

**MUSIC – End of year statements for ARE pupils**

Skills, knowledge and understanding	Nursery	Reception	Y1	Y2	Y3	Y4	Y5	Y6
<b>Singing</b>	Sing a range of well-known nursery rhymes and songs;	Children sing songs, make music and dance, and experiment with ways of changing them.	<p>Sing a song with contrasting high and low melodies (Unit 3)</p> <p>Control vocal dynamics, duration and timbre (Unit 4)</p> <p>Sing a song together as a group (Unit 7)</p> <p>Combine voices and movement to perform a chant and a song (Unit 11)</p> <p>Use voices to create descriptive sounds (Unit 12)</p>	<p>Chant and sing in two parts while playing a steady beat (Unit 4)</p> <p>Sing with expression, paying attention to the pitch shape of the melody (Unit 8)</p> <p>Understand pitch through singing, movement, and note names (Unit 11)</p> <p>Prepare and improve a performance using movement, voice and percussion (Unit 12)</p>	<p>Sing in two-part harmony (Unit 1)</p> <p>Copy and create a wide range of vocal sounds to incorporate into a song (Unit 8)</p> <p>Sing in two parts (two different melodies) with movements and percussion (Unit 9)</p> <p>Perform a round in three parts (Unit 11)</p>	<p>Perform a poem as an ensemble with rhythmic accuracy to a steady beat (Unit 1)</p> <p>Use beatbox techniques to imitate the sound of a drum kit (Units 1 &amp; 3)</p> <p>Learn to sing partner songs (Unit 3) Sing a call and response song in a minor key in two groups (Unit 8)</p> <p>Sing a song with three simple independent parts (Unit 10)</p> <p>Combine singing, playing and dancing in a performance (Unit 11)</p>	<p>Prepare for a performance by considering narration, performance space, setting up and other logistics (Unit 1)</p> <p>Develop techniques of performing rap using texture and rhythm (Unit 2)</p> <p>Sing and play scales and chromatic melodies accurately (Unit 4)</p> <p>Sing and play percussion in a group piece with changes in tempo and dynamics (Unit 5)</p> <p>Sing a song in unison and three-part harmony (Unit 6)</p> <p>Sing with attention to accuracy in rhythm, pitch and dynamics (Unit 6)</p>	<p>Demonstrate understanding of pitch through singing from simple staff notation (Unit 1)</p> <p>Demonstrate understanding of beat and syncopation through singing and body percussion (Unit 1)</p> <p>Convey lyrical meaning through expressive singing in a part-song with echoes (Unit 2)</p> <p>Learn to sing major and minor note patterns accurately (Unit 2)</p> <p>Demonstrate planning, directing, and rehearsal skills through allocated roles, such as technicians and researchers (Unit 2)</p> <p>Develop, rehearse and perform a mini-musical, including dialogue, singing, playing and movement (Unit 4)</p> <p>Refine vocal performance with consideration of posture, breathing and enunciation (Unit 5)</p> <p>Perform complex song rhythms confidently (Unit 6)</p> <p>Change vocal tone to reflect mood and style (Unit 6)</p>

