	Vocabulary	Notation	Musicianship	Listening	Singing	Playing instrument	Composing	Year endpoints
Reception	Soft/ Piano Loud/ Forte Beat / Pulse Heartbeat Fast/ Allegro/ Slow/ Adagio/ Tap Clap	C, D, G	I can remain quiet whist waiting for a turn I can start and stop when playing with others I can watch and follow the leaders signals when playing or singing I can differentiate between fast slow loud and quiet when listening or singing	I can differentiate between fast slow loud and quiet when listening or singing I can respond to music with movement eg. Stomp, sway, clap (showing an awareness of pulse) I understand different instrument create different sounds	I can use my voice in different ways (whispering, talking, singing) I can sing 2 and 3 tone songs from memory I can listen to instructions within a song and react accordingly	I can play my instruments safely and: pick them and down quietly I can watch and follow the leaders signals when playing or singing I can accompany a song whilst singing	I can use my voice in different ways (whispering, talking, singing) I can sing 2 and 3 tone songs from memory I can play my instruments safely and: pick them and down quietly I can remain quiet whist waiting for a turn I can start and stop when playing with others I can watch and follow the leaders signals	

	 		 when playing	
			or singing	
			l can	
			differentiate	
			between fast	
			slow loud and	
			quiet when	
			listening or	
			singing	
			I can listen to	
			instructions	
			within a song	
			and react	
			accordingly	
			I can respond	
			to music with	
			movement eg.	
			Stomp, sway,	
			clap (showing	
			an awareness	
			of pulse)	
			- · · · · · · · · · · · · · · · · · · ·	

	Vocabulary	Notation	Musicianship	Listening	Singing	Playing instrument	Composing	Year endpoints
Year 1	Soft/ Piano Loud/ Forte Beat / Pulse Heartbeat Fast/ Allegro/ Slow/ Adagio/ Tap Clap Detached Legato/ smooth Beat Pulse Rhythm Pitch- high/ low Improvise Melody audience Compose Rest		I can sit silently with an instrument I can keep a steady pulse and play at different speeds I can copy a simple rhythm and differentiate between pulse and rhythm	I can differentiate between long an short sounds I can describe music and express my feelings an opinions through various means words/ thumbs up and down.	I can sing with an awareness of pitch I can copy a simple rhythm and differentiate between pulse and rhythm I can show changes in pitch using tuned percussion and voice I can control changes in dynamics with my voice and instruments (louder / quieter)	I can sit silently with an instrument I can perform to people I don't know I can keep a steady pulse and play at different speeds I can show changes in pitch using tuned percussion and voice I can control changes in tempo with my body and instruments (faster/ slower) I can choose sounds to represent ideas.	I can choose and order sounds and patterns and use pictures to represent the sound I can differentiate between long and short sounds and use them when composing, notating my pattern	I can sing with an awareness of pitch I can sit silently with an instrument I can perform to people I don't know I can keep a steady pulse and play at different speeds I can copy a simple rhythm and differentiate between pulse and rhythm I can differentiate between long an short sounds I can show changes in pitch using tuned

				percussion and voice
				I can control changes in dynamics with my voice and instruments (louder / quieter)
				I can control changes in tempo with my body and instruments (faster/ slower)
				I can describe music and express my feelings an opinions through various means words/ thumbs
				up and down. I can choose and order sounds and patterns and use pictures to represent the sounds

								I can differentiate between long and short sounds and use them when composing, notating my patterns I can choose sounds to represent ideas.
	Vocabulary	Notation	Musicianship	Listening	Singing	Playing instrument	Composing	Year endpoints
Year 2	Piano/ soft	Chime Bells	I can	I can listen to		I can practise	I can suggest	I can practise
	Forte/ loud	CDEFGAB	understand	music saying		and refine	my own ideas	and refine
	Allegro/ fast	С	that a piece of	what I like and		performances in	to control	performances in
	Adagio/ slow		music is made	dislike with		groups and in a	changes eg	groups and in a
	Legato/ smooth	<u>Recorders</u>	up of	more depth		class	faster/ slower,	class
	Staccato/	F G A Bb C	different				louder/	
	detached		sections	I can listen to		I can perform	quieter/	I can suggest my
	Beat	Recognise		music and		simple	higher /	own ideas to
	Pulse	Middle C to		identify		accompaniments	lower)	control changes
	Rhythm	top F on the		instruments by		(including the		eg faster/
	Pitch- high/ low	treble clef		their sound.		use of rhythmic	I can use	slower, louder/
	Improvise	stave				ostinato) to a	words, and	quieter/ higher /
	Melody					melody giving	symbols to	lower)
	audience	FACE				thought to mood	represent	
	Compose					(happy/ sad).	sounds and	

