By the end of EYFS:
Listen attentively
Move to and talk about music, expressing their feelings and responses
Sing in a group or on their own, pitch matching and following the melody
Explore and engage in music making and dance, performing solo or in groups

By the end of KS1:
Singing
Sing songs with a pitch range of do-so with increased vocal control
Songs with a small pitch range, pitching accurately
Know meaning of dynamics and tempo and be able to demo when singing by responding to leader's direction and visual symbols < >
Listening
Listening to live music
Composing
Create music in response to a non-musical stimulus
Work with a partner to improvise simple q and a phrases creating a musical conversation
Use graphic symbols, dot notation and stick notation to keep a record of composed pieces
Use music tech to capture, change and combine sounds
Musicianship
Pulse/Beat
Understand speed of the beat can change creating faster or slower tempo
Mark the beat of a listening piece by tapping or clapping, recognising changes in tempo
Walk in time to the beat
Know left and right
Begin to group beats in 2s and 3s by tapping knees on first beat and clapping remaining beats
Identify beat groupings in familiar music
Rhythm
Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion
Create rhythms using word phrases

Read and respond to chanted rhythm patterns and represent them with stick notation, inc crotchets, quavers and crotchet rest
Create and perform own chanted rhythm patterns with the same stick notation
Pitch
Play a range of singing games based on the cuckoo interval matching voices accurately, supported by a leader playing the melody
Sing short phrases independently within a singing game or short song
Respond independently to pitch changes in short melodic phrases, indicating with actions
Recognise dot notation and mach it to 3-note tunes played on tuned percussion

By the end of KS2:
Singing
Singing with syncopated rhythms
…as part of a choir
…with sense of ensemble and performance
Observe rhythm
Observe phrasing
Observe accurate pitching
Observe appropriate style
3 part round
4 part round
Partner songs
School performance opportunities
Listening
Listening to live music
Identify some of the repertoire
Improvising
Multiple sections inc repetition and contrast
Chord changes
Melodies beyond 8 beats over a fixed groove
Composing
Melody across 8 or 16 beats using pentatonic scale
Play the melody on tuned percussion
Notate the melody

Melodies from pairs of phrases using G minor or E minor
Enhance melody with rhythm
Enhance the melody with chords
Ternary form using tech to create and record
Performing
Play melody following staff notation within octave range
Make decisions about dynamic range: ff pp mf mp
Accompany melody with block chords or bass line
In Choir, Pans, Samba
Reading notation
Semibreves, minims, crotchets, quavers, semi-qs and rests
Staff notation within an octave
Rhythm notation

By the end of Key Stage 3 (Year 9), pupils will have:

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By the end of KS3:
gained an aural knowledge of some of the great musical output of human civilisation
engaged with creative processes through improvisation and composition
built an understanding of how musical elements work and discussed how these interact with subjective and objective models of musical meaning
developed knowledge of a wider range of notes and improved their fluency in music notation.