<p><b>Playing instruments</b></p>	<p>Begin to make music with untuned instruments or equipment</p>	<p>Make music with untuned instruments</p>	<p>Identify and keep a steady beat using instruments (Unit 2)</p> <p>Explore and control dynamics, duration, and timbre with instruments (Unit 4)</p> <p>Play percussion instruments at different speeds (tempi) (Unit 5)</p> <p>Play and control changes in tempo (Unit 5)</p> <p>Explore sounds on instruments and find different ways to vary their sound (Unit 8)</p> <p>Use instruments to create descriptive sounds (Unit 12)</p> <p>Play fast, slow, loud, and quiet sounds on percussion instruments (Unit 9)</p>	<p>Listen to and repeat rhythmic patterns on body percussion and instruments (Unit 4)</p> <p>Play pitch lines on tuned percussion (Unit 5)</p> <p>Accompany a song with vocal, body percussion and instrumental ostinati (Unit 8)</p> <p>Use instruments expressively in response to visual stimuli (Unit 12)</p>	<p>Accompany a song with a melodic ostinato on tuned percussion (Unit 1)</p> <p>Perform a pentatonic song with tuned and untuned accompaniment (Unit 5)</p> <p>Play independent parts in more than one metre simultaneously on body percussion, untuned and tuned percussion (Unit 6)</p> <p>Perform rhythmic ostinati individually and in combination (Unit 6)</p> <p>Understand and use pitch notations (Unit 7)</p> <p>Read simple rhythm notation (Unit 7)</p> <p>Create and perform from a symbol score (Unit 8)</p> <p>Read graphic notation to play a melody on tuned instruments (Unit 10)</p>	<p>Combine four body percussion ostinati as a song accompaniment (Unit 5)</p> <p>Play a pentatonic song with leaps in pitch on tuned percussion (Unit 6)</p> <p>Play and sing repeated patterns (ostinati) from staff notation (Unit 10)</p> <p>Play a piece with melody, chords, bass and rhythm parts from graphic, rhythm and staff notations (Unit 11)</p>	<p>Read a melody in staff notation (Unit 3)</p> <p>Interpret graphic notation on various soundmakers with an understanding of their qualities and capabilities (Unit 5)</p> <p>Perform music together in synchronisation with a short movie (Unit 5)</p> <p>Develop ensemble playing, focusing on steady beat and placing notes accurately together (Unit 6)</p> <p>Control short, loud sounds on a variety of instruments (Unit 6)</p>	<p>Demonstrate coordination and rhythm skills by participating in a complex circle game (Unit 1)</p> <p>Play a chordal accompaniment to a piece (Unit 3)</p> <p>Follow and interpret a complex graphic score for four instruments (Unit 3)</p> <p>Play tuned instrumental parts confidently from graphic scores with note names (Unit 6)</p>
<p><b>Improving/ exploring</b></p>	<p>Children sing familiar songs and nursery rhymes with adult support.</p> <p>Children speak and chant short phrases together</p> <p>They repeat until they are confident and enjoy singing alone</p>	<p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p> <p>Share their creations, explaining the process they have used;</p> <p>Find their singing voice and begin to develop a sense of pitch over a small range of notes sing a variety of songs both accompanied and unaccompanied</p>	<p>Improvise descriptive music (Unit 4)</p> <p>Respond to music through movement (Unit 4)</p> <p>Create a soundscape using instruments (Unit 7)</p> <p>Explore different sound sources and materials (Unit 7)</p> <p>Explore sounds on instruments and find different ways to vary their sound (Unit 8)</p>	<p>Explore timbre and texture to understand how sounds can be descriptive (Unit 3)</p> <p>Combine sounds to create a musical effect in response to visual stimuli (Unit 7)</p> <p>Explore voices to create descriptive musical effects (Unit 7)</p> <p>Explore different ways to organise music (Unit 10)</p>	<p>Improvise descriptive music (Unit 4)</p> <p>Improvise to an ostinato accompaniment (Unit 6)</p> <p>Explore simple accompaniments using beat and rhythm patterns (Unit 12)</p>	<p>Improvise in response to visual stimuli, with a focus on timbre (Unit 4)</p> <p>Explore household items as instruments and match rhythms with appropriate soundmakers (Unit 4)</p> <p>Improvise melodies with a given set of five notes (a pentatonic scale) (Unit 5)</p> <p>Explore layers and layering using a graphic score (Unit 7)</p> <p>Understand syncopation and clap improvised off-beat rhythms (Unit 10)</p>	<p>Develop accompaniments using ostinato and invent or improvise rhythms on untuned percussion (Unit 1)</p> <p>Learn about jazz scat singing and devise scat sounds (Unit 1)</p> <p>Play and improvise using the whole tone scale (Unit 2)</p> <p>Create musical effects using contrasting pitch (Unit 3)</p> <p>Interpret graphic notation on various soundmakers with an understanding of their</p>	<p>Devise, combine and structure rhythms through dance (Unit 1)</p> <p>Improvise descriptive music on instruments and other soundmakers (Unit 4)</p>

