Music Progression & Embedded Knowledge

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	**Nursery Rhymes & My Body Percussion**	**School Production**	**'Who's Working?' People Who Help Us Sounds**	**Musical Instruments: Stop, Go, Fast, Slow**	**Busy in the Garden & Musical Storytelling**	**Singing Superstars!**
Vocabulary	*body, sounds, music, hands, fingers, feet, foot, mouth, lips, tongue, head, lap, knees, floor, clap, rub, pat, tap, click, stamp, stomp, noise, hum, whistle, blow, loud, quiet, fast, slow, copy, make, same, different, follow, listen, start, stop*	*sing, songs, actions, copy, voice, fast, slow, high, low, start, stop*	*sound, hear, heard, noise, listen, loud, quiet, noisy, ears, know, children, police, police car, firefighter, ambulance, builder, sawing, hammering, banging, special, jobs, tools, fast, slow*	*instrument, noise, sound, play, hit, tap, bang, shake, rattle, fast, slow, stop, go, loud, quiet, music, choose, feel, story, quick, soft, drum, shaker*	*music, choose, musical instrument, noise, plant, seeds, sing, listen, play, grow, dig, hole, words, actions, sound, beater, shaker, scraper, handbell, ring, bang, tap, shake, scrape, trowel, spade, sprinkle, water, rain, sunshine, clap, beat, Jack, giant, cow, hen, harp, axe, beanstalk, clouds*	*sing, songs, nursery rhymes, lyrics, musical instruments, microphone, superstars, performance*
Embedded knowledge	Listens with increasing attention to sounds and rhythm. Know how to make a variety of sounds using my body, e.g. clap, stamp, whisper etc Know that there are a variety of ways of making sounds with our hands. (rubbing, patting, tapping, clapping etc) Know that there are a variety of ways of making sounds with our voice.	Know how to listen carefully to songs and join in. Learn new songs and perform as a group, keeping in time with others and matching the pitch. Take part in a performance in front of an audience.	Know which part of their body will help them to listen. Know what things they need to remember when they are trying to listen carefully. Use sounds clues to find out who is 'working'. Describe the sounds they can hear. (Loud/Quiet/Soft/Noisy) Name and describe the sounds they would hear	Name some instruments. Explore how to play a variety of instruments with some control. Talk about the sounds that each instrument makes. Know when to start and stop playing an instrument using picture clues. Know when to play their instrument slowly or quickly using picture clues.	Learn and sing new simple songs as a group adding appropriate actions. Name some instruments and demonstrate how they can be played. Describe the sounds that different instruments make. Select instruments to match the sounds of planting. (digging, patting the soil, sprinkling the seeds, pouring the watering can etc)	Sing familiar songs as a group following the melody. Sing a familiar song or nursery rhymes as a solo to a small audience. Listen to others perform and discuss what they liked about their peers performance. Change lyrics in songs to create their own version and perform.

	(scream, click, blow, whistle, pop etc) Explore how sounds & movements can be changed e.g. louder/quieter. Copy a continuous rhythm using one body part. Make a continuous rhythm using one body part. Share their ideas with others. Learn to sing nursery rhymes. Sing a variety of nursery rhymes from memory.		when a builder is working. (Sawing, hammering etc) Explore a variety of instruments that could mimic the sounds of a builder working. Explore how to play these instruments in different ways to match the dynamics.	Play instruments to express ideas and feelings.	Explore different ways of playing the instruments to make the desired sound. Perform the song (with instruments) as a group to an audience. Play instruments to express ideas and feelings. Explore how to play a variety of instruments in different ways to alter the sound.	
Reception	**Autumn**	**Light and Dark & School Production**	**Transport**	**Growing**	**Minibeasts**	**The Seaside**
Vocabulary	*listen, sound, noise, soft, quiet, loud, slow, fast, tap, tempo, speed, play, start, stop, conductor, conduct, beat, pulse, tune, orchestra, instrument, tip composer, perform, shake, scrape*	*dynamics, silence, soft/softer, quiet/quieter, loud/louder, beat, tempo, conductor, rhyme, pulse, line, copy, gently, slowly, tempo, speed, tap, shake, scrape, tip, instrument*	*tempo, speed, pulse, beat, fast, slow, slower, faster, action, andante, adagio, presto, play, slowly, quickly, loud, quiet, perform, chant, beat chart, steady beat, pulse, compose*	*voice, pitch, high, low, sounds, listen, shake medium, melody, higher, lower, note, hum, note, stop, solo, copy, match, up, down, scale, quietly, loudly, slowly, quickly, tap, bang,*	*steady, pulse, beat, rhythm, words, syllables, rhyme, pattern, body percussion, long, short, thinking voice, clap, syllable, pattern, play, tap, stick notation, solo, copy, compose, composition*	*fast/slow, loud/quiet, shake, tempo, dynamics, pluck, instrument names, scrape, blow, tap, rub, roll, gentle, melody, record, compose, musician, soundscape, composition, conductor*
Embedded knowledge	Listen attentively to sounds. Listen to recorded performances and live music making.	Respond to sounds, instruments and pieces of music through movement. Recognise and respond to a steady beat by clapping or tapping along.	Responds to sounds, instruments and pieces of music through movement. Recognises and responds to a steady beat by clapping or tapping along.	Responds to sounds, instruments and pieces of music through movement and mark making/drawing. Recognises and responds to contrasting sounds, e.g. high and low, long and	Taps rhythms to accompany words. Recognises and responds to a steady beat by clapping or tapping along.	Responds to sounds, instruments and pieces of music through expressing thoughts and feelings. Listens to recorded performances and live music-making sessions.

	Respond to pieces of music through: - expressing thoughts and feelings; - movement; - mark making and drawing. Recognise and respond to a steady beat by clapping or tapping along. Sing the melodic shape of familiar songs. Remember and sing entire songs. Use sounds to express experiences, ideas and feelings. Know how to play instruments properly to produce a musical sound. Keep a steady beat while playing instruments. Enjoy performing solo and in groups.	Recognise and respond to contrasting sounds, e.g. high and low, long and short, fast and slow, soft and loud. Identify and match instruments to their sounds. Listen to recorded performances and live music-making sessions. Listen attentively to sounds. Improvises own songs based on familiar songs or nursery rhymes by changing some of the words. Remembers and can sing entire songs. Uses voice creatively in singing games, e.g. speaking, chanting, singing. Sings the melodic shape of familiar songs. Leads or is led by other children in their music-making. Explores the sounds of different instruments, recognising how they can be changed.	Recognises and responds to contrasting sounds, e.g. high and low, long and short, fast and slow, soft and loud. Listens to recorded performances and live music-making sessions. Listens attentively to sounds. Identifies and matches instruments to their sounds. Uses voice creatively in singing games, e.g. speaking, chanting, singing. Remembers and can sing entire songs. Sings the melodic shape of familiar songs. Leads or is led by other children in their music-making. Uses sounds to express experiences, ideas and feelings. Explores the sounds of different instruments, recognising how they can be changed.	short, fast and slow, soft and loud. Describes the sounds of different instruments. Listens to recorded performances and live music-making sessions. Listens attentively to sounds. Uses voice creatively in singing games, e.g. speaking, chanting, singing. Is able to 'pitch match'. Sings the melodic shape of familiar songs. Remembers and can sing entire songs. Leads or is led by other children in their music-making activities. Adds sound effects to stories using voice or instruments. Enjoys performing solo and in groups.	Responds to sounds, instruments and pieces of music through movement. Listens to recorded performances and live music-making sessions. Listens attentively to sounds. Remembers and can sing entire songs. Sings the melodic shape of familiar songs. Creates rhythms using instruments and body percussion. Leads or is led by other children in their music-making. Plays instruments with increasing control. Enjoys performing solo and in groups Knows how to play instruments properly to produce a musical sound. Keeps a steady beat while playing instruments.	Describes the sounds of different instruments. Recognises and responds to contrasting sounds, e.g. high and low, long and short, fast and slow, soft and loud. Recognises and responds to a steady beat by clapping or tapping along. Identifies and matches instruments to their sounds. Sings the melodic shape of familiar songs. Improvises own songs based on familiar songs or nursery rhymes by changing some of the words. Uses voice creatively in singing games, e.g. speaking, chanting, singing. Leads or is led by other children in their music-making. Explores the sounds of different instruments, recognising how they can be changed.

