

Reception - Expressive Arts and Design Strand Goals		Year 1	Year 2
<p><i>Exploring and using media and materials –</i> <i>Children sing songs, make music and dance, and experiment with ways of changing them.</i> (Typical from 30 – 50 months)</p> <ul style="list-style-type: none"> • Sing a few familiar songs. • Begin to move rhythmically. • Imitate movement in response to music. • Tap out simple repeated rhythms. <ul style="list-style-type: none"> • Explore and learn how sounds can be changed. <p>(Typical From 40 – 60+ months)</p> <ul style="list-style-type: none"> • Begin to build a repertoire of songs and dances. • Explore the different sounds of instruments. 	<p>Performing - Singing</p>	<ul style="list-style-type: none"> • Learn about voices, singing notes of different pitches (high and low). • Learn that they can make different types of sounds with their voices – e.g. rap, or say words in rhythm. • Learn to start and stop singing when following a leader. • Sing in unison 	<ul style="list-style-type: none"> • To take part in vocal warm up exercises and understand their importance. • Learn about voices singing notes of different pitches (high and low). • Learn that they can make different types of sounds with their voices – e.g. rap (spoken word with rhythm). • Learn to find a comfortable singing position. • Learn to start and stop singing when following a leader. • Sing in unison and sing simple part songs. Know that singing in unison means all singing together.
<p><i>Being Imaginative –</i> <i>Represent their own ideas, thoughts and feelings through music.</i> (All)</p> <ul style="list-style-type: none"> • Create movement in response to music. • Sing to self and make up simple songs. • Make up rhythms. • Represent their own ideas, thoughts and feelings through music. 	<p>Performing – Playing Instruments</p>	<ul style="list-style-type: none"> • Treat instruments carefully and with respect. • Learn to play simple percussion parts on untuned and tuned percussion instruments. • Learn to play a simple accompaniment to a song. • Listen to and follow musical instructions from a leader. 	<ul style="list-style-type: none"> • Treat instruments carefully and learn how to handle/play a range of untuned and tuned percussion instruments. • Learn to play a tuned instrumental part to accompany a song. • Play the part in time with the steady pulse. • Listen to and follow musical instructions from a leader.
	<p>Creating - Improvising and Composing using the interrelated dimensions of music</p>	<ul style="list-style-type: none"> • Listen and clap back, then listen and clap their own answer (rhythms of words). • Listen and use voices / instruments to sing or play back an answer using a limited range of notes. • Take it in turns to improvise using 1 or 2 notes • Help to create simple melodies using one, two or three notes. • Learn how the notes of a composition can be written down in different ways and changed if necessary. 	<ul style="list-style-type: none"> • Listen and clap back rhythms, then listen and clap back an answer. • Listen and use voices / instruments to sing or play back an answer using a limited range of notes. • Take it in turns to improvise using 1 or 2 notes • Help create simple melodies using a limited range of notes. • Learn how the notes of a composition can be written down in different ways (e.g. graphic notation) and changed if necessary.
	<p>Listening and Appraising</p>	<ul style="list-style-type: none"> • Start to develop aural memory by knowing some songs off by heart. • Learn how they can enjoy moving to music by dancing, marching, or through role play. • Recognise and describe the sounds of some of the instruments they use. • Recognise and respond to a steady pulse. • Start to understand how rhythms are created and recognise simple rhythmic patterns. 	<ul style="list-style-type: none"> • Start to develop aural memory by knowing some songs off by heart. • Learn how they can enjoy moving to music by dancing, marching, or through role play. • Recognise that songs have a musical style and learn how songs can tell a story or describe an idea. • Respond to and describe features of pulse (beat), rhythm (patterns created by notes or words) and pitch (high/low sounds) in a range of pieces. • Demonstrate an understanding that pulse and rhythm are different.