		play instruments and sound-makers by shaking, scraping, rattling and tapping					qualities and capabilities (Unit 5)	
<b>Composing</b>		start and stop together	Invent and perform new rhythms to a steady beat (Unit 10)  Create, play and combine simple word rhythms (Unit 11)  Create a picture in sound (Unit 12)	Compose music to illustrate a story (Unit 9)  Perform and create simple three- and four-beat rhythms using a simple score (Unit 10)	Select descriptive sounds to accompany a poem (Unit 1)  Choose different timbres to make an accompaniment (Unit 1)  Make choices about musical structure (Unit 2)  Create and perform from a symbol score (Unit 8)  Arrange an accompaniment with attention to balance and musical effect (Unit 11)  Use a score and combine sounds to create different musical textures (Unit 12)	Compose an introduction for a song (Unit 2)  Compose and notate pentatonic melodies on a graphic score (Unit 6)  Compose a rap (Unit 9) Compose a fanfare (Unit 11)  Compose and play sequences of word rhythms (Unit 12)	Develop a structure for a vocal piece and create graphic scores (Unit 3)  Explore extended vocal techniques through listening to and composing 'a capella' (unaccompanied) vocal music based on graphic scores (Unit 3)  Use the musical dimensions to create and perform music for a movie (Unit 5)  Evaluate and refine compositions with reference to the inter-related dimensions of music (Unit 5)  Create sounds for a movie, following a timesheet (Unit 5)	Revise, rehearse, and develop music for performance, with reference to the inter-related dimensions of music (Unit 3)  Compose programme music from a visual stimulus (Unit 5)
<b>Listening</b>	Listen to music and songs and begin to comment on the sounds they hear and begin to recognise some instruments	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;	Recognise and respond to changes in tempo in music (Unit 2)  Identify changes in pitch and respond to them with movement (Unit 6)  Understand how music can tell a story (Unit 9)  Understand musical structure by listening and responding through movement (Unit 12)	Match descriptive sounds to images (Unit 3)  Listen to and repeat back rhythmic patterns on instruments and body percussion (Unit 4)	Listen to and learn about Hindustani classical music (Unit 3)  Learn how sounds are produced and how instruments are classified (Unit 3)  Listen to and learn about traditional Chinese music (Unit 5)  Listen to and learn about a Romantic piece of music (Unit 6)  Listen to and learn about a medieval antiphon (Unit 7)	Understand how rhythmic articulation affects musical phrasing (Unit 1)  Explore the descriptive music of two famous composers of the 20th and 21st century (Unit 2)  Listen to and learn about 1940s dance band music (Unit 3)  Listen to and play along with Bhangra music (Unit 4)  Copy rhythms and a short melody (Unit 9)	Hear and understand the features of the whole tone scale (Unit 2)  Listen to and learn about modern classical/avant garde music (20th century) (Unit 2)  Learn about the music of an early Baroque opera (Unit 3)  Demonstrate understanding of the effect of music in movies (Unit 5)	Follow and interpret a complex graphic score for four instruments (Unit 3)  Experience and understand the effect of changing harmony (Unit 6)  Listen to and understand modulation in a musical bridge (Unit 6)

