

Implementation - Skills

	Listening and Appraising	Composing	Performing	Reading and Writing
EYFS	Use voice to explore pitch, dynamics, pulse, tempo and short and long sounds	Use basic percussion instrument to create a short rhythmic piece.	Sing solos and as an ensemble creating a good sound.	Describe what notes are and what they look like.
Year 1	Use voice to explore pitch, dynamics, pulse, tempo and short and long sounds Listen to songs and recognise they are from different parts of the world. Listen to the tune played on the piano, guess the song and sing along	Use basic percussion instrument to create a short rhythmic piece. Use basic singing styles to create a vocal piece. Improvise simple vocal chants, using question and answer phrases.	Sing solos and as an ensemble creating a good sound. Sing a number of songs from memory using actions. Basic forms of ostinato, played along nursery rhymes	Describe what notes are and what they look like. Line or space? Reading crotchets and quavers by naming them Ta's and Ti-Ti' s.
Year 2	Recognise the different types of pitch, dynamics, pulse, tempo, and short and long sounds Through clapping, explore the difference between rhythm and pulse Recorder: Sound, timbre, pitch	Using call and response to create improvised pieces using notes they know. Develop vocal techniques to create varied vocal music. Create musical sound effects and short sequences of sounds in response to stimuli.	Develop ensemble skills identifying differences in rhythm and pulse. Perform songs on the recorder Make a story (weather, transport etc) choosing and playing classroom instruments or sound makers.	Explain how music is written on the stave Recognise different notated rhythms for crotchets, quavers and rests. Use the note reading skills (quaver and crotchet) to fill in the blank bars.
Year 3	Describe the elements of music using technical vocabulary. Use the elements of music to describe a range of songs or performances and to provide feedback on the performances of others, Listening to 2-3 different genres of music and use their imagination to describe their feelings and emotions.	Select instruments appropriately for a given purpose. Compose a short piece of music in response to a stimulus. Compose four bars of music showing an understanding of note value. Understand the composer's intentions when writing a piece of music. Compose a music that has a beginning, middle and end in response to a stimuli.	Perform sequences of body percussion movements with control and accurate timing. Play/sing/hum as a class or group in two parts. Begin to perform rhythmic and melodic patterns. Follow a beat and perform in time. Improve listening skills to correctly order phrases using hand movement or dots.	Read rhythmic notation including crotchets, quavers, rests, minims, semibreves and semi quavers. Compose their own rhythmic compositions Stave, lines and spaces. Use dot notation to show higher or lower pitch.
Year 4	Critique and compare a variety of music using the elements of music. Critique self and peer performances using elements of music. Recognise the orchestral instruments and identifying most of them by their sound	Consider the elements of music when composing a piece. Make informed decisions about instrument choice. Compose and improvise ostinato rhythms on instruments Explain in more detail the intended effects of the composer's choices. Combine known rhythmic and melodic patterns to create an ensemble.	Hum /sing songs in parts maintaining own part with some support. Sing songs with continually repeated part. Sing/hum songs which demand greater control of pitch, dynamics, and rhythm accuracy. Perform rhythmic and melodic patterns on a variety of percussion instruments, including a body percussion	Read rhythmic notation including crotchets, quavers, rests, minims, semibreves and semi quavers. Write four bars of music showing an understanding of note value. Follow and perform simple rhythmic scores to a steady beat.
Year 5	Begin to identify music from different parts of the world and points in history, using key features as a reference. Apply all the elements of music when listening to, appraising, comparing, and evaluating music in depth. Appreciate and explain the difference between a composer and performer. Understanding of the structure of an orchestra, recognise the orchestral instruments and identifying most of them by their sound	Use a range of tuned and un-tuned instruments to create music for a variety of purposes. Apply all the elements of music when composing music. Compose a pentatonic melody. Create a composition which includes a melody and ostinato. Improvise over a drone, using tuned percussion instruments	Confidently sing/hum a more demanding repertoire with harmonies, parts and rounds with control, expression, phrasing, and dynamics. Keep in time with a group in both instrumental and vocal performance. Perform with control, dynamics, tempo and awareness of others. Understanding the importance of various length rests, sounds, as well as importance of the conductor's gestures.	Read, write and understand rhythmic notation on a graphic score and stave. Understand how pitch is differentiated on a stave Further understanding the differences between semibreves, minims, crotchets and quavers; also minim and crotchet rests.
Year 6	Use all the elements of music fluently and expressively when describing longer, and more complex pieces of music. Use some Italian terms when talking about pitch, tempo, duration and dynamics.	Explore, select, and combine a variety of different sounds and instruments. Create music using notation (e.g. crotchets and quavers) Create own melodies and rhythmic patterns.	Confidently sing/hum a more demanding repertoire, parts and rounds with control, expression, phrasing, and dynamics. Use a range of instruments accurately (e.g., given notes of chords) to create and perform.	Read, write, and understand rhythmic notation on a graphic score and stave- including triplet rhythm, staccato rhythm and negative rhythm Play simple melodies on tuned percussions and keyboards.

