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| EYFS | **Where are they coming from?**  ELG: Being Imaginative and Expressive Children at the expected level of development will: -  Invent, adapt and recount narratives and stories with peers and their teacher; -  Sing a range of well-known nursery rhymes and songs;  Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. | | | | | |
| End of phase goal | **Listen** | **Sing, play and perform** | **Compose** | **Vocabulary** | **History of music & appraisal** |
| Y2 | I can say what the mood of a piece of music is.  I can say how the instruments or sounds create that mood e.g. it’s quiet and smooth so good for a lullaby.  I can identify simple repeated patterns in music and copy them. | I can use my voice expressively & creatively in different ways such as speaking, chanting and singing.  I can sing a few songs following the melody.  I can create a range of different sounds e.g. loud, soft, high, low.  I can repeat short rhythmic and melodic patterns. | I can create different sounds with tuned and untuned instruments for a specific effect.  I can perform rhythmic patterns to songs.  I can keep the pulse independently. | I can use most of the following vocabulary: pulse, rhythm, pitch, dynamics, tempo and melody.  I can identify the names of at least 6 instruments. | I can begin to compare music produced in different eras. |
| End of phase goal | **Listen** | **Sing, play and perform** | **Compose** | **Vocabulary (including notation)** | **History of music & appraisal** |
| Y4 | I can listen with attention to music and name some of the instruments used.  I can listen with attention to music and repeat patterns of sounds independently.  I can describe music using some of the inter-related dimensions of music. | I can sing in unison and maintain the correct pitch.  I can perform parts with an increasing number of notes.  I can show musical expression by changing dynamics.  I can perform simple rhythmic parts and be able to vary the pitch with a small range of notes. | I can create simple rhythmic patterns with a greater range of notes (pitch).  I can join two or more layers to create texture e.g. a background rhythm and a solo melody. | I know and can use the following vocabulary: pulse, rhythm, pitch, dynamics, tempo, texture, structure, duration.  I can use established musical notation to represent music e.g. crotchets, rests, minims and quavers  I can identify the names of at least 8 instruments. | I can listen to a range of music from different traditions and great composers and musicians and use some of the inter-related dimensions of music to describe the pieces.  I can name and compare music and musicians from different eras. |
| End of phase goal | **Listen** | **Sing, play and perform** | **Compose** | **Vocabulary (including notation)** | **History of music & appraisal** |
| Y6 | I can listen with attention to music and repeat more complex patterns of sounds independently.  I can describe music using the inter-related dimensions. | I can sing in solo and unison with the correct pitch, clear diction and sense of phrase.  I can play and perform in solo or ensemble with accuracy and control. | I can create more complex rhythmic and melodic phrases as part of a group or solo.  I can create music with different textures for an effect.  I can create music with a structure e.g. verse, chorus, verse. | I know and can use the following terms: pulse, rhythm, pitch, dynamics, tempo, texture, timbre, structure, duration.  I can use and follow established musical notation to represent music e.g. crotchets, rests, minims, quavers, staff, semibreve and dotted crotchet.  I can identify the names of at least 10 instruments. | I can name and compare music from different eras using most of the inter-related dimensions of music.  I can name and compare music and musicians from different eras. |

**Inter – related dimensions of music**

Pulse: the steady beat of a piece of music

Rhythm: the pattern of long and short sounds in a piece of music

Pitch: how high or low a sound is

Dynamics: loud and soft

Tempo: fast and slow

Texture: layers of sounds

Structure: the way the music is laid out e.g. verse, chorus, verse.

Duration: how long or short a sound is

Timbre: the type of sound – whisper/hum/talk (voice) or twinkly, hard, soft (instruments)