

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Listening & Appraising R Listen to audio recordings and/or music and describe what they like.	Perform & Evaluate - Singing R Use voices to speak chants and rhymes as well as sing together	Perform & Evaluate - Instrumental R Recognise different sounds and describe how they are made.		Create & Compose R Organise sounds simply e.g. identify start and end.	
Year 1	Listening & Appraising 1 Listen to audio recordings and/or music and describe how sounds are being made. Describe how sounds makes children feel.	Perform & Evaluate - Singing 1 Use voices to sing in unison with some control.	Perform & Evaluate - Instrumental 1 Play simple rhythms on untuned percussion instruments.		Create & Compose 1 Create/select sounds for a purpose.	
Year 2	Listening & Appraising 2 Identify and name instruments being played in music. Describe how different sound are made.	Perform & Evaluate - Singing 2 Sing in unison and with expression in groups when performing rounds, partner songs. Describe what went well	Perform & Evaluate - Instrumental 2 Perform differing rhythmic patterns using a variety of percussion instruments.		Create & Compose 2 Use a Graphic Score to organise sounds for a specific purpose.	
Year 3	Create & Compose 3 Use simple musical notation to create rhythmic patterns.		Perform & Evaluate - Singing 3 Use voices with increasing confidence and control to sing songs with expression and dynamics.		Listening & Appraising 3 Listen to music from different cultures/traditions . Identify instruments being used. Describe how it makes them feel	Perform & Evaluate - Instrumental 3 Play rhythms and melodies on tuned and untuned percussion instruments.
Year 4	Perform & Evaluate - Instrumental 4a Children have the opportunity to learn an instrument- whole class tuition (Lincs Music Service)		Listening & Appraising 4 Describe how music is performed referencing tempo and dynamics. Describe preferences for music and explain why.	Perform & Evaluate - Singing 4 Use voices expressively and confidently to perform as part of an ensemble as well as in smaller groups or solos.	Perform & Evaluate - Instrumental 4b Read musical notes represented on a staff. Perform simple melodic patterns using a variety of instruments	Create & Compose 4 Use musical notation to create a melodic phrase.
Year 5	Listening & Appraising 5 Describe how music is performed referencing rhythm, dynamics and tempo and instruments are being used.	Perform & Evaluate - Singing 5a Use voices expressively and confidently to perform songs with parts	Perform & Evaluate - Singing 5b Perform Choral Poetry with a sense of rhythm, dynamics and tempo	Perform & Evaluate - Instrumental 5 Read musical notes represented on a staff with confidence. Perform melodic phrases with musical elements	Create & Compose 5 Represent musical ideas through the use of musical notation to create melodic phrases incorporating musical elements.	
Year 6	Listening & Appraising 6 Describe how music is performed and describe how music is structured e.g. verse, chorus	Perform & Evaluate - Singing 6a Use voices expressively and confidently to perform songs with parts and harmony with a sense of rhythm, dynamics and tempo ensuring diction is clear.	Perform & Evaluate - Singing 6b Perform Choral Poetry with a sense of rhythm, dynamics and tempo ensuring diction is clear.		Create & Compose 6 Plan and compose an 8 or 16 beat melodic phrase. Understand and use various musical elements e.g. ostinato, dynamics, tempo etc.	Perform & Evaluate - Instrumental 6 play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression