

Learning Objectives Overview

Reception



Some pupils achieved beyond expectation and can:

Most pupils can:

Some pupils made less progress and can:

TERM 1	1	<ul style="list-style-type: none"> improvise using sound-makers and instruments to express different moods lead a call-and-response song work as a group, taking turns to play a musical game play percussion accompaniments accurately 	<ul style="list-style-type: none"> sing a simple melody in tune mark the pulse with body-percussion change their voices to show different feelings or to suit new characters eg. grumpy or witchy voices play simple accompaniments on tuned and untuned percussion 	<ul style="list-style-type: none"> participate in music making but are yet to find their singing voice choose and play instruments, marking the pulse with support
	2	<ul style="list-style-type: none"> make up new verses and improvise appropriate vocal sound effects sing the melody tunefully with accurate pitching of stepping and jumping notes 	<ul style="list-style-type: none"> think up new actions and perform them in the song sing and play showing contrasting quiet and loud dynamics 	<ul style="list-style-type: none"> start and stop together whether singing, playing or performing actions mark the pulse with rowing actions with group support
TERM 2	1	<ul style="list-style-type: none"> remember the sequence of verses: invent a new scenario and characters substitute a percussion accompaniment for physical actions select and play untuned percussion, recognising a cumulative pattern 	<ul style="list-style-type: none"> sing an action song observing contrasting speeds (tempi) sing a melody tunefully with an awareness of pitch: play a circle game perform actions accurately: invent new ones 	<ul style="list-style-type: none"> remember the sequence of verses with support (eg. images) perform actions accurately when modelled by the practitioner
	2	<ul style="list-style-type: none"> use appropriate hand actions to mark ascending and descending melody patterns respond to the change in tempo sing either the 'call or 'response' section confidently 	<ul style="list-style-type: none"> recognise a melody that rises and falls and sing the melody pattern accurately invent new hand action words to suit the song play long notes on tuned percussion accurately choose and justify percussion sounds to match the lyric 	<ul style="list-style-type: none"> respond to music through creative dance movements sing the song, changing voices for buzzing sound effects
TERM 3	1	<ul style="list-style-type: none"> create new rap lines and perform to a friendly audience play a short repeated pattern on tuned percussion contribute ideas for new lyrics, make up actions and choose props for a performance 	<ul style="list-style-type: none"> recognise the call-and-response structure and sing each part sing a melody with accurate steps and jumps improvise a 'seascape' accompaniment using untuned percussion and sound-makers 	<ul style="list-style-type: none"> perform actions accurately marking the pulse chant the echo part rhythmically keeping to the pulse
	2	<ul style="list-style-type: none"> sing while dancing the traditional formal steps play a two-note accompaniment holding mallets or beaters correctly perform the song as a clapping game with a partner 	<ul style="list-style-type: none"> sing and perform a simpler set of actions mark the pulse on untuned percussion sing in waltz time and perform the actions accurately 	<ul style="list-style-type: none"> invent and perform new dance actions transfer the actions to untuned percussion sounds

Learning Objectives Overview

Key Stage 1, Year 1



Some pupils achieved beyond expectation and can:

Most pupils can:

Some pupils made less progress and can:

TERM 1	1	<ul style="list-style-type: none"> perform songs in different styles, eg. chirpy Cockney or relaxed swing play rhythmic accompaniments on percussion play kazoos to add an interesting timbre make voices louder and quieter to enhance the meaning of the lyrics 	<ul style="list-style-type: none"> manage a cumulative structure and remember the order of events work with others to give a performance with props mark rests with sound-makers sing a verse in a small solo group 	<ul style="list-style-type: none"> take part in a performance sing the melody line of many songs manage the cumulative structure supported by visual prompts
	2	<ul style="list-style-type: none"> adapt voices and select actions to suit different characters incorporate additional characters and suitable actions create new lines for a different sports rap and perform to an audience 	<ul style="list-style-type: none"> maintain a rhythmic ostinato during a performance of the rap chant rhythmically, keeping together as a group, marking rests accurately 	<ul style="list-style-type: none"> recognise the song's repeated lines after many repetitions remember the order of verses
TERM 2	1	<ul style="list-style-type: none"> sing a dotted melody, marking rests with untuned percussion perform actions accurately following contrasting rhythm patterns invent new travelling lyrics and matching movements 	<ul style="list-style-type: none"> play a clapping game while singing sing a song recognising changing speeds (tempi) invent new lyrics and clapping patterns 	<ul style="list-style-type: none"> sing a song recognising changing speeds (tempi) when led by the practitioner participate in a clapping game while singing
	2	<ul style="list-style-type: none"> pick out the three-note tune by ear sing either part of the call-and-response section confidently substitute new rhymes to personalise the game invent a new version of <i>Acka backa</i> 	<ul style="list-style-type: none"> add a pitched melody to the song play a three-note accompaniment accurately using a correct mallet hold use provided rhymes to make up new lyrics and moves 	<ul style="list-style-type: none"> chant rhythmically, adding sound effects play the game: accept being out
TERM 3	1	<ul style="list-style-type: none"> take part in a performance sing the melody line of many songs manage the cumulative structure supported by visual prompts 	<ul style="list-style-type: none"> sing a traditional song set in a minor key remember the counting pattern and fit the long narrative lines accurately to the music perform a dance to accompany the song 	<ul style="list-style-type: none"> play an ostinato on home-made 'harvest' shakers or untuned percussion sing a traditional song remembering the sequence of verse and choruses
	2	<ul style="list-style-type: none"> find partners at appropriate moments in the song change dance steps to mark the time-signature change adopt solo acting roles 	<ul style="list-style-type: none"> understand the terms verse and chorus in the context of a song mark the pulse throughout the song switch confidently from march to jig time in their singing 	<ul style="list-style-type: none"> participate in a performance incorporating singing and playing percussion invent actions to support the meaning of the verses

Learning Objectives Overview

Key Stage 1, Year 2



Some pupils achieved beyond expectation and can:

Most pupils can:

Some pupils made less progress and can:

TERM 1	1	<ul style="list-style-type: none"> ● sing a melody confidently and pitch awkward intervals correctly ● give a performance using controlled dynamics ● play echoed phrases by ear on a pitched instrument ● lead an echo warm-up based on a song melody 	<ul style="list-style-type: none"> ● recognise echoing phrases by ear ● communicate the meaning of songs with good diction ● maintain a body-percussion pattern accurately ● recognise the structure of verse and chorus 	<ul style="list-style-type: none"> ● sing echoed phrases as part of a group ● manage actions to match the word-play ● recognise verse and chorus sections
	2	<ul style="list-style-type: none"> ● sing a limited range of notes, managing small intervals confidently ● create a sequence of sounds to suggest a mood or atmosphere 	<ul style="list-style-type: none"> ● play paired echo pieces based on the rhythms of a familiar song ● perform actions while singing an echo song ● lead an echo song confidently as part of a small group 	<ul style="list-style-type: none"> ● vary dynamic levels to enhance the dramatic quality of a song when directed
TERM 2	1	<ul style="list-style-type: none"> ● chant the second part of a two-part round: work on a performance ● invent new rhyming lyrics ● choreograph and incorporate a robot dance 	<ul style="list-style-type: none"> ● perform rhythmically as a group, incorporating accurate choreographed actions ● compose accompanying robot music using percussion and unconventional sound-makers ● sing a syncopated (jerky) melody with rhythmic precision 	<ul style="list-style-type: none"> ● perform the chorus actions rhythmically with support ● choreograph actions for a robot dance
	2	<ul style="list-style-type: none"> ● invent own lyric ideas to substitute ● improvise on a pentatonic scale using notes C D E G A ● invent dance steps that fill an exact phrase length 	<ul style="list-style-type: none"> ● sing nonsense lyrics in an unfamiliar language ● maintain a clapped pulse pattern and play the authentic game competitively 	<ul style="list-style-type: none"> ● sing an alternative inclusive version of the game ● sing a playground song in an appropriately relaxed and informal style
TERM 3	1	<ul style="list-style-type: none"> ● play chords on tuned percussion ● master awkward intervals confidently ● recognise the timescale of a musical phrase in which to find a new partner 	<ul style="list-style-type: none"> ● compose minibeasts sound effects for the introduction ● sing a lively melody with a dotted rhythm ● sing clearly articulated words set to a stepping-note melody ● keep the game going 	<ul style="list-style-type: none"> ● manage dance steps with a partner while singing ● choreograph a minibeast dance to the backing track
	2	<ul style="list-style-type: none"> ● remember the cumulative pattern and invent new lines ● play a tuned percussion introduction ● perform the accompaniment part on pitched percussion 	<ul style="list-style-type: none"> ● sing a rock style song incorporating delivering short phrases and rests confidently ● perform the second spoken part, interacting with the sung line ● sing confidently in another language 	<ul style="list-style-type: none"> ● play the cumulative 'call-and-response' game, singing and speaking in appropriate places ● invent a rockpool dance for a performance