		Uses sounds to express experiences, ideas and feelings. Plays instruments with increasing control to play different dynamics and tempos. Knows how to play instruments properly to produce a musical sound.	Adds sound effects to stories using voice or instruments. Plays instruments with increasing control to play different dynamics and tempo. Knows how to play instruments properly to produce a musical sound. Keeps a steady beat while playing instruments. Enjoys performing solo and in groups.			Uses sounds to express experiences, ideas and feelings. Creates music based on a theme. Operates simple music technology. Knows how to play instruments properly to produce a musical sound. Keeps a steady beat while playing instruments. Enjoys performing solo and in groups. Plays instruments with increasing control to play different dynamics and tempo.
KS1 Cycle A	**Oceans**	**School Production**	**Folk Songs**	**Great Fire of London**	**Superheroes**	**At the Seaside**
Vocabulary	*Beat* *Chorus* *Compose* *Crotchet* *Dynamics* *Notation* *Note* *Paired quavers* *Performance* *Pitch* *Posture* *Rhythm* *Tempo* *Verse*	*Ensemble* *Chorus* *Pitch* *Rhythm*	*Dynamics* *Fall* *Folk* *Improvise* *Notes* *Pitch* *Pulse* *Rhythm* *Rise* *Round* *Sea shanty* *Texture*	*Baroque* *Beat* *Crescendo* *Decrescendo* *Dynamics* *Piano* *Pulse* *Rhythm* *Round* *Score*	*Composer* *Conductor* *Crescendo* *Decrescendo* *Dynamics* *Graphic score* *Pitch* *Score* *Sound* *Soundscape*	*Beat* *Conductor* *Graphic score* *Layer* *Pulse* *Rest* *Rhythm* *Score* *Soundscape* *Tempo*

Embedded knowledge	I am aware of the expectations when listening to others perform and when performing to an audience. I can accompany singing with actions and body sounds in time with a steady pulse. I can communicate how the qualities of sound can affect mood and emotion. I can perform rhythms to the pulse with increasing success. I can select a sound to demonstrate a mood or message. I can sing with developing control of pitch and demonstrate an ability to follow pitch direction with hands. I share ideas to create a piece with simple structure.	I can sing songs from memory. I can sing lines of familiar songs with the correct melody, in a group. I can learn new songs and perform as a group, keeping in time with others. I can take part in a performance in front of an audience.	I am beginning to control sounds with intention. I can create my own rhythmic patterns and perform them with a steady pulse. I can find the pulse and the strong beat when listening and performing. I can identify timbre by describing the sound and link it with the intended effect. I can sing with developing control of pitch and know when to breathe, developing an awareness of phrase. I demonstrate increased confidence when following musical directions given both aurally and through physical inflection. I recognise instruments and I am beginning to understand how they are played e.g. blown, plucked.	I am beginning to control sounds with intention. I am beginning to relate to simple graphic images, dynamic symbols and use stick notation to record simple rhythms. I can demonstrate increased confidence when following musical directions given both aurally and through physical inflection. I can explore, use and recognise changes in timbre, pitch and dynamics. I can perform and accompany singing with actions and body sounds in time with a steady pulse. I can sing with developing control of pitch and diction.	I am beginning to identify the sound with the intended message. I can compose a sequence of sounds to create my own music with structure. I can follow simple performance directions from a conductor for example changing dynamics and starting and stopping. I can use graphic symbols to convey sounds into a visual score. I express opinions when selecting and describing sounds to create music. I use simple musical terms when talking about music for example: louder/quieter and faster/slower.	I am beginning to explore and identify the sound with the intended message. I am beginning to explore how images can be used to convey sound and structure this into a graphic score. I am beginning to link sound with mood and justify preference when listening to various styles of music. I can accompany singing with actions and body sounds to a steady pulse. I can play to a steady pulse. I express opinions when selecting and describing sounds to create music.
KS1 Cycle B	**Senses**	**School Production**	**Carnival of the Animals**	**Toys**	**Fantasy and Adventure**	**Four Seasons**
Vocabulary	*Conductor* *Dynamics* *Length* *Note* *Pitch*	*Ensemble* *Chorus* *Pitch* *Rhythm* *Soloist*	*Chorus* *Compose* *Dynamics* *Instrument* *Note*	*Dynamics* *Improvise* *Melody* *Notation* *Pitch*	*Composer* *Duet* *Dynamics* *Melody* *Notes*	*Adagio* *Baroque* *Conductor* *Crotchet* *Dynamics*

	Pulse *Rest* *Rhythm* *Sound* *Tempo* *Voice*		*Pitch* *Pulse* *Repeat* *Rhythm* *Soundscape* *Stave* *Tempo* *Verse*	*Pulse* *Rhythm* *Tempo* *Unison*	*Opera* *Perform* *Pitch* *Pulse* *Rhythm* *Sound* *Tempo*	*Melody* *Orchestra* *Paired quavers* *Piano* *Pitch* *Presto* *Pulse* *Round* *Tempo*
Embedded knowledge	I am beginning to explore how images can be used to convey sound and structure this into a graphic score. I am beginning to control sounds demonstrating subtle changes, gradually louder, quieter, faster slower. I am beginning to recognise some instrumental sounds and name classroom instruments. I can explore timbre, pitch, duration, dynamics and tempo. I can follow simple performance indications for start, stop, gradually change dynamics. I can play and accompany singing with actions and body sounds to a steady pulse.	I can sing songs from memory. I can sing lines of familiar songs with the correct melody, both as a solo and in a group. I can learn new songs and perform as a group, keeping in time with others. I can take part in a performance in front of an audience.	I am beginning to recognise some instrumental sounds and name classroom instruments. I can explore timbre, pitch, duration, dynamics and tempo. I can play to a steady pulse, accompanying singing with actions and body sounds to a steady pulse. I can sing simple songs in different styles with an awareness of pitch and clarity of diction. I can use simple musical terms when talking about music for example: louder/ quieter; faster/ slower; higher/lower. I express opinions when selecting and describing sounds to create music.	I am beginning to control sounds with intention. I am beginning to relate simple dot notation to changes in sound. I can accompany singing with playing instruments in time with a steady pulse. I can create simple rhythm patterns through improvisation. I can demonstrate increased confidence when following musical directions given both aurally and through physical inflection. I can explore, use and recognise changes in timbre, pitch, dynamics and tempo. I can sing with developing control of pitch and can follow the pitch direction with hands.	I am beginning to control sounds with intention whilst using a range of classroom percussion instruments. I am beginning to experiment, select and combine words into simple rhythmic patterns. I can explore pitch, dynamics and tempo. I can share my ideas with others to compose and perform music together. I can sing with an awareness of pitch and clarity in diction I show an awareness of the pulse when singing and playing.	I am beginning to identify 1 beat crotchets and ½ beat paired quavers when performing simple rhythms. I am beginning to understand the meaning of dynamics and can respond by playing loudly or quietly. I can follow simple dot notation. I can repeat rhythms with a steady pulse. I can respond to changes in high and low pitch. I can use percussion instruments and body percussion to repeat simple rhythms.

	I can use simple musical terms when talking about music for example: louder/quieter; faster/slower; higher/lower.			I demonstrate and utilise images to structure a piece using a simple dot notation score.		
LKS2 Cycle A	**Rivers**	**Jazz**	**Minimalism**	**School Production**	**Samba**	**Ancient China**
Vocabulary	*Accompany* *Chords* *Dynamics* *Glissando* *Lyrics* *Melody* *Notate* *Pentatonic scale* *Pitch* *Score* *Structure* *Tempo*	*Accompany* *Call and response* *Improvisation* *Lyrics* *Melody* *Pentatonic scale* *Pitch* *Rhythm* *Scatting* *Swing time* *Time signature*	*Bass* *Cell* *Harmony* *Melody* *Minimalism* *Motif* *Ostinato* *Polyphony* *Polyrhythm* *Structure* *Technique* *Texture*	*Ensemble* *Chorus* *Pitch* *Rhythm* *Soloist*	*Call and response* *Conductor* *Dynamics* *Ensemble* *Groove* *Melody* *Octave* *Off beat* *Ostinato* *Polyphony* *Polyrhythm* *Pulse* *Rhythm* *Structure* *Texture*	*Accompany* *Clashing* *Duration* *Dynamics* *Harmonious* *Improvise* *Melody* *Notation* *Pentatonic scale* *Pitch* *Solo* *Stave* *Tempo* *Texture*
Embedded knowledge	I am beginning to use texture and layering sounds in composition. I can combine and control sounds to achieve a desired effect. I can identify and name some orchestral instruments. I can maintain my own part within an ensemble performing rhythmically.	I can identify musical conventions being employed in a variety of pieces. I can link rhythmic and melodic patterns into structured responses using voice, percussive or melodic instruments. I can maintain my own part within an ensemble performing rhythmically.	I can identify how specific inter-related dimensions of music have been used in a variety of musical styles for effect. I can link rhythmic and melodic patterns into structured responses. I can maintain my own part within an ensemble performing rhythmically. I contribute ideas expressing musical opinions	I can sing lines of familiar songs with the correct melody and pitch, both solo and in a group. I can learn new songs and perform as a group, keeping in time with others and matching the pitch. I am able to take part in a performance in front of an audience.	I am able to recognise and name the four main instruments of the samba ensemble. I can confidently perform, maintaining a repetitive rhythm independently with a secure sense of pulse. I can identify and describe how the inter-related dimensions are used to create samba music.	I can link rhythmic and melodic patterns into structured responses. I can sing with increasing security over a larger range. I contribute ideas expressing musical opinions for creating and improving work. I demonstrate increasing confidence in recording ideas using sign and symbols including graphic

	I contribute ideas expressing musical opinions for creating and improving work. I show increased confidence and commitment when performing to an audience. I use the pentatonic scale to compose simple melodies and show increasing confidence in recording my ideas using graphic score.	I can perform a rhythmic pattern maintaining my own part independently with a secure sense of pulse. I contribute ideas expressing musical opinions for creating and improving work. I show increased confidence and commitment when performing to an audience.	for creating and improving work. I demonstrate increasing confidence in recording and performing ideas using sign and symbols including graphic score and pitch and rhythm notation. I show an awareness and application of how the inter-related dimensions of music can be used to create effects in response to a stimulus. I show increased confidence and commitment when performing to an audience.		I contribute ideas expressing musical opinions for creating and improving work. I demonstrate a good understanding of the key words when I use them in my feedback. I have taken on a leadership role and can securely give and follow signals to start and stop.	score and pitch and rhythm notation. I show an awareness and application of how the interrelated dimensions of music can be used to create effects in response to a stimulus. I show increased confidence and commitment when performing to an audience.