Rest	EGBDF			create rhythm	I can perform
			I can create and	patterns.	simple
Dynamics			perform simple	Rhythm grids	accompaniments
Tempo			melodies with at	(blobs to	including the
Perform/			least 2 tones on	sticks).	use of rhythmic
performance			a tuned		ostinato) to a
Keyboard			instrument	I can create	melody giving
Drums				and perform	thought to mood
structure				simple	(happy/ sad).
Count in				melodies with	
<mark>Intro</mark>				at least 2	I can listen to
Verse				tones on a	music saying
Chorus				tuned	what I like and
Ending				instrument	dislike with more
<mark>andante</mark>					depth and say
				I can compose	why.
				in small group	
					I can understand
					that a piece of
					music is made up
					of different
					sections.
					I can use words,
					and symbols to
					represent sounds
					and create
					rhythm patterns.
					Rhythm grids
					(blobs to sticks).

	_ 1
	can create and
	perform simple
	melodies with at
	east 2 tones on
a	a tuned
i ir	nstrument.
	can compose in
	small groups
	can listen to
	music and
	dentify
	nstruments by
	their sound.
	inen souna.

	Vocabulary	Notation	Musicianship	Listening	Singing	Playing	Composing	Year endpoints
						instrument		
Year 3	Piano/ soft	Children will	I can sing in	I can listen to	I can sing in	I can perform	I can create	I can sing in tune
	Forte/ loud	read notes as	tune with	short extracts	tune with	sounds including	and perform	with expression
	Allegro/ fast	letters:	expression	and respond	expression	pitch and	simple	using dynamics
	Adagio/ slow	<u>Glockenspiels</u>	using	to specific	using	rhythm from a	rhythmic and	and phrasing
	Legato/ smooth/	CDEFGA	dynamics and	questions	dynamics and	simple rhythm	melodic	
	slur	Bb B C	phrasing	about genre	phrasing	grid/ graphic	patterns as	I can perform a
	Staccato/			and structure		score.	part of a	song on my own
	detached	<u>Recorders</u>			I can perform		group and on	or as part of a
	Beat	CFGAB	I can listen to		a song on my		my own.	group to an
	Pulse		short extracts		own or as		Sticks to	audience with
	Rhythm		and respond		part of a		notes	increasing clarity.
	Rest	Minims,	to specific		group to an			
		crotchets	questions		audience with		I can share	I can perform
	Pitch- high/ low	and quavers	about genre		increasing		ideas and	sounds including
	Improvise	and their	and structure		clarity.		listen to	pitch and rhythm
	Melody	rests					others when	from a simple
	audience		I can				working on a	rhythm grid/
	compose	Recognise	recognise				composition	graphic score.
	Dynamics	Middle C to	families of				(rhythm grids/	
	Tempo	top F on the	instruments				graphic	I can listen to
	Perform/	treble clef	and				scores)	short extracts
	performance	stave	ensembles					and respond to
	Keyboard						I can explore	specific
	Drums	FACE	I can use				and create	questions about
	structure		musical				melodies that	genre and
	Count in		vocabulary to				use steps and	structure
	Intro		evaluate my				leaps and a	
	Verse		own work.				wider range of	I can recognise
	Chorus						notes	families of

Ending				instruments and
andante			I can select a	ensembles
			sound or	
Genre			instrument to	I can use musical
Orchestra			achieve an	vocabulary to
conducter			effect eg quiet	evaluate my own
<u>Choir</u>			playing to	work.
Texture-thick/			create a	
<mark>thin</mark>			peaceful	I can create and
<u>Fortissimo</u>			sound.	perform simple
<u>Pianissimo</u>				rhythmic and
Getting faster				melodic patterns
Getting slower				as part of a
Ostinato				group and on my
Phrasing Phr				own.
				Sticks to notes
				I can share ideas
				and listen to
				others when
				working on a
				composition
				(rhythm grids/
				graphic scores)
				- ,
				I can explore
				and create
				melodies that
				use steps and
				leaps and a

								wider range of notes I can select a sound or instrument to achieve an effect eg quiet playing to create a peaceful sound.
	Vocabulary	Notation	Musicianship	Listening	Singing	Playing instrument	Composing	Year endpoints
Year 4	Piano/ soft Forte/ loud Allegro/ fast Adagio/ slow Legato/ smooth Staccato/ detached Beat Pulse Rhythm Rest Pitch- high/ low Improvise Melody audience compose Dynamics	Children will read/ play notes as letter and notation Play C-G Recognise Middle C to top F on the treble clef stave FACE EGBDF	can echo sing and play by ear and by using forms of notation. I can listen and comment on music from different historical periods. I can recognise ensembles and identify	I can listen and comment on music from different historical periods. I can recognise ensembles and identify families of instruments in different genres of music	I can sing accurately with good posture and breathing I can sing songs with a more complicated texture (rounds/ partner songs). I can echo sing and play	I can carry on if I make a mistake in a performance I can work on my own or as part of a team when working on compositions I can echo sing and play by ear and by using forms of notation	I can create my own ostinato and riffs and play them in time with others or in a groups. I can improvise a rhythm over a steady pulse. I can recognise crotchets, crotchet rests,	I can sing accurately with good posture and breathing I can sing songs with a more complicated texture (rounds/ partner songs). I can carry on if I make a mistake in a performance I can echo sing and play by ear

