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|  | **Pulse** | **Rhythm** | **Melody and notation** | **Active Listening** | **Composing and Improvising** | **Performing** | **Singing** |
| **Key Stage 1 NC Objectives** | Pupils should be taught to:   * use their voices expressively and creatively by singing songs and speaking chants and rhymes * play tuned and untuned instruments musically * listen with concentration and understanding to a range of high-quality live and recorded music * experiment with, create, select and combine sounds using the inter-related dimensions of music. | | | | | | |
| **Year 1** | Keep a steady pulse in aa group and be able to pick out two different tempos in music | Repeat back short basic rhythms and perform rhythmic ostinatos | Identify musical features in a range of high-quality live and recorded music; replicate basic rhythms heard | Improvise simple rhythms based on a given stimuli (e.g rhythm grids) | Play basic rhythms on untuned percussion instruments and using body percussion | Sing simple folk tunes in unison both with or without accompaniment or backing tracks | Sing back short melodies that use 1-2 different pitches and develop the concept of pattern work in music using rhythm grids |
| **Year 2** | Keep a steady pulse in a group and solo with musical accompaniment; demonstrate at least 2 different time signatures (3/4 and 4/4) | Repeat back longer basic rhythms from memory (at least 2 bars); performing from very basic notation e.g crotchets, quavers and minims | Identify where elements change (e.g music gets louder or faster); replicate these changes in a simple performance | Repeat back longer basic rhythms from memory (at least 2 bars) and add imitations of the rhythms as improvisation | Play longer phrases on untuned percussion instruments and body percussion | Sing simple songs and folk songs in rounds | Sing back short melodies that use around 2-3 notes; perform from rhythmic notation including crotchets and minims |
| **Key Stage 2 NC Objectives** | Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to:   * play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression * improvise and compose music for a range of purposes using the inter-related dimensions of music * listen with attention to detail and recall sounds with increasing aural memory * use and understand staff and other musical notations * 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 the history of music. | | | | | | |
| **Year 3** | Keep a steady pulse in a group and solo without musical accompaniment; demonstrate 2/4, 3/4, and 4/4 in at least 3 different tempos | Perform more extended rhythms that use crotchets, quavers, minims and their rests | Identify and describe musical features in pieces from different traditions; sing or play back simple melodies that are heard | Create 3 basic note tunes and simple rhythms using crotchets, quavers, minims, their rests | Use tuned percussion/melodic instruments as well as the voice to perform 3+ note melodies and simple rhythms | Sing songs and folk rounds whilst accompanied by ostinatos from the group | Perform from and compose using 3 pitched notes and simple rhythms (crotchets, quavers, minims and rests) |
| **Year 4** | On a tuned instrument, keep a steady pulse in: 2/4, 3/4 and 4/4 time signatures and in different tempos with other pupils playing another ostinato to accompany | Perform 2 pieces with at least 2 rhythms happening together; recognise and clap back rhythms using single quaver rests | Compare pieces of music in different traditions; perform music heard aurally that contain 2+ different parts at the same time | Improvise and compose tunes using 5 notes based on basic note values; create more developed rhythmic patterns (around 4 bars) | Perform 5+ note melodies (or 4+ chords) and more complex rhythms on tuned instruments | Sing pieces in two parts that have melodies and counter-melodies | Perform from and compose using 5 pitched notes (or 4 chords) |
| **Year 5** | On a tuned instrument, regularly and accurately perform pieces in at least 3 contrasting tempos and time signatures | Perform pieces which use off-beat and dotted rhythms and single quaver rests | Whilst listening, pick out and perform syncopated and off-beat rhythms; be able to explain why that music uses those types of rhythms | Create 4 bar melodies in different tempos and time signatures that can be performed and include some off-beat rhythms | Perform 8 note melodies or developed chord progressions (e.g 2+ chords per bar) and more complex rhythms | Sing pieces, including those from a classical tradition, with a range of at least 8 notes and piece with at least 2 different parts | Perform from and compose with 5-8 different notes; capture the work in different formats so that it can be recreated. |
| **Year 6** | When performing solo and in an ensemble, follow direction to change tempo accurately within pieces of music | Perform pieces which use off-beat and syncopated rhythms in:  3 different time signatures  3 different tempos | Talk about the key features of music including:   * Tempo * Metre * Instrumentation * Melody   Understand the key features of at least four different types/genres of music | Improvise and compose extended pieces of music using up to 8 notes and a variety of rhythms, tempos and time signatures | Perform confidently and accurately individually and as part of a group | Sing musically responding to the performance directions of the piece e.g phrasing, sing more extended harmony parts | Perform from and compose with 8 different notes; capture the work in different formats including staff notation so that it can be recreated. |