

Year Group	Singing	Listening	Composing	Musicianship <ul style="list-style-type: none"> • Pulse/beat • Rhythm • Pitch 	Performing	School drivers <ul style="list-style-type: none"> • Possibilities • Diversity • Environment
Nursery End of Year Expectations						
Communication and language	Sing a large repertoire of songs.					
Physical Development	Use large muscle movements to wave flags and streamers, paint and make marks.					
Expressive Arts and design	<p>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'. Explore their voices and enjoy making sounds. Join in with songs and rhymes, making some sounds. Make rhythmical and repetitive sounds. Explore a range of sound makers and instruments and play them in different ways. Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. 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'). 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.</p>					
Nursery term 1	<p>Anticipate phrases and actions in rhymes and songs, like 'Peepo'.</p> <p>Enjoy and take part in action songs, such as 'Twinkle, Twinkle,</p>	<p>Show attention to sounds and music.</p> <p>Respond emotionally and physically to music when it changes.</p>	<p>Explore their voices and enjoy making sounds.</p>	<p>Move and dance to music.</p>		<p>Selection of rhymes and music from different cultures</p> <p>Environmental sounds</p>

	Little Star'. (see nursery rhyme spine)					
Nursery term 2	Enjoy and take part in action songs, such as 'Twinkle, Twinkle, Little Star'. (see nursery rhyme spine).	Has strong preferences for songs/rhymes they like to sing or listen to.	Creates visual representation of sounds, instruments and pieces of music, eg mark making to specific sounds or pieces of music.	Claps or taps to the pulse of the music they are listening to. Describes the sounds of instruments e.g. scratchy sound, soft sound.	Perform action songs to their peers. Show basic performances and listen to other performances in class and larger groups.	
Nursery term 3	Remember and sing entire action songs rhymes (see nursery rhyme spine). Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.	Respond to what they have heard, expressing their thoughts and feelings.	Create or improvise their own rhyme around one they already know.	Play instruments with some control to play loud/quiet (dynamics), fast/slow (tempo) and to express their feelings and ideas	Perform to whole school and stakeholders.	
Reception End Of Year Expectations						
Communication and Language	Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs.					
Physical Development	Combine different movements with ease and fluency.					

Expressive Arts and Design		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. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups.					
ELG	Expressive Arts and Design	Being Imaginative and Expressive	Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music				
Reception term 1	Sing songs which contain a small range of notes.	Comment and respond to recorded music from different traditions, genres, styles, and times.	Improvise songs taught.	Keep a steady pulse with some accuracy. Explore, respond, and identify long and short sounds. Imitate movements in response to music.	Perform actions to accompany songs and perform to peers. Begin to gain an understanding of the importance of audience.	Selection of rhymes and music from different cultures. Create environmental sounds. Introduced to different roles within the performing arts and music industry. Develop awareness of environmental issues via music and songs.	
Reception term 2	Sing broadly in tune with a limited pitch range.	Comment on and respond to recordings of own voice, other classroom sounds and musical instruments. Comment and respond to recorded music from different	Create their own rhythms. Suggest symbols to represent rhythms.	Recognise changes in tempo, timbre, pitch and dynamics. Broadly control changes in tempo, timbre, pitch and dynamics when playing instruments and vocally.	To perform their created music to their peers. Perform with confidence. Perform as a group with instructions		

		traditions, genres, styles, and times.			from a leader (to a range of audiences using actions and instruments). Practice and maintain a performance.	
Reception term 3	Sing broadly in tune with a limited pitch range.	Comment and respond to recorded music from different traditions, genres, styles, and times.	Suggest symbols to represent sounds in the music they create. To create their own music.		Practice and maintain a performance. Listen to others' performances and offer supportive feedback.	
Year 1 End of Year Expectations						
Singing	Sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions and counting in. Begin with simple songs with a very small range, mi-so and then slightly wider. Sing a wide range of call and response songs, control vocal pitch and match pitch with accuracy.					
Listening	Teachers should develop pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school.					
Composing	Improvise simple vocal chants, using question and answer phrases. Create musical sound effects and short sequences of sounds in response to stimuli. Combine sounds to make a story, choosing and playing instruments or sound-makers. Understand the difference between					