Learning Objectives Overview

Lower Key Stage 2, Year 3



Some pupils achieved beyond expectation and can:

Most pupils can:

Some pupils made less progress and can:

	Some pupils achieved beyond expectation and can:	Most pupils can:	Some pupils made less progress and can:
TERM 1	1 <ul style="list-style-type: none"> compose and perform pentatonic ostinati independently lead an echo song and/or sing the response as a solo sing the second part of a round 	<ul style="list-style-type: none"> sing echoed phrases rhythmically sustain an ostinato accompaniment on untuned instruments, based on a phrase from the song perform an ensemble song with actions and accompaniments to an audience 	<ul style="list-style-type: none"> sing a melody tunefully with a sense of shape play an ostinato on the pulse
	2 <ul style="list-style-type: none"> improvise short rhythmic or instrumental 'in-fill' phrases to accompany a jazz swing song improvise around two chords in 4/4 time and create satisfying musical patterns 	<ul style="list-style-type: none"> sing in a relaxed jazz style making a feature of 'blues' notes, sung accurately maintain a two-chord accompaniment using tuned percussion 	<ul style="list-style-type: none"> maintain a second part, breathing appropriately at the ends of phrases choreograph moves and actions to replicate a swing band performance
TERM 2	1 <ul style="list-style-type: none"> sing a traditional call-and-response song as a soloist create a partner rhyming line to extend the lyrics perform actions while singing: accompany with tuned percussion 	<ul style="list-style-type: none"> insert extra syllables while keeping in time sing a gospel song in the appropriate style with accurate pitching invent suitable actions for a stylish performance 	<ul style="list-style-type: none"> contribute suitable actions for a stylish performance sing a gospel song in the appropriate style with reasonable awareness of correct pitching sing a traditional call-and-response song as part of a solo group
	2 <ul style="list-style-type: none"> create new clapped rhythmic ostinato to accompany the verses adopt different roles in performance: rapper and accompanist 	<ul style="list-style-type: none"> sing a film musical song in an appropriate style use clear diction to deliver fast-moving word-play lyrics clearly to an audience create a performance with sound effects, movement and solo or solo group roles 	<ul style="list-style-type: none"> maintain rhythmic accuracy while chanting a rap: make sudden and dramatic dynamic changes
TERM 3	1 <ul style="list-style-type: none"> create new verses from sets of rhyming words pick out some phrases from the melody by ear manage scat vocals 	<ul style="list-style-type: none"> sing to convey the uplifting mood sign the song with BSL, Makaton or invent their own gestures maintain a harmony part in a small group play simple tuned and untuned accompaniments 	<ul style="list-style-type: none"> sing one part of a two-part round maintain accurate pitching of a descending stepping-note melody
	2 <ul style="list-style-type: none"> create new performances based on other numbers compose and perform call-and-response rhythmic pieces 	<ul style="list-style-type: none"> work on a group performance with a more challenging clapping pattern sing a syncopated melody with rhythmic accuracy sing in two groups as a call-and-response piece 	<ul style="list-style-type: none"> sing a traditional clapping song game in four-time create a performance with actions and props

