

Progression of Knowledge and Skills: Music

Version 2: Updated July 2024 following Ofsted subject review from March 2023. Also following the Power of Music to change lives (National plan for Music Education) published in June 2022.



1. The Inter-related dimensions of music is an overarching strand which runs throughout our curriculum. Sometimes known as the 'elements of music', these are the building blocks of music and therefore run throughout our curriculum as an overarching strand. These will be highlighted in red in the document.

Inter-related dimensions of music:

Pitch, duration, dynamics, tempo, timbre, texture, structure, appropriate musical notation.

2. Each of our units of learning incorporate these 5 skill strands; **Listening and Evaluating, Creating Sound, Notation, Improvising and Composing and Listening and Performing.**

EYFS and Key Stage 1 and 2

Listening and Evaluating

Creating Sound (new strand)

Notation

Improvising and Composing

Performing - Singing and Playing

Creating Sound is a new strand and will be gradually integrated.

Alveley's Music Curriculum

3. Finally, we arrive at the units of music that are studied.

As previously mentioned, both inter-related dimensions and 5 skill strands are all explored in every unit, giving pupils numerous opportunities to work towards end of KS objectives.

Although at KS1 there is no mention of staff notation, to be able to recognise simple forms at KS1 will prepare them for more formal methods of staff notation at KS2.

Musical me
Pitch and tempo (Theme: Superheroes)
Classical music, dynamics and tempo (Theme: Animals)
Orchestral instruments (Theme: Traditional western studies)
Dynamics, timbre, tempo and motifs (Theme: Space)
Vocal and body sounds (Theme: By the sea)
On this island: British songs and sounds
Pulse and rhythm (Theme: ALL about me)
Timbre and rhythmic patterns (Theme: Fairy tales)
African call and response song (Theme: Animals)
Myths and legends
Musical vocabulary (Theme: Under the sea)
Developing singing technique (Theme: Vikings)
Instrumental lessons unit: Caribbean*
Adapting and transposing motifs (Theme: Romans)
Instrumental lessons unit: South Africa*
Jazz
Body and turned percussion (Theme: Rainforests)
Haiku, music and performance (Theme: Hanami festival)
Creating a composition in response to an animation (Theme: Mountains)
Rock and Roll
Samba and carnival sounds and instruments (Theme: South America)
Ballads
Changes in pitch, tempo and dynamics (Theme: Rivers)
Film Music
Composition Notation (Theme: Ancient Egypt)
Musical Theatre
Theme and Variations (Theme: Pop Art)
Songs of World War 2
Composing and Performing a Leavers' Song
Looping and remixing
Dynamics, pitch and texture
Blues
Composition to represent the festival of colour
South and West Africa
Composing and Performing a Leavers' Song

The Inter-related dimensions of music

	Year 1/2	Year 3/4	Year 5/6
Pitch	<ul style="list-style-type: none"> -To understand that pitch means how high or low a note sounds. -To understand that 'tuned' instruments play more than one pitch of notes. -To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches. -To understand that a melody is made up from high and low pitched notes played one after the other, making a tune. 	<ul style="list-style-type: none"> To know that the group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad. To know that some traditional music around the world is based on five-notes called a 'pentatonic' scale. To understand that a pentatonic melody uses only the five notes C D E G A. To know that a bass line is the lowest pitch line of notes in a piece of music, and a walking bassline (where patterns of notes go up then down again) is common in rock and roll. To know that a glissando in music means a sliding effect played on instruments or made by your voice. To know that 'transposing' a melody means changing its key, making it higher or lower pitched. 	<ul style="list-style-type: none"> To understand that a minor key (pitch) can be used to make music sound sad. To understand that major chords create a bright, happy sound. To know that a 'bent note' is a note that varies in its pitch, eg the pitch may slide up or down. To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made. To know that the Solfa syllables represent the pitches in an octave. To understand that 'major' key signatures use note pitches that sound cheerful and upbeat. To understand that 'minor' key signatures use note pitches that can suggest sadness and tension. To know that a melody can be adapted by changing its pitch.
Duration	<ul style="list-style-type: none"> -To know that rhythm means a pattern of long and short notes. -To know that 'duration' means how long a note, phrase or whole piece of music lasts. -To know that the long and short sounds of a spoken phrase can be represented by a rhythm. 	<ul style="list-style-type: none"> -To know that different notes have different durations, and that crotchets are worth one whole beat. -To know that written music tells you how long to play a note for. -To know that combining different instruments playing different rhythms creates layers of sound called 'texture'. -To know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed. -To know that a motif in music can be a repeated rhythm. 	<ul style="list-style-type: none"> -To know that 'poly-rhythms' means many different rhythms played at once. -To know that the duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score. -To understand that all types of music notation show note duration, including the Kodaly method which uses syllables to indicate rhythms. -To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly. -To know that a quaver is worth half a beat.
Dynamics	<ul style="list-style-type: none"> -To know that dynamics means how loud or soft a sound is. -To understand that sounds can be adapted to change their mood, eg through dynamics. -To know that dynamics can change the effect a sound has on the audience. 	<ul style="list-style-type: none"> -To know that the word 'crescendo' means a sound getting gradually louder. -To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music. 	<ul style="list-style-type: none"> -To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made. -To know that a melody can be adapted by changing its dynamics.
Tempo	<ul style="list-style-type: none"> -To know that the 'pulse' is the steady beat that goes through music. -To know that tempo is the speed of the music. -To understand that the tempo of a musical phrase can be changed to achieve a different effect. 	<ul style="list-style-type: none"> To know that playing in time means all performers playing together at the same speed. 	<ul style="list-style-type: none"> -To understand that a slow tempo can be used to make music sound sad. -To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made. -To know that a melody can be adapted by changing its dynamics, pitch or tempo.

