



English Martyrs Catholic Voluntary Academy

We grow and learn, with the gifts we have been given, following in the footsteps of Jesus.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Using voices	<ul style="list-style-type: none"> -I can speak and chant together, in a group. -I can sing songs showing increasing vocal control -I can sing songs in different styles conveying different moods. 	<ul style="list-style-type: none"> -I can coordinate actions to go with a song. -I can sing in time to a steady beat. -I can perform an action or a sound on a steady beat, whilst singing. -I can sing call and response songs. 	<ul style="list-style-type: none"> -I can sing a variety of songs with more accuracy of pitch. -I can sing words clearly and breathe at the end of phrases. -I can convey the meaning of the song. -I can sing with a sense of control of dynamics and tempo. -I can identify if the pitch is getting higher or lower or stays the same. -I can follow a leader starting and stopping together. 	<ul style="list-style-type: none"> -I can sing a variety of songs with more confidence, increasing the number songs sung from memory. -I understand that posture, breathing and diction are important. -I can chant or sing a round in two parts. -I can use word chants to understand how syllables link to notes. -I can sing songs with a recognised structure e.g. Verse, chorus. -I can show increasing accuracy of pitch and an awareness of the shape of the melody. -I can sing increasingly longer phrases. I can perform forte, and piano, with control. -I can perform action songs and perform demonstrating an awareness of character or style. 	<ul style="list-style-type: none"> -I can sing songs from a variety of styles, eras and traditions with an increasing awareness of the tone of my voice and the shape of the melody. -I can sing songs in different time signatures. I can further develop good posture and clear diction. -I can sing songs showing musical expression e.g. phrasing, changes of tempi, crescendo, diminuendo. -I can sing two- and three-part rounds and partner songs with more confidence and increasing accuracy of pitch. -I can sing with accurate pitch over larger leaps, confidently as part of a small group or solo. -I can copy short phrases and be able to sing up and down in steps, independently. 	<ul style="list-style-type: none"> -I can sing in a wide variety of styles from a broad range of traditions and eras with expression, accuracy and a sense of ensemble. -I can communicate the meaning and mood of the song. -I can maintain a part of two and three-part songs, rounds and partner songs with confidence and increasing accuracy. 	<ul style="list-style-type: none"> -I can sing in a wide variety of styles from a broad range of traditions and eras with expression, accuracy and a sense of ensemble. I can sing longer phrases with greater control. -I can sing songs with syncopated rhythms. I can communicate the meaning and mood of the song. -I can maintain a part of three or four-part songs, rounds and partner songs, with increasing accuracy and increasing confidence. -I can perform songs from memory with attention to phrasing, dynamics and accuracy of pitch, for an assembly or a special occasion.