	<p>Identify and describe key figures in music history, their influences and explain their impact on society and other musicians.</p> <p>Listening to recorded performances and using critical thinking.</p> <p>Use their imagination to relate to the title of the piece and be able to predict.</p>	<p>Add music to silent films, being aware of mood and character</p> <p>Create graphic scores using sounds created or using specific influences.</p> <p>Use chord changes as part of an improvised sequence.</p>	<p>Be able to provide an accompaniment (4 chords) to a song.</p> <p>Be able to perform and sing along the chorus to some pop songs.</p>	<p>Further develop the skills to read and perform pitch notation within an octave/pentatonic.</p>
Year 7	<p>Identify elements of music within different styles of music.</p> <p>Respond to multiple music stimuli and identify key features of the music including tempo, pitch, rhythm, structure, melody and harmony.</p> <p>Respond and give feedback on group performances in depth.</p>	<p>Create and develop short melodic and rhythmic phrases for specific genres or styles of music.</p> <p>Demonstrate use of basic chords progressions to harmonise with melodic ideas.</p>	<p>Develop basic musicianship skills and understanding of different instrumental techniques.</p> <p>Understand difference performance techniques for specific genres and styles of music.</p>	<p>Write using a range of different music notation including stave and graphic.</p> <p>Read and understand basic music notation and rhythm on the stave using the Treble clef.</p>
Year 8	<p>Identify and use the different elements of music within multiple genres. Use specific musical terminology.</p> <p>Respond to multiple music stimuli (different genres) and identify multiple key features of the music. Compare these key features.</p> <p>Respond and give specific feedback on group performances using music terminology including polyphonic and homophonic texture and allegro and andante texture.</p>	<p>Create and develop medium length melodic, rhythmic, and basic harmonic phrases for specific genres or styles of music.</p> <p>Use basic chords progressions to harmonise with melodic ideas.</p>	<p>Develop group and individual musicianship skills on a variety of instruments.</p> <p>Develop performance skills across genres and styles of music.</p>	<p>Identify basic music terminology and musical symbols within notated music.</p> <p>Identify terminological symbols within written music.</p>
Year 9	<p>Identify features from a score of music including time signatures, key signatures, pause marks, repeat marks and dynamic markings.</p> <p>Identify and respond to multiple music stimuli and identify key features that are specific to the genres.</p>	<p>Create and develop, medium to long length melodic, rhythmic, and harmonic phrases for specific genres or styles of music.</p> <p>Demonstrate understanding of primary and more complex chords progressions to harmonise with melodic ideas.</p> <p>Use appropriate instrumentation techniques to create group pieces for specific genres or styles.</p>	<p>Develop group and individual musicianship skills on a variety of instruments using appropriate instrumental techniques.</p> <p>Develop more complex performance skills across genres and styles of music.</p>	<p>Identify music terminology and musical symbols within notated music for different instruments and within scores.</p> <p>Develop music notation reading and follow of a piano score.</p>
Year 10	<p>Listen to music from different eras and identify key features and terminology from the different styles and genres of music that are specific to the eras.</p> <p>Explain how cadences, chord inversions and tonality are identified within music.</p> <p>Identify cadences, intervals and chordal inversions from examples demonstrated on keyboard.</p>	<p>Demonstrate appropriate instrumentation and composition techniques to create individual pieces for a set occasion or set brief.</p> <p>Demonstrate musical knowledge of composition using understanding of musical terminology, compositional techniques and instrumental understanding.</p>	<p>Demonstrate musical understanding of chosen instrument through multiple performance techniques.</p> <p>Use appropriate music techniques, and performance strategies for specific instruments across multiple genres and styles of music.</p> <p>Demonstrate musicianship skills in a specific field of performance e.g., Soloist and Ensemble player.</p>	<p>Demonstrate appropriate terminology, articulation, clefs, time signatures, key signatures and other musical symbols to identify key features of scores.</p> <p>Demonstrate staff notation in various clefs to write out music dictation.</p>
Year 11	<p>Listen to complex music and identify specific features of the music for the genre or style of the music.</p> <p>Explain how cadences, chord inversions and tonality are identified within multiple genres of music.</p> <p>Identify and notate cadences, intervals, and chordal inversions from aural examples in multiple musicals excerpts.</p>	<p>Use appropriate instrumentation and composition techniques to create individual pieces for a set occasion or set brief.</p> <p>Using articulation, time signature, tempo markings and other music symbols to develop the musicality of the piece for the listener.</p> <p>Demonstrate musical knowledge of composition using understanding of musical terminology, compositional techniques and instrumental understanding.</p>	<p>Demonstrate musical understanding of chosen instrument.</p> <p>Use appropriate music techniques, and performance strategies for specific instruments across multiple genres and styles of music.</p> <p>Demonstrate musicianship skills in multiple fields of performance e.g., Soloist and Ensemble player.</p>	<p>Demonstrate critical writing explanations of music along with examples from specific pieces of music.</p> <p>Demonstrate analytical skills in score reading and analysis.</p>