	Year 3	Year 4	Year 5	Year 6
Performing - Singing	<ul style="list-style-type: none"> ● To take part in vocal warm up exercises and understand their importance. ● To sing in unison and in simple two-parts. ● To demonstrate a good singing posture. ● To follow a leader when singing and listen to other singers. ● To enjoy exploring singing solo. ● To sing with awareness of being 'in tune'. ● To have an awareness of the pulse internally when singing. ● To sing with an awareness of the mood of a song. 	<ul style="list-style-type: none"> ● To take part in vocal warm up exercises and understand their importance. ● To sing in unison and in simple two-parts. ● To demonstrate a good singing posture. ● To follow a leader when singing ● To enjoy exploring singing solo. ● To sing with awareness of being 'in tune'. ● To have an awareness of the pulse internally when singing. ● To sing with an awareness of the mood of a song. ● To rejoin the song if lost. ● To listen to the group when singing. ● To recognise that a solo singer makes a thinner texture than a large group. 	<ul style="list-style-type: none"> ● To know and explain the importance of warming up your voice. ● To sing in unison, in simple parts and to sing backing vocals. ● To demonstrate a good singing posture. ● To follow a leader when singing. ● To listen to the group when singing. ● To listen to each other and be aware of how they fit into the group. ● To experience rapping and solo singing. ● To sing with awareness of being 'in tune'. ● To know and confidently sing songs and their parts from memory and to sing them with a strong internal pulse. ● To choose a song and be able to talk about its main features, singing in unison, the solo, lead vocal, backing vocals or rapping. 	<ul style="list-style-type: none"> ● To know and explain the importance of warming up your voice. ● To sing in unison, sing part songs and to sing backing vocals. ● To demonstrate a good singing posture. ● To follow a leader when singing. ● To listen to the group when singing. ● To listen to each other and be aware of how they fit into the group. ● To experience rapping and solo singing. ● To sing with awareness of being 'in tune'. ● To know and confidently sing songs and their parts from memory and to sing them with a strong internal pulse. ● To choose a song and be able to talk about its main features, singing in unison, the solo, lead vocal, backing vocals or rapping. ● To know about the style of a range of songs and be able to represent the feeling and context to an audience.
Performing - Playing Instruments	<ul style="list-style-type: none"> ● To treat instruments carefully and with respect. ● Play a part on a tuned instrument from memory or using simple notation. ● To rehearse and perform their part within the context of a song. ● To listen to and follow musical instructions from a leader. ● To recognise and be able to talk about the instruments used in class. 	<ul style="list-style-type: none"> ● To treat instruments carefully and with respect. ● Play a part on a tuned instrument from memory or using notation. ● To rehearse and perform their part within the context of a song. ● To listen to and follow musical instructions from a leader. ● To experience leading the playing by making sure everyone plays in the playing section of the song. ● To recognise and be able to talk about the instruments used in class. ● To recognise and be able to talk about other instruments they might play or are played in a band, orchestra, or by their friends. 	<ul style="list-style-type: none"> ● Play a musical instrument with the correct technique within the context of a song. ● Select and learn an instrumental part to play from memory or using notation. ● To rehearse and perform their part within the context of a song. ● To listen to and follow musical instructions from a leader. ● To lead a rehearsal session. ● To recognise and be able to talk about other instruments they might play or are played in a band, orchestra, or by their friends. ● To know and use different ways of writing music down – e.g. graphic scoring, symbols, staff notation. ● To know the notes C, D, E, F, G, A, B + C on the treble stave and where appropriate, use them. 	<ul style="list-style-type: none"> ● Play a musical instrument with the correct technique within the context of a song. ● Select and learn an instrumental part to play from memory or using notation. ● To rehearse and perform their part within the context of a song. ● To listen to and follow musical instructions from a leader. ● To lead a rehearsal session. ● To recognise and be able to talk about other instruments they might play or are played in a band, orchestra, or by their friends. ● To know and use different ways of writing music down – e.g. graphic scoring, symbols, staff notation. ● To know the notes C, D, E, F, G, A, B + C on the treble stave and where appropriate, use them.