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Classroom instruments	<ul style="list-style-type: none"> -I can play instruments by shaking, scraping, rattling, tapping. -I can play in time to a steady beat/pulse, using instruments or body sounds. -I can play loudly, quietly, fast slow. 	<ul style="list-style-type: none"> I can imitate copycat rhythms and patterns on an instrument. I can play a repeated rhythmic pattern (rhythmic ostinato) to accompany a song. I can play, with help, the rhythmic pattern of a spoken sentence. I can follow simple hand signals indicating: loud/quiet, star/stop. 	<ul style="list-style-type: none"> -I can play with control: Maintaining a steady beat, getting faster/slower, louder/quieter. Crescendo, diminuendo. -I can perform a sequence of sounds using a graphic score. -I can play and invent copycat rhythms. -I can recognise and respond to simple staff rhythms. -I can perform a repeated two-note, melodic ostinato to accompany a song. -I can work and perform in smaller groups. -I can follow a direction, starting and stopping together. -I can demonstrate some confidence in performing as a group and as an individual. 	<ul style="list-style-type: none"> -I can keep a steady beat on an instrument in a group or individually. React to changes of pulse. -I can play tuned percussion or a melodic instrument with increasing confidence. -I can maintain a rhythmic or melodic ostinato simultaneously with a different ostinato and/or a steady beat. -I can copy a short melodic phrase by ear on a pitched instrument. -I can combine musical sounds with narrative or movement. -I can play using symbols including graphic and simple staff notation. -I can follow simple hand directions from a leader. -I can perform with an awareness of others. -I can perform pieces, including compositions, to a friendly audience, as 	<ul style="list-style-type: none"> -I can develop basic instrumental skills over a sustained period. E.g. whole class, or small group learning. -I can play by ear- find known phrases or short melodies using tuned instruments. -I can maintain a drone or one of multiple ostinato patterns in a small, instrumental group against a steady beat. -I can demonstrate legato and staccato playing. -I can use tuned percussion instruments with increasing confidence to accompany songs and improvise. -I can play music in a metre of 2, 3 or 4, discuss time signature. -I can perform in two or more parts. -I can read and play from simple staff notation including rests. -I can combine playing with narrative and/or movement. -I can play with control: 	<ul style="list-style-type: none"> -I can develop instrumental skills over a sustained period. -I can continue to play by ear on pitched instruments, extending the length of phrases, melodies played. -I can read and play rhythms with confidence from graphic and known staff notation. -I can play melodies, increasing in independence, on tuned percussion or melodic instruments, written on one staff C-C. -I can maintain a rhythmic or melodic accompaniment to a song such as a drone, ostinato or a simple sequence of notes. -I can explore how triads are formed and play them as a simple accompaniment. -I can maintain my own part on a pitched instrument 	<ul style="list-style-type: none"> -I can perform on a range of instruments in mixed groups to an audience, with confidence and a sense of ensemble. -I can continue to play by ear on pitched instruments extending the length of phrases or melodies played. -I can read and play known notation confidently from rhythm notation cards, scores, up to four parts. -I can play melodies on tuned percussion or melodic instruments, written on a staff C-C with dynamics. -I can maintain an accompaniment to a melody using block chords or a bass line. -I can maintain my own part on a pitched instrument, engaging with others, in a small ensemble. -I can perform with sensitivity to different tempi and a fuller range of dynamics. I can perform my own compositions to an audience.



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				a member of a group or a class.	I can follow a leader, stopping/starting, playing faster/slower, louder/quieter with a sense of ensemble.	in a small ensemble. -I can maintain my own part on a pitched instrument in a small ensemble. -I can perform with sensitivity to different dynamics and tempi. -I can perform on a range of instrument in mixed groups to an audience with confidence and a sense of ensemble. -I can perform my own compositions to an audience. -I can use technology to keep a record of work in progress and record performances..	-I can use technology to keep a record of work in progress and record performances..
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening and Appraising	-I can listen to a wide range of musical styles and traditions. -I can listen to music and move in time to its steady beat.	-I can listen to music and respond to a change in beat. -I can recognise and respond through movement/dance to the different musical characteristics and moods of the music.	-I can listen to music from a range of styles, eras and traditions. -I can listen with increased concentration. -I recognise the sounds of the percussion instruments used, their names, how	-I can listen with concentration to longer pieces/extracts of music from different styles, eras and traditions. -I can listen to live/recorded extracts. Identify and discuss a steady beat /a changing beat , a specific rhythm pattern or	-I can recognise and talk about contrasting styles and traditions of music in broad terms, using musical vocabulary. -I can recognise aurally the range of percussion (tuned and untuned) and some individual orchestral instruments used and taught in school.	-I can use musical vocabulary and knowledge to talk about music from a variety of styles, traditions and cultures, including performances of my own and other's compositions. -I can distinguish differences in timbre between a	-I can use musical vocabulary and knowledge to discuss features of music from a variety of styles, traditions and cultures, including performances of my own and others' compositions. -I can distinguish differences in timbre between a variety of instruments and