Tempo	families of	I can use an	by ear and by	I can show an	quavers,	and by using
Perform/	instruments	extended	using forms of	understanding	minims, semi-	forms of
performance	in different	musical	notation.	of scales in my	breves and	notation.
Keyboard	genres of	vocabulary to		compositions	use them to	
Drums	music	express		(major and	compose and	I can listen and
structure		personal taste		minor)	perform	comment on
Count in	l can	towards			rhythm (music from
Intro	recognise	pieces I hear.			rhythm grid	different
Verse	crotchets,				(notes)	historical
Chorus	crotchet rests,					periods.
Ending	quavers,				I can show an	
Genre	minims, semi-				understanding	I can recognise
Orchestra	breves and				of scales in	ensembles and
Choir	use them to				my	identify families
Texture-thick/	compose and				compositions	of instruments in
thin	perform				(major and	different genres
Fortissimo	rhythm (minor	of music.
Pianissimo	rhythm grid					
Andante	(notes)					I can use an
Ostinato						extended
Phrasing						musical
						vocabulary to
						express personal
						taste towards
						pieces I hear.
<u>Strings</u>						
<mark>Woodwind</mark>						I can create my
<u>Brass</u>						own ostinato and
<mark>percussion</mark>						riffs and play
<mark>Major</mark>						them in time
<u>Minor</u>						

Pentatonic scale Rhythm patterns			with others or in a groups.
Synthesisers Notation			l can improvise a
Crescendo			rhythm over a
Diminuendo			steady pulse.
Quaver			steady paise.
Crotchet			I can recognise
Crotchet rest			crotchets,
Minim			crotchet rests,
Semibreve			quavers, minims,
			semi-breves and
			use them to
			compose and
			perform rhythm (
			rhythm grid
			(notes)
			I can show an
			understanding of
			scales in my
			compositions
			(major and
			minor)
			I can work on my
			own or as part of
			a team when
			working on
			compositions.

	Vocabulary	Notation	Musicianship	Listening	Singing	Playing	Composing	Year endpoints
						instrument		
Year 5	Piano/ soft	Children will	I can tap a	I can compare	I can sing or	I can sing or	I can suggest	I can sing or play
	Forte/ loud	be reading	pulse in	music of	play	play expressively	and	expressively to a
	Allegro/ fast	notation	different time	contrasting	expressively	to a variety of	implement	variety of
	Adagio/ slow	from the	signatures.	styles and	to a variety of	audiences in	improvements	audiences in
	Legato/ smooth	stave.		genres using	audiences in	different venues	to	different venues
	Staccato/		I can use the	appropriate	different	(school, church,	compositions	(school, church,
	detached	Play middle C	range of an	vocabulary.	venues	classrooms, care	and	classrooms, care
	Beat	to C octave	octave to		(school,	homes)	performances	homes)
	Pulse	higher	compose and		church,		and to	
	Rhythm		improvise		classrooms,	I can lead a	evaluate.	I can lead a
	Rest	Recognise	melody		care homes)	groups by		groups by
	Pitch- high/ low	Middle C to				counting in,	I can use the	counting in,
	Improvise	top F on the	I can create a			beating time	range of an	beating time.
	Melody	treble clef	composition				octave to	
	audience	stave	that explores				compose and	I can tap a pulse
	compose		the use of my				improvise	in different time
	Dynamics	FACE	musical				melody.	signatures.
	Tempo		vocabulary.					
	Perform/	EGBDF					I can	l can compare
	performance						understand	music of
	Keyboard						the concept of	contrasting styles
	Drums						the home	and genres using
	structure						note I when	appropriate
	Count in						composing.	vocabulary.
	Intro							
	Verse						I can use	I can suggest and
	Chorus						graphic scores	implement
	Ending						and rhythm	improvements to
	Genre						grids with a	compositions

Orchestra			more complex	and
Choir			texture.	performances
Texture-thick/				and to evaluate.
thin			I can plan a	
Fortissimo			composition	I can use the
Pianissimo			alone or in a	range of an
Andante			group and	octave to
Ostinato			monitor its	compose and
Phrasing			development.	improvise
Strings				melody.
Woodwind			I can create a	
Brass			composition	I can understand
percussion			that explores	the concept of
Major			the use of my	the home note I
Minor			musical	when
Pentatonic scale			vocabulary.	composing.
Unison				
Rhythm patterns				I can use graphic
Synthesisers				scores and
Notation				rhythm grids
Crescendo				with a more
Diminuendo				complex texture.
Quaver				
Crotchet				I can plan a
Crotchet rest				composition
Minim				alone or in a
Semibreve				group and
				monitor its
				development.
<mark>Unison</mark>				
Polyphonic				

A H D C C C	Harmony Melody Accompaniment Home note Dotted crotchet ests Accelerando - Getting faster itardando - Getting slower				I can create a composition that explores the use of my musical vocabulary.

