



F2	Year 1	Year 2
Listening, appraising and responding to music		
<ul style="list-style-type: none"> • Responding to music through movement, altering movement to reflect the tempo, dynamics or pitch of the music. • Exploring lyrics by suggesting appropriate actions. • Exploring the story behind the lyrics or music. • Listening to and following a beat using body percussion and instruments. • Considering whether a piece of music has a fast, moderate or slow tempo. • Listening to sounds and matching them to the object or instrument. • Listening to sounds and identifying high and low pitch. • Listening to and repeating a simple rhythm. • Listening to and repeating simple lyrics. • Understanding that different instruments make different sounds and grouping them accordingly. 	<p style="text-align: center;">Listening to a range of high-quality live and recorded music</p> <ul style="list-style-type: none"> • Recognising and understanding the difference between pulse and rhythm. • Understanding that different types of sounds are called timbres. • Recognising basic tempo, dynamic and pitch changes (faster/slower/louder/quieter and higher/lower) • Describing the character, mood, or 'story' of the music listen to, both verbally and through movement. • Describing the differences between two pieces of music. • Expressing a basic opinion about music (like/dislike) <p style="text-align: center;">Listening with attention to detail and recall sounds with increasing aural memory</p> <ul style="list-style-type: none"> • Listening to and repeating short, simple rhythmic patterns. • Listening and responding to other performers by playing as part of a group. 	<p style="text-align: center;">Listening to a range of high-quality live and recorded music</p> <ul style="list-style-type: none"> • Recognising timbre changes in music they listen to • Recognising structural features in music they listen to. • Listening to and recognising instrumentation. • Beginning to use musical vocabulary to describe music. • Identifying melodies that move in steps. • Identifying melodies that move in steps. <p style="text-align: center;">Listening with attention to detail and recall sounds with increasing aural memory</p> <ul style="list-style-type: none"> • Listening to and repeating a short, simple melody by ear. • Suggesting improvements to their own and others' work.
Composing		
<ul style="list-style-type: none"> • Playing untuned percussion 'in time' with a piece of music. • Selecting classroom objects to use as instruments. • Experimenting with body percussion and vocal sounds to respond to music. • Selecting appropriate instruments to represent action and mood. • Experimenting with playing instruments in different ways. 	<p style="text-align: center;">Create sounds and music using the interrelated dimensions of music</p> <ul style="list-style-type: none"> • Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. • Combining instrumental and vocal sounds within a given structure. • Creating simple melodies using a few notes. • Choosing dynamics, tempo and timbre for a piece of music. • Creating a simple graphic score to represent a composition. 	<p style="text-align: center;">Create sounds and music using the interrelated dimensions of music</p> <ul style="list-style-type: none"> • Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. • Successfully combining and layering several instrumental and vocal patterns within a given structure. • Creating simple melodies from 5 or more notes. • Choosing appropriate dynamics, tempo and timbre for a piece of music. • Using letter name and graphic notation to represent the details of their composition.

	<ul style="list-style-type: none"> Beginning to make improvements to their work as suggested by the teacher. 	<ul style="list-style-type: none"> Beginning to suggest improvements to their own work
Performing		
<ul style="list-style-type: none"> Using their voices to join in with well-known songs from memory. Remembering and maintaining their role within a group performance. Moving to music with instruction to perform actions. Participating in performances to a small audience. Stopping and starting playing at the right time. 	<ul style="list-style-type: none"> Using their voices expressively to speak and chant. Singing short songs from memory, maintaining the overall shape of the melody and keeping in time. Maintaining the pulse (play on the beat) using hands, and tuned and untuned instruments. Copying back short rhythmic and melodic phrases on percussion instruments. Responding to simple musical instructions such as tempo and dynamic changes as part of a class. Performing from graphic notation. 	<ul style="list-style-type: none"> Using their voices expressively when singing, including the use of basic dynamics (loud and quiet). Singing short songs from memory, with melodic and rhythmic accuracy. Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse. Performing expressively using dynamics and timbre to alter sounds as appropriate. Singing back short melodic patterns by ear and playing short melodic patterns from letter notation.

