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| MUSIC SKILLS REC to Y6 | | | | | | | |
|  | EYFS Skills | Key Stage 1 Skills | | Lower Key Stage 2 Skills | | Upper Key Stage 2 Skills | |
|  | End of REC  Expectations | End of Year 1  Expectations | End of Year 2  Expectations | End of Year 3 Expectations | End of Year 4  Expectations | End of Year 5 Expectations | End of Year 6 Expectations |
| ASPECT | Average age 5 years 6 months | Average age 6yrs 6months | Average age 7years 6 months | Average age  8years 6 months | Average age 9 years 6 months | Average age 10 years 6 months | Average age 11 years 6 months |
| Listening | NUR - Joins in with repeated refrains and phrases in rhymes and stories.  REC - Listen attentively in a range of situations | Listen to a piece of music, identifying if it is fast or slow, happy or sad | Describe how an instrument has been used to represent a sound or object e.g. a flute for a bird or a drum for thunder. Begin to recall sounds | Recognise changes in the music using words like pitch (high) timbre (sound quality) dynamics (loud or soft) tempo (fast/slow) | Describe how a piece of music makes them feel, making an attempt to explain why. Recall sounds with increasing aural memory | Explain how different musical elements (pitch, tempo, rhythm, melody and dynamics) have been used to create mood and effects | Identify and explore the relationship between sounds and how different meanings can be expressed through sound and music |
| Composing | NUR - Sings to self and makes up simple songs.  REC - Sing songs, make music and dance, and experiment with ways of changing them. Represent their own ideas, thoughts and feelings through music. | Make sounds in different ways | Carefully choose an instrument to combine layers of sound, showing awareness of the combined effect | Use standard and invented symbols to represent sounds | Shape composition, considering dynamics, timbre, and tempo | Improvise and notate musical phrases and to develop compositions | Compose a piece of music based on a theme e.g. film or a special event |
| Vocabulary | REC-Use facial expressions or body movements to demonstrate emotions for music  Express basic opinion of various types of music | Talk about the songs/pieces of music which they enjoy | Describe basic elements of a piece of music e.g. pace, volume, emotion | Use relevant musical vocabulary e.g. pitch, rhythm, pulse, tempo when talking about the elements of music within a piece | Describe, compare and evaluate different kinds of music using appropriate musical vocabulary | Use musical vocabulary to explain some of the reasons why a piece of music might have been composed | Describe how music can be used to create expressive effects and convey emotion |
| Performing | NUR - Enjoys joining in with dancing and ring games.  Sings a few familiar songs.  Beginning to move rhythmically.  Imitates movement in response to music.  REC - Represent personal ideas, thoughts and feelings through music. | Perform with awareness of others e.g. take turns in a performance and sing/play and peers | Use own voice in different ways including speaking, singing and chanting for different effects | Perform own part with increased control or accuracy when singing or playing both tunes and untuned instruments | Perform significant parts from memory and from notation either on a musical instrument or vocally | Maintain own part in a performance with confidence, accuracy and an awareness of what others are playing | Take the lead in performance and provide suggestions to others |
| Singing | NUR - Sings a few familiar songs. Sings to self and makes up simple songs.  REC - Begins to build a repertoire of songs and dances. Children sing songs and experiment with ways of changing them. | Sing with a sense of shape and melody | Use own voice in different ways, including using a loud or soft voice and sing simple repeated phrases | Sing songs confidently both solo and in groups | Maintain a simple part within an ensemble | Maintain a more complex part within an ensemble (e.g. sing in a round or use harmony) | Identify how sounds can be combined and used expressively layering sounds and singing in tune with other performers |
| Pulse and rhythm | NUR - Beginning to move rhythmically. Imitates movement in response to music.  Taps out simple repeated rhythms.  Uses movement to express feelings.  Creates movement in response to music.  Makes up rhythms.  REC - Sing songs, make music and dance Experiment with ways of changing songs/music. Represent their own ideas, thoughts and feelings through music and dance. | Copy a simple rhythm by clapping or using percussion | Identify the difference between rhythm and pulse | Create ad repeat extended rhythmic patterns vocally or by clapping | Create and repeat extended rhythmic patterns using a range of percussion and tuned instruments | Create simple rhythmic patterns with an awareness of timbre (quality of sound) and duration (length of notes and intervals) | Recognise/use staff and unconventional notation when composing |
| Notation |  | Begin to represent sounds with drawings | Follow a simple piece of written rhythmic notation | Use written symbols both standard and invented to represent sounds | Follow a basic melody line, using standard notation | Perform from simple notation on tuned/untuned instruments | Listen to and comment on the work of musicians and composers indicating own preferences. Explain the influence of historical events on music |
| Appreciation and understanding | Confident to try new activities, and say why they like some activities more than others. | State what they like or dislike about a piece of music | Explain what they like or dislike about a piece of music and why. | Compare and contrast two pieces of music on the same theme. Listen to music from different periods in history. | Appreciate and listen to music drawn from different traditions, cultures and composers | Appreciate and understand high quality music both live and recorded. Recognise and describe music and musical instruments from different periods in history | Listen to and comment on the work of musicians and composers, indicating own preferences. Explain the influence of historical events on music |