Timbre	<ul style="list-style-type: none"> -To know that 'timbre' means the quality of a sound; eg that different instruments would sound different playing a note of the same pitch. -To know that my voice can create different timbres to help tell a story. -To know that musical instruments can be used to create 'real life' sound effects. -To understand an instrument can be matched to an animal noise based on its timbre. 	<ul style="list-style-type: none"> -To understand that the timbre of instruments played affect the mood and style of a piece of music. -To know that grouping instruments according to their timbre can create contrasting 'textures' in music. -To understand that both instruments and voices can create audio effects that describe something you can see. 	<ul style="list-style-type: none"> -To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways. -To know that timbre can also be thought of as 'tone colour' and can be described in many ways eg warm or cold, rich or bright.
Texture	<ul style="list-style-type: none"> -To know that music has layers called 'texture'. -To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music. 	<ul style="list-style-type: none"> -To know that many types of music from around the world consist of more than one layer of sound; for example a 'tala' and 'rag' in traditional Indian music. -To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'. -To understand that harmony means playing two notes at the same time, which usually sound good together. 	<ul style="list-style-type: none"> -To understand that a chord is the layering of several pitches played at the same time. -To know that poly-rhythms means many rhythms played at once. -To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change. -To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.
Structure	<ul style="list-style-type: none"> -To know that a piece of music can have more than one section, eg a versed and a chorus. -To understand that structure means the organisation of sounds within music, eg a chorus and verse pattern in a song. 	<ul style="list-style-type: none"> -To know that in a ballad, a 'stanza' means a verse. -To know that music from different places often has different structural features, eg traditional Chinese music is based on the five-note pentatonic scale. -To know that deciding the structure of music when composing can help us create interesting music with contrasting sections. -An ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice. -To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music 	<ul style="list-style-type: none"> -To know that a loop is a repeated rhythm or melody, and is another word for ostinato. -To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords. -To know that a chord progression is a sequence of chords that repeats throughout a song. -To know that a 'theme' in music is the main melody and that 'variations' are when this melody has been changed in some way.
Notation	<ul style="list-style-type: none"> -To understand that music can be represented by pictures or symbols. -To know that 'notation' means writing music down so that someone else can play it -I know that a graphic score can show a picture of the structure and / or texture of music. 	<ul style="list-style-type: none"> -To understand that 'reading' music means using how the 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 pempers how to play. 	<ul style="list-style-type: none"> -To know that simple pictures can be used to 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.

Listening and Evaluating

	EYFS	Year 1/2	Year 3/4	Year 5/6
Listening and responding to music	<ul style="list-style-type: none"> -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 -Listen attentively, move to and talk about music, expressing their feelings and responses. 	<ul style="list-style-type: none"> -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 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 -Listen with concentration and understanding to a range of high-quality live and recorded music. 	<ul style="list-style-type: none"> -Explaining their preferences for a piece of music using musical vocabulary. -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. 	<ul style="list-style-type: none"> -Understanding the impact music has on them and starting to articulate the reasons for this effect using musical vocabulary -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.
Analysing	<ul style="list-style-type: none"> -Identifying and imitating sounds from a variety of music. -Considering whether background music and sound effects can enhance storytelling. -Listen attentively, move to and talk about music, expressing their feelings and responses. 	<ul style="list-style-type: none"> -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. -Listen with concentration and understanding to a range of high-quality live and recorded music. 	<ul style="list-style-type: none"> - Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz). -Understanding that music from different parts of the world has different features. -Recognising and explaining the changes within a piece of music using musical vocabulary. Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. -Beginning to show an awareness of metre. Recognising the use and development of motifs in music. -Identifying gradual dynamic and tempo changes within a piece of music. Identifying common features between different genres, styles and traditions of music. -Recognising, naming and explaining the effect of the interrelated dimensions of music. -Identifying scaled dynamics (crescendo/decrescendo) within a piece of music. -Using musical vocabulary to discuss the purpose of a piece of music. 	<ul style="list-style-type: none"> -Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. (South African, West African, Musical, Theatre, Blues, Dance Remix.). -Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. -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. -Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts (Pop art, Film music). -Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. -Identifying the way that features of a song can complement one another to create a coherent overall effect.