	LKS2		UKS2
Pitch	Basic Scales: Pentatonic/Modal- Simple improvisation using limited pitches Learn to play pieces using basic scales (WCET)		Scales: Identifying Major and Minor Learn to play pieces using scales (WCET)
Rhythm Metre Tempo	Metre- strong and weak beats: Play/clap back longer rhythmic patterns up to 4 bars Improvise rhythmic patterns Organising beats into a time signature (2/4, 3/4 4/4) Identifying strong and weak beats via clapping and moving Visual representation of pulse and rhythm patterns; Graphic scores and notation – Semibreve, Minim, Crotchet, Quaver, Semiquavers Controlling changes of tempo within a piece		
Dynamics	Gradation of dynamics: <i>Identify and use changes in dynamics when playing instruments</i> <i>Lower KS2 Crescendo and Diminuendo – use terms to describe and create music</i> <i>Upper KS2 Mezzo dynamics (mp, mf) Sforzando, Pianissimo (pp)</i>		
Structure	Repetition Ostinato Simple patterns	Question and Answer Playing and composing Identify music has simple structures, e.g., Verse/Chorus	Form and sectional structures Playing and composing simple music using Binary/Ternary/Rondo Exploring call and response in further detail
Texture	Unison, Melody/Accompaniment/Layers: Explore layers of rhythmic and melodic phrases Performing and composing using different textures		
Timbre	Selecting and Controlling Selecting suitable timbre to express a mood Playing musical instruments with control and technique including changes of dynamic. Identifying timbre of orchestral instruments		

Notation	Reading and recording crotchets, paired quavers, and minims in grids and on staves. Plus, the equivalent rests. Recording dynamics $\begin{matrix} p & f \\ \leq & \geq \end{matrix}$		Reading and recording crotchets, paired quavers, minims, semibreves and semiquavers, in grids and on staves. Plus, the equivalent rests.		
Expression	Using musical elements to create a mood or effect. Perform and compose music using the interrelated dimensions to create a mood or effect. Performing music with dynamics, changes in tempo and physical expression To experience and feel a response to music – refining and controlling physical movement or sung/played response To begin to use music as a vehicle through self-expression; listening, singing, improvised responses from a stimulus				
Directing Ensemble Performance	Togetherness within phrases. Moving and singing together. Performance discipline. Holding a part.				
Singing	Voices for different characters and mood Simple tunes within an octave.	Tunes with small leaps and more than an octave Simple partner songs, rounds and songs with simple countermelody e.g. combining verse over chorus Increasingly complex rhythms and melodies	<table border="1"> <tr> <td data-bbox="1144 552 1653 788"> Choosing vocal qualities appropriate to style of music (twang, sob and aspirate) Awareness of breathing Responding to performance directions </td> <td data-bbox="1653 552 2170 788"> Balance between parts. More complex melodies requiring vocal agility. Sing 2-3 parts / independent melodies e.g. using partner songs Songs with more complex accompaniment </td> </tr> </table>	Choosing vocal qualities appropriate to style of music (twang, sob and aspirate) Awareness of breathing Responding to performance directions	Balance between parts. More complex melodies requiring vocal agility. Sing 2-3 parts / independent melodies e.g. using partner songs Songs with more complex accompaniment
Choosing vocal qualities appropriate to style of music (twang, sob and aspirate) Awareness of breathing Responding to performance directions	Balance between parts. More complex melodies requiring vocal agility. Sing 2-3 parts / independent melodies e.g. using partner songs Songs with more complex accompaniment				
Instrumental	Use WCET instruments How to assemble/ disassemble and take care of instrument. Correct posture and hold. Simple tunes with good tone. Control of dynamics and articulation. Play and compose simple music on pitched classroom instruments such as Glockenspiels/Xylophones/Recorders.		Playing and composing more complex tunes within an octave using tuned percussion/recorder or own instrument. More advanced control of dynamics and articulation. Playing in parts.		
Learning to Learn	Suggest improvements to musical performances of others	Practise at home	Think critically about and improve own work Use appropriate vocabulary to discuss and evaluate music		
Musical Key Vocabulary	rhythm, ostinato, tempo, andante, largo, presto, staccato, crescendo, diminuendo, verse / chorus, piano forte, pentatonic modal, crotchet, quaver, minim, brass / ww: embouchure, strings: pizzicato, bowed, vocal: twang, sob, aspirate		mezzo piano, mezzo forte, sforzando, pianissimo, rallentando, ritardando, fine, binary, ternary, rondo, semiquavers, semibreves, major, minor, call and response, instrument families, periods of music, genres of music		