Early Years		Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Nursery:		Music appraisal					
Play instruments with		-How music	-How music	-Identifying the	-Identifying	-What is the	-What is the
increasing control to express		makes you feel.	makes you feel.	tempo of the	different	purpose of the	purpose of the
their feelings and ideas.		-Listening to	-Listening to	music.	instruments.	music?	music?
		the beat of thee	the beat of thee	-Looking at the	Are they tuned	-Identifying the	-Identifying the
		music.	music.	mood of the	or untuned?	timbre.	timbre.
Create their own songs, or	ŀ	-Listening to	-Identifying the	music.	-Identifying the	-Identifying the	-Identifying the
improvise a song around	me	the pulse of the	tempo of the	-Listening to	timbre.	accompaniment.	accompaniment.
one they know.	um	music.	music.	the note of the	-Discussing the	-Looking at the	-Looking at the
-	S /	-Identifying the	-Looking at the	music.	mood of the	pitch of the	pitch of the
Foundation for phonics	Æ	rhythm.	mood of the	-Identifying	music and how	music.	music.
-Environmental sounds	Autumn		music.	different	it makes you		
-Instrumental sounds	A			instruments.	feel.		
-Body Percussion		Can you make	Can you make	Can you bring	All about	Could you live	What secrets lie
-Alliteration		a story come	a story come	a robot to life?	Africa!	on a desert	in the forest?
		to life?	to life?	-Improvise and	-Develop an	island?	-Play and
Reception		-Play untured	-Play tuned and	compose music	understanding	- Play and	perform in solo
Watch and talk about dance		instruments	untuned	for a range of	of musical	perform in solo	and ensemble
and performance art,		musically.	instruments	purposes.	composition,	and ensemble	contexts, using
expressing their feelings and		-Create musical	musically.	- Play and	reproducing	contexts, using	their voices
responses.		sound effects in	-Create musical	perform in solo	sounds from	their voices	and playing
,		response to	sound effects in	and ensemble	aural memory.	and playing	musical
Explore and engage in music		stimuli.	response to a	contexts, using	- Play and	musical	instruments
making.		-To experiment	non- musical	their voices	perform in solo	instruments	with increasing
		with sounds.	stimulus.	and playing	and ensemble	with increasing	accuracy,
			-Repeat short	musical	contexts, using	accuracy,	fluency, control
Explore and engage in music			rhythmic and	instruments	their voices	fluency, control	and expression.
making and dance,			melodic	with increasing	and playing	and expression.	-Improvise and
performing solo or in			patterns.	accuracy,	musical	- Use and	compose music
groups.	g ²		-Use dot	fluency, control	instruments	understand	for a range of
-	Spring		notation to	and expression.	with increasing	staff and other	purposes using
	S				accuracy,		the inter-related

Create collaboratively	compose	- To create	fluency, control	musical	dimensions of
sharing ideas, resources and	musical pieces.	simple	and expression.	notations	music.
skills.		rhythmical	Improvise and	-To create	-Use and
		patterns that	compose music	increasingly	understand
		use a small	for a range of	complicated	staff and other
		range of notes.	purposes using	rhythmic and	musical
			the inter-related	melodic phrases	notations.
			dimensions of	within given	-Create music
			music.	structures.	with multiple
			- To create	- Develop an	sections that
			simple melodic	understanding	include
			patterns that	of musical	repetition and
			use an	composition,	contrast.
			increased range	organising and	-To create and
			of notes.	manipulating	improvise
				ideas within	melodic and
				musical	rhythmic
				structures and	phrases as part
				reproducing	of a group
				sounds from	performance
				aural memory.	and compose
					by developing
					ideas within a
					range of given
					musical
					structures.