



Bill Quay Primary School.

Music Curriculum-related Expectations.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Singing	Sing simple songs, chants and rhymes from memory, singing collectively at the same pitch, using a limited range of notes. Sing some action songs.	Sing songs with a pitch range of do-so with increasing vocal control. Sing songs with accurate pitch within their range of notes. Sing short phrases independently within a singing game or short song.	Sing a widening range of unison songs of varying styles and structures with an increasing pitch range. Sing tunefully and with expression.	Sing a broad range of unison songs with the range of an octave, pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo).	Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include: observing phrasing; accurate pitching, and appropriate style.	Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir or group with a sense of ensemble and performance.
	Respond to simple performance directions, e.g. stop, start, loud, quiet, and counting in.	Perform actions to accompany a range of songs.	Perform actions confidently and in time to a range of action song.	Sing in both two- and three- part Rounds. Sing partner songs.	Sing three-part Rounds and partner songs confidently. Sing songs with a verse and chorus.	Sing three-part Rounds and partner songs confidently. Sing songs with a verse and chorus. Some pupils may be able to sing four-part Rounds.
	Sing a range of call and response songs to control vocal pitch, and match the	Know the meaning of dynamics and tempo and be able to demonstrate these	Perform forte and piano . Perform songs with different tempos.	Sing songs in different time signatures and with some larger vocal leaps.	Sing songs with a simple second part as vocal harmony.	Sing songs with a vocal harmony. Some pupils may be able to sing songs with more

	pitch they hear with accuracy.	when singing by responding to the leaders' directions and visual symbols (e.g. crescendo, decrescendo, pause)	Sing in a two-part Round.			than one vocal harmony.
	Sing familiar songs in both high and low voices and talk about the difference in sound.		Perform in a group / choir for an audience.	Perform in a group / choir for an audience.	Perform a range of songs in a group / choir for an audience.	Perform a range of songs in a group / choir for a wider audience.
Listening and Responding	Understand the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.	Understand the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.	Understand the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.	Understand the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.	Understand the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.	Understand the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.
	Listen to both recorded performances and live music-making.	Listen to both recorded performances and live music-making.	Listen to both recorded performances and live music-making.	Listen to both recorded performances and live music-making.	Listen to both recorded performances and live music-making.	Listen to both recorded performances and live music-making.
	Identify some instruments by sight and sound. Identify high and low sounds and compare them.	Identify the main orchestral instruments by sight and sound. Identify high and low sounds and compare them.	Identify a range of wind instruments by sight and sound.	Identify a range of wind instruments by sight and sound and begin to describe some differences in timbre and playing techniques.	Identify a range of stringed instruments by sight and sound.	Identify a range of stringed instruments by sight and sound and begin to describe some differences in timbre and playing techniques.
	Clap the pulse in time while listening to music. Respond to the pulse in recorded / live music through movement and dance.	Clap the pulse in time while listening to music. Respond to the pulse, dynamics and the instruments in recorded / live music through movement and dance.	Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.	Identify the pulse in a piece of music. Recognise the difference between 2- and 3- time. Clap both on and off the beat.	Identify changes in tempo and dynamics within a piece.	Identify changes in tempo, dynamics and texture within a piece.

	Explain what a piece of music makes them think of, either by speaking, drawing or moving.	Explain what a piece of music makes them think of, either by speaking, drawing or moving. Say how a piece of music makes them feel and whether they like it, with simple reasons.	Explain in more detail why they like / dislike a piece of music, with reference to instruments, tempo, pulse or dynamics. Begin to understand differences in texture: unison, layered, solo with accompaniment.	Begin to explain how the composer has tried to create their desired effect, with reference to instruments, tempo, pulse, dynamics or rhythm.	Explain how the composer has tried to create their desired effect, referring to instruments, tempo, pulse, rhythm, dynamics and harmony.	Explain how the composer has tried to create their desired effect, referring to instruments, tempo, pulse, rhythm, dynamics, tonality, structure and harmony.
Composing	Create, retain and perform their own rhythm patterns.	Create, retain and perform their own rhythm patterns.	Become more skilled in improvising (using voices, tuned and untuned percussion, and instruments used in whole-class / individual / group instrumental tuition). Invent short 'on the spot' responses using a limited note range.	Improvise on a limited range of pitches on the penny whistle or recorder. Introduce musical elements into the playing (e.g. changes in tempo, dynamics and articulation). Improvise with musical intent, with thought given to timing, beginnings and ends.	Improvise over a drone using tuned percussion instruments, ukulele or recorders, with a sense of shape to the music. Improvise over a groove using a ukulele, guitar or tuned percussion. Include a variation in dynamics. Improvise over a pulse using known sounds on djembe drums.	Improvise both solo and in small groups. Include repetition and contrast. Use chord changes on the ukulele as part of an improvised sequence. Improvise a melody of more than 8 beats over a fixed groove, to create a satisfying melodic shape.
	Explore, select and combine percussion sounds to enhance storytelling. Create musical sound effects and short sequences of sounds in response to stimuli.	Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation.	Structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end.	Compose short phrases using known notes on the recorder as well as the C scale on tuned percussion. Write these down using known rhythmic notation and letter names. Sing and / or perform these compositions.	Compose melodies in a specific key using pairs of phrases. Some pupils may add an accompaniment using either chords or rhythm patterns.	Plan and compose an 8- or 16 – beat melodic phrase using the C Scale or the pentatonic scale. Include rhythmic variety and interest. Play and perform the melody and notate it.
	Improvise simple vocal chants, using	Create music in response to a non-musical stimulus.	Compose in response to different stimuli: stories, verse, images	Use notation cards to create rhythm phrases with beats organised into	Work in pairs to compose a short binary piece.	Compose a ternary piece, including some musical contrasts. If