			<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. 	<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.
Evaluating	<ul style="list-style-type: none"> - Showing preferences for certain music or sounds. - Listen attentively, move to and talk about music, expressing their feelings and responses. 	<ul style="list-style-type: none"> - 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. - Listen with concentration and understanding to a range of high-quality live and recorded music. 	<ul style="list-style-type: none"> - Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work. - 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. 	<ul style="list-style-type: none"> - 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. - 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	<ul style="list-style-type: none"> - Listening to music from a wide variety of cultures and historical periods. - Listen attentively, move to and talk about music, expressing their feelings and responses. 	<ul style="list-style-type: none"> - Appreciating music from a wide variety of cultures and historical periods. - Listen with concentration and understanding to a range of high-quality live and recorded music. 	<ul style="list-style-type: none"> - 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 - 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 	<ul style="list-style-type: none"> - 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. - 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

* Also form part of the 'Inter-related dimensions of music' strand.

* Link to EYFS – Development Matters

* Link to the National Curriculum.

Creating Sound (new strand – KS1 only – statements for KS2 to be updated Summer 2025)

	EYFS	Year 1/2	Year 3/4	Year 5/6
Singing Repertoire	<ul style="list-style-type: none"> -Singing short, rhythmic rhymes and songs. - Sing in a group or on their own, increasingly matching the pitch and following the melody. 	<ul style="list-style-type: none"> -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). -Use their voices expressively and creatively by singing songs and speaking chants and rhymes. 	Statements to be updated Summer 2025	Statements to be updated Summer 2025
Singing Technique	<ul style="list-style-type: none"> Using both speaking and singing voices. Unconsciously beginning to sing to the pulse of a song. Exploring vowel sounds through call and response activities. - Sing in a group or on their own, increasingly matching the pitch and following the melody. 	<ul style="list-style-type: none"> -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'). -Use their voices expressively and creatively by singing songs and speaking chants and rhymes. 	Statements to be updated Summer 2025	Statements to be updated Summer 2025
Instruments	<ul style="list-style-type: none"> - 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.) -Explore and engage in music making and dance, performing solo or in groups. 	<ul style="list-style-type: none"> -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 play/hold instruments using both hands. (Group A.) -Starting to understand how to produce different sounds on pitched instruments. (Group C.) -Play tuned and untuned instruments musically. 	Statements to be updated Summer 2025	Statements to be updated Summer 2025
Posture	<ul style="list-style-type: none"> -Finding a comfortable static position when playing instruments or singing. -Explore and engage in music making and dance, performing solo or in groups. 	<ul style="list-style-type: none"> -Maintaining a comfortable position when sitting or standing to sing and play instruments. -Play tuned and untuned instruments musically. 	Statements to be updated Summer 2025	Statements to be updated Summer 2025

* Also form part of the 'Inter-related dimensions of music' strand.

* Link to EYFS – Development Matters

*Link to the National Curriculum.

Notation

	EYFS	Year 1/2	Year 3/4	Year 5/6
Understanding notation	N/A – No mention of notation of music in Development Matters	<ul style="list-style-type: none"> -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. <p>No mention of musical notation at KS1.</p>	<ul style="list-style-type: none"> -To understand that 'reading' music means using how the 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 	<ul style="list-style-type: none"> -To know that simple pictures can be used to 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.
Representing Pitch	<ul style="list-style-type: none"> -Developing an awareness of high and low through pictorial representations of sound. <p>No mention of notation of music in Development Matters</p>	<ul style="list-style-type: none"> -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). <p>No mention of musical notation at KS1.</p>	<ul style="list-style-type: none"> -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 and record their compositions. <p>-Use and understand staff and other musical notations.</p>	<ul style="list-style-type: none"> -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. -Performing with accuracy and fluency from graphic and staff notation and from their own notation. <p>-Use and understand staff and other musical notations.</p>
Representing Rhythm	<ul style="list-style-type: none"> -Developing an awareness of how simple marks or objects can show single beats and single beat rests. <p>No mention of notation of music in Development Matters</p>	<ul style="list-style-type: none"> -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. <p>No mention of musical notation at KS1.</p>		

* Also form part of the 'Inter-related dimensions of music' strand.