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		<p>-I can recognise the sounds of the percussion instruments used in the classroom and identify and name them.</p>	<p>they are played and which ones make low and high sounds. -I recognise how sounds are made – tapping, blowing, scraping. I can identify different qualities of sound (timbre) such as smooth, scratchy clicking, ringing. -I recognise and respond to changes of tempo, pitch, dynamics. -I respond to the beat, stressing the first beat of different groupings. -I recognise and respond to the mood of a piece of music in discussion and movement and use music terminology when describing how the mood is created.</p>	<p>event, the tempo, dynamics and the melody of the music. -I can walk, clap, move to a steady and a changing beat. -I can recognise some familiar instrumental sounds in recorded music (piano, violin, guitar, drums) -I can identify repetition in music (song with a chorus) -I can recognise aurally wooden, metal skin percussion instruments and begin to know their name. -I can recognise and order short, pitched phrases shown in dots. -I can listen to my own compositions and use musical language to describe what happens in them.</p>	<p>-I can recognise music from different times and countries identifying key elements that give its unique sound. -I can identify repeated rhythmic or melodic phrases in live or recorded music. -I can identify moving and static parts in music. -I can identify verse and chorus or call and response structures. -I can identify the use of metre in 2, 3 or 4 and discuss the time signature. -I can recognise the combined effect of layers of sound by listening to my own arrangements, compositions and recordings.</p>	<p>variety of instruments. -I can recognise and identify features of expression (phrasing, melody, harmony, different dynamics, metre and tempi) in an extract of live or recorded music. -I can use musical vocabulary and knowledge to help identify areas for development or refinement when composing.</p>	<p>combinations of instruments and sounds. -I can recognise and identify features of expression (phrasing, melody, harmony, different dynamics, metre and tempi) in an extract of live or recorded music. -I can use musical vocabulary to discuss the success or effectiveness of the composer's choices for a piece of music -I can use musical vocabulary and knowledge to help identify areas for development or refinement when composing.</p>
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Musicianship	-I can begin to say when music is loud/quiet,	-I can say when music is loud/quiet,	-I can show an understanding of:	-I can show an understanding of:	-I can show an understanding of:	-I can show an understanding of: Duration – time signature, metre,	-I can show an understanding of:



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	fast/slow, high/low.	fast/slow, high/low. -I can begin to articulate how changes in speed, pitch and dynamics effect the mood.	Pulse/beat, rhythm and pitch. Dynamics – crescendo, diminuendo. Tempo Rhythms Pitch Ostinato. Notation: Crotchet, quavers, crotchet rests.	Duration -beat, rhythm, longer, shorter, sustained. Dynamics- forte/loud, piano/soft Structure - repetition, verse, chorus, echo, question and answer phrases. Pitch - moving in steps Texture Tempo - steady, faster, slower, allegro, adagio. Timbre Ostinato, phrase, melody Notation: Introduce the stave and clef. Use dots to represent higher lower pitch. Know crotchets, quavers and crotchet rests.	Duration-time signatures, legato, staccato. Dynamics - forte, piano, crescendo, diminuendo. Pitch- pentatonic scales, step, leap. Structure- phrase, repetition, verse, chorus, echo, question and answer phrases. Texture- drone, layers of sound, combination of sounds. Tempo/tempi- faster, slower, allegro, adagio. Timbre Ostinato, melody, ensemble, moving and static parts, Notation: Recognise and play C-G from a stave , as a group. Know minims, crotchets, quavers, crotchet rests.	legato, and staccato. Dynamics – f -loud, p -quiet, mp -moderately quiet, mf -moderately loud, crescendo -getting louder, diminuendo -getting quieter. Harmony - drone, chord, major, minor. Pitch - pentatonic scales, step, leap. Structure-ternary – repetition, contrast, verse, chorus, question and answer phrases. Texture - Layers of sound, drone, harmony, chord, accompaniment. Tempo/tempi- Faster, slower, allegro, adagio. Timbre Notation: Play within C to C from a stave, as a group. Know time signatures 2 /4, 3 /4, 4/ 4 semibreves, minims, crotchets, quavers, crotchet rests,	Duration – time signature, metre, grouping of notes. Dynamics = f, p, ff-very loud, pp-very quiet, mf, mp. Harmony- drone, chord, major, minor. Pitch- scales, step, leap. Rhythm – syncopated Structure- verse, chorus, question and answer, ternary. Texture- layers, bassline, harmony, chord, accompaniment. Tempo- faster, slower. Allegro, adagio. Timbre. Groove, ensemble, arrange. Notation: Recognise, play more confidently C-C from a stave. Know time signatures 2 /4, 3 /4, 4/ 4 semibreves, minims, crotchets, quavers, crotchet rests,
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Improvise	-I can improvise with different sounds made by my voice and hands. - timbre high and low sounds pitch long and short sounds. Duration .	-I can improvise using loud and quiet sounds dynamics Fast and slow sounds tempo Pitch shapes- moving up and down and rhythmic patterns. Simple vocal chants Question and answer phrases.	-I explore ways in which sounds are made, scraping, tapped, blown, shaken. -I can improvise using long and short notes. Duration . -I can use rhythm patterns of words and sentences. -I can improvise with changes of pitch. -I can experiment with sequences of sound. structure -I can create sounds in response to visual and aural stimulus. -I can explore how sounds can be manipulated to convey different effects and moods.	-I can improvise using: Longer/shorter, faster/slower, higher/lower, louder/softer sounds on tuned and untuned percussion instruments and voice. With pitched notes moving by step and by leap . -I can explore timbre . -I can use tuned and untuned instruments to explore how they represent and enhance pictures/stories/moods. -I can invent short responses using a limited note range.	-I can combine and control different timbre to create particular effects. -I can play rhythm patterns in music from different times and places. -I can use a pentatonic scale. -I can make up short phrases and melodies. -I can improvise music that describes feelings or moods such as tense, calm sounds using dynamics and tempi . -I can improvise that incorporates effective silences- rests .	-I can improvise over a drone, chords or harmony, developing a sense of shape. -I can use scales, pentatonic C major and a minor I can develop ideas using musical devices such as texture , created by layering rhythmic and melodic ostinato . -I can improvise in a structure such as ternary . (ABA) -I can explore characteristics of various styles and tradition. -I can create a melody over a simple groove -I can experiment with a wider range of dimensions, such as broader dynamics and richer textures.	-I can improvise music with multiple sections. -I can develop ideas using musical devices, including: repetition and contrast. -I can extend melodies beyond 8 beats, creating a satisfying shape, over a fixed groove . -I can explore characteristics of various styles and traditions, folk, blues, calypso. -I can experiment with a wider range of dimensions, such as broader dynamics and richer textures.
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Composing	-I can add suggested sound effects to a story. -I can choose musical sound effects to follow a story line or match a picture.	-I can use graphics/symbols to portray the sounds I have made. -I can sequence symbols to make a	-I can compose short melodic phrases -I can compose short repeated rhythmic patterns ostinato	-I can compose words and actions to go with songs. -I can compose a simple rhythmic accompaniment to go with a song, using ostinato patterns.	-I can compose a simple rhythmic accompaniment to a song using ostinato and drones . -I can compose a simple melody from a	-I can compose lyrics to match a melody. -I can compose melodies over chords such as C major and A minor.	-I can compose longer melodies (8-16 beat) using a pentatonic scale. -I can compose melodies with pairs of phrases (question and answer) using