Year 5	**Planets**	**Animal Kingdom**	**Melodies of Divinity**	**Viking**	**Rock and Roll**	**School Production**
Vocabulary	*Accompaniment* *Chords* *Graphic score* *Interrelated dimensions* *Legato* *Major* *Minor* *Motif* *Staccato* *Structure* *Ternary form* *Time signature* *Triads*	*Chord* *Consonant* *Dissonant* *Dotted note* *Dynamics* *Harmony* *Interval* *Major* *Melody* *Minor* *Octave* *Root note* *Structure* *Tempo* *Triad*	*Drone* *Dynamics* *Flat* *Fusion* *Improvisation* *Improvise* *Layer* *Melody* *Rhythm* *Scale* *Sharp* *Structure* *Tempo* *Timbre*	*Improvisation* *Interrelated dimensions* *Melody* *Motif* *Polyphonic* *Polyrhythm* *Polyrhythmic* *Romantic* *Semiquavers* *Structure* *Timbre*	*Backing vocals* *Baseline* *Call and response* *Chord* *Genre* *Harmony* *Improvisation* *Improvise* *Lead vocalist* *Lead vocals* *Melody* *Pitch* *Root note* *Walking baseline*	*Ensemble* *Chorus* *Pitch* *Rhythm*

Embedded knowledge	I am developing an understanding about the timeline of music history and the changes in music across the Baroque, Classical, Romantic, 20th century to now. I can combine the inter-related dimensions of music imaginatively and with thought to characterise my chosen planet. I can create my own melodic and rhythmic motifs and organise them within a well structured piece. I can use musical vocabulary to justify why music makes me feel certain emotions or how it effects my imagination. I demonstrate increased confidence and accuracy using various forms of notation to record musical ideas. I demonstrate increased confidence when performing, showing an awareness of the audience throughout.	I am developing an understanding of music across time and place, relating features heard to justify placement. I can combine the inter-related dimensions of music imaginatively and with thought to create effects. I can sing and play to convey mood and emotion to enhance the intended effect. I can use intervals and chords demonstrating increased confidence and understanding of the harmonic features studied. I can use musical vocabulary to respond to music, correctly labelling the inter-related dimensions and identifying the use of harmonic features. I confidently demonstrate a secure sense of pulse when playing and singing in different time signatures. I demonstrate increased confidence and accuracy using notation to record musical ideas.	I am able to convey intended mood and atmosphere when performing. I am beginning to recognise a broader range of ensembles and instruments. I can confidently demonstrate a secure sense of pulse when performing irregular patterns. I can use ideas when improvising and composing with consideration of musical shape. I confidently match pitches across a wider range of notes, leaps, lengths and rhythmic complexity. I demonstrate increasing confidence recording and performing from Western notation. I show an understanding of how to place music relating features heard to justify placement.	I am beginning to improvise rhythms with a sense of control and fluidity. I am developing singing an independent part within a round. I sing confidently, pitching the starting note accurately. I can develop and organise my own rhythm patterns experimenting with timbre and structure. I can improve my work through self evaluation, comparison and responding to feedback from others. I can use simple Western notation to record and perform my rhythms I combine the interrelated dimensions of music imaginatively and with thought to create effects. I use an increasing musical vocabulary to respond to music, correctly labelling the interrelated dimensions.	I can improvise and use rhythmic and melodic ideas of greater length and musical shape. I can recognise a broader range of instruments relating to the musical genre. I confidently demonstrate a secure sense of pulse when playing and singing. I confidently match pitches across a wider range of notes, leaps, lengths and rhythmic complexity. I recognise and perform from an increasing range of Western notation. I sing and play to convey mood and emotion to enhance the intended effect.	I can sing songs from memory. I can sing lines of familiar songs with the correct melody and pitch,in a group. I can learn new songs and perform as a group, keeping in time with others and matching the pitch. I can take part in a performance in front of an audience.