	Vocabulary	Notation	Musicianship	Listening	Singing	Playing	Composing	Year endpoints
	D: / C:	01:11		1. 1	•	instrument		
Year 6	Piano/ soft	Children will	l can	I can listen to	I can	When singing I	I can use	l can
	Forte/ loud	be reading	demonstrate	longer extracts	demonstrate	maintain my	inter-related	demonstrate
	Allegro/ fast	notation	control of	and describe	control of	own part with	dimensional	control of vocal
	Adagio/ slow	from the	vocal	using	vocal	accurate pitch	music to	techniques-
	Legato/ smooth	stave.	techniques-	knowledge of	techniques-	whilst hearing	improve the	breathing,
	Staccato/		breathing,	inter-related	breathing,	other parts.	quality of my	posture, good
	detached		posture, good	dimensions of	posture, good		performances	tuning and
	Beat	Play: Chords:	tuning and	music.	tuning and	I can use inter-	when singing,	diction.
	Pulse	C, F, G D, A	diction.		diction.	related	playing and	
	Rhythm	Majors/		I can		dimensional	composing	When singing I
	Pitch- high/ low	minors	When singing	understand	When singing	music to		maintain my own
	Improvise		i maintain my	particular sets	I maintain my	improve the	I can create	part with
	Melody	Play Middle C	own part with	of notes give	own part with	quality of my	and perform	accurate pitch
	audience	to C	accurate pitch	music its	accurate pitch	performances	more	whilst hearing
	compose		whilst hearing	characteristic	whilst hearing	when singing or	complicated	other parts.
	Dynamics	Recognise	other parts.	sound eg	other parts.	playing.	rhythms	
	Tempo	Middle C to		minor for sad			(semi-	
	Perform/	top F on the	I can	and major for		I can play and	quavers).	
	performance	treble clef	understand	happy.	I can use	sing in an		I can use inter-
	Keyboard	stave	particular sets		inter-related	ensemble taking		related
	Drums		of notes give		dimensional	an individual	I can use the	dimensional
	structure	FACE	music its		music to	part and	inter-related	music to improve
	Count in		characteristic		improve the	showing	dimensions to	the quality of my
	Intro	EGBDF	sound eg		quality of my	awareness of	improve the	performances
	Verse		minor for sad		performances	balance	quality of my	when singing,
	Chorus		and major for		when singing,		compositions.	playing and
	Ending		һарру.		playing and	I can recover		composing.
	Genre				composing	from mistakes in	I can select	
	Orchestra					a performance	appropriate	

Choir	l can	I can play and		sound to	I can play and
Texture-thick/	recognise and	sing in an	I can understand	achieve and	sing in an
thin	use simple	ensemble	and use chords	effect for a	ensemble taking
Fortissimo	staff notation.	taking an	in sequences.	purpose	an individual part
Pianissimo		individual		(strong drum	and showing
Andante		part and	I can recognise	beat for dance	awareness of
Ostinato		showing	and use simple	music)	balance
Phrasing		awareness of	staff notation.		
Strings		balance			I can recover
Woodwind					from mistakes in
Brass		I can recover			a performance
percussion		from mistakes			
Major		in a			I can listen to
Minor		performance			longer extracts
Pentatonic scale					and describe
Unison					using knowledge
Rhythm patterns					of inter-related
Synthesisers					dimensions of
Notation					music.
Crescendo					
Diminuendo					I can understand
Accelerando -					and use chords
Getting faster					in sequences.
ritardando -					
Getting slower					I can understand
Quaver					particular sets of
Crotchet					notes give music
Crochet rest					its characteristic
Minim					sound eg minor
Semibreve					for sad and
Unison					major for happy.

Polyphonic			
Harmony			I can use the
Melody			inter-related
Accompaniment			dimensions to
Home note			improve the
Dotted crotchet			quality of my
Dotted crochet			compositions.
rests			
			I can create and
			perform more
Chromatic			complicated
Vivace- lively			rhythms (semi-
Lento- slow			quavers).
Dolce- sweetly			4,
Accent			I can select
Sharp			appropriate
Flat			sound to achieve
Interval			and effect for a
Chord			purpose (strong
Major chord			drum beat for
Minor chord			dance music)
			I can recognise
			and use simple
			staff notation.
			Starr Hotation.