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		<p>simple structure Score. -I can invent, retain and recall rhythm and pitch patterns. -I can compose my own sequence of sounds or pattern without help and perform them. -I can use technology, if available, to capture, change and combine sounds.</p>	<p>-I can compose rhythm patterns from words. -I can compose a piece of music that has a beginning, middle and end structure -I can compose music that has long and short sounds and changes in tempo, timbre and dynamics, in small groups. -I can compose music that conveys different moods.</p>	<p>-I can compose music that has a recognisable structure- repetition/echo/beginning, middle and end/question and answer phrases/verse chorus -I can compose music that tells a story, paints a picture or creates a mood. -I can use symbols to represent sound graphic scores/ known rhythms and durations of traditional notation. -I can compose music that combines rhythmic notation labelled with a small range of note names such as CEG.</p>	<p>selected group of notes. -I can compose music that has a recognisable structure. -I can introduce major and minor chords for exploration. -I can compose a piece of music that reflects images and atmosphere, that has a clearly defined plan, making subtle adjustments to achieve the intended effect. -I can arrange a song using tuned and untuned accompaniments developed from the song and perform to a friendly audience. I can capture creative ideas using any of the following: rhythm, notation, time signatures, staff notation, graphic scores and technology</p>	<p>-I can compose music, in pairs, with a ternary structure. -I can compose a piece with chords that reflects the given intentions – descriptive music, melody and accompaniment. -I can refine my own compositions. -I can arrange a song, as a class, with voices and instruments. -I can use technology to capture, sample, sequence, loop and manipulate sound to create soundscapes / compositions.</p>	<p>scales, G major and E minor. -I can enhance either melody above with rhythmic or chordal accompaniment. -I can compose using technology in a ternary structure. -I can refine my compositions after discussion. -I can use a range of graphic symbols, note names, known rhythm and staff notation to record compositions. -I can arrange a song as a class with voices and instruments. -I can use technology to capture, sample, sequence, loop and manipulate sound to create soundscapes / compositions. -I can use technology to edit and improve compositions and arrangement.</p>
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