Year 6	**Celebrations**	**Garageband**	**Reggae**	**Band Lab**	**Electricity**	**School Production**
Vocabulary	*Accent* *Ascending* *Break* *Call and response* *Compose* *Descending* *Ensemble* *Genre* *Ostinato* *Perform* *Phrasing* *Polyrhythm* *Reel* *Structure* *Sustain* *Syncopation* *Tempo* *Texture* *Time signature*	*Accompaniment* *Binary* *Binary Form* *Chord Sequence* *Chords* *Key* *Major* *Melody* *Metronome* *Minor* *Passing Note* *Rhythm* *Root Note* *Structure* *Ternary Form* *Texture*	*Accent* *Accompaniment* *Bass line* *Chords* *Clef* *Drum groove* *Melody* *Off-beat* *Phrasing* *Riff* *Structure* *Triad*	*Chord Sequence* *Minor* *Rhythm* *Contrast* *Inter-related dimensions* *Jingle* *Key* *Loop* *Major* *Manipulate* *Metronome* *Riff* *Structure* *Ternary Form* *Texture* *Tonality*	*Bridge* *Clef* *Duration* *Minimalist* *Notation* *Ostinato* *Polyphonic* *Rest* *Rhythm* *Stave* *Structure* *Texture* *Time Signature*	*Ensemble* *Chorus* *Pitch* *Rhythm* *Soloist*
Embedded knowledge	I can combine the inter-related dimensions of music imaginatively and with thought to create effects. I can explore and combine sounds with growing confidence, taking simple ideas to develop further in composition. I confidently demonstrate a secure sense of pulse when playing in different time signatures.	I can combine, organise, structure and edit music. I can improvise using my voice and with increasing accuracy when pitching. I can manipulate sounds to create certain effects. I can select ideas with consideration of the inter-related dimensions to create effect. I demonstrate knowledge, using musical terminology when appraising the work of my peers.	I am able to self correct when a performance goes wrong. I can place music within both time and place, identifying features specific to justify the placement. I confidently justify opinions of different styles of music, using knowledge of musical conventions and instrumental knowledge. I demonstrate a secure sense of pulse when singing	I can improvise and refine rhythms and melodic ideas, demonstrating a sense of musical phrase. I can play the chord sequence in time with the metronome. I can use GarageBand to compose and record a more complex melody using notes from the chord and passing notes. I confidently demonstrate a secure sense of pulse when playing.	I am able to self correct when a performance goes wrong. I can place music within both time and place, identifying features specific to justify the placement. I confidently justify opinions of different styles of music, using knowledge of musical conventions and instrumental knowledge. I demonstrate a secure sense of pulse when singing	I can sing confidently with control and accurately match pitch across a range of notes; leaps, lengths and rhythmic complexity in unison, in parts and as a soloist. I can learn new songs and perform as a group, keeping in time with others and matching the pitch. I can take part in a performance in front of an audience.

	I recognise and perform from an increasing range of western notation. I show an awareness that a performance is an occasion. I show an understanding of music, relating features heard to justify placement. I use an increasing musical vocabulary to respond to music, correctly labelling the inter-related dimensions e.g. rhythm, tempo.	I use a wider range of vocabulary and knowledge of the inter-related dimensions when discussing music and the intended effect.	and playing in unison and within an ensemble. I demonstrate musicality in the control and production of sound using expression. I sing confidently with control and accurately match pitch across a range of notes; leaps, lengths and rhythmic complexity. I understand that the way the performance is represented to the audience influences the quality of the performance and the messages the music is trying to convey.	I demonstrate knowledge and understanding using musical terminology when creating and can identify the strengths and areas for development in a piece. I select the appropriate notes to accompany a melodic line.	and playing in unison and within an ensemble. I demonstrate musicality in the control and production of sound using expression. I sing confidently with control and accurately match pitch across a range of notes; leaps, lengths and rhythmic complexity in unison, in parts and as a soloist. I understand that the way the performance is represented to the audience influences the quality of the performance and the messages the music is trying to convey.	