<p>Creating - Improvising and Composing using the interrelated dimensions of music</p>	<ul style="list-style-type: none"> ● To be able to talk about improvisation and recognise that improvising means making up a tune or rhythm on the spot. ● Improvise using instruments in the context of the songs they are learning to perform. Listen to a provided improvisation track and play back their own answers using a limited range of notes. ● Help create at least one simple melody using up to 5 different notes. ● Plan and create a section of music that can be performed within the context of a song. ● Talk about how it was created. ● Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. ● Record compositions in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). 	<ul style="list-style-type: none"> ● To be able to talk about improvisation and recognise that improvising means making up a tune or rhythm on the spot. ● Improvise using instruments in the context of the songs they are learning to perform. Listen to a provided improvisation track and play back their own answers using a limited range of notes. ● To improvise using repeated patterns and known riffs. ● Help create at least one simple melody using up to 5 different notes. ● Plan and create a section of music that can be performed within the context of a song. ● Talk about how it was created. ● Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. ● Record compositions in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). 	<ul style="list-style-type: none"> ● To be able to draw upon their existing musical skills and knowledge when improvising, such as using known riffs. ● To know and be able to talk about three well-known improvising musicians. ● Improvise using instruments in the context of the songs they are learning to perform. Listen to a provided improvisation track and play back their own answers. ● Improvise with a feeling for selected styles of music. ● To use their understanding of improvisation to help them improvise within a group using melodic and rhythmic phrases. ● Create simple melodies using up to five different notes and simple rhythms that work musically with the style of a song. ● Explain the keynote or home note of a composition and the structure of the melody. ● Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. ● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial/staff notation). ● Know that a composition has a pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure. Use this understanding to support their own composition work. 	<ul style="list-style-type: none"> ● To be able to draw upon their existing musical skills and knowledge when improvising, such as using known riffs and licks. ● To know and be able to talk about three well-known improvising musicians. ● Improvise using instruments in the context of the songs they are learning to perform. Listen to a provided improvisation track and play back their own answers. ● Improvise with a feeling for various styles of music. ● To use their understanding of improvisation to help them improvise within a group using melodic and rhythmic phrases. ● Create simple melodies using up to five different notes and simple rhythms that work musically with the style of a song. ● Explain the keynote or home note of a composition and the structure of the melody. ● Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. ● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial, staff notation). ● Know that a composition has a pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure. Use this understanding to support their own composition work.
<p>Listening and Appraising</p>	<ul style="list-style-type: none"> ● To know songs from memory, who wrote them and identify the style. ● To confidently identify and move to a pulse. ● To think about the meaning of a song's lyrics and identify the main sections of a song (verse, chorus...etc.). ● To discuss how a song or instrumental piece makes them feel. 	<ul style="list-style-type: none"> ● To know songs from memory, who wrote them and identify the style. ● To confidently identify and move to a pulse. ● To think about the meaning of a song's lyrics and identify the main sections of a song (verse, chorus...etc.). ● To be able to identify some of the style indicators of songs (musical characteristics that give a song its style). 	<ul style="list-style-type: none"> ● To know songs from memory, who sang or wrote them, when they were written and, if possible, why? ● To identify and move to the pulse with ease. ● To think about the message of songs. ● To be able to identify some of the style indicators of songs (musical characteristics that give a song its style). 	<ul style="list-style-type: none"> ● To know songs from memory, who sang or wrote them, when they were written and why? ● To identify and move to the pulse with ease. ● To think about the message of songs. ● To be able to identify some of the style indicators of songs (musical characteristics that give a song its style).

	<ul style="list-style-type: none"> ● Listen carefully and respectfully to other people's thoughts about a piece of music. ● To listen with attention to detail and start to discuss any musical dimensions featured in a song or instrumental piece (particularly texture, dynamics, tempo, rhythm and pitch). ● Name some of the instruments they hear in songs/ instrumental pieces. 	<ul style="list-style-type: none"> ● Talk about music and describe how it makes them feel. ● When they talk about music, try to use musical vocabulary (see Y4 list). ● Listen carefully and respectfully to other people's thoughts about the music. ● To talk about the musical dimensions working together in instrumental pieces/ songs and where they are used (texture, dynamics, tempo, rhythm and pitch). ● Name some of the instruments they hear in songs/ instrumental pieces. 	<ul style="list-style-type: none"> ● To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. ● Talk about music and say how it makes them feel. ● When they talk about music, try to use musical vocabulary (see Y5 list). ● Listen carefully and respectfully to other people's thoughts about a piece of music. ● Name some of the instruments they hear in songs and instrumental pieces. ● Understand and discuss the historical context of songs or instrumental pieces and identify what else was going on at the time. ● To talk about the musical dimensions working together in instrumental pieces/songs (pulse, rhythm, pitch, tempo, dynamics, texture and structure). 	<ul style="list-style-type: none"> ● To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. ● Talk about music and how it makes them feel, using musical vocabulary to describe the music (see Y6 list). ● Listen carefully and respectfully to other people's thoughts about the music. ● Name some of the instruments they hear in songs and instrumental pieces. ● Understand and discuss the historical context of songs or instrumental pieces and identify what else was going on at the time, musically and historically. ● To talk about the musical dimensions working together in instrumental music and songs (pulse, rhythm, pitch, tempo, dynamics, texture, structure and timbre). ● Know and talk about the fact that we each have a musical identity.
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