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|  | KS1 | LKS2 | UKS2 |
| **Performing** | Pupils should be taught to use their voices expressively  and creatively by singing songs and speaking chants  and rhymes.  Children can:  a. sing with good diction;  b. begin to be able to sing in tune songs with a  limited range;  c. sing in time to a steady beat.  Pupils should be taught to play tuned and untuned  instruments musically.  Children can:  a. name a variety of instruments;  b. perform with a good sense of beat and rhythm;  c. perform together in an ensemble;  d. change the tempo or dynamics while playing  an instrument. | 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.  Children can:  a. sing with good diction;  b. sing in tune songs with a limited range;  c. sing a song with two or more parts;  d. perform with expression;  e. use correct technique to play instruments. | 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.  Children can:  a. sing with good diction;  b. sing in tune;  c. sing a song with two or more parts, showing  confidence at being able to maintain tempo  and pitch;  d. perform with accuracy and expression,  showing an understanding of the context of  the music;  e. use correct technique to play instruments  with improved confidence and accuracy. |
| **Listening** | Pupils should be taught to listen with  concentration and understanding to a range of  high-quality live and recorded music.  Children can:  a. begin to recognise different genres  of music;  b. begin to recognise instruments being  played in a piece of music;  c. express their opinion about pieces  of music. | Pupils should be taught to listen with attention to detail  and recall sounds with increasing aural memory.  Children can:  a. find the beat in a piece of music;  b. explain the tempo, dynamics and duration of a  piece of music;  c.begin to recognise some orchestral instruments  in a piece of music.  Pupils should be taught to appreciate and understand  a wide range of high-quality live and recorded music  drawn from different traditions and from great  composers and musicians.  Children can:  a.recognise a range of music genres;  b.recognise instruments being played in a  piece of music;  c.express their opinion about pieces of music  using appropriate musical vocabulary;  d.discuss similarities and differences in  pieces of music. | Pupils should be taught to listen with attention to detail  and recall sounds with increasing aural memory.  Children can:  a. find the beat in a piece of music;  b. explain the tempo, dynamics, metre, timbre  and duration of a piece of music;  c.recognise orchestral instruments and describe  their effect in a piece of music.  Pupils should be taught to appreciate and understand a  wide range of high-quality live and recorded music drawn  from different traditions and from great composers and  musicians.  Children can:  a.recognise a range of music genres (including from  around the world) and describe their characteristics;  b.name a variety of composers and artists associated  with different genres of music;  c.recognise instruments being played in a  piece of music;  d.express their opinion about pieces of music using  appropriate musical vocabulary;  **e.** discuss similarities and differences in pieces of  music and explain how composers and performers  achieve this. |
| **Composing** | Pupils should be taught to experiment with, create,  select and combine sounds using the inter-related  dimensions of music.  Children can:  a. compose a simple tune using three or  four notes;  b. create sound effects for a picture or story,  thinking about how music can create a mood;  c. write down their compositions using  symbols, pictures or patterns. | Pupils should be taught to improvise and compose  music for a range of purposes using the inter-related  dimensions of music.  Children can:  a. compose a tune using eight notes;  b. compose music that has a recognisable  structure (beginning, middle and end).   |  | | --- | |  | | Pupils should be taught to improvise and compose  music for a range of purposes using the inter-related  dimensions of music.  Children can:  a.create more complex tunes, thinking about  their audience;  b. add lyrics to a composition;  c.compose music that has a recognisable  structure (beginning, middle and end) that shows  variation in timbre and dynamics. |
| **Notation** |  | Pupils should be taught to use and understand staff and other musical notations.  Children can:  a. recognise crotchets, quavers, semibreves and crotchet rests;  b. begin to be able to recognise some notes on a treble clef staff. | Pupils should be taught to use and understand staff  and other musical notations.  Children can:  a. recognise crotchets, quavers, semibreves,  crotchet and quaver rests;  b. recognise notes on a treble clef staff;  c. understand that notes are positioned differently  on a bass clef;  d. read, and play from, music notation;  e. record their own compositions using  music notation. |
| **Knowledge of Music** |  | Pupils should be taught to develop an understanding of  the history of music.  Children can:  a. name some composers and genres of music from  different eras. | Pupils should be taught to develop an understanding  of the history of music.  Children can:  a. name some composers and genres of music  from different eras;  b. name different musical periods. |