

Key Skills	Nursery	Reception
<p style="text-align: center;">SING</p> <p>(Use their voices expressively and creatively by singing songs and speaking, chants and rhymes.)</p>	<p>Sing rhymes and chants</p> <p>Develop the singing voices by exploring tempo, dynamics, pitch, timbre</p>	<p>Sing rhymes and chants</p> <p>Use the singing voice in different ways through tempo, dynamics, pitch, timbre</p> <p>Use individual voices</p>
<p style="text-align: center;">PLAY</p> <p>Play tuned and untuned instruments</p> <p>Rhythm</p>	<p>Use untuned percussion instruments</p> <p>Beginning to know the names of instruments</p> <p>Clap a given rhythm</p> <p>Playing along to songs (pulse and/or rhythm)</p>	<p>Use tuned percussion instruments</p> <p>Know the names of instruments and what they're made of (wood, skin, metal)</p> <p>Clap/play a given rhythm</p> <p>Playing along to songs (distinguishing between pulse and rhythm)</p>
<p style="text-align: center;">COMPOSE</p> <p>Experiment with, create, select and combine sounds using the elements of music – dynamics, tempo, pitch, duration, texture, timbre</p>	<p>Explore dynamics</p> <p>Explore tempo</p> <p>Represent their own ideas, thoughts and feelings through music</p> <p>Begin to create short pieces of music in response to given stimulus (e.g. with support, begin to choose instruments appropriately to make/represent different sounds)</p>	<p>Explore pitch</p> <p>Explore duration</p> <p>Develop representing their own ideas, thoughts and feelings through music.</p> <p>Create pieces of music in response to given stimulus (e.g. chose instruments appropriately to make different sounds in a story, poem etc.)</p>
<p style="text-align: center;">LISTEN</p>	<p>Move to music</p>	<p>Develop movement to music</p>

OneEducation

(with concentration and understanding to a range of high quality live and recorded music)

Explore how music makes you feel

Key skills	Year 1	Year 2
SING Use their voices expressively and creatively by singing songs and speaking chants and rhymes.	Speak chants and rhymes	Speak chants and rhymes
	Mark the phrases of a song	Mark the phrases of a song
	Tap the pulse whilst singing	Tap the pulse whilst singing
	Clap the rhythm of words of a song whilst singing	Clap the rhythm of words of a song whilst singing
	Sing questions (call and response songs)	Sing questions (call and response songs)
		Sing simple two note phrases from notation
PLAY Play tuned and untuned instruments musically NOTATION	Copy a given rhythm	Copy a given rhythm
	Play the rhythm of a song	Play the pulse / rhythm of a song
	Play the pulse of a song	Play the rhythm of a song whilst others tap the pulse
	Explore tempo, dynamics, pitch	Explore tempo, dynamics, pitch, texture, timbre
	Play a simple ostinato	Play a given ostinato as part of a group
		Play the melody of a 5 note song on a xylophone
		Read simple notation flash cards (crotchets and quavers)
LISTEN Listen with concentration and understanding to a range of high quality live and recorded music	Move with the pulse to a piece of music	Identify the pulse and metre of a song
	Identify repeated sections in a piece of music	Identify a repeated motif in a piece of music
	Trace the shape of a song	Trace the shape of a song
	Identify ascending and descending sounds in a song	Identify ascending and descending passages in a piece of music
	Recognise percussion instruments being played in music	Recognise percussion, brass and string instruments being played in music
	Recognise changes in dynamics and tempo	Describe changes in dynamics and tempo
	Listen to and respond to live/recorded music	Listen to and respond to live/recorded music
COMPOSE & IMPROVISE Experiment with, create, select and combine sounds using the inter-related elements of music	Improvise / create rhythms	Create a melodic ostinato using two notes
	Take turns when playing with a partner	Play equal length phrases with a partner
	To be aware of rests in music	Introduce graphic notation , picture scores
	Choose sounds to illustrate a poem/picture/scene etc.	Create, choose and organise sounds and musical ideas in response to a poem/picture/scene etc

