

## Early Years

### Performing

- Sing simple songs from memory
- Communicate using a variety of songs and musical instruments

### Composing

- Use their imagination to express ideas and feelings through songs and musical instruments

### Listening and Appraising

- Listen and respond to a variety of music past and present

## Year 2

### Performing

- Experiment with voices and sing with a sense of the shape of melody
- Play a basic tuned instrument and begin to follow graphic notation
- Play together to the same beat and speed

### Composing

- Experiment and create patterns of sounds using voice, instruments and ICT
- Develop musical ideas from a given stimuli

### Listening and Appraising

- Listen and respond to a range of music, past and present
- Make suggestions as to how to improve work and physical features of its surrounding environment

## Year 1

### Performing

- Experiment with voices
- Play un-tuned instruments correctly and with some awareness of beat

### Composing

- Experiment and change sounds using voice, instruments and ICT

- Create and follow symbols to represent some musical elements

### Listening and Appraising

- Listen and respond to a range of music, past and present
- Follow simple musical instructions

## Year 3

### Performing

- Recognise and identify overall shapes of melodies using symbols
- Explore the ways sounds can be changed over time

- Sing and perform rhythmically
- Read simple graphic notation and play a basic tuned instrument correctly

### Composing

- Experiment from given stimuli and create layers of sounds using ICT

### Listening and Appraising

- Listen and describe a range of music, past and present
- Make improvements to own work and comment on the effect

## Year 4

### Performing

- Distinguish between steps, leaps and repeats in melodies
- Making sounds/using instruments for specific effects

- Play a tuned instrument and begin to recognise staff notation
- Sing and perform rhythmically and with some expression

### Composing

- Write own scores, create layers of sound from given starting point

### Listening and Appraising

- Describe, compare and evaluate different kinds of music using musical vocabulary
- Suggest improvements to own and others work

WITHOUT MUSIC  
LIFE WOULD BE  
A MISTAKE

# Music curriculum



## Year 5

### Performing

- Play and perform in solo and ensemble contexts with control and expression
- Use a variety of notations

### Composing

- Improvise and compose music for different occasions using musical devices such as melody, rhythms, chords and structures
- Refine and improve work

### Listening and Appraising

- Develop an understanding of the history of music
- Analyse and compare musical features

## Year 6

### Performing

- To play and perform making expressive use of tempo, dynamics, phrasing and timbre in a variety of contexts

### Composing

- Improvise and compose in different genres and styles, using ICT, harmonic and non-harmonic devices, sustaining and developing musical ideas

### Listening and Appraising

- Analyse, compare and evaluate how music reflects the contexts in which it is created, performed and heard
- Make improvements to own and others work in relation to the style