Learning Objectives Overview

Lower Key Stage 2, Year 4



Some pupils achieved beyond expectation and can:

Most pupils can:

Some pupils made less progress and can:

TERM 1	1	<ul style="list-style-type: none"> improvise short pentatonic patterns using voices and 'blues' notes perform a song in pairs with their own lyrics and actions identify the number of bars in phrases of different lengths 	<ul style="list-style-type: none"> sing short melodies as a solo/small group with a sense of shape and expression accompany a song with a rhythmic ostinato played over the beat 	<ul style="list-style-type: none"> sing a song while moving to the beat sing short melodies with a sense of shape and expression invent gestures or dance moves for a song
	2	<ul style="list-style-type: none"> sing a second part of a song accurately, with expression and with changes of tempi play an accompaniment on ukulele or guitar improvise a melody using tuned percussion 	<ul style="list-style-type: none"> sing a second part of a song with sound effects play an accompaniment on tuned percussion, iPad or tablet app write new words for a song 	<ul style="list-style-type: none"> sing a song with some actions play a one-note accompaniment play a simple two-note ostinato
TERM 2	1	<ul style="list-style-type: none"> compose a piece of music creating different sounds for the weather listen to a piece of music which describes the weather recognise simple notation related to football team names 	<ul style="list-style-type: none"> sing with clear articulation recognise simple rhythmic notation perform the link football rhythm for a class rondo and continue with their own composed melody 	<ul style="list-style-type: none"> sing the song with actions for the characters play the famous football rhythm
	2	<ul style="list-style-type: none"> sing accurately showing an awareness of phrasing and shape of melody compose a short rhythmical piece based on calypso rhythms 	<ul style="list-style-type: none"> sing in unison and in parts clap accurately rhythms from the song: clap their own name rhythms 	<ul style="list-style-type: none"> show an awareness of melodic shape improvise very simple rhythms on one note
TERM 3	1	<ul style="list-style-type: none"> sing a song in unison and can sing confidently in two parts create a backing for a rap, and perform their rap confidently and rhythmically 	<ul style="list-style-type: none"> sing in unison and add some simple movement to the performance create ostinati patterns on pitched instruments 	<ul style="list-style-type: none"> create a simple backing track for an accompaniment to their rap sing the song in unison
	2	<ul style="list-style-type: none"> sing a song in unison with well-tuned higher notes: sing confidently in two parts create rhythmic patterns which can be played on tuned or untuned percussion 	<ul style="list-style-type: none"> sing in two parts shaping the phrases and controlling their breathing for each phrase create a rap about making new friends performing with their own backing track 	<ul style="list-style-type: none"> create a simple eight-beat body-percussion pattern sing in unison with increasing confidence

Learning Objectives Overview

Upper Key Stage 2, Year 5



Some pupils achieved beyond expectation and can:

Most pupils can:

Some pupils made less progress and can:

	Some pupils achieved beyond expectation and can:	Most pupils can:	Some pupils made less progress and can:
TERM 1	1 <ul style="list-style-type: none"> record a range of sounds of different timbres and sequence them with pictures create and perform a melodic ostinato, keeping in time with the song 	<ul style="list-style-type: none"> sing phrases in tune, sustaining long notes for their full length perform different rhythmic patterns to accompany a song use a variety of sound-makers (acoustic and electronic) for 'bone effects' 	<ul style="list-style-type: none"> perform in a group, keeping time together use mime and actions to underpin the words change tone and dynamics to suit the meaning of the words
	2 <ul style="list-style-type: none"> sing accurately and with expression, warming the tone on the longer notes sing a second part to the main melody 	<ul style="list-style-type: none"> compose a short descriptive piece using the interrelated dimensions of music (elements) describe the history and purpose of a song write lyrics for a new verse 	<ul style="list-style-type: none"> sing a song melody with increasing confidence
TERM 2	1 <ul style="list-style-type: none"> improvise a short pattern in response to the call Mama don't allow accompany the song using chords 	<ul style="list-style-type: none"> sing the song with expression, and in two parts write lyrics for a new version of the song including appropriate actions can correctly identify the change of chord 	<ul style="list-style-type: none"> create a drone accompaniment
	2 <ul style="list-style-type: none"> write words for a song and confidently create a melody over the chord sequence sing the melody and then play the melodic riff by ear 	<ul style="list-style-type: none"> play the melodic riff starting on D sing the songs with expression and feeling 	<ul style="list-style-type: none"> sing in unison
TERM 3	1 <ul style="list-style-type: none"> sing the song in three part harmony create a gentle piece of music with a graphic score 	<ul style="list-style-type: none"> sing in two parts and explain the purpose of the song create and play a simple drumming part to accompany the song 	<ul style="list-style-type: none"> improvise nonsense words for a new lullaby
	2 <ul style="list-style-type: none"> sing independently in three part harmony, and adopt a solo role play a simple accompaniment to a song 	<ul style="list-style-type: none"> sing with increasing confidence and accuracy play a single line of an accompaniment 	<ul style="list-style-type: none"> chant a rap composed by the group choose instruments to create a short soundscape

