

Key Phase	Listening				
EYFS	Exploring lyrics by suggesting appropriate actions.	*Considering whether a piece of music has a fast, moderate or slow tempo.	Listening to and repeating a simple rhythm.	Listening to and repeating simple lyrics	
Year 1/2	Recognising and understanding the difference between pulse and rhythm.	Recognising basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower).	Expressing a basic opinion about music (like/dislike).	Listening to and repeating short, simple rhythmic patterns.	*Beginning to use musical vocabulary to describe music.
Year 3/4	Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz).	*Identifying gradual dynamic and tempo changes within a piece of music.	*Identifying scaled dynamics (crescendo/decrescendo) within a piece of music.	*Beginning to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.	*Using musical vocabulary to discuss the purpose of a piece of music.
Year 5/6	*Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.	Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.	*Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary	Use musical vocabulary correctly when describing and evaluating the features of a piece of music.	Comparing, discussing and evaluating music using detailed musical vocabulary.

Key Phase	Composing				
EYFS	Experimenting with body percussion and vocal sounds to respond to music.	Experimenting with body percussion and vocal sounds to respond to music.	Selecting classroom objects to use as instruments.		
Year 1/2	Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.	Creating simple melodies using a few notes.	Successfully combining and layering several instrumental and vocal patterns within a given structure.	Beginning to suggest improvements to their own work.	
Year 3/4	Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).	Beginning to improvise musically within a given style.	*Using letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions.	Suggesting improvements to others' work, using musical vocabulary.	
Year 5/6	Using staff notation to record rhythms and melodies.	Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.	Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure.	Recording own composition using appropriate forms of notation and/or technology and incorporating.	

Key Phase	Performing				
EYFS	Using their voices to join in with well-known songs from memory	Stopping and starting playing at the right time	Participating in performances to a small audience.		
Year 1/2	Singing short songs from memory, maintaining the overall shape of the melody and keeping in time.	Copying back short rhythmic and melodic phrases on percussion instruments.	Maintaining the pulse (play on the beat) using hands, and tuned and untuned instruments.		
Year 3/4	Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.	Performing from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology	Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.	Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes.	
Year 5/6	Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.	Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.	Performing with accuracy and fluency from graphic and simple staff notation.	Performing a solo or taking a leadership role within a performance.	