









Aspect	KS1			Lower KS2		Upper KS2	
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Listening 	PoS 1.3 Listen to music and respond by using hand and whole body movements. Listen to different sounds (animal noise, water etc.) and respond with voice and movement.	PoS 1.3 Listen to a piece of music identifying if it is fast or slow, happy or sad.	PoS 1.3 Describe how an instrument has been used to represent a sound or object (e.g. a flute for a bird or a drum for thunder). Begin to recall sounds.	PoS 2.3 Recognise changes in music, using words like 'pitch' (high/low), 'timbre' (sound quality), 'dynamics' (loud or soft) and 'tempo' (fast or slow).	PoS 2.3 Describe how a piece of music makes them feel, making an attempt to explain why. Recall sounds with increasing aural memory.	PoS 2.3 Explain how different musical elements (pitch, tempo, rhythm, melody and dynamics) have been used to create mood and effects.	PoS 2.3 Identify and explore the relationships between sounds and how different meanings can be expressed through sound and music.
Appreciation and understanding 	State what they like or dislike about a piece of music.	State what they like or dislike about a piece of music.	Explain what they like or dislike about a piece of music and why.	PoS 2.5 2.6 Compare and contrast two pieces of music on the same them. Listen to music from different periods in history.	PoS 2.5 Appreciate and listen to music drawn from different traditions, cultures and composers.	PoS 2.5 2.6 Appreciate and understand high quality music, both live and recorded. Recognise and describe music and musical instruments from different periods in history.	PoS 2.5 2.6 Listen to and comment on the work of musicians and composers indicating own preferences. Explain the influence of historical events on music.
Vocabulary 	Express feelings in music by responding to different moods in a musical score.	Talk about the song/pieces of music which they enjoy	Describe the basic elements of a piece of music (e.g. pace, volume, emotion).	Use relevant musical vocabulary (e.g. pitch, rhythm, pulse and tempo) when talking about the elements of music within a piece.	Describe, compare and evaluate different kinds of music, using appropriate musical vocabulary.	Use musical vocabulary to explain some of the reasons why a piece of music might have been composed.	Describe how music can be used to create expressive effects and convey emotion.
Composing 	PoS 1.4 1.2 Choose different instruments, including the voice, to create sound effects in play. Investigate a variety of ways to create sound with different materials.	PoS 1.4 1.2 Make sounds in different ways including hitting, blowing and shaking.	PoS 1.4 1.2 Carefully choose instruments to combine layers of sound, showing awareness of the combined effect.	PoS 2.1 2.2 Use standard and invented symbols to represent sounds.	PoS 2.1 2.2 Shape composition, considering dynamics, timbre and tempo.	PoS 2.1 2.2 Improvise and notate musical phrases to develop compositions.	PoS 2.1 2.2 Compose a piece of music based on a theme (e.g. a film or a special event).
Performing 	PoS 1.1 1.2 Experiment performing songs and music together with body movements to a steady beat.	PoS 1.1 1.2 Perform with an awareness of others (e.g. take turns in a performance and sing/play with peers).	PoS 1.1 1.2 Use own voice in different ways, including speaking, singing and chanting for different effects.	PoS 2.1 Perform own part with increased control or accuracy when singing or playing both tuned and untuned instruments.	PoS 2.1 Perform significant parts from memory and from notation, either on a musical instrument or vocally.	PoS 2.1 Maintain own part in a performance with confidence, accuracy and an awareness of what others are playing.	PoS 2.1 Take the lead in performances and provide suggestions to others.

<p>Singing</p> 	<p>PoS 1.1 Sing echo songs and perform movements to a steady beat. Explore singing at different speeds and pitch to create moods and feelings. Discover how to use the voice to create loud and soft sounds.</p>	<p>PoS 1.1 Sing with a sense of shape and melody.</p>	<p>PoS 1.1 Use own voice in different ways, including using a loud or soft voice and sing simple repeated phrases.</p>	<p>PoS 2.1 Sing songs confidently both solo and in groups.</p>	<p>PoS 2.1 Maintain a simple part within an ensemble.</p>	<p>PoS 2.1 Maintain a more complex part within an ensemble (e.g. sing in a round or use harmony)</p>	<p>PoS 2.1 Identify how sounds can be combined and used expressively layering sounds and singing in tune with other performers.</p>
<p>Pulse and rhythm</p> 	<p>PoS 1.2 Listen to music and respond by using hand and whole body movements. Play instruments to a steady beat.</p>	<p>PoS 1.2 Copy a simple rhythm by clapping or using percussion.</p>	<p>PoS 1.2 Identify the difference between rhythm and pulse.</p>	<p>PoS 2.1 Create and repeat extended rhythmic patterns, vocally or by using clapping.</p>	<p>PoS 2.1 Create and repeat extended rhythmic patterns, using a range of percussion and tuned instruments.</p>	<p>PoS 2.1 Create simple rhythmic patterns with an awareness of timbre (quality of sound) and duration (length of notes and intervals).</p>	<p>PoS 2.1 Create complex rhythmic patterns using a variety of instruments with an awareness of timbre (quality of sound) and duration (length of notes and intervals).</p>
<p>Notation</p> 	<p>PoS 1.3 Play instruments to a steady beat. Understand how to hold and play an instrument with care. Explore the different sounds instruments make. Choose an instrument to create a specific sound.</p>	<p>PoS 1.3 Begin to represent sounds with drawings.</p>	<p>PoS 1.3 Follow a simple piece of written rhythmic notation.</p>	<p>PoS 2.4 Use written symbols both standard and invented to represent sounds.</p>	<p>PoS 2.4 Follow a basic melody line, using standard notation.</p>	<p>PoS 2.4 Perform from simple notation on tuned/untuned instruments.</p>	<p>PoS 2.4 Recognise/use staff and use unconventional notation when composing.</p>