	question and answer phrases.		(paintings and photographs) and musical sources.	bars of 2, 3 or 4 beats. Play or clap these compositions.	Work in pairs and small groups to compose polyrhythmic pieces on djembe drums.	available, use music technology to create and / or record it.
	Understand the difference between creating a rhythm pattern and a pitch pattern.	Understand the difference between creating a rhythm pattern and a pitch pattern.	Combine known rhythmic notation with letter names to create rising and falling phrases using three notes: do, re and mi.	Develop use and understanding of staff notation.	Develop the use and understanding of staff notation.	Further develop the use and understanding of staff notation.
	Invent and remember rhythm and pitch patterns and perform these for others, taking turns.	Invent and remember rhythm and pitch patterns and perform these for others, taking turns.	Compose song accompaniments on untuned percussion using known rhythms and note values.	Compose music to create a specific mood or fulfil a specific purpose. Capture compositions using graphic symbols and / or music technology.	Compose music to evoke a specific atmosphere, mood or environment, using melody and / or chords.	Compose abstract music in response to the stimulus of modern artwork.
	Recognise how graphic notation can represent created sounds. Explore and invent own symbols.	Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.		Create major and minor chords using tuned percussion and be able to identify them by sound.	Be able to understand and play a pentatonic scale and use the notes to compose.	Capture and record creative ideas and compositions using a selection of: graphic symbols, rhythm notation and time signatures, staff notation, technology.
Performing	Use body percussion and classroom percussion, playing repeated rhythm patterns and short, pitched patterns on tuned instruments to maintain a steady beat.	Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo. Use tuned and untuned percussion to accompany songs, playing in time with the beat and also simple ostinato patterns.	Develop ability in playing tuned percussion by using a wider range of notes, individually, in pairs and in a group, following a form of notation including dot notation.	Play an increasing range of notes on the recorder with increasing skill. Develop the ability to play forte and piano, staccato and legato. Begin to understand phrasing and when to breathe.	Play melodies on tuned percussion and / or melodic instruments following staff notation written on the treble clef and using notes within the range of the C scale, beginning on Middle C.	Play a melody following staff notation written on the treble clef and using notes within the range of an octave.

	Perform short, echo rhythms accurately.	Perform short echo rhythms accurately. Begin to group beats in twos and threes by tapping knees on the first beat of the bar and clapping the remaining beats.	Learn to play six notes on the penny whistle and how to control breath correctly to produce a sound of the correct timbre. Use these notes to play simple tunes, both from memory and following a form of notation. Begin to understand how to read the notes on the Treble Clef.	Play and perform melodies using staff notation with a range of five notes (do – so) either individually, as a whole class or in small groups. Perform in two or more parts from simple notation on the recorder or penny whistle. Identify static and moving parts.	Understand how triads are formed, and play them on tuned percussion and ukuleles. Play tunes using a range of at least 4 chords on the ukulele, using an appropriate form of notation. Perform chordal accompaniments to familiar songs. Perform pieces and songs in mixed ensembles.	Perform with attention to a dynamic range which includes ff,pp, mf and mp. Read and play from notation a four-bar phrase, identifying note names and durations. Further develop the skills to read and perform pitch notation within an octave.
	Perform short, repeating rhythms (ostinati) while keeping in time with a steady beat.	Perform short, repeating rhythms (ostinati) while keeping in time with a steady beat. Play polyrhythms and ostinati as part of a group on djembe drums, using bass, tone and slap sounds.	Begin to play by ear: use listening skills to correctly order notes and phrases using dot notation, showing different arrangement of notes do-re – mi. Individually copy melodic phrases with accuracy at different speeds, either vocally, using tuned percussion or penny whistles. Extend to question and answer phrases.	Develop playing by ear. Copy and play / sing short melodic phrases, including the pentatonic scale.	Further develop playing by ear on tuned and untuned instruments, copying longer phrases and familiar melodies. Learn and memorise a whole-class piece on djembe drums, following appropriate performance directions, and perform for an audience.	Engage with others through ensemble playing, including on the ukulele, but also in mixed ensembles. Perform tunes using a range of at least 5 chords on the ukulele with a good strumming technique, paying particular attention to pulse.
	Perform word-pattern chants	Perform simple melodies using tuned percussion.	Understand the difference between crotchets and paired quavers.	Understand the differences between minims, crotchets, paired quavers and rests.	Further understand the differences between semibreves, minims, crotchets, crotchet rests, paired quavers and semiquavers.	Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests.