	<p>creating a rhythm pattern and a pitch pattern. Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns.</p> <p>Use music technology, if available, to capture, change and combine sounds. Recognise how graphic notation can represent created sounds. Explore and invent own symbols.</p>				
Musicianship	<p>Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</p> <p>Use body percussion, (e.g. clapping, tapping, walking) and classroom percussion (shakers, sticks and blocks, etc.), playing repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments (e.g. glockenspiels or chime bars) to maintain a steady beat.</p> <p>Respond to the pulse in recorded/live music through movement and dance.</p> <p>Perform short copycat rhythm patterns accurately, led by the teacher.</p> <p>Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat.</p> <p>Perform word-pattern chants; create, retain and perform their own rhythm patterns.</p> <p>Listen to sounds in the local school environment, comparing high and low sounds.</p> <p>Sing familiar songs in both low and high voices and talk about the difference in sound.</p> <p>Explore percussion sounds to enhance storytelling.</p> <p>Follow pictures and symbols to guide singing and playing.</p>				
Year 1 term 1	Follow simple musical directions for faster, slower, stopping and starting.	Comment and respond to recorded music from different traditions, genres, styles, and times.	Recognise and represent higher and lower sounds using graphic notation.	<p>Keep a steady pulse with some accuracy (e.g. clapping, marching, tapping and playing instruments).</p> <p>Create and explore long and short sounds.</p> <p>Identify long and short sounds.</p>	<p>To perform a Diwali assembly to whole school and stakeholders at the local theatre.</p> <p>Perform songs with actions to their peers.</p> <p>Listen to others' performances</p>

					and offer supportive feedback.	
Year 1 term 2	<p>Sing and perform songs which contain a small range of notes (3-5), with growing confidence.</p> <p>Broadly control changes in timbre, tempo, pitch and dynamics when playing instruments and vocally.</p>	Comment and respond to recorded music from different traditions, genres, styles, and times.	Use graphic notation to record rhythms.	<p>Begin to understand the differences between pulse and rhythm.</p> <p>Recognise changes in timbre, tempo, pitch and dynamics. Begin to play rhythmic patterns found in speech.</p> <p>Confidently copy given rhythms.</p>	<p>Begin to add emotion for effect.</p> <p>Understand the context of a song and how this affects its performance.</p> <p>Perform compositions to peers.</p>	
Year 1 term 3		<p>Comment and respond to recorded music from different traditions, genres, styles, and times. (See music spine)</p>	To create and change sounds using technology.	To demonstrate an understanding of musical structure.	Perform in end of year singing concert.	
Year 2 End of Year expectations						
Singing	<p>Sing songs regularly with a pitch range of do-so with increasing vocal control.</p> <p>Sing songs with a small pitch range, pitching accurately.</p> <p>Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. crescendo, decrescendo, pause).</p>					
Listening	<p>Teachers should develop pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school.</p>					

Composing	<p>Create music in response to a non-musical stimulus.</p> <p>Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation.</p> <p>Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.</p> <p>Use music technology, if available, to capture, change and combine sounds.</p>					
Musicianship	<p>Understand that the speed of the beat can change, creating a faster or slower pace (tempo).</p> <p>Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo.</p> <p>Walk in time to the beat of a piece of music or song. Know the difference between left and right to support coordination and shared movement with others.</p> <p>Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats.</p> <p>Identify the beat groupings in familiar music that they sing regularly and listen to.</p> <p>Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion.</p> <p>Create rhythms using word phrases as a starting point.</p> <p>Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests.</p> <p>Create and perform their own chanted rhythm patterns with the same stick notation.</p> <p>Play a range of singing games based on the cuckoo interval matching voices accurately, supported by a leader playing the melody.</p> <p>Sing short phrases independently within a singing game or short song.</p> <p>Respond independently to pitch changes heard in short melodic phrases, indicating with actions.</p> <p>Recognise dot notation and match it to 3-note tunes played on tuned percussion.</p>					
Year 2 term 1	<p>Respond to visual and aural cues.</p> <p>Follow and use performance instructions including: starting, stopping, dynamics and tempo.</p>	<p>Listen with increased concentration, responding appropriately to a variety of live and recorded music, making observations about the music.</p>		<p>Begin to recognise rhythmic patterns found in speech, e.g. saying, chanting names, syllables in names etc.</p>	<p>Listen to others' performances and offer supportive feedback.</p> <p>Understand the context of a song and</p>	

					script and how this affects its performance.	
					Perform to a range of audiences and occasions.	
Year 2 term 2	<p>Sing or play with a good sense of pulse.</p> <p>Sing, with accuracy, within a range of notes.</p>	<p>Listen with increased concentration, responding appropriately to a variety of live and recorded music, making observations about the music.</p>	<p>Recognise and demonstrate the link between pitch and shape using graphic notation.</p> <p>Use graphic notation to record rhythms.</p>	<p>Describe how sounds are made, combined etc. and name common classroom instruments.</p> <p>Demonstrate an understanding of the differences between pulse and rhythm through physical movement, playing or singing.</p> <p>Demonstrate an increased understanding and use of basic musical features as appropriate to a specific music content (e.g. getting</p>	<p>Perform to a range of audiences and occasions.</p> <p>Listen to others' performances and offer supportive feedback.</p>	

				louder, softer, higher, lower, faster, and slower).		
Year 2 term 3		Listen with increased concentration, responding appropriately to a variety of live and recorded music, making observations about the music.	Experiment changing and combining sounds through technology. Offer comments about others' work and accept suggestions from others, including discussing musical structure.		Perform end of year play to whole school and stakeholders. Perform in end of year singing concert.	