including melody, rhythm and chords. ● Create compositions based on different styles of music. ● Include two riffs in an improvisation. 	<ul style="list-style-type: none"> ● Combine a variety of musical devices, including melody, rhythm and chords. ● Thoughtfully select elements for a piece in order to gain a defined effect. ● Convey the relationship between the lyrics and the melody. ● Compose rap song using Alphabet technique ● Include clapping riffs in an improvisation.
<p>Describe/Appraise</p>	<ul style="list-style-type: none"> ● •Explores and learns how sounds can be changed. ● ● Using everyday vocabulary to describe music including beat, repeat, melody, perform, lyrics.* 	<ul style="list-style-type: none"> ● Use basic musical vocabulary to describe a song or a melody including pulse/beat, improvise, compose, rhythm, perform, lyrics, verse,chorus, chime bar, live.* 	<ul style="list-style-type: none"> ● Build on the previous year’s vocabulary and use musical language to talk about a piece of music including appraise, introduction, band, pause, dynamics, solo, orchestra.* ● Appraise songs of different styles. ● Describe the effect of the music on the atmosphere. 	<ul style="list-style-type: none"> ● Continue to embed the vocabulary/terminology from KS1 as well as start to use the terms: duration, balance, groove, Jazz, improvise, motif, Reggae, pitch* to describe music and how it is performed/created. ● Evaluate music using musical vocabulary to identify areas of likes and dislikes. ● Understand layers of sounds and discuss their effect on mood and feelings. 	<ul style="list-style-type: none"> ● Enrich the vocabulary with the following new vocabulary: synthesizer, timbre, structure, conductor, allegro, by ear, note value* to describe music and how it is created. ● Evaluate music using musical vocabulary/terminology to identify areas of likes and dislikes. ● Understand layers of sounds and discuss their effect on mood and feelings. 	<ul style="list-style-type: none"> ● Choose from a wide range of musical vocabulary (learnt in Y1-Y4) to accurately describe and appraise music including: Heavy Metal, chord, riff, hook, percussion, unison, minim, semibreve, dissonance.* ● Describe how lyrics often reflect the cultural context of music and have social meaning. 	<ul style="list-style-type: none"> ● Understand and use the # (sharp) and b (flat) symbols. ● Use and understand simple time signatures. ● Choose from a wide range of musical vocabulary (learnt in Y1-Y5) to accurately describe and appraise music as well as to talk about its composition including: treble clef, Neo Soul, Motown, Blues, texture, structure, harmony, balance, ballad, producer, timbre.* ● Describe how lyrics often reflect the cultural context of music and have social meaning.

Transcribe		<ul style="list-style-type: none"> • Create a short musical phrase using pictorial representation. • Recognise that one picture represents a short sound, the other - a long sound. 	<ul style="list-style-type: none"> • Create more than one connected short musical phrases using pictorial representation. • Recognise that one picture represents a short sound, the other - a long sound, a third - could be a pause/rest. 	<ul style="list-style-type: none"> • Devise non-standard symbols to indicate when to play and rest. • Recognise the notes EGBDF on the musical stave. • Recognise the symbols for a minim, dotted minim and semibreve and say how many beats they represent. • Recognise the symbol for a treble clef. 	<ul style="list-style-type: none"> • Devise non-standard symbols to indicate when to play and rest. • Recognise the notes EGBDF and FACE on the musical stave. • Recognise the symbols for a crotchet and quaver and say how many beats they represent. 	<ul style="list-style-type: none"> • Use the standard musical notation of a crotchet, minim and semibreve to indicate how many beats to play. • Read and create notes on the musical stave. • Understand and explain the purpose of the treble and bass clefs. • Understand the purpose of flat and sharp signs. 	<ul style="list-style-type: none"> • Manipulate the standard musical notation to create a rhythm and a melody. • Read and create notes on the musical stave as well as interpret the notation to talk about the piece of music. • Understand the purpose of the treble and bass clefs and use them in transcribing compositions. • Use sharp and flat signs to show semi-tone change.
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* For a full list of vocabulary please see Music Vocabulary document.