			Apply word chants to rhythms, understanding how to link each syllable to one musical note.	Follow and perform simple rhythmic scores to a steady beat. Maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.	Read and play short rhythmic phrases at sight from prepared cards using conventional symbols. Understand the differences between 2 / 4, 3 / 4 and 4 / 4 time signatures.	Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations.
Musicianship	Pulse and Beat: Walk, move or clap at a steady beat with others, changing the speed of the beat as the tempo of the music changes. Use body percussion and classroom percussion, playing repeated rhythm patterns and short, pitched patterns on tuned instruments to maintain a steady beat.	Pulse and Beat: Understand that the speed of the beat can change, creating a faster or slower tempo. Know the difference between left and right to support coordination and shared movement with others. Begin to group beats in twos and threes by tapping knees on the first beat of the bar and clapping the remaining beats. Identify the beat groupings in familiar music that they sing regularly and listen to: 2 beats and 3 beats.	Recognise and respond correctly to: Crotchets, paired quavers, minims, the stave and treble clef, lines and spaces, dot notation, range of do – re – mi.	Recognise and respond correctly to: Crotchets, paired quavers, minims, rests, the stave and a range of five notes (do – so)	Recognise, understand and respond correctly to: Crotchets, paired quavers, minims, semibreves, semi-quavers, rests; 2 / 4, 3 / 4 and 4 / 4 time signatures; the stave, lines and spaces, treble clef; notes of the C scale in the treble clef / an octave using dot notation.	Recognise, understand and respond correctly to: Crotchets, paired quavers, minims, semibreves, semi-quavers, rests; 2 / 4, 3 / 4 and 4 / 4 time signatures; the stave, lines and spaces, treble clef; notes of the C scale in the treble clef / an octave using dot notation.
	Follow simple pictures and symbols to guide singing and playing.	Create and perform their own chanted rhythm patterns with their own notation.	Understand and respond correctly to musical terms: Allegro and adagio, forte and piano, pulse, beat, pitch, melody,	Understand and respond correctly to musical terms: Allegro and adagio, forte and piano, accelerando and rallentando,	Understand and respond correctly to musical terms: Allegro and adagio, accelerando and rallentando, forte and	Understand and respond correctly to musical terms: Allegro and adagio, accelerando and rallentando, forte and

			texture, ostinato, drone.	crescendo and decrescendo, pulse, beat, rhythm, pitch, texture, timbre, melody, harmony, bar, ostinato, drone.	piano, crescendo and decrescendo, legato and staccato, pulse, beat, rhythm, pitch, texture, timbre, melody, harmony, bar, ostinato, drone.	piano, crescendo and decrescendo, legato and staccato, pulse, beat, rhythm, pitch, texture, timbre, melody, harmony, bar, ostinato, drone.
		Read and respond to chanted rhythm patterns, and represent them with stick notation, including crotchets, quavers and crotchet rests.	Understand and use / respond correctly to: Downbeats, call and response, question and answer phrases, echo, ostinato, drone.	Understand, recognise and use musical features: Pentatonic scale, major and minor tonality, C scale, rounds and partner songs, static and moving parts, duet, melody and accompaniment, staccato and legato.	Understand, recognise and use musical features: Simple time, compound time, syncopation; the diatonic scale; chord triads and families; a wide range of dynamics, including ff, pp, mf and mp; playing techniques and effects of some instruments e.g. pizzicato, plucking, strumming, tremolo	Understand, recognise and use musical features: Simple time, compound time, syncopation; the diatonic scale; chord triads and families; a wide range of dynamics, including ff, pp, mf and mp; playing techniques and effects of some instruments e.g. pizzicato, plucking, strumming, tremolo
		Pitch: Respond independently to pitch changes heard in short melodic phrases, indicating with actions. Recognise dot notation and match it to 3-note tunes played on tuned percussion.			Understand and recognise musical texture, structure and form: Ternary, verse and chorus, music with multiple sections. Music in 3 or 4 parts, melody and accompaniment.	Understand and recognise musical texture, structure and form: Ternary, verse and chorus, music with multiple sections. Music in 3 or 4 parts, melody and accompaniment