Key skills	Year 3	Year 4
SING Sing with an understanding of how to improve accuracy, fluency, control and expression	Explore and use changes of tempo / dynamics	Explore and use changes of tempo / dynamics
	Decide how to perform a song	Decide how to perform a song
	Begin to sing in parts	Sing in parts
PLAY Play with an understanding of how to improve accuracy, fluency, control and expression NOTATION	Copy a rhythmic phrase	Copy and improvise rhythmic phrases
	Clap the rhythm of a songs whilst others tap the pulse	Clap the rhythm of a song whilst others tap the metre
	Tap the metre of songs	Tap the metre of songs
	Play simple tunes by ear	Play simple tunes by ear
	Play two ostinato rhythms simultaneously	Play an ostinato accompaniment to a song
	Read and play 4 and 8 beat rhythm notation (crotchet, crotchet rest, quaver)	Read and play 4 and 8 beat rhythm notation (crotchet, crotchet rest, quaver)
	Play and play simple pitch notation	Read and play simple melodic phrases from staff notation
COMPOSE AND IMPROVISE Including the use of music technology	Create a rhythmic phrase (Binary Form A B)	Organise musical phrases (Ternary Form A B A)
	Create a simple melodic phrase	Create a melodic phrase
	Improvise rhythmic phrases of equal length in pairs	Improvise rhythmic phrases of equal length in pairs
	Work in pairs to structure a piece using two simple musical ideas	Work in pairs to structure a piece using two simple musical ideas
	Create tunes for word phrases	Create an ostinato to reflect the mood suggested by a painting, poem or other external stimuli
		Record work on a simple device eg ipad. Select sounds and record, use basic looping skills
LISTEN with attention to detail and recall sounds with increasing aural memory	Listen to a range of types of music from different traditions	Listen to a range of types of music from different traditions
	Recognise individual key instruments in a piece of music	Identify instruments, style & era of different recorded music
	Identify repeated & contrasting sections in recorded music	Identify repeated & contrasting sections in recorded music
	Identify phrases of a song	Analyse basic song structures
	Listen / respond to live/recorded music, talk about how it makes you feel	Listen / respond to live/recorded music, talk about how it makes you feel

Key skills	Year 5	Year 6
<p>SING</p> <p>Sing with an understanding of how to improve accuracy, fluency, control & expression</p>	Choose appropriate tempo & dynamics whilst singing	Choose appropriate tempo & dynamics whilst singing
	Sing an ostinato accompaniment	Combine vocal ostinato phrases
	Sing in two parts in harmony	Sing in 2 and 3 parts in harmony
<p>PLAY</p> <p>Play with an understanding of how to improve accuracy, fluency, control and expression</p> <p>NOTATION</p>	Copy and improvise rhythmic phrases	Copy and improvise rhythmic phrases (4 and 8 beat phrases)
	Tap/clap the metre of a song whilst the others clap the rhythm	Combine ostinato phrases
	Explore different metres / play on beat one	Explore different metres / play on beat one
	Play simple tunes and add a drone accompaniment	Play simple tunes and add an ostinato accompaniment
	Read, play and write 4 & 8 beat rhythm notation (crotchets, crotchet rest, quavers, minim, dotted crotchets, semi breves)	Notate compositions using the most appropriate method where applicable
	Read and play simple melodic phrases	Notate simple melodic phrases from dictation
<p>COMPOSE & IMPROVISE</p> <p>Including the use of music technology</p>	Organise rhythmic and melodic phrases in a simple structure	Organise rhythmic and melodic phrases in a simple structure
	Create an up and down tune	Create a tune using two or three phrases
	Improvise melodic phrases using the pentatonic scale	Improvise melodic phrases
	Create and play an instrumental accompaniment	Combine melody and ostinato accompaniment
	Compose music to evoke contrasting moods suggested by a stimulus	Compose music to evoke contrasting moods suggested by a stimulus
	Using a simple device (eg ipad) record a loop, repeat and edit loop. Create a melody	Using a simple device (eg ipad) record a loop, repeat and edit loop. Create a melody
<p>LISTEN</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p>	Listen to / make comparisons of a range of types of music from different traditions	Listen to / make comparisons of a range of types of music from different traditions
	Listen to an individual part in three and four part music	Listen to an individual rhythm in a five part structure
	Recognise how sounds are used to achieve an intended effect	Recognise how layers of sound can achieve an intended effect
	Analyse basic song structures	Analyse basic song structures
	Listen / respond to live/recorded music, talk about how it makes you feel	Listen / respond to live/recorded music, talk about how it makes you feel e.g. Explore major and minor scales & chords