Learning Objectives Overview

Upper Key Stage 2, Year 6



Some pupils achieved beyond expectation and can:

Most pupils can:

Some pupils made less progress and can:

TERM 1	1	<ul style="list-style-type: none"> ● sing arpeggios and chromatic notes in tune ● create and perform a call-and-response song around a C major triad ● sing in harmony while clapping rhythms 	<ul style="list-style-type: none"> ● create a melody from notes in the C major scale ● sing syncopated rhythms accurately ● sing confidently in group harmony, pitching starting notes accurately 	<ul style="list-style-type: none"> ● work together to create a unified group performance ● perform rhythms based on word patterns as a group ● create clapping patterns to fit to a steady beat
	2	<ul style="list-style-type: none"> ● sing the second part of a song accurately and with appropriate expression ● play the three primary chords in G major (G, C, D) ● compose a song with a chordal accompaniment 	<ul style="list-style-type: none"> ● sing the main melody of a song with accuracy of pitch and rhythm ● use their voices to demonstrate ascending (rising) and descending (falling) phrases ● compose a short piece using a pentatonic scale 	<ul style="list-style-type: none"> ● sing in a rock style with increasing confidence and accuracy ● play one note from the chord of G
TERM 2	1	<ul style="list-style-type: none"> ● sing intervals accurately, using their thinking voice to internalise the sounds ● perform their compositions accurately using words rhythms from the song ● create an eight bar drum pattern using untuned percussion, or apps, which create a backing for their song 	<ul style="list-style-type: none"> ● sing the melody accurately and smoothly ● sing a pentatonic scale creating positive phrases about their peers 	<ul style="list-style-type: none"> ● say and clap the word rhythms from the song with some support ● recognise that the rhythm patterns change, but cannot articulate how they change
	2	<ul style="list-style-type: none"> ● sing harmony and melody together unaccompanied ● perform their chords for the accompaniment to <i>Ain't gonna let nobody</i> 	<ul style="list-style-type: none"> ● sing the response phrase and then play accurately on pitched instruments ● play the notes for one chord as part of the accompaniment 	<ul style="list-style-type: none"> ● sing the melody ● recognise the changes of chord
TERM 3	1	<ul style="list-style-type: none"> ● improvise a melody using the notes of the Bhairavi Raag ● create a rhythmic piece based on notated word rhythms from the song 	<ul style="list-style-type: none"> ● sing the melodic echoes with attention to the phrasing ● compose a song using the same chord sequence 	<ul style="list-style-type: none"> ● sing the melody using the powerpoint of the words ● create a rhythmic piece using technology
	2	<ul style="list-style-type: none"> ● sing from memory in two parts, keeping a clear open tone on the high notes ● compose a short melody for part of the chant 	<ul style="list-style-type: none"> ● lead or conduct the group in a performance from a rhythm grid ● play one chord in a sequence identifying whether it's a major or minor 	<ul style="list-style-type: none"> ● chant the words for the 'tutti' section of <i>Shabuya</i> ● play one note from the chord sequence