



## Music End of Year Expectations

### Nursery

#### Two to Three

##### Listening

Show attention to sounds and music.

- Respond emotionally and physically to music when it changes.
- Move and dance to music.
- Anticipate phrases and actions in rhymes and songs, like 'Peepo'.

##### Composing

- Explore their voices and enjoy making sounds.

##### Performing

- Join in with songs and rhymes, making some sounds.
- Make rhythmical and repetitive sounds.
- Explore a range of soundmakers and instruments and play them in different ways
- Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.

#### Three Plus

##### Listening

Listen with increased attention to sounds.

- Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person ('pitch match').

##### Composing

- Create their own songs, or improvise a song around one they know.

##### Performing

- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- Create their own songs, or improvise a song around one they know.
- Play instruments with increasing control to express their feelings and ideas.

### Reception

##### Listening

- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Watch and talk about dance and performance art, expressing their feelings and responses

##### Composing

- Explore and engage in music making and dance, performing solo or in groups.

##### Performing

- Sing in a group or on their own, increasingly matching the pitch and following the melody.

### Year 1

##### Listening

- Recognising and understanding the difference between pulse and rhythm.
- Understanding that different types of sounds are called timbres.
- Recognising basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower).
- Describing the character, mood, or 'story' of music they listen to, both verbally and through movement.
- Describing the differences between two pieces of music.
- Expressing a basic opinion about music (like/dislike).



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- Listening to and repeating short, simple rhythmic patterns. Listening and responding to other performers by playing as part of a group

## **Composing**

- Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.
- Combining instrumental and vocal sounds within a given structure.
- Creating simple melodies using a few notes.
- Choosing dynamics, tempo and timbre for a piece of music.
- Creating a simple graphic score to represent a composition.
- Beginning to make improvements to their work as suggested by the teacher.

## **Performing**

- Using their voices expressively to speak and chant.
- Singing short songs from memory, maintaining the overall shape of the melody and keeping in time.
- Maintaining the pulse (play on the beat) using hands, and tuned and untuned instruments.
- Copying back short rhythmic and melodic phrases on percussion instruments.
- Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.
- Performing from graphic notation.

## **Year 2**

### **Listening**

- Timbre changes in music they listen to.
- Recognising structural features in music they listen to. Listening to and recognising instrumentation.
- Beginning to use musical vocabulary to describe music.
- Identifying melodies that move in steps.
- Listening to and repeating a short, simple melody by ear.
- Suggesting improvements to their own and others' work.

### **Composing**

- Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.
- Successfully combining and layering several instrumental and vocal patterns within a given structure.
- Creating simple melodies from five or more notes.
- Choosing appropriate dynamics, tempo and timbre for a piece of music.
- Using letter name and graphic notation to represent the details of their composition. Beginning to suggest improvements to their own work.

### **Performing**

- Using their voices expressively when singing, including the use of basic dynamics (loud and quiet).
- Singing short songs from memory, with melodic and rhythmic accuracy.
- Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse.
- Performing expressively using dynamics and timbre to alter sounds as appropriate. Singing back short melodic patterns by ear and playing short melodic patterns from letter notation.

## **Year 3**

### **Listening**



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- Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz).
- Understanding that music from different parts of the world has different features.
- Recognising and explaining the changes within a piece of music using musical vocabulary. Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.
- Beginning to show an awareness of metre.
- Beginning to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.

## **Composing**

- Composing a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing).
- Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).
- Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.

## **Performing**

- Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.
- Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.
- Performing from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology.

## **Year 4**

### **Listening**

- Recognising the use and development of motifs in music.
- Identifying gradual dynamic and tempo changes within a piece of music.
- Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Samba, Rock and Roll).
- Identifying common features between different genres, styles and traditions of music. Recognising, naming and explaining the effect of the interrelated dimensions of music.
- Identifying scaled dynamics (crescendo/decrescendo) within a piece of music.
- Using musical vocabulary to discuss the purpose of a piece of music.
- Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.

### **Composing**

- Composing a coherent piece of music in a given style with voices, bodies and instruments. Beginning to improvise musically within a given style.
- Developing melodies using rhythmic variation, transposition, inversion, and looping. Creating a piece of music with at least four different layers and a clear structure.
- Using letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions.

### **Performing**

- Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes.
- Singing and playing in time with peers with accuracy and awareness of their part in the group performance.
- Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.



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- Playing syncopated rhythms with accuracy, control and fluency.

## Year 5

### Listening

- Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. (South African, West African, Musical, Theatre, Blues, Dance Remix.).
- Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.
- Comparing, discussing and evaluating music using detailed musical vocabulary.
- Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.

### Composing

- Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama).
- Improvising coherently within a given style.
- Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.
- Using staff notation to record rhythms and melodies.
- Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.

### Performing

- Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.
- Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group. Performing with accuracy and fluency from graphic and simple staff notation.
- Playing a simple chord progression with accuracy and fluency.

## Year 6

### Listening

- Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.
- Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts (Pop art, Film music).
- Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.
- Identifying the way that features of a song can complement one another to create a coherent overall effect.
- Use musical vocabulary correctly when describing and evaluating the features of a piece of music.
- Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.
- Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work

### Composing

- Improvising coherently and creatively within a given style, incorporating given features. Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments.
- Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure.



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- Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.
- Recording own composition using appropriate forms of notation and/or technology

## **Performing**

- Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.
- Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group.  
Performing a solo or taking a leadership role within a performance.
- Performing with accuracy and fluency from graphic and staff notation and from their own notation.
- Performing by following a conductor's cues and directions.