Glossary – Nursery and Reception

Musical Elements	
Duration	How long a sound (or silence) lasts
Pitch	High and low
Tempo	Fast and slow
Dynamics	Loud and quiet
Timbre	Tone quality eg rough, smooth, wooden, skin etc.
Structure	Different ways sounds are combined
Other Key Words	
Pulse	Steady, regular beat (in time)
Rhythm	Patterns of long/short sounds

Glossary - Year 1 and 2

Musical elements	
Duration	How long a sound (or silence) lasts
Pitch	High and low
Tempo	Fast and slow
Dynamic	Loud and quiet
Timbre	Tone quality eg rough, smooth, wooden, skin etc.

Structure	Different ways sounds are combined
Texture	Layering different sounds together
Other Key words	
Pulse	Steady, regular beat (in time)
Rhythm	Patterns of long / short sounds
Ostinato	Repeated rhythmic pattern
Improvise	Make up / create
Rests	silence / not playing
Motif	A short musical phrase
Melodic	Tune – A combination of rhythm and pitch
Graphic Notation	Using pictures or visual symbols to represent music

Glossary	Year 3 and 4
Musical elements	
Duration	How long a sound (or silence) lasts for
Pitch	High and low, getting higher/lower
Tempo	Fast and slow, getting faster/slower
Dynamic	Loud and quiet, getting louder/quieter
Timbre	Sound quality of individual instruments
Structure	Different ways sounds are combined
Texture	Layering different sounds together
Other Key words	
Pulse	Regular beat (in time)
Rhythm	Patterns of long/short sounds
Ostinato	Repeated rhythmic pattern
Metre	Organisation of beats in a group eg 3/4, 4/4
Melody	Tune – a combination of pitch and rhythm
Pentatonic	5 note scale
Phrase	Short section of music
Sequence	One after another
Score	Written form of musical notation

<small>Putting children first</small> Graphic Score	Notation using pictures/symbols
Staff notation	Notation using a stave
Stave	Five horizontal lines and 4 spaces that each represent a different musical pitch
Binary Form	Two sections of music usually repeated (AABB)
Ternary Form	Three sections of music (ABA)

Putting children first Glossary	Year 5 and 6
Musical elements	
Duration	How long a sound (or silence) lasts for
Pitch	High and low, getting higher/lower
Tempo	Fast and slow, getting faster/slower
Dynamic	Loud and quiet, getting louder/quieter
Timbre	Sound quality of individual instruments
Structure	Different ways sounds are combined
Texture	Layering different sounds together
Other Key words	
Pulse	Regular beat (in time)
Rhythm	Patterns of long/short sounds
Ostinato	Repeated rhythmic pattern
Metre	Organisation of beats in a group eg 3/4, 4/4
Melody	Tune – a combination of pitch and rhythm
Pentatonic	5 note scale
Harmony	The simultaneous combination of tones ,pleasing to the ear
Scale	Any set of musical notes ordered by frequency or pitch
Accompaniment	An instrumental or vocal part designed to support or complement a melody
Phrase	Short section of music
Sequence	One after another
Score	Written form of musical notation
Graphic Score	Notation using pictures/symbols
Staff notation	Notation using a stave
Stave	Five horizontal lines and 4 spaces that each represent a different musical pitch
Binary Form	Two sections of music usually repeated (AABB)
Ternary Form	Three sections of music (ABA)