

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Aural Knowledge	Listen to music with sustained concentration Discuss feelings & emotions linked to different pieces of music	Listen with concentration & understanding to a range of high-quality live & recorded music	Listen with direction to a range of high quality music	Confidently recognise & explore a range of musical styles & traditions & know their basic style indicators		Appreciate & understand a wide range of high-quality live & recorded music drawn from different traditions & from great composers & musicians
	Find the pulse whilst listening to music & using movement	Build an understanding of the pulse & internalise it when listening to a piece of music	Find the pulse within the context of different songs music with ease		Understand how pulse, rhythm & pitch work together	
	Listen to, copy & repeat a simple rhythm or melody		Begin to listen to & recall sounds with increasing aural memory	Listen to & recall sounds with increasing aural memory	Listen with attention to detail & recall sounds with increasing aural memory	Listen with attention to detail & recall sounds with increasing aural memory & accuracy
	Recognise different instruments		Confidently recognise a range of musical instruments	Confidently recognise a range of musical instruments & the different sounds they make		
Theoretical Knowledge	Key Vocabulary: Rhythm, pitch, tempo, dynamics.	Key Vocabulary: Timbre, melody, structure, texture.	Key Vocabulary: Composition and Improvisation.	Use musical language to appraise a piece or style of music.		Appropriately discuss the dimensions of music & recognise them in music heard
	Use the correct musical language to describe a piece of music	Begin to describe a piece of music using a developing understanding of the interrelated musical dimensions				
			Develop an understanding of formal, written notation which includes crotchets & rests	Develop an understanding of formal, written notation which includes minims & quavers	Use & develop an understanding of formal, written notation which includes staff, semibreves & dotted crotchets	Deepen an understanding & use of formal, written notation which includes staff, semibreves & dotted crotchets.
					Develop an increasing understanding of the history & context of music	Develop a deeper understanding of the history & context of music
Performing Skills	Learn & perform chants, rhythms, raps & songs	Practise, rehearse & present performances to audiences with a growing awareness of the people watching				
	Sing songs musically & understand how to warm up & project the voice whilst demonstrating good posture	Use his/her voice expressively & creatively by singing songs & speaking chants & rhymes with growing confidence Sing a song in two parts	Sing songs with multiple parts with increasing confidence	Sing as part of an ensemble with Confidence & precision	Sing as part of an ensemble with increasing confidence & precision	Sing as part of an ensemble with full confidence & precision
	Learn to follow the conductor or band leader	Use tuned & untuned Classroom percussion to play accompaniments & tunes Play instruments using the correct techniques with respect	Play & perform in solo or ensemble contexts with confidence	Play & perform in solo or ensemble contexts with increasing confidence Copy increasingly challenging rhythms using body percussion & untuned instruments where appropriate	Play & perform in solo or ensemble contexts with some accuracy, control, fluency & expression	Play & perform in solo or ensemble contexts with increasing accuracy, control, fluency & expression
		Experiment with, create, select & combine sounds using the inter-related dimensions of music				
Composing Skills		Improvise a simple rhythm using different instruments including the voice			Compose complex rhythms from an increasing aural memory	Create a simple composition & record
		Use tuned & untuned classroom percussion to compose & improvise			Improvise with increasing confidence using own voice, rhythms & varied pitch	Improvise & compose music for a range of purposes using the interrelated