					Listen to, learn about, play and dance to Tudor dance music (Unit 7)	Match short rhythmic phrases with rhythm notation (Unit 10)  Listen to and learn about Renaissance instruments (Unit 11)		
<b>Appraising</b>	Begin to share opinions; likes and dislikes	Make comments about what they have heard and ask questions to clarify their understanding;	Identify a sequence of sounds (structure) in a piece of music (Unit 4)  Listen in detail to a piece of orchestral music (e.g. identify instruments) (Unit 6)  Identify metre by recognising its pattern (Unit 8)  Identify a repeated rhythm pattern (Unit 10)	Identify ways of producing sounds (e.g. shake, strike, pluck) (Unit 3)  Identify rising and falling pitch (Unit 8)  Listen in detail to a piece of orchestral music (e.g. identify how it depicts a season) (Unit 9)  Use simple musical vocabulary to describe music (Unit 12)  Listen, describe and respond to contemporary orchestral music (Unit 12)	Identify the metre in a piece of music (Unit 6)  Recognise rhythm patterns in staff notation (Unit 6)  Recognise pitch shapes (Unit 10)	Identify different instrument groups from a recording (Unit 3)  Describe the structure of a piece of orchestral music (Unit 5)  Develop listening skills by analysing and comparing music from different traditions (Unit 6)  Identify key features of minimalist music (Unit 7)  Compare and contrast the structure of two pieces of music (Unit 7)  Identify the metre of a new song or piece (Unit 10)  Listen to and analyse 20th century ballet music (Unit 10)	Listen to a 19th century tone poem and describe its effects and use of the musical dimensions (Unit 2)  Listen to and analyse 19th century impressionist music using musical vocabulary (Unit 2)  Compare and contrast two pieces of 19th century Romantic music (Unit 3)  Identify changes in tempo and their effects (Unit 5)  Evaluate and refine compositions with reference to the inter-related dimensions of music (Unit 5)  Explore and analyse a song arrangement and its structure (Unit 6)  Rehearse, improve and analyse an ensemble performance, with attention to balance and staying in time (Unit 6)	Revise, rehearse, and develop music for performance, with reference to the inter-related dimensions of music (Unit 3)  Discuss the music of a Russian Romantic composer with reference to a painting from the same period (Unit 5)
<b>VOCABULARY</b>	Voice, Steady beat, Duration, Pitch, Tempo Dynamics, Timbre, Structure		Timbre, Ostinato, Drone, Steady beat, Score , Duration, Pitch, Tempo, Dynamics, Structure		Phrase, Musical symbols Repetition, Steady beat Ostinato, Texture, Rhythm, Timbre (tone) Duration, Pitch, Tempo, Dynamics, Structure	Rest step, Lead, Phrase melody, Pentatonic Metre, Drone, Tuned Percussion, Untuned Percussion, Texture Ostinato, Duration, Tempo, Pitch, Dynamics Timbre, Structure Repetition, Rhythm	Phrase, Accompaniment, Record, ICT, Style, Expression, Scale, Melody, Harmony, Metre Texture, Ostinato, Duration, Tempo, Pitch, Dynamics, Timbre, Structure, Repetition, Rhythm	

Cycle A					
<b>Autumn</b>	Sing a range of well-known nursery rhymes and songs;  Listen to songs and music and say if I like it. Begin to say why.	Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.	<b>Music Express – Animals, Storytime</b>	<b>Music Express – Sounds, Communication</b>	<b>Music Express – Our community, Journeys</b>
<b>Spring</b>	Make music using untuned instruments	Listen to music attentively and respond to what they hear with relevant questions, comments	<b>Music express - Our land, Travel</b>	<b>Music Express –Ancient worlds, Around the world</b>	<b>Music Express – Life cycles, growth</b>
<b>Summer</b>		Play untuned instruments to make music	<b>Music express – Water, Our bodies</b>	<b>Music Express – Time, Recycling</b>	<b>Music Express – Keeping Healthy, Class Awards</b>

Cycle B					
<b>Autumn</b>	Sing a range of well-known nursery rhymes and songs;  Listen to songs and music and say if I like it. Begin to say why.	Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.	<b>Music Express – weather, number</b>	<b>Music Express – Poetry, Environment</b>	<b>Music Express – Solar system, Roots</b>
<b>Spring</b>	Make music using untuned instruments	Listen to music attentively and respond to what they hear with relevant questions, comments	<b>Music Express – toys, pattern</b>	<b>Music Express – Sounds, In the past</b>	<b>Music Express – At the movies, World unite</b>
<b>Summer</b>		Play untuned instruments to make music	<b>Music Express – ourselves, seasons</b>	<b>Music Express – Buildings, Food and drink</b>	<b>Music Express – Celebration, moving on</b>