* Link to EYFS – Development Matters

*Link to the National Curriculum.

Improvising and Composing

	EYFS	Year 1/2	Year 3/4	Year 5/6
Stimulus and Purpose	<ul style="list-style-type: none"> - Exploring and imitating sounds from their environment and in response to events in stories. - 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. 	<ul style="list-style-type: none"> - Creating sound responses to a variety of physical stimuli such as, nature, artwork and stories. - Experiment with, create, select and combine sounds using the interrelated dimensions of music. 	<ul style="list-style-type: none"> - Composing a coherent piece of music in a given style with voices, bodies and instruments. - 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 	<ul style="list-style-type: none"> - Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments. - 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	<ul style="list-style-type: none"> - Exploring and imitating sounds. - 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. 	<ul style="list-style-type: none"> - Improvising simple question and answer phrases, using untuned percussion or voices. - Experiment with, create, select and combine sounds using the interrelated dimensions of music. 	<ul style="list-style-type: none"> - Beginning to improvise musically within a given style using their voice. Beginning to improvise musically within a given style using an instrument. - 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 	<ul style="list-style-type: none"> - Improvising coherently and creatively within a given style, incorporating given features. - 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
Creating and Selecting Sounds	<ul style="list-style-type: none"> - Experimenting with creating sound in different ways using 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. - 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. 	<ul style="list-style-type: none"> - Experimenting with creating different 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. - Experiment with, create, select and combine sounds using the interrelated dimensions of music. 	<ul style="list-style-type: none"> - Suggesting and implementing improvements to their own work, using musical vocabulary. - Developing melodies using rhythmic variation, transposition, inversion, and looping. - 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 	<ul style="list-style-type: none"> - 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. - 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
Sequencing	<ul style="list-style-type: none"> - Playing sounds at the relevant point in storytelling. - Explore, use and refine a variety of artistic effects to express their ideas and feelings. 	<ul style="list-style-type: none"> - Playing and combining sounds under the direction of a leader (the teacher). 	<ul style="list-style-type: none"> - Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). 	<ul style="list-style-type: none"> - Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-

	<ul style="list-style-type: none"> - Explore and engage in music making and dance, performing solo or in groups. 	<ul style="list-style-type: none"> - Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time. - Experiment with, create, select and combine sounds using the interrelated dimensions of music. 	<ul style="list-style-type: none"> - Creating a piece of music with at least four different layers and a clear structure. - 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 	<ul style="list-style-type: none"> 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. - 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
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* Also form part of the 'Inter-related dimensions of music' strand.

* Link to EYFS – Development Matters

*Link to the National Curriculum.

Performing

	EYFS	Year 1/2	Year 3/4	Year 5/6
Understanding and evaluating performance	<ul style="list-style-type: none"> - Beginning to say what they liked about others' performances. - 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. 	<ul style="list-style-type: none"> - Offering positive feedback on others' performances. - Use their voices expressively and creatively by singing songs and speaking chants and rhymes. - Play tuned and untuned instruments musically. 	<ul style="list-style-type: none"> - Offering constructive feedback on others' performances. - 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. 	<ul style="list-style-type: none"> - Using musical vocabulary to offer constructive and precise feedback on others' performances. - 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	N/A	<ul style="list-style-type: none"> - Starting to maintain a steady beat throughout short singing performances. - Use their voices expressively and creatively by singing songs and speaking chants and rhymes. - Play tuned and untuned instruments musically. 	<ul style="list-style-type: none"> - 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. - 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. 	<ul style="list-style-type: none"> - 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. - 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.

<p>Awareness of self</p>	<ul style="list-style-type: none"> -Facing the audience when performing. -Spontaneously expressing feelings around performing. -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. 	<ul style="list-style-type: none"> -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. -Use their voices expressively and creatively by singing songs and speaking chants and rhymes. -Play tuned and untuned instruments musically. 	<ul style="list-style-type: none"> -Singing and playing in time with peers with accuracy and awareness of their part in the group performance. -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. 	<ul style="list-style-type: none"> -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 -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.
<p>Awareness of others</p>	<ul style="list-style-type: none"> -Performing actively as part of a group. - Demonstrating being a good audience member, by looking, listening and maintaining attention. -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. 	<ul style="list-style-type: none"> -Performing actively as a group, clearly keeping in time with the beat. -Following a leader to start and end a piece appropriately. -Use their voices expressively and creatively by singing songs and speaking chants and rhymes. -Play tuned and untuned instruments musically. 		

* Also form part of the 'Inter-related dimensions of music' strand.

* Link to EYFS – Development Matters

*Link to the National Curriculum.