MUSIC	Year 3	Year 4	Year 5	Year 6
PLAY AND PERFORM	**National Curriculum** **Play and perform** in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression			
	Sings, with increasing confidence, fluency and expression, songs from different traditions, genre and times. Sings accurately in tune within a limited pitch range, following a melody or interval jumps. Mainly unison singing Shows an awareness of audience and a sense of occasion during special performances. Plays a steady beat, internalising pulse. Indicates steady beat by movement including in silence	Sings songs and speaks chants with increasing expression (e.g. dynamics, tone, phrasing). Maintains a simple part in a large group with two or more layers (rounds, drones and ostinato). Recognises different song structures (call and response, verse and chorus, cumulative). Performs simple rhythmic patterns and ostinati to an internalised pulse with increasing confidence Maintains own part in a group piece playing rhythm on rhythm and holding a beat	Sings confidently, fluently and maintaining a strong pulse, songs from a range of traditions, genre and times. Sings accurately in tune within a wider pitch range and appropriate individual vocal range. Uses dynamics, phrasing, emphasis and accents to create intended effects. Maintains an independent part in a small group with several layers and being aware of other parts (rounds, drones, ostinato and harmony). Performs in a way that reflects the meaning and impact of the lyrics to an audience.	Understands why and how to warm up the voice. Sings accurately in tune within a wider pitch range and appropriate individual vocal range. Uses dynamics, phrasing, emphasis and accents to create intended effects. Sings with an awareness of breathing, posture and diction Maintains an independent part in a small group with several layers and being aware of other parts (rounds, drones, ostinato and harmony) with solo opportunities Follows more complex musical ideas (e.g. in part singing).

	Performs simple rhythmic patterns and ostinati to an internalised pulse Performs simple melodies and pitched ostinato Performs with an awareness of a group and to an audience Shows basic skills in ocarina playing. Gentle breath, use of the tongue, finger placement, reading picture notation, maintaining a melody	Performs with an awareness of a group and to an audience Shows basic skills on ukulele – holding, strumming, reading chord diagrams, playing and changing chords, playing rhythms, accompanying songs	Plays instruments with confidence and expression Performs complex rhythmic patterns to an internalised pulse Performs more complex melodies and pitched accompaniments to an internalised pulse Organises sounds effectively using a variety of instruments and styles	Performs confidently in a group and possibly solo with expression and variety. Understands more complex song structures. Plays instruments with confidence and expression Recognises a metre of 3 & 4 Performs complex melodies and pitched accompaniments to an internalised pulse Understands how the texture might vary Organises sounds effectively using a variety of instruments and styles
IMPROVISE AND COMPOSE	**National Curriculum.** **Improvise and compose** music for a range of purposes using the inter-related dimensions of music			
	Explores and improvises sounds or musical patterns with voice, body or instruments. Selects and orders sounds effectively to represent	Selects and orders sounds effectively to represent ideas or feelings, or to tell a story with increasing complexity	Selects and use instruments, creative sound-makers or playing techniques to improvise sounds or patterns.	Selects, orders, combines and changes sounds, imaginatively and with expression, to represent ideas, moods or feelings, or tell a story.

	ideas or feelings, or to tell a story. Creates rhythms, melodies, lyrics or accompaniments within simple or given musical structures. Improvises and composes effectively to communicate ideas or moods	Improvises, with growing confidence and control with voice or instruments to demonstrate musical changes or contrasts.	Creates and combines rhythms, melodies, harmonies or lyrics within own musical pieces effectively.	Creates and combines rhythms, melodies, harmonies or lyrics within own musical pieces effectively. Improvises imaginatively and expressively with voice or instruments using inter-related dimensions of music.
LISTEN **MUSIC FROM DIFFERENT TRADITIONS**	**National Curriculum.** **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			
	Listens to, and comments on, high quality live and recorded music from different traditions, genre, styles and times with increasing focus and attention to detail.	Listens to several layers of sound, identifying musical elements or features and discussing their effect. Listens and recalls simple tunes, played or notated rhythms with increasing accuracy	Listens to and evaluates a range of high quality live and recorded music from different traditions, genre, styles and times with concentration and discernment, and share	Listens to and evaluates a range of high quality live and recorded music from different traditions, genre, styles and times with concentration and discernment, and share

	Responds to music through movement to show understanding of mood, ideas, or musical features (e.g. beat, crescendos). Listens to own music, commenting on it in order to improve it.	Responds to music through movement to show understanding of mood, ideas, or musical features (e.g. beat, crescendos). Listens to own music, commenting on it in greater depth in order to improve it.	opinions, using musical language.	opinions, using musical language. Listens to several layers of sound, identifying musical elements or features, discussing their effect and justifying ideas. Listens to own work and others with discernment, and share opinions, using these ideas to improve own work.
NOTATION	**National Curriculum.** Use and understand **staff and other musical notations**			
	Plays using various notation as support (Graphic scores, rhythm notation e.g. crotchets and quavers) Introduced to lines of a staff to show higher and lower Uses given or own notation (graphic symbols or rhythm notation) to improvise, compose and record compositions. Use ocarina notation	Plays using various notation as support (Graphic scores, rhythm notation e.g. crotchets and quavers and minims) Start to understand staff notation for pitch Use and understand TAB and chord notation in ukulele playing	Uses notation (graphic scores, rhythm or staff notation) to support & record composition to improvise, compose and record own compositions. Become more fluent at reading staff notation for treble pitch use staff notation in performing with tuned instruments, reading treble notes with increasing fluency C - C	Uses notation (graphic scores, rhythm or staff notation) to support & record composition to improvise, compose and record own compositions. Read and use pitch (C – C) and rhythm notation with greater confidence using mnemonics to support
	National Curriculum.			

HISTORY OF MUSIC	Develop an understanding of the **history of music.**			
	Listens to, and comments on, high quality live and recorded music from different traditions, genre, styles and times with increasing focus and attention to detail and begin to understand of the music's place in history Be able to place a piece of music in a very approximate timeline	Listens to, and comments on, high quality live and recorded music from different traditions, genre, styles and times with increasing focus and attention to detail refine understanding of the music's place in history Refine understanding of musical history timelines	Listens to, and comments on, high quality live and recorded music from different traditions, genre, styles and times with increasing focus and attention to detail and developing understanding of the music's place in history	Continue to develop understanding of music in history A whistle stop tour of the history of western music from Gregorian chanting to the Beatles