National Curriculum Aims	The national curriculum for music aims to ensure that all pupils:
	• perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians • learn to sing and to use their voices, to create and compose music on their own and with others, • have the opportunity to learn a musical instrument, • use technology appropriately and have the opportunity to progress to the next level of musical excellence understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

National Curriculum	Key stage 1 Pupils should be taught:
	• use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music.

EYFS Expressive Arts and Design (Exploring and Using Media and Materials) Children sing songs, make music, dance and experiment with ways of changing them.	EYFS Expressive Arts and Design (Being Imaginative) Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Progression of Skills

Pitch	Year 1	Year 2
Pitch-matching	Copy H/M/L sounds vocally (soh-me-lah-doh)	Copy changes in pitch vocally (Whole scale)
Aural response	Respond to H/M/L sounds with movement and hand signs	Respond to H/M/L sounds with movement and hand signs
Knowledge (Application and Appraisal)	Knowledge of ascending/descending sounds Knowledge of movement by step, skip and leap	Knowledge of ascending/descending sounds Knowledge of movement by step, skip and leap
Notation	Introduce simple graphic notation (soh-me)	Introduce simple graphic notation (soh-me-doh)
Composition		Select instruments of appropriate pitch for composition
Rhythm	Copy/internalise simple rhythmic patterns	Copy/internalise simple rhythmic patterns
Copying	Create simple rhythmic patterns	Create simple rhythmic patterns
Creating	Know the term 'walk' and how to notate it	Know the term 'walk' and 'jogging' and how to notate them
Knowledge and notation	Add ostinato patterns	Add ostinato patterns using walk and jogging

Progression of skills	Year 1	Year 2
Structure	Beginning, **middle** and end Creating **repeated patterns** on scores **Verse and chorus/rounds**	Beginning, middle and end Creating repeated patterns on scores **ABA (sandwich form**)
Dynamics	**Respond to loud/quiet** sound in recorded music Respond to puppets getting **louder/quieter** Respond to hand signs **Create loud/quiet sounds**	Respond to loud/quiet sound in recorded music Respond to puppets getting louder/quieter Respond to hand signs Create loud/quiet sounds
Duration	Can **generate** l/s body and vocal sounds. Can **sort** percussion into l/s sounds Can use simple puppets or symbols for each Can **change** long to short and short to long sounds	Can generate l/s body and vocal sounds. Can sort percussion into l/s sounds Can use simple puppets or symbols for each Can change long to short and short to long sounds Can **arrange** sounds into patterns of l/s/l, s/l/s etc. and use **simple symbols** to represent these sounds
Pace and Pulse	Can respond to recorded music Can respond to a changing pace with **control** (body) Can respond to **changes of beat** with control (instrumental) Can **select pace** when composing	Can respond to recorded music Can respond to a changing pace with control (body) Can respond to changes of beat with control (instrumental) Can select pace when composing Can respond to and understand a **metre of 3 or 4**
Timbre	Can use timbre to **select** and organise sounds into simple graphic scores e.g. tappers/shakers/scrapers Can use their knowledge of sounds to **inform listening** e.g. a drum plays a soldier's march To identify familiar **environmental** sounds e.g. door- bell/dog barking	Can use timbre to select and organise sounds into simple graphic scores e.g. tappers/shakers/scrapers Can use their knowledge of sounds to inform listening e.g. a drum plays a soldier's march To identify familiar environmental sounds e.g. door- bell/dog barking
Texture	Use different **sounds/combinations of sounds** when playing in groups e.g. cabassa and maracas together. Add a simple **drone or ostinato** **Comment** upon combinations of sounds Show how sounds can be layered through **graphic symbols** Identify 3 or 4 classroom instruments played together	Use different sounds/combinations of sounds when playing in groups e.g. ostinato and drones Comment on combination and arrangement of sounds (**layering/unison**) Show how sounds can be layered and the effects of **silence** through graphic symbols Identify **combinations of** instruments in recorded music
Composition	**Create** sequences of sound Can **organise** sounds into a sequence Begin to **combine** sounds and to **select the timbre and duration** of sounds	Create sequences of sound. Can organise sounds into a sequence or with a **beginning/middle/end** Begin to combine sounds and to select the timbre and duration of sounds
Improvisation	Can **explore rhythmic patterns** when given phrases or time values to work with. Can explore freely or within the confines of a **given remit** e.g. a high piece or piece that moves by step	Can explore rhythmic patterns when given phrases or time values to work with. Can **create** simple **clapped or played patterns**. Can explore freely or within the confines of a given remit e.g. a high piece or piece that moves by step or **skip**
Listening	Can **identify** the shape of phrases, the use of instruments, the use of musical elements such as dynamics, pitch, rhythm, pace and duration Can begin to use words such as **'loud'/quiet', 'long/short' and 'fast/slow'** when responding	Can identify the shape of phrases, the use of instruments, the use of musical elements such as dynamics, pitch, rhythm, pace and duration. Can begin to use musical vocabulary such as **'pitch' and 'pulse'** when responding.
Review and Evaluate	Can suggest ways in which music might be **improved** using terms such as loud/quiet, fast/slow, high/low	Can suggest ways in which music might be improved using terms such as loud/quiet, fast/slow, high/low and talk about the work of others.
Performing	Children **sing and play in school performances and assemblies in unison or canon** They sing with **good diction, expression and confidence**	Children sing and play in school performances and assemblies in unison, canon or **simple two-part** arrangements They sing with good diction, expression and confidence

Links to instrumental learning	Children **pick out tunes by ear,** encouraging aural awareness. They **follow signs and symbols** They begin to use **two hands** when playing	Children pick out tunes by ear, encouraging aural awareness. They follow signs and symbols They begin to use two hands when playing They respond to **changing tempo and start to play together in large groups/as a class**
Singing	Children copy soh-me-lah and soh-me-doh phrases accurately groups or individually. Some voices are not yet developed but follow the contours of the melody. Children sing songs from **C to C'** confidently and accurately and explore a greater range through games They sing in **unison, canon and with a sung ostinato**	Children copy soh-me-lah and soh-me-doh phrases accurately in groups or individually. Some voices are not yet developed but follow the contours of the melody. Children sing songs from **C to C'** confidently and accurately and explore a greater range through games They sing in **unison, canon and with a sung ostinato**
Use of staff and other notations	Children follow **pictorial cues and puppets to show changes in pitch, duration and dynamics** They start to use **graphic notation to mark down ideas in a sequence or in a pattern.** They use simple **graphic representation of H/L and H/M/L sounds to notate their ideas**	Children follow pictorial cues and puppets to show changes in pitch, duration and dynamics They start to use graphic notation to mark down ideas in a sequence, in a pattern or in a **combination of sounds**. They use simple graphic representation of H/L and H/M/L sounds to notate their ideas **and play those of other children**