

Music Essential Skills Y1 to Y6

| Aspect | Key stage 1 - Essential Skills | | Lower key stage 2 - Essential Skills | | Upper key stage 2 - Essential Skills | |
|---------------------------------------|---|--|--|--|---|---|
| | End of Year 1 expectations Average age 6 years 6 months | End of Year 2 expectations Average age 7 years 6 months | End of Year 3 expectations Average age 8 years 6 months | End of Year 4 expectations Average age 9 years 6 months | End of Year 5 expectations Average age 10 years 6 months | End of Year 6 expectations Average age 11 years 6 months |
| Listening | 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/low), 'timbre' (sound quality), 'dynamics' (loud or soft) and 'tempo' (fast or 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 | Make sounds in different ways, including hitting, blowing and shaking. | Carefully choose instruments 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 to develop compositions. | Compose a piece of music based on a theme (e.g. a film or a special event). |
| Vocabulary | 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 and 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 | Perform with awareness of others (e.g. take turns in a performance and sing/play with 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 tuned 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 performances and provide suggestions to others. |
| Singing | 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 | Copy a simple rhythm by clapping or using percussion. | Identify the difference between rhythm and pulse. | Create and repeat extended rhythmic patterns, vocally or by using 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). | Create complex rhythmic patterns, using a variety of instrumentation with an awareness of timbre (quality of sound) and duration (length of notes and intervals). |
| 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. | Recognise/use staff and use unconventional notation when composing. |
| Appreciation and understanding | 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. |