



## Nursery

Children sing a few familiar songs and imitate movement in response to music. Children tap out simple repeated rhythms and explore and learn how sounds can be changed.

Children develop a preference for forms of expression and begin to notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. Children sing to themselves and make up simple songs. They make up rhythms and capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.

## Reception

Children begin to build a repertoire of songs and dances and explore the different sounds of instruments. They create simple representations of events, people and objects.

Children sing songs, make music and dance, and experiment with ways of changing them.

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

## Y1/2

**Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians**

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

**Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence**

**Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.**

## Y3/4

**Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians**

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency and expression
- compose music for a range of purposes using the some dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use simple musical notations, including non-standard notations

## **Music Skills Coverage and Progression**



- listen and understand that there is a wide range of high-quality (live and recorded) music drawn from different traditions and from great composers and musicians
- develop a basic understanding of the history of music

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**Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.**

**Y5/6**

**Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians**

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the interrelated dimensions of music
- listen with increased attention to detail and recall sounds with aural memory consistently accurately.